

## **4. ASSESSMENT DAY ACTIVITIES**

During your activities at the school, you will assume several roles. You will be the NAEP Representative and need to be fully adept in session-conducting and record-keeping procedures. You will also assume the role of a substitute teacher during the assessment session when the students are in your control. This chapter describes the activities for which you will be responsible on assessment day, including conducting sessions. This chapter also offers practical suggestions for how to take effective charge of a classroom; how to manage problem situations, such as disruptive student behavior; and how to supervise and monitor the session.

### **4.1 Task 1: Preparing for the School's Assessment**

On the day of your assignment, 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 size of the assessment and the school's schedule. Before assessment day, you should confirm your arrival time with the supervisor and review the Assessment Information Form for the school.

#### **4.1.1 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:

- Your NAEP ID Badge;
- The Assessment Information Form for the school;
- This manual; and
- Session Scripts.

## 4.2 Task 2: Report to the School on the Day of the Assessment

On the assessment day, 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 size of the assessment and the school's schedule. Your supervisor will instruct you on when and where to meet on the assessment day.

### 4.2.1 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:**

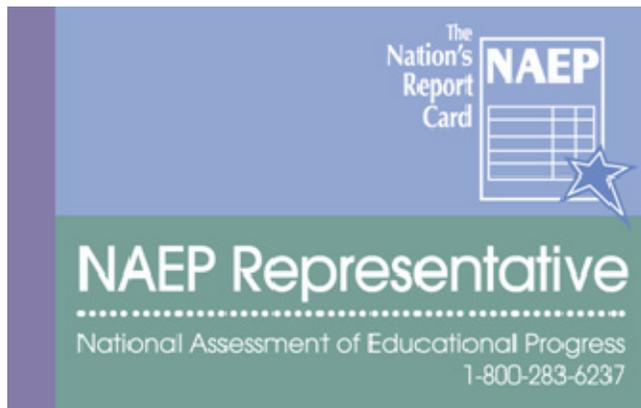
- A suit and tie; or
- Dress trousers with a sports jacket and tie.

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.

**Be sure to wear your NAEP Identification Badge.** When arriving at the school, you must first check in at the school office, identify yourself, and explain why you are there. You should have on your NAEP ID Badge when you arrive at the school to help establish your authority with both school staff and students.



### **4.3 Task 3: Complete Initial Activities at the School**

#### **4.3.1 Receive Session Materials**

After checking in at the school office, you will need to locate your supervisor to obtain all necessary materials for the session(s) you are scheduled to conduct. These materials include the following:

- The original Administration Schedule;
- A copy of the SD/LEP Roster;
- Session box from NCS Pearson specific to the school and session type assigned for the assessment;
- Timer;
- A sharpened No. 2 pencil for each student (plus extras);
- Tape recorder (If a tape session);

- Tape cassette (If a tape session);
- Student Appreciation Certificates (if not already distributed);
- Accommodation booklets, if necessary; and
- A Session Debriefing Form.

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

Before sessions begin, you should also ascertain the following information from your supervisor:

- 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 procedures in dismissing students); and
- How to call the principal's office from the assessment classroom in the event of an emergency.
- Where the school wants you to send any student who refuses.

#### 4.4 Task 4: Account for Assessment Materials

It is your responsibility to account for all assessment materials you receive, particularly the assessment booklets. You must be sure that you receive a sufficient number of the appropriate assessment materials needed for your assignment and that you can account for all of these materials (used and unused) when the assignment is completed. This means that you must work carefully and keep accurate records of materials used as you work through your assignment. **Never leave completed or unused assessment booklets or other NAEP materials at the school.** Be sure to return all materials to the supervisor at the end of a session. If any used or unused NAEP assessment booklets are lost, misplaced, taken by students (inadvertently or otherwise), or cannot be accounted for, the confidentiality and validity of NAEP may be seriously jeopardized.

**As an AA, you sign an oath of office and pledge of confidentiality committing yourself to keeping the used and unused assessment materials secure before, during, and after the assessment. The violation of the oath or pledge is sufficient grounds for disciplinary action, including dismissal and criminal penalties.**

#### **4.5 Task 5: Protect the Confidentiality of NAEP Materials**

NAEP guarantees the confidentiality of all participants. However, “security is not secrecy.” NAEP can, and will, share the background questions and other **nonsecure** items with schools, staff, and interested parties. Your supervisor will be instructed on these procedures.

You should refer school staff and other individuals with questions to your supervisor and also to the public NAEP web site located at <http://nces.ed.gov/nationsreportcard>. The NAEP web site houses all NAEP information from the past to the present. Schools can go to the site to see assessment questions and data gathered from students, teachers, and schools that participated in NAEP in the past. There are also profiles on each state and links to past NAEP reports.

In order to protect the confidentiality of NAEP participants and items, AAs must strictly observe the following rules at all times:

- Never, under any circumstances, allow anyone to examine NAEP booklets, whether they are completed or unused. If school staff members ask to see the assessment booklets or have questions concerning their content, they are to be referred to your supervisor.
- Supervisors will provide school principals with NAEP Demonstration Booklets for inspection by anyone interested in the study. The Demonstration Booklets contain the NAEP 2003- 2004 background questionnaires. The booklets are also posted on the NAEP web site at <http://nces.gov/nationsreportcard>.
- Never leave any assessment booklets or other NAEP materials unattended. If you leave the school between sessions, take all of these materials with you and lock them in the trunk of your car.
- Only students whose names appear on the Administration Schedules may participate in the assessment (except if the school requires a nonsampled student to participate). Do not permit other students to see the assessment booklets.

- The names of the students who participate in the assessment must not be on or in assessment booklets when the booklets leave the school.

#### **4.6 Task 6: Prepare the Booklets**

Preparing the assessment materials for distribution is a multistep process. It involves the following:

- Making sure you have the correct booklets for your session (including any accommodations booklets needed);
- Affixing the preprinted removable student ID labels to the assessment booklets; and
- Setting aside any booklets assigned to ineligible, withdrawn, parental refusals, or excluded students or booklets replaced by accommodations booklets.

##### **4.6.1 Open the Bundles of Booklets**

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. To allow adequate time to prepare the booklets, you should open the bundles and proceed with booklet preparation approximately 1 hour before the session is scheduled to begin.

In some instances, in schools where more than one session is 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, your supervisor may schedule to meet with you 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 your supervisor until you both meet on the day of the assessment in order to protect the security of the assessment materials.

You will receive assessment materials packed by session. Booklets for all session types will be shrink-wrapped in bundles of 14 booklets for age 9 and bundles of 16 for ages 13 and 17. Each session will use two bundles of booklets. Packed with each bundle will be a numbered Bundle Slip 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 **O** 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. An example of an Administration Schedule with corresponding Bundle Slips appears on the following page. Be sure to open the bundles in the order indicated on the Administration Schedule, and **never use booklets for any session other than those booklets specified on the Administration Schedule.**

### **Booklet Codes**

Note that each booklet has a code in the upper-right corner (see Exhibit 3-4). This code is made up of the following components:

- A letter identifying the subject. All reading booklets begin with the letter **R**, and all mathematics booklets begin with the letter **M**.
- The subject letter is followed by a one-, two-, or three-digit booklet version number.
- The booklet version number is followed by the letter **T** identifying a tape session.

You should be able to recognize the booklet codes to ensure that you are distributing the correct booklets for each session and the correct materials for each booklet.

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.

## **4.6.2 Prepare the Assessment Booklets**

### **Materials Needed**

- Administration Schedule;
- Preprinted removable student ID labels;
- Assessment booklets; and
- Accommodation booklets, if necessary.

Exhibit 4-1. Administration Schedule with Corresponding Bundle Slips

LTT NAEP ASSESSMENT - AGE 9  
TYPE READING/MATH  
BUNDLE # 0002

LTT NAEP ASSESSMENT - AGE 9  
TYPE READING/MATH  
BUNDLE # 0001  
Inventory # - 100000541

Inventory # - 100000001 - 2

NAEP 2003-2004 Long-Term Trend Administration Schedule

School #: 511-001-2    Age: 9    Original session scheduled for:    Makeup session scheduled for:    If Makeup Needed:    Bundle #'s

School Name: WASHINGTON ELEMENTARY    City/State:    Day/Date:    Name:    Location:    Makeup Held:    Makeup Not Held:    0001    0002

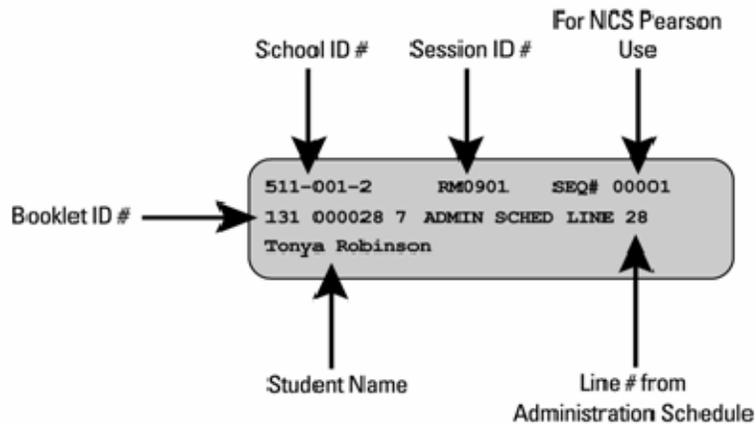
Administrator's Name:    Session Number: RM0901

SCHOOL COPY    SCHOOL COPY    SCHOOL COPY

Student Name	Grade	Birth Date	Sex	SD	LEP	ELL	ELL	ELL	ELL	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Code
01 GALLOWAY, BENJAMIN	M	04 01 94	1 2	2	1	1	2	131 000001 0						
02 DORMAN, NATHANIEL	R	04 02 94	1 2	2	1	1	2	001 000002 1						
03 STEARNS, COURTNEY	R	04 03 94	2 2	2	1	1	2	002 000003 2						
04 MICHAEL, BRENDAN	R	04 04 94	1 1	2	2	2	2	004 000004 3						
05 BUSCH, KATELYNNE	R	04 05 94	2 2	1	1	1	2	090 000005 4						
06 RIOS, MARAH	R	04 06 94	2 2	1	3	3	2	015 000006 5						
07 BARRON, ANDRE	M	04 07 94	1 2	2	2	2	1	196 000007 6						
08 GARCIA, ANISSA	M	04 08 94	2 2	1	3	3	2	135 000008 7						
09 YOGEL, KAMPYIN	M	03 09 94	2 2	2	1	1	2	132 000009 8						
10 YOGEL, TAYTON	M	03 10 94	1 2	2	2	2	2	133 000010 9						
11 GRIFFIS, BLAYZE	M	03 11 94	1 2	2	2	2	2	196 000011 0						
12 SMITH, HAILEY	R	03 12 94	2 2	2	1	1	2	012 000012 1						
13 HENRY, JACOB	R	04 01 94	1 2	2	1	1	2	015 000013 2						
14 COLE, KIM	R	04 02 94	2 2	2	1	1	2	020 000014 3						
15 FRANCIS, EDDI	R	04 03 94	2 2	2	2	2	2	017 000015 4						

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

Exhibit 4-2



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 the same order as the list of students on the Administration Schedule. For some age 9 and 17 schools, the labels will be shipped in the session boxes to the supervisor with the student names preprinted on them. For all age 13 and most of the remaining age 9 and age 17 schools, the NAEP supervisor will print the labels and give them to you. For the few schools that did not provide student names for sampling, you will need to write the student names on the labels by hand on the day of the assessment.

## Steps for Preparing Booklets

1. Begin with the first student listed on the Administration Schedule and the first booklet in the first bundle for the session you will conduct. Check the booklet ID number. Attach the label bearing the student's name and booklet ID number to the cover of the booklet matching that ID. If you find that you need to fix a label or create a new one, the supervisor will have blank removable labels to use for this purpose. **Never put permanent gummed labels on the booklets.**
2. If the supervisor has assigned an accommodation booklet to a student in column **P** of the Administration Schedule, remove the original booklet assigned to that student from the stack of booklets, record an Administration Code of **52** on the cover, and set it aside. Then affix the student's ID label to the accommodation booklet, and substitute the accommodation booklet for the original in the stack of booklets. If you are conducting a small group or one-on-one accommodation session at a later time, set the booklets for those students aside.
3. After you affix the label, check the Administration Code on the Administration Schedule. If, in the columns labeled **Admin. Code** a code of **60-65** (codes for Excluded Students), **51** (Withdrawn/Graduated), **55** (Ineligible), or **46-47** (Parent or Student Refusal) has been recorded, write the code on the label and set these booklets aside (keeping the label attached to the booklet).
4. The upper-right corner of each booklet cover has space for you to record the student's line number from the Administration Schedule. Recording the line number will expedite putting the booklets in order after the session, but you are not required to enter it.
5. Repeat this procedure for each student whose name is listed on the Administration Schedule. As they are prepared, all booklets for students to be assessed should be stacked face down to keep them in Administration Schedule order.
6. After all booklets are prepared, band together the booklets for excluded, withdrawn, parent and student refusal, and ineligible students. These should be kept banded together (i.e., separated from) but remain with the stack of booklets for the session.
7. Then, band the booklets together and place the session Administration Schedule on top of the stack. Booklets are now ready for distribution.
8. Repeat step 7 for any separate accommodation sessions.

**NOTE:** During the booklet preparation, you will not fill in any information in the box labeled School Information on the cover of the booklets. This information will be completed during or after the assessment as described on the next page in Task 7.

#### 4.7 Task 7: Prepare the Room

When you arrive at the room you will be using for the assessment, you should check to make sure there are enough desks for the number of students in the session; if not, notify the supervisor or the school coordinator. It is important that the desks be arranged so that all students can readily see you, and similarly, so that you can readily see each student. If at all possible, avoid having students face potential sources of distraction such as windows and doorways, and if you can help it, never seat students facing each other.

If you have permission from the school, you should erase the chalkboards and, if necessary, conceal any school materials that would assist the students (e.g., multiplication tables in a math session). Post the **Testing in Progress – Do Not Disturb** sign outside the room.

Then set out the supplies you will need for the session:

- The AA manual, turned to the session script;
- Prepared assessment booklets;
- Administration Schedule for the session;
- Copy of the Roster of Questionnaires;
- 35 sharpened No. 2 pencils;
- Timer;
- Tape recorder and cassette (for tape sessions only);
- Student Appreciation Certificates (if not already distributed);
- Copies of other Administration Schedules (if there is more than one session in the school); and
- Session Debriefing Form.

For age 13 and 17 sessions, you will need to write the school ID number on the board. The script will instruct age 13 and 17 students to record the school ID on their booklet covers. If you are conducting a session in a room without a board, you should make arrangements to have a portable board or easel in place. (You will record the school ID on all age 9 booklets after the session has been completed.)

## **4.8 Task 8: Administer the Session**

### **4.8.1 Setting the Tone**

Your presence and demeanor as an authority figure should be exercised as soon as the students begin to arrive. Your effectiveness as an administrator will depend largely on your ability to convey to the students what is expected of them immediately upon their arrival at the testing room. Organization and preparedness are the keys to effective classroom management. Task 9 in this chapter discusses classroom management in detail.

Your ability to impart an air of “with-it-ness,” as one researcher calls it (Cangelosi, 21), is critical. You must be aware of **everything** that is going on in the classroom. As an example, you may be able to demonstrate your awareness of class dynamics by either separating or seating near you, students who have made it obvious upon their arrival that they are especially likely to cause disruption. The manner in which you carry yourself, the use of direct eye contact, and your facial expressions all communicate confidence and that you intend to be taken seriously. By focusing your eyes directly on individual students, you communicate interest in them and assign an importance to the task in which they are engaged. Also, smiling at a student when you have caught his/her eye conveys an interest in that student as an individual and facilitates an atmosphere of respect and cooperation.

One way to establish your authority immediately is to stand close to the door as students arrive. You can use this opportunity to seat students where you want them, separating groups that have the potential to cause disruptions if necessary.

**NOTE:** It is always best to encourage the students’ teacher to remain in the room throughout the assessment. This will help to alleviate student and teacher anxiety. The presence of the teacher is also an effective way of maintaining classroom control. You should never tell school staff members that they cannot be present during the assessment.

### **4.8.2 Using the Script to Conduct the Session**

After all students have been seated, you must conduct the assessment by following the appropriate session script for the age level. Each age and each session has a different script. There are differences from script to script in wording, in procedures, and in the materials required.

A session script for each session type is included in the age-specific session script booklet. You should become thoroughly familiar with each session script and be able to read each script fluently. **The script should be read word for word (with expression) to make sure that all sessions for any given age are administered the same throughout the country. Failure to do so could jeopardize the assessment.**

The sections of the script common to all ages are discussed below.

### **Introduction**

All scripts begin by introducing you and NAEP and by giving a quick overview of the session.

### **Materials Distribution and Taking Attendance**

After you read the introduction, the script instructs you to distribute the booklets and pencils. There are two ways to distribute the booklets. The first way is to call the students in Administration Schedule order to come to the front of the room one-by-one. Hand each student his/her preassigned booklet, and a pencil. The other way to distribute materials is to place a preassigned booklet and a pencil at each student's desk. This procedure is described in the scripts and works well for larger sessions.

As you distribute the materials, you will need to record the attendance status of each student by entering a ✓ for present or an **A** for absent in the **Student Name** column on the Administration Schedule. Additional codes that may be used are an **E** for excluded, an **R** for refusal, an **I** for ineligible or a **W** for withdrawn. In addition, if a student is absent, you should record an **A** on the student ID label affixed to the booklet cover and place the booklet to the side to avoid giving an assigned booklet to the wrong student. (At the conclusion of the assessment, you will enter the appropriate Administration Code for each student in column **Q** labeled **Admin. Code** on the Administration Schedule and on the student's booklet cover.)

Booklet distribution is an opportune time to demonstrate your expectations of the students' behavior and to establish a proactive (as opposed to reactive) demeanor in the classroom. You should use

this opportunity to your advantage by being well organized and well prepared and by working quickly and efficiently to exercise your authority and control of the classroom. Do not waste time! The booklet distribution process, no matter how large the session size, should take no more than 10 minutes.

Remember that several sessions may be conducted at any one time in any one school. It is very important that you check to make sure that each student who has arrived at the session belongs there. If a student comes to a session but is not listed on the Administration Schedule, either the student has come to the wrong session or he/she is not in the sample. In schools with multiple sessions conducted concurrently, the supervisor should give each AA copies of the Administration Schedules for all sessions. If the student is not listed on the Administration Schedule for your session, you should check the Administration Schedules for all other sessions to determine where to send the student. If the student's name does not appear on any of the Administration Schedules, he/she has not been selected for the assessment and should be instructed to return to class.

After all students have received a booklet, the script instructs you to tell the students to remove the student ID label from the cover of their booklet and place it on the corner of their desk. This will assist you in monitoring the session because you will be able to ascertain the student's name simply by glancing at the label on the desk.

#### **How to Handle Latecomers**

- Ask students who arrive during booklet distribution to wait at the front of the room while you finish distributing the booklets. Then, check in the students; give each his/her assigned booklet and pencil; and direct the student where to be seated.
- If four or more students listed on the Administration Schedule are not present after you have checked in all students who have arrived, wait a few minutes before beginning the session. While you are waiting, you may informally ask those present if the missing students are absent from school that day. If a school staff member is present, discuss the possibility of finding the missing students. Proceed with the assessment if it is determined that missing students are in fact absent or after 5 minutes have passed. Do not, under any circumstances, allow another student to substitute for a sampled student who is absent from the session.
- No student may be admitted to any session once the students have begun reading the booklet directions or after the start of the paced tape. Students who arrive after this point should be counted as absent and instructed to return to their classrooms.

## Booklet Directions

The instructions for using the assessment booklets are presented on the first two pages of each booklet and are reprinted in your script. For spiral sessions, the script instructs you to read these aloud to age 9 students. Students in ages 13 and 17 spiral sessions will be given time to read the directions to themselves. For tape sessions, the tape will read the directions.

**NOTE:** In spiral sessions, no students may be admitted once you have begun reading the booklet directions. In tape sessions, no students may be admitted once you have turned on the tape recorder. Any students who arrive after this point should be counted as absent.

## Code Race/Ethnicity

During the session, you will observe the race/ethnicity of each student and record a code in the column labeled "**Race/Eth.**" on the Administration Schedule. Before recording the code on the Administration Schedule, double check the student's name and booklet ID on the student ID label. The race/ethnicity codes you will use are listed in the upper left corner of the Administration Schedule and defined below.

- 1 = **White not Hispanic** (Person having origins in any of the original peoples of Europe (except Spain), North Africa, or the Middle East.)
- 2 = **Black not Hispanic** (Person having origins in any of the black peoples of Africa.)
- 3 = **Hispanic** (Person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish (but not Portuguese) culture of origin, regardless of race.)
- 4 = **Asian or Pacific Islander** (Person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.)
- 5 = **American Indian or Alaska Native** (Person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.)
- 6 = **Other** (Person who identifies with more than one of the first five categories or has a background other than the ones listed.)

It is logical that AAs would enter the code as the student comes forward to receive a booklet and pencil. If this process proves too burdensome, you may circulate during the session and, using the student ID label as identification, assign the codes.

You will notice that the **Observe Race** column replaces the attendance checkbox. Attendance should be coded in column A in the tear-away section of the Administration Schedule.

### **Timing Background and Cognitive Sections in Reading and Mathematics LTT Sessions**

In reading and mathematics LTT sessions (**RM**), after the booklet directions, each assessment booklet contains three, 15-minute blocks of cognitive questions. The cognitive blocks are sometimes referred to as subject area sections. You may **not** answer any questions students may have during the cognitive sections except for questions about where or how to record answers. The content of the cognitive sections varies within session type depending on the booklet version, while the background questions remain the same across all booklet versions within a grade.

The cognitive blocks are followed by the background question directions and a block of core background questions for students to answer. During the background section, you may answer students' questions; however, **you may do so only by referring to the Question-by-Question Specifications that are included in the session scripts.**

There is a different set of Question-by-Question Specifications for each age/session type, and you should become thoroughly familiar with each set prior to your first assessment session.

Background and cognitive sections are timed while students work independently. The session script provides instructions for the timing of each section. As a reference, the specific timing of each section by age/session type is summarized in Table 4-1. You will tell the students when to stop work on a section and when to begin the next section. In the assessment booklets, a stop sign is printed at the end of each section to alert students that they are at the end of the section. In tape sessions the directions will be read on the tape. If they finish a section early, students may review their work in that section only. Students may **NOT** go back to previous sections or work ahead in the booklet.

Table 4-1 Booklet Section Design—NAEP 2003-2004 Reading and Mathematics LTT Assessment

	General Directions	Cognitive Block 1	Cognitive Block 2	Cognitive Block 3	Background Question Directions	Core Background Questions
Age 9 RM sessions	Read Aloud	15 minutes	15 minutes	15 minutes	Read Aloud	Read Aloud
Age 13 RM sessions	2 minutes	15 minutes	15 minutes	15 minutes	2 minutes	5 minutes
Age 17 RM sessions	2 minutes	15 minutes	15 minutes	15 minutes	2 minutes	5 minutes

### Timing Background and Cognitive Sections in Bridge Sessions

In bridge reading and bridge mathematics sessions (**MB, MA, and RB**), the booklet sections are ordered differently from that for LTT reading and mathematics operational sessions. After the general directions, each assessment booklet contains a block of common background questions. In age 9 Bridge Reading sessions the AA reads the general directions and the Common Background Questions aloud to the students; in Bridge Tape Mathematics sessions the tape reads these sections aloud to the students. During the core background section, you may answer students' questions; however, **you may do so only by referring to the Question-by-Question Specifications that are included in the session scripts.** There is a different set of Question-by-Question Specifications for each age/session type, and you should become thoroughly familiar with each set prior to your first assessment session.

The background questions are followed by 3 cognitive blocks. You may **not** answer any questions students may have during the cognitive sections except for questions about where or how to record answers. For bridge reading sessions the content of the cognitive sections varies within session type depending on the booklet version, while the background questions remain the same across all booklet versions within a grade. For bridge mathematics sessions the questions remain the same across all booklets and sections within a session to accommodate tape administration. Therefore, greater vigilance is necessary in arranging seating so that opportunities for cheating are minimized.

For bridge mathematics sessions it will be necessary for the AA to stop the tape after the first or second cognitive block, depending on session type, and to administer the remaining cognitive block(s)

in the regular manner by instructing students when to begin and stop working. The scripts for Bridge Mathematics Sessions will include the prompt the AA must listen for in order to stop the tape at the appropriate time. Table 4-2 summarizes the timing and administration of Bridge Reading and Bridge Math Sessions.

Table 4-2 Booklet Section Design—NAEP 2003-2004 Reading and Mathematics LTT Assessment.

	General Directions	Common Background Questions	Cognitive Block 1	Cognitive Block 2	Cognitive Block 3
Age 9 - Reading Bridge Sessions	Read Aloud	Read Aloud	14 minutes	14 minutes	14 minutes
Age 9 - Math Bridge Tape Sessions					
• Book # M197T	Paced Tape	Read Aloud	13 minutes	Paced Tape	15 minutes-AA
• Book # M198T	Paced Tape	Read Aloud	Paced Tape	15 minutes-AA	15 minutes-AA
Age 13 - Reading Bridge Sessions	Read Aloud	6 minutes	14 minutes	14 minutes	14 minutes
Age 13 - Math Bridge Tape Sessions					
• Book # M197T	Paced Tape	6 minutes	16 minutes	Paced Tape	15 minutes-AA
• Book # M198T	Paced Tape	6 minutes	Paced Tape	15 minutes-AA	15 minutes-AA
Age 17 - Reading Bridge Sessions	Read Aloud	6 minutes	14 minutes	14 minutes	14 minutes
Age 17 -Math Bridge Sessions					
• Book # M197T	Paced Tape	6 minutes	Paced Tape	Paced Tape	15 minutes-AA

You will use the timer included with your supplies to time the sections accurately. It is important that you are thoroughly familiar with the timer and its operation prior to conducting sessions. Be sure to practice using the timer before arriving at your first assessment.

In total, each assessment session will require about 90 minutes. This includes handing out materials and checking attendance; administering the session; collecting materials; and dismissing the students. The timing of the actual assessment, including background questions, requires around 60 minutes, regardless of the age group.

In age 9 LTT Reading and Math (RM) and Bridge Reading (RB) sessions, the general background directions and core background questions are not timed because you must read aloud to the students all of the questions and answer choices in the section. The scripts contain all of the questions and answer choices you are to read aloud.

During the last booklet section of the session, the script instructs you to walk through the room and remove the student ID labels from every student's desk. After the labels are collected, tear them up and throw them away. **Remember:** Names of NAEP participants must never leave the school on the booklets or any other NAEP documents.

### **Ending the Session**

At the end of the session, the script instructs you to collect all materials (except pencils), to distribute Student Appreciation Certificates (if not already distributed), and to dismiss students according to the school's preference. Students may keep the pencils as a thank you gift for participating in NAEP. You will instruct the students to visit the web site printed on the pencil for more information about NAEP. If time allows, you should call the students by name in Administration Schedule order to bring their booklets to you so that you can easily account for all booklets.

In large sessions or if time is not sufficient for students to individually return their booklets to you, you should instruct the students to pass their booklets to the end of their row for collection.

When you have accounted for all booklets, you should thank the students and release them according to the school's preference. **To maintain the security of the booklets, it is critically important that you account for all assessment booklets before allowing any students to leave the session.**

Regardless of the collection procedure you choose, you must strive to maintain control of the classroom. This may be a difficult task as students will most likely be anxious to leave once the assessment is over.

#### **4.9 Task 9: Monitor the Session**

During the session, it is your responsibility to ensure that students are working in the correct booklet section. The only way this can be adequately accomplished is by quietly walking up and down the aisles during the session. Studies have shown that the closer the physical proximity of the teacher to the student, the more likely that the student will be on task. You should continually move through the

classroom during the session. On occasion, you should stand at the rear of the room so you can observe students inconspicuously.

Because only a few students in a spiral session will be using the same booklet, the possibility of collusion among students is reduced. However, by continually walking up and down the aisles during the session you will discourage any such attempts.

In tape sessions, all students will be using the same version of the booklet. Therefore, you must monitor the session even more meticulously than in a spiral session to avoid the possibility of collusion.

After starting the tape, walk around the room to check that the tape is audible to all students and that students are marking their answers in the correct places. Students are expected to work on the questions as they are paced by the tape; therefore, you need to make sure that students are not getting ahead or lagging behind the tape.

A large part of monitoring the session is responding to questions students may have about assessment items throughout the session. Although **you will not be able to help students respond to any item** in a cognitive section, you can clarify questions about how to record answers. You may also answer students' questions about the general background section items by referring to the Question-by-Question Specifications found in the back of your session scripts.

The remainder of Task 9 offers practical advice for encouraging appropriate student behavior during the assessment, dealing with the occasional problem situation that may arise in the classroom, and understanding some characteristics unique to students at each assessed age level. It also provides specific rules for you to follow while supervising the session.

#### **A Note about Your Behavior:**

- To effectively monitor the assessment, your attention needs to be focused on the students at all times. Your paperwork should not be done during the session. (The supervisor will instruct you where to go to complete the Administration Schedule and other paperwork after the conclusion of the session.)
- As you monitor the session, your presence should be as unobtrusive as possible and your behavior should be professional. This means walk softly and quietly around the room, do not jiggle the change or keys in your pocket, do not chew gum, do not whistle, and do not carry on conversations with school staff members who may be in the room. If you need to speak with school personnel in the room, keep your conversation brief and at a whisper. It is important for you to give the students being assessed the same courteous behavior while they work as you are expecting them to give their fellow classmates.

#### **4.9.1 Managing the Classroom**

Having knowledge of procedural information is only half the battle in accomplishing a successful assessment administration. As an AA, it is important to understand that effective management of student behavior does not occur by accident. Being prepared and proactive will ensure that the assessment is conducted with few interruptions. There are many strategies that can be used to encourage appropriate student behavior. The more confident the administrator is, the more likely he/she is to be successful.

Classroom management is a skill that takes practice. Developing a positive attitude and anticipating success will help the assessment run smoothly. A well-organized AA who is equipped to handle all situations that may arise will be effective in the classroom. Gaining as much information about school and classroom procedures, as well as learning the name of a school administrator (especially someone who routinely deals with discipline), will help to ensure your validity with students. Making a reference to a school administrator or teacher by name provides a connection for students. Students will know that they can be held accountable for their behavior. Using strategies and techniques that encourage students, rather than those that discourage, will set a positive tone for the assessment.

Classroom management skills and strategies will help to define your role as an AA. Leadership is demonstrated by effective management of the classroom. A successful management plan will have a strong effect on student behavior. The following techniques are essential components to any effective management plan.

## **Setting Expectations**

You need to establish a position of authority from the beginning. If possible, all materials should be in place and ready before the students arrive. Meet students at the entrance and quietly give them directions on finding their places. After students are seated and quiet, set expectations for the session. Students need to be told how the assessment will begin, how it will end, and what cues they may encounter during the session. Directions should be clear and concise so that students understand what they are expected to do. The NAEP session scripts were designed for this purpose.

Try to be proactive and anticipate any questions or concerns students may have before the session starts. Addressing concerns and answering questions before starting will avoid unnecessary interruptions during the assessment. Getting the students to begin working as soon as possible will help to eliminate down time when students may be tempted to engage in off-task behavior. The session script instructs you to tell students before beginning the assessment that they may not be able to answer all of the questions; however, they should read carefully and do the best that they can. It may be necessary to repeat this reminder to students individually if they become frustrated or upset during the assessment.

## **Using Body Language**

Use strong body language and calm facial expressions to project a sense of confidence (but do not forget to smile). This image of assuredness will let students know that the task is a serious one. A firm attitude and presence will indicate to students that the AA is in control of the session. When speaking to students concerning an inappropriate behavior, only 20 percent of the message that is conveyed pertains to the words used. The other 80 percent pertains to how the message is delivered: body language and facial expressions will help to let the student know exactly what is expected of him/her.

## **Using Proximity and Mobility**

Before students arrive, assess the classroom setup and determine how to move through the classroom in an easy manner in order to establish proximity to each student if necessary. As students are working, move quietly through the classroom monitoring students' work and offering assistance when appropriate. If a student raises his/her hand, you should move to the student first, before answering the

question. The use of proximity will allow the student to ask the question and have it answered quietly without disturbing other students in the session.

### **Using Positive Reinforcement**

Once the expectations have been set, positive reinforcement should be used to encourage appropriate behavior. Interact with students in a positive and respectful manner. Praising students who are working quietly reinforces their compliance and provides a model for other students. If a student is off task, try to give positive feedback to a student close by who is working appropriately. This will give a subtle reminder to the off-task student of the expected behavior.

### **Ignoring Inappropriate Behavior**

Experts on classroom management believe that one of the primary goals of student misbehavior is attention. Students often misbehave to receive individual attention from the adult in charge or to distract from the fact that they are not able to complete the assignment. When students receive attention for inappropriate behavior, they are very likely to repeat the behavior. Whenever possible, try not to respond to inappropriate behavior. Any behavior that can be ignored should be ignored. These behaviors fall into two categories: the behavior is of short duration, or the behavior is not likely to spread to other students. If the behavior fits these criteria, try to ignore the behavior and continue moving through the classroom monitoring the students' work.

### **Using P.E.P. (Proximity, Eye Contact, Privacy)**

P.E.P. is a three-part strategy that can eliminate off-task behavior. If an inappropriate behavior persists and cannot be ignored, it is important to remain calm. Taking two deep breaths before reacting may help to keep the situation from escalating. Start by standing close to the student. Then, if necessary, give a nonverbal cue such as a finger to the lips to signal quiet or a shake of the head to remind the student that he/she needs to get back to work.

Next, establish direct eye contact with the student. This sends a calm message to encourage the student to behave appropriately. When standing close to the student, it is important that the student not feel that his/her personal space has been invaded. The student will usually respond to proximity by stopping whatever he/she is doing and returning to the assessment. Maintaining direct eye contact also lets the student know that this is serious and the behavior needs to end.

If the behavior continues, speak to the student privately to remind him/her of the expectations and redirect the student's attention back to the assessment. When speaking to the student, use a low voice to ensure privacy. Students close by should not be able to hear what has been said.

It is a message only for the student who is involved in the misbehavior. Interactions with students should be brief, and the language used should be positive. P.E.P. should always be done in a calm nonthreatening manner. Remember that control of the classroom begins with self-control by the administrator (Curwin and Mendler, 96).

### **Asking What Instead of Why**

There are additional techniques that can be used if P.E.P. fails to stop inappropriate behavior. Before reacting to the behavior, make sure that what you are about to do or say is not going to make things worse. You are the one who has control over the situation. When responding to an inappropriate behavior, first take charge of your emotions. Try not to react in a negative way that might encourage the student to engage in a power struggle. The goal for dealing with the behavior should be to get the student back on task with the least amount of disruption. Focus on the negative behavior not the student. Avoid asking questions such as **“Why are you doing that?”** or **“Why aren’t you working?”** Questions using **“Why?”** tend to focus on the inappropriate behavior and reward the student with an opportunity for discussion. Instead, use the question **“What?”** **“What should you be doing now?”** **“Do you know what to do?”** **“What can I assist you with?”** (Utah State University, 26).

### **Avoiding Arguments/Verbal Power Struggles**

Avoid engaging in arguments or power struggles with students. Students may attempt to argue or make inappropriate comments in order to engage in a power struggle. Try to listen to the student

and acknowledge what you have heard him/her say. Often by agreeing or apologizing, you can eliminate the need for the student to continue to argue. You might say **“I understand what you mean, thank you for sharing that with me,”** or **“I am sorry that you feel that way,”** or **“You might be right.”** The student will find it hard to continue to try to argue with someone who is agreeing with them. The next step would be to defer the discussion to another time. **“Perhaps if we have time at the end of the assessment, we could discuss this,”** or **“Right now we need to complete the session, we may be able to talk about this later.”** Techniques such as acknowledging, agreeing, and deferring allow the student to feel that he/she has been heard (Albert, 83). This strategy works to defuse situations that are likely to escalate. Always model calm and nonaggressive behavior.

### **Using the “Language of Choice”**

If the student’s inappropriate behavior continues, the next approach would be to use the “language of choice.” The goal of the language of choice is to remind the student of the expected behavior and the consequences if the inappropriate behavior continues. The language of choice restates the expectations that have been set as well as the choices and consequences that are appropriate. Language such as **“You have a choice, you can work quietly and continue the assessment and not disturb anyone, or you can choose to go to the office and let the principal know that you would not participate. The choice is yours.”** Thus, the student must take responsibility for the situation and whether it will get better or worse. The consequences need to be clearly identified.

When using the language of choice, the first choice that is given should always be the best or desired choice. Once the student complies, thank him/her for making a good choice. If the student does not comply, make sure to follow through on the consequences. It is important to be proactive and find out prior to the assessment what procedures are to be used if a student needs to be removed from the session. This assists in a smooth transition if the student makes a poor choice and needs to leave the room. The language of choice is calm and reasonable. The student is provided with the opportunity to save face in front of his/her peers. This empowers the student to make a decision based on the expectations and the consequences that have been set.

### **Dealing with Reluctant Students**

All parents have received a letter notifying them that their student has been chosen to participate in the assessment. The letter emphasizes that participation is voluntary, and thus parents decide

whether or not to allow their student to participate. Sometimes a student will recall that participation is voluntary and ask you if he/she actually has to participate. While student participation is indeed voluntary, it is of utmost importance that you contain the situation or additional students may decide to leave the room.

Therefore, it is important that your supervisor discusses this possibility with the school coordinator and that they devise a plan in advance of the assessment day. It is then your responsibility to talk with your supervisor to become familiar with this plan. Possible solutions to this situation could be that students who refuse to participate are sent to the office of the principal or the school coordinator to be dismissed from the session.

If you have to answer such questions as, “**Do I have to take this?**” or “**Why do I need to participate?**” or “**Couldn’t you pick someone else?;**” be sure to address individual questions about participation immediately and make it as inconvenient as possible for a student to refuse. Other students are less likely to follow suit and more inclined to cooperate once they realize they must get permission to be released. Speak calmly and professionally. Be positive and never argue with students.

Here are some suggested responses to the questions above that you may want to practice.

- “Your school has agreed to participate in this study. I do not have the authority to excuse you. You would need to see the principal (or school coordinator) in order to obtain a note dismissing you from the assessment.”
- “Because your principal has made the decision for your school to participate, you would need to speak with him/her and obtain a note dismissing you from the assessment.”
- “Schools and students are scientifically selected at random to be representative of the population as a whole. We cannot replace a student who does not participate. That means that there are a large number of students who are (demographically) just like you who will not be represented in the assessment if you do not participate. Participating students are doing their part to assure that legislators, educators, and researchers have the information they need for providing the very best educational programs for all American students. I know you want to do your part by taking the assessment seriously and doing the very best you can.”

### Treating Students with Dignity

As a NAEP representative, you should always treat students with dignity and respect. Practice using strategies that foster and encourage cooperation. Avoid using the following interventions as a reaction to inappropriate student behavior. They may make situations worse and could cause negative behavior to escalate (Utah State University, 35).

- **Criticism** – a verbal attack on the student or his/her behavior. It is meant to insult a student.
- **Sarcasm** – using humor at the student’s expense to humiliate or embarrass.
- **Unnecessary Questioning** – encouraging discussion of a negative behavior rather than redirecting the student back to the task.
- **Helplessness/Pleading** – projecting an image of incompetence on the part of the AA, rather than one of confidence and control.
- **Threats** – setting up a verbal challenge for the student, often causing the situation to escalate while the student tries to see if the AA will follow through with the threat.
- **Physical Force** – using physical contact is inappropriate and should never be used to direct student behavior.

Effective classroom management skills are essential in ensuring the success of the assessment. The majority of the assessments will go well, and students will want to cooperate and participate in the session. Using the strategies discussed in this section will assist you in dealing with inappropriate behaviors in the most positive manner possible. Each assessment will provide the opportunity to practice and refine management skills. In time, these techniques and strategies will become a natural part of administering an assessment.

#### 4.9.2 Working with Students at Each Age Level

If you are unaccustomed to working with students at the age levels we are assessing, the following overview will provide some insight into the special challenges at each age to help you prepare mentally. For example, it may not be effective for the “youngest” AAs to conduct age 17 sessions, because these “older” students may attempt to take advantage of younger AAs simply because the students assume (perhaps incorrectly) that these AAs are less experienced. Helpful hints are offered whenever possible, based on effective procedures used by experienced NAEP supervisors.

## **Age Nine Assessments**

It is important to understand the elementary school child's strengths and limitations. Developmentally, 9-year-olds are engaged in a period of rapid brain growth. They are at the age where they develop attachments; they attach themselves to routines and, in school, attach themselves to a single teacher. It is often very helpful (and reassuring) to have the students' teacher remain in the room during the assessment.

These students can also be very territorial, so if the assessment is being conducted in their regular classroom, it is best to let the children assigned to that room sit at their own desks. They tend to worry about others using their things if they see someone else sitting in their seat.

Nine-year-olds are usually anxious to please others, especially grown-ups, and need to be shown a great deal of respect. They ask many questions, want to be sure they are doing things correctly, and like rewards for a job well done.

Although this enthusiasm is delightful to deal with, it can also be time consuming. A good approach to take is to talk with the entire class before the session begins. You should stress that they were "picked" for this assessment and that they should try to do their very best. You should also let them know that not everyone may be working on the same thing and that it may take some students longer to finish than others so **"we will all be helpers by remaining quiet when we are finished."**

This age group will ask to use the restroom more than any other. Hopefully, the teacher has reminded them to use the restroom just before the assessment starts. If not, you should check to make sure that they do have this opportunity prior to the start of the session. If, however, a child asks to be excused during the session, ask if he/she can wait for just a few minutes especially if it is toward the end of the session. If not, you may dismiss the student **as quietly as possible**. Remember that the power of suggestion is tremendous within this age group, and you could soon have a long line of students wanting to leave.

Occasionally, a child will feel so threatened or frustrated that he/she will begin to cry—this can be very unnerving. You should gently try to find out what the problem is, bearing in mind that if the child is afraid of you, he/she may just cry harder if you approach him/her. This is one of the best

examples of why it is good to have a teacher stay in the room. Visibility of the teacher provides reassurance to the students.

Also, you need to provide reassurance if students cannot answer all the questions by saying something like **“Just do the best you can to answer each question.”** We want them to try to respond to every question so we get an accurate evaluation of what they know.

When the session is over, you should remember to praise them for a job well done.

In case you need to hold these students for any length of time when the session is over, one way to sustain their attention would be to play a game with them. Consider playing a popular, updated version of “Simon Says.” Have all students stand and face you. Then, make a movement, such as putting your hands on your shoulders. Make another movement such as putting your hands on your head. Students should put their hands on their shoulders. When you make the next movement, such as putting your hands on your knees, students should put their hands on their heads, and so on. Play continues in this manner with the students always being one movement behind you. If a student makes a wrong move, he/she sits down. Continue until you have a winner. That person then becomes the leader.

### **Age Thirteen Assessments**

Many districts refer to the schools that their 13-year-olds attend as “middle schools.” Whether they are called middle, junior high, or intermediate, all of these terms are good ways of describing this “caught-in-the-middle” group. This group exemplifies a period of social growth; academics are not high on their agenda. Students at this age no longer feel they are children, but they have a long way to go to be adults.

Thirteen-year-olds are very aware of their peers. They like being part of a group, at the same time expressing their individuality through hairstyles and dress. They want to be treated as adults but are still easily offended or embarrassed by even the most inconsequential remark.

This age group responds to a sense of fair play and humor. Use this to your advantage.

As you are ready to begin the session, you may find that thirteen-year-olds want answers to questions like, **“Why are we taking this test?”** or **“Will this count toward my grade?”** Although these questions are addressed in the script, they may need to be discussed in a little more depth prior to the start of the session.

You should be honest with them about what is happening and explain to them how they were chosen or what will happen if the session runs over. If a session is going to run into another academic period, you should explain to the students that they will be excused from their next class. If the session will run into a recess or lunch break, you need to be aware of this ahead of time and inform students how this will be handled. Students at this level do not like to be deprived of their “free time.” Addressing their concerns will show your respect of them and does a lot to boost your credibility and gain their respect of you. You should also answer questions that are reasonable but control the amount of time spent on this type of activity.

If you must confront disruptive behavior, do so in a decisive manner. Earlier sections of this manual deal with specific techniques you may use to minimize and resolve such behavior. If a student is truly unruly and you feel unable to comfortably control the situation, you shouldn’t be afraid to seek assistance.

### **Age Seventeen Assessments**

Seventeen-year-olds are the most difficult group to notify of the assessment and to locate at the time of the session. There are many reasons for this. Seventeen-year-olds are not always on campus for the entire day. Many have enough credits to graduate without having to take a first or last period class. Others may be involved in some type of job experience program where they spend only one period a day on campus. Members of an athletic team may often be absent because of scheduling conflicts with a sporting event. Although every effort is made to schedule the NAEP assessment around these conflicts, it is not always possible. Schedules at this age level seem to change frequently and without warning, and sometimes even school counselors are unaware of the latest changes.

Another reason that students do not attend our sessions is that sometimes the school personnel have not informed them of the assessment or have not released them from their other commitments. Some teachers do not want their students missing their class for any reason. Even if

students are aware that they are supposed to be at the assessment, if their teacher will not release them, they will not challenge that decision. If you are aware that a situation like this is occurring, you should diplomatically (and expeditiously) try to enlist the support of the school administrative staff.

Knowing when to begin an age seventeen session presents perhaps an even more difficult problem. Care should be taken not to inconvenience those who showed up by making them wait for others. If the school has a PA system and a general announcement is made to refresh the memories of those invited, you may wait a few additional minutes for them to arrive. You should not, however, wait until every absent student has had a chance to be tracked down. Even more so than thirteen-year-olds, seventeen-year-olds do not like to be deprived of their free time and will get up and walk out if a session runs into their lunch break or continues after the closing bell.

Questions from 17-year-olds are direct and to the point (e.g., “**Do I have to take this test?**” and “**What’s in it for me?**”). You need to remind them that their school has agreed to participate and that all of them were selected to represent many students across their state as well as nationwide.

Once you begin the session, you will find that this group knows the “system.” You will be able to read the script with little or no interruption. Your biggest headache will be students who want to work ahead of the current section of the test booklet. Constant monitoring is necessary to keep this from happening.

It also helps to remind them at the beginning of the session that they will be in the room for the full allotted time and cannot leave early. For many of their other exams this may not be the case, so you will need to make this very clear.

At all age levels, if time allows after the session is finished, you should ask the students for their impression of the assessment—was it easy, hard, too long, fun? This will show your interest in their opinions and reinforce the importance of NAEP.

### **4.9.3 Rules for Supervising the Session**

The following are rules and guidelines to observe while monitoring the assessment session.

## **Answering Students' Questions**

Once students have begun working in the booklets, you may answer only two types of questions: (1) those about how and where to record answers, and (2) items pertaining to the general background section.

- To assist you in answering questions about general background section items, Question-by-Question Specifications for each age level are found in the session scripts. They are to be referred to in helping students understand the intent of a question in the background sections. The purpose of the Question-by-Question Specifications is to allow you to respond to these questions in a standardized manner.
- Questions asked during the general background section should be answered individually. If a student has a question, go to his/her desk to respond quietly to the question so as not to disrupt the other students. Only if several students ask the same question should the entire class be advised of the question and answer.
- A student may skip any question he/she does not feel comfortable answering.
- For all other sections of the assessment, you may not provide any specific information, answers, or instructions about any question, or assist in reading or spelling. The best response to such a request is "I'm sorry, I can't answer any questions. Please reread the question and do the best you can."

## **Recording Answers in Booklets**

Because the completed booklets will be scored by machine, students should observe the following rules when recording answers:

- Students may use only No. 2 pencils to record answers.
- For multiple-choice questions, ovals must be completely filled in with heavy marks. There should be no stray marks in the answer spaces or on the timing tracks of the booklet.
- Erasures must be complete and neat. For open-ended items, which are not machine scored, students may make corrections by crossing out words rather than erasing if they wish.
- Students may not use scratch paper. There is enough white space on the pages of the booklets for students to show all of their work, and it is important that they do so.
- Booklets should never be folded or bent.

### **Defective Assessment Materials**

If a student discovers a defective booklet after beginning to work, replace the booklet with another booklet of the same version number, if possible. Record the new booklet ID number on the front cover of the defective booklet and write a brief note on the original booklet cover explaining the problem. If a booklet of the same version number is not available, have the student skip the defective portion and continue working on the remaining portions of the booklet. When the booklets are collected, be sure to write a note on the front cover explaining the problem.

### **If a Student Asks to Leave the Session Early**

Students should leave the session only in an emergency situation. Be sure to use the appropriate administration code in these instances. To minimize the need for students to leave during the session, make sure that 9-year-old students have gone to the bathroom before the session begins!

- If a student leaves and returns, record on the booklet cover the section number when the student left, the section number when the student returned, and the reason the student left the session.
- If a student cannot complete the session (e.g., he/she has become ill), collect the booklet and other materials and record on the booklet cover the reason the student left the session.
- If a student requests to leave the session before it is over for reasons other than illness or needing to go to the bathroom, try to determine the reason for the request: he/she may need to be someplace else in the school (such as sports practice or a class activity) and feel concerned about being late. Make an effort to persuade the student to remain in the session and give an estimate of the remaining time required to finish. However, students who will miss transportation home if they remain in the session should be excused.

**NOTE:** Sessions should never continue beyond dismissal time.

- Students who are concerned about being late for other activities should be told to explain to their teachers that they have been participating in NAEP and that the teacher can contact the school coordinator for verification. You may consider writing a “To Whom it May Concern” note on a Student Appreciation Certificate for the student to take to his/her next activity.

- On occasion, a student may be asked to leave the session by a teacher or school official. If this happens, quietly try to determine the reason the student is being asked to leave and, if possible, try to obtain permission for the student to complete the session.

### **If a Student Refuses to Participate**

Students are not required to participate in the assessment; however, all students should be encouraged to do so. If a student refuses to participate, explain to the student that his/her answers are very important because he/she represents many other students across the nation. The results will have no effect on his/her grade. Encourage the student to begin or to complete the booklet and to make the best possible effort to answer the questions. If the student continues to refuse, collect the booklet and materials and dismiss him/her according to the school's instructions. Write **Student Refusal** on the booklet front cover. Refer to page 4-26 for suggestions on how to deal with reluctant students.

### **If a Student Is Working in the Wrong Section of the Booklet**

If a student is working in the wrong section of the booklet, often a gentle reminder of the correct section will suffice as an effective prompt (e.g., **"You should be working on Section 2 now"**). Continue to stand near the student until you see that he/she is working on the correct section. A student who completes a section of the booklet before time is called should be encouraged to review his/her work in that section only. The student should not be allowed to work ahead in the NAEP booklet nor to work on his/her homework or other non-NAEP activity.

### **If Disruptive Behavior Becomes Out of Control**

If all of your attempts to correct an inappropriate behavior fail, it may sometimes be necessary to seek the immediate assistance of school personnel. If you feel that the situation is becoming out of control, do not be afraid to contact the principal's office and ask for assistance.

### **If a Student Becomes Ill During the Session**

In the unlikely event that a student becomes ill during a session, remain calm and seek assistance from school personnel. This may be an extremely embarrassing situation for the student so make every effort not to add to the student's discomfort and handle the matter with as little disruption as possible. Be sure to note the disruption on the student's booklet cover.

### **If a Student Becomes Emotionally Upset During the Session**

Occasionally, a student, particularly at the younger ages, may feel so overwhelmed that he/she will begin to cry. Be understanding, but do not reinforce this behavior by giving the child excessive attention or sympathy. You might suggest that the student skip the question that is bothering him/her and that he/she may think of the answer later. Also, telling the student that we do not expect him/her to know everything may lessen his/her anxiety. If the crying is seriously disruptive, seek assistance from school personnel. Remember to note the incident on the student's booklet.

## **4.10 Task 10: Assess Students with Disabilities or Limited English Proficiency**

NAEP is a timed assessment administered in English to groups of students. The intent is to include all selected students. It is expected that many students can be assessed in the regular session. However, some students with disabilities and some students with limited English proficiency may need an accommodation in the assessment and some may not be able to participate at all. Accommodations will only be offered, as necessary, for those SD/LEP students who are selected for the operational reading/math sessions indicated by session number **RM**.

The accommodations each student receives must be specified in his/her Individualized Education Plan (IEP) and routinely used in testing the student. Refer to the Appendix for a complete list of accommodations allowed by NAEP. These accommodations include, but are not limited to the following: extended time, one-on-one testing, small group testing, reading aloud to the student, bilingual dictionary, use of a scribe or computer to record answers, bilingual booklets, and large-print booklets. Students who require a bilingual booklet (Admin. Code 71), large print booklet (Admin. Code 73) or small group read aloud (Admin. Code 76) may need to use a special accommodation booklet. Your

supervisor will review the list of SD/LEP students with the school coordinator during the preassessment contact to determine which students require an accommodation.

### **Accommodations Most Frequently Provided by NAEP**

**Reminder: Accommodations will NOT be offered for the math bridge sessions (MB and MA) or the reading bridge sessions (RB).**

- **Bilingual mathematics booklet** (Admin. Code 71) – NAEP has special bilingual mathematics booklets available for students whose IEP requires one (**a bilingual booklet will consist of three separate booklets packaged in a Ziploc bag**). When a bilingual booklet is open, generally one page will be in Spanish and the facing page will contain the same directions/questions in English. Students will be able to answer on either the Spanish or English side; they will not be penalized if they answer some questions in Spanish and others in English. Because the directions are read out loud in Spanish, students using bilingual booklets will need additional time and should be administered the assessment in separate sessions. The supervisor will arrange to have someone at the school who is proficient in Spanish read the Spanish script unless there is a bilingual AA team member available. This script will be packaged with the bilingual mathematics booklet that your supervisor receives from NCS Pearson.

**The bilingual booklet accommodation is only available to those students who are being assessed in an RM session and have been assigned a math booklet.** Therefore, if a student requires a bilingual booklet as an accommodation, you must first check the subject column **C** on the Administration Schedule to be sure the student has an **M** (math) next to his/her name. **If the student does not have an M, then he/she must be coded with a 63 (LEP- Required accommodation not offered) or a 65 (SD and LEP- Required accommodation not offered).**

- **Bilingual dictionary** (Admin. Code 72) – For an **RM** math session, an LEP student assigned a math booklet may use his/her own bilingual dictionary or one provided by the school if his/her IEP requires one. (NAEP will not provide bilingual dictionaries.)

**The bilingual dictionary is only available to students assigned a math booklet and being assessed in an RM session.** Therefore, if a student requires a bilingual dictionary as an accommodation, you must first check the subject column **C** from the Administration Schedule to be sure the student has an **M** (math) next to his/her name. **If the student does not have an M, then he/she must be coded with a 63 (LEP- Required accommodation not offered) or a 65 (SD and LEP- Required accommodation not offered).**

- **Large-print booklet** (Admin. Code 73) – For students whose IEP requires testing with large-print materials or magnifying devices, NAEP has special large-print booklets available for each **RM** session by age and subject.

Your supervisor will request large-print booklets from NCS Pearson on an as-needed basis. For each large-print booklet requested, NCS Pearson will package the large-print booklet together with the same booklet in regular size print in a zip-lock bag. You will need to send back **both** booklets in the zip-lock bag after the assessment has been completed.

- **Extended time in regular session** (Admin. Code 74) – Some students may not perform well under pressure or may have a disability that requires them to take longer than other students to complete tasks. Any student whose IEP requires an extended-time accommodation may be assessed during the regular **RM** session. He/she will be timed with the others but will be told that he/she may go back and continue working on the cognitive sections following the session. The only limit for extended time is that the student may not take more than three times the regular time allocated for a particular section of the booklet.
- **Read aloud** (of questions and answer categories in math booklets only in **RM** sessions) – The read-aloud accommodation can be administered in three different ways, depending on the student’s IEP requirements.

- **Read aloud in regular session** (Admin. Code 75) – Some students require some words, phrases, or sentences to be read to them. In most cases, a student whose IEP requires read aloud will be assessed in a regular session but will be instructed ahead of time by you to raise his/her hand if he/she needs a word, phrase, or sentence read aloud. You will quietly read text to the student as requested. A student who requires the read-aloud accommodation in a regular session will use his/her originally assigned booklet.

- **Small group** (Admin. Code 76) – Other students will require major portions of the booklet read aloud to them. In these cases, it is better to assess these students together in a small group so that other students are not disturbed by your reading aloud.

In a small group, all students who require a read-aloud accommodation will be given the same booklet version number for ease of administration. For these cases, NAEP has special read-aloud/small group math booklets to use in RM small group sessions. Read-aloud/small group booklets will be prepackaged in bundles of five booklets. If there is only one student who requires the read-aloud accommodation, you will use the student’s originally assigned booklet. When there is more than one student, your supervisor will assign read-aloud/small group accommodation booklets. The original booklet and the special read-aloud booklet for each student must be accounted for and returned to NCS Pearson after the assessment. Booklets used by the AA to accommodate reading to a group should also be returned.

- **One-on-one** (Admin. Code 77) – In other cases, a student who requires the read-aloud accommodation will need to be assessed in a one-on-one setting, as specified in his/her IEP. In such a case, use the student’s originally assigned booklet.

**Reading directions aloud, when asked, so that students understand where and how to record their answers is NOT an accommodation, should not be recorded, and is allowed with all students and both subjects.**

If a student selected for mathematics in an RM session requires the read-aloud accommodation (for questions and answer categories), you will need to be sure to assign the administration code for the way in which the accommodation was administered: read aloud in regular session (75), read aloud in small group (76), or read aloud one-on-one (77).

**The read-aloud accommodation, in all three forms, is NOT allowed with reading booklets.** Therefore, if a student requires read aloud as an accommodation, you must first check the subject column **C** on the Administration Schedule to be sure the student has an **M** (math) next to his/her name. If the student does not have an **M**, then he/she must be coded with a **61 (SD- Required accommodation not offered)** or a **63 (LEP- Required accommodation not offered)** or a **65 (SD and LEP-Required accommodation not offered)**.

- **Small group** (Admin. Code 76) – A separate **RM** session may be held for students who are easily distracted or who have other difficulties in a large group setting, if their IEPs require it. The most common small group will be made up of students who require the read-aloud accommodation in a separate session (as just described).
- **One-on-one** (Admin. Code 77) – Some students have IEPs that require testing in a one-on-one environment. These students may have physical disabilities impeding their ability to write responses to the questions. They may take tests with the aid of a facilitator who records their responses for them and perhaps reads questions to them. If a student regularly works with a facilitator provided by the school, then that person should be available for the assessment. Otherwise, you can serve as the facilitator. Remember that in reading sessions, the questions and passages cannot be read to the student. (One-on-one accommodation is available only to students being assessed in **RM** sessions.)
- **Scribe or use of computer** (Admin. Code 78) – If a student’s IEP requires the use of a scribe or computer to record answers under regular testing situations, it will be allowed for the NAEP assessment in **RM** sessions only. However, the student will not be allowed to use the spell-check function on the computer. The student will need to use his/her own computer or one provided by the school. NAEP will not provide computers.
- **Other, specify on cover** (Admin. Code 79) – Some accommodations not listed above may be required by the IEP of the students sampled for the assessment. For instance, some hearing-impaired students may require the administrator to wear a small microphone or a deaf student may require a sign language interpreter. These types of accommodations are also allowed by NAEP, in an **RM** session only, as long as the school can provide the required equipment and/or personnel. If a student requires an accommodation that has not been mentioned and you have some doubt as to whether to allow the accommodation, you should ask your supervisor for guidance. After the session, note on the front cover of the booklet the type of accommodation offered.

**NOTE:** Unless a scribe or use of computer is required, recording answers directly in the test booklet is expected of all assessment participants and is not considered an accommodation for NAEP. If this is a required accommodation in a particular student's IEP, then he/she should remain in the regular session as long as no other accommodation is required for the student.

### **Administration Codes for SD/LEP Students Who Require Multiple Accommodations**

Students who are accommodated sometimes use more than one accommodation. For example, a student who requires one-on-one testing may also require extended time or help recording answers. For this reason, NAEP has developed codes for the primary and the acceptable additional accommodations we expect will be used. This means that only one administration code will be used for the student even though he/she may be receiving several accommodations, as shown in the chart below.

<b>Accommodations Most Frequently Provided by NAEP</b>		
<b>Admin. Code</b>	<b>Primary Accommodation</b>	<b>Acceptable Additional Accommodations</b>
<b>71</b>	<b>Bilingual booklet</b> (math only)	Extended time; usually small group or one-on-one
<b>72</b>	<b>Bilingual dictionary</b> (math only)	Extended time
<b>73</b>	<b>Large-print booklet</b>	Magnifying equipment; extended time; usually small group or one-on-one
<b>74</b>	<b>Extended time in regular session</b>	
<b>75</b>	<b>Read aloud in regular session</b> (math only)	
<b>76</b>	<b>Small group</b>	Extended time; read aloud (math only)
<b>77</b>	<b>One-on-one</b>	Extended time; help recording answers; read aloud (math only)
<b>78</b>	<b>Scribe or use of computer</b>	Extended time
<b>79</b>	<b>Other</b> – includes format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment (if provided by the school)	

**NOTE:** For a student who requires extended time (whether it is a primary or secondary accommodation), it is important that the total time the student took for the three **cognitive sections** be recorded on the front cover of the student's booklet. It will be your responsibility to keep track of this and note it in the three boxes labeled **TOTAL TIME FOR ACCOMMODATION** after the session. The only limit for extended time is that the student may not take more than three times the regular time allocated for a particular section of the booklet. If the student did not use extra time, you should record the regular time allowed for the cognitive sections in these boxes. For all three ages, the regular time allowed is 45 minutes (15 minutes per cognitive section).

#### **4.10.1 Conducting Accommodation Sessions**

When administering small group or one-on-one sessions, you may make some minor modifications to the script. Because there are so few students, you may want to shorten or simplify the introductory statements depending on the students with whom you are working. The timing of the sections may also be less stringent. For instance, extended time is assumed, so you may give students extra time, if needed. Conversely, students may finish before the allotted time. If, after encouraging them to review their answers, all students indicate that they are finished with the section, you may move on to the next section. As with regular sessions, you may not, however, provide assistance to students in an accommodation session, except during the general background section and when making sure they understand how to record answers.

It is anticipated that, in many cases, the school will provide a teacher or staff person who is familiar with the students to work with you in accommodation sessions.

General guidelines for conducting separate accommodation sessions are shown on the following page. AAs should become familiar with these guidelines.

### **Administering Accommodations in Separate Sessions**

Your primary role is to administer the assessment session and to clarify directions for the students. In order to truly assess the students' knowledge, it is important for you to refrain from giving and/or prompting answers. Here are some basic guidelines to keep in mind:

#### **You May:**

- Make minor modifications to the script to shorten or simplify the introductory statements;
- Encourage the student(s) to review his/her answers upon completion of a section.
- Answer student questions regarding the general background section of the booklet, the booklet directions, and the recording of answers;
- Allow students to take a break between sections;
- Schedule the assessment to start at any time; and
- Allow the student(s) to use accommodations/adaptations on the assessment if they have been deemed necessary. A list of the most commonly provided accommodations in NAEP has been printed on pages 4-36 through 4-39. Other accommodations not on the list will be permitted as long as they do not affect the text or jeopardize the security of the assessment items.

#### **You May NOT:**

- Provide assistance on assessment items. Students may look for validation on certain items; you may not indicate verbally or nonverbally your recommendations. Instead you are encouraged to remind students to answer the questions to the best of their ability; and
- Allow any student to use accommodations/adaptations on the assessment that are not indicated in his/her IEP or that are not normally used by the student during testing.

#### **4.10.2 Keeping Children with Disabilities Comfortable and On Task**

Whether accommodating students in the original session or in special sessions, it is important that the AA conducting the session be comfortable working with special needs children.

Most students with disabilities are familiar with standardized testing procedures. However, because NAEP staff members are unfamiliar to the students in the assessment, it will be important to build rapport with the students before beginning one-on-one or small group accommodation sessions. Discuss the best ways to do this with the school coordinator or, if possible, with each student's teacher. It may be that the teacher will come with the student to the assessment room and introduce you, quietly

explaining that you are there to help. An alternative would be to go to the student's classroom before the assessment begins to meet the student.

We want the student to feel comfortable and to know what to expect in the assessment situation. To help students understand what will take place, you should explain the purpose of the assessment, the approximate amount of time they will have to complete the assessment, and the materials that will be provided. Although the session script provides this information, you may make modifications to the script you feel are necessary given the particular students with whom you are working. If the student is getting extended time, he/she should be told so before the session begins and that this means he/she can stay later or return to sections not finished during the regular assessment timing. Similarly, read-aloud students should be seated away from the other students and told that the reason is so other students will not be disturbed by **“my reading to you.”**

You should allow students to ask questions and try to orally and visually give instructions or answers. You might want to initially demonstrate the correct procedures, thinking out loud as you proceed. Students with disabilities do not like to be surprised. Make sure the materials are ready in advance of the student's arrival and keep the student aware of the time remaining in the session once you have begun testing. During the assessment, you need to be alert to the student's needs without hovering or focusing entirely on that student. We do not want to do anything that will embarrass or single out the student in a negative way.

If a student becomes disruptive and is disturbing others who are working on the assessment, try standing next to his/her desk. This will give you a chance to see if the disruption is caused by a lack of understanding or if the student is frustrated in any way. If the student continues to be disruptive, ask the student if he/she would like to take a few minutes break in the back of the classroom. If the student needs more time and cannot get back on task, his/her participation in the session should be discontinued. Be careful, however, not to arrive at the decision to discontinue too quickly. Many students with disabilities get very nervous during assessments and may need lots of positive reinforcement from you for trying and staying on task.

If a student becomes unfocused but not disruptive, you may want to stand next to his/her desk. Sometimes standing near a student helps him/her refocus. You also may try stating, **“I know you can do this; keep focused on the test.”** If your presence does not change the behavior, a slight tap on the student's assessment booklet may refocus his/her attention. Most times just by walking by the student

who seems to be looking away from the assessment booklet will bring his/her attention back to the task at hand.

The above suggestions are for the few students with disabilities who might need more of your attention. Most students with disabilities will participate in the assessment situation without problems.

#### **4.10.3 Frequently Asked Questions Regarding SD and LEP Students**

##### **Who Are the Limited English Proficiency Students?**

There is no common operational definition used by states to identify LEP students. Terms that are sometimes used are “English Language Learner” (ELL) and “English as Second Language (ESL) Student,” recognizing that these students are in the process of acquiring English language skills and knowledge. Unlike disabilities, which usually are permanent, LEP is considered to be a transitional state. At some point, the student will no longer be LEP or at least will be able to receive instruction and be assessed entirely in English.

The LEP student population is very diverse; these students come from many different cultures, homes, and educational backgrounds. Although about three-quarters of all LEP students have Spanish as their language background, approximately 25 percent come from a great number of other language backgrounds. In addition to great language diversity, LEP students have diverse educational experiences and differing amounts of prior exposure to English. Some have good literacy skills and school experiences in their native language, others have received some or all instruction in English, and others have poor skills and experiences in both English and their native language.

##### **Who Are the Students with Disabilities?**

To be eligible to receive services in the schools under the Individuals with Disabilities Education Act, or IDEA, a student must meet two criteria. First, the child’s disability must fall within one of the categories of eligibility:

- Mental retardation;
- Hearing impairments;
- Speech and language impairments;
- Visual impairments;
- Serious emotional disturbance;
- Orthopedic impairments;
- Autism;
- Traumatic brain injury;
- Specific learning disabilities; and
- Other health impairments, such as attention deficit disorders.

Second, because of his/her disability a student with disabilities must need special education and related services to realize his/her full potential.

Government figures suggest that about 1 out of every 10 students are receiving special education (U.S. Department of Education, 2000). Currently, most students with disabilities are in a general education classroom and are provided with specially designed instruction and support, as necessary. The typical student who receives special education often has no immediate obvious disability. He – more than half of the students served by special education are males – is in elementary or middle school and has persistent problems in learning and behaving appropriately in school. His problems are primarily academic and social or behavioral.

### **What Is an Individualized Educational Plan (IEP)?**

The primary intent of the special education laws passed during the past two decades has been to require educators to focus on the needs of individual students with disabilities. The most important aspect of this focus is the IEP. Each public school child who receives special education and related services must have an IEP. Each program must be designed for one specific student and individuals who know the child well should design it. IEPs contain much information related to the technical requirements of IDEA in addition to instructional components.

In addition, the IEP must include within it the accommodations and modifications needed by the student in order to participate in the administration of state or district achievement assessments.

### **What Do the Laws Say About Students with Disabilities in Relation to Large-Scale Assessments?**

A landmark Federal law was passed in 1975, the Education for All Handicapped Children Act. This law guaranteed that regardless of their handicapping condition, all students must be provided a free appropriate public education in the least restrictive environment possible. The law's name was changed in 1990 to Individuals with Disabilities Education Act, or IDEA, and was amended and reauthorized by Congress in 1997. Two other Federal laws that have played a role in ensuring the rights of individuals with disabilities are 1) Section 504 of the Rehabilitation Act of 1973, and 2) the Americans with Disabilities Act (ADA) enacted in 1990. Many students with disabilities are included in large-scale assessments, such as NAEP. However, before a student can or cannot be included, the school personnel most knowledgeable about that student must reference the student's IEP to make two types of decisions: should he/she be exempted from the assessment, and if not, what accommodation(s) does the student require in order to participate in the assessment.

Generally, if a student is tested in a state or district testing program, he/she should also be tested in NAEP. Students can be tested with or without accommodations as specified in the IEP.

#### **4.11 Task 11: Account for All Materials Used**

You are responsible for returning all NAEP materials to the supervisor 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; none will 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. Note that all misprinted or damaged booklets must also be accounted for and returned to NCS Pearson. Booklets containing a bio-hazard such as blood or vomit must be placed in a Ziploc bag provided in the bulk supplies with the barcode ID clearly visible. If multiple bio-hazard books are to be placed in a single box, each should be placed in a separate Ziploc bag. Only by maintaining rigid control over all booklets and other materials will you protect your accountability.

#### 4.12 Task 12: Record Administration Codes on the Administration Schedule

After accounting for all assessment materials used during the session, you should record on the Administration Schedule in column **Q** 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.

The administration codes are listed on the right-hand side of the Administration Schedule and are grouped according to student participation status. The codes and the guidelines for using them are printed on the following pages.

<b>Assessed Students - Original Session</b>	
<b>10</b>	<b>In session full time.</b> Assessed in original session.
<b>11</b>	<b>No responses in booklet.</b> Student was in original session full time, but there were no responses in the booklet.
<b>12</b>	<b>In session part time.</b> Student left the original session and did or did not return. Specify the reason on the booklet cover.
<b>13</b>	<b>Session incomplete.</b> Specify the reason. Use this code when the original session was interrupted and no student was able to complete the booklet (e.g., fire drill).
<b>14</b>	<b>Other, specify on cover.</b> Use this code for any situation that is not covered by the other assessed-in-original-session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.

#### Assessed Students - Makeup Session

- |           |   |
|-----------|---|
| <b>20</b> | <b>In session full time.</b> Assessed in makeup session.  |
| <b>21</b> | <b>No responses in booklet.</b> Student was in makeup session full time, but there were no responses in the booklet.  |
| <b>22</b> | <b>In session part time.</b> Student left the makeup session and did or did not return. Specify the reason on the booklet cover.  |
| <b>23</b> | <b>Session incomplete.</b> Specify reason. Use this code when the makeup session was interrupted and no student was able to complete the booklet (e.g., fire drill).  |
| <b>24</b> | <b>Other, specify on cover.</b> Use this code for any situation that is not covered by the other assessed-in-makeup session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover. |

#### Absent Student Codes

- |           |  |
|-----------|--|
| <b>40</b> | <b>Temporary.</b> Student is not in school temporarily (less than 2 weeks) due to illness, disability, or excused absence.   |
| <b>41</b> | <b>Long-term.</b> Student has been absent from school 2 weeks or more due to an illness or disability.   |
| <b>42</b> | <b>Chronic truant.</b> Student attends school occasionally, if ever.   |
| <b>43</b> | <b>Suspended or expelled.</b> Includes in-school suspension.   |
| <b>44</b> | <b>In school, did not attend session.</b> Use if student was known to be in school on day of assessment but, for example, was not released by teacher.                                 |
| <b>45</b> | <b>Disruptive behavior.</b> Student was in school but not notified of assessment because of disruptive behavior.   |
| <b>46</b> | <b>Parent refusal.</b> Parent officially notified school that he/she refused to allow student to participate in the assessment.  |
| <b>47</b> | <b>Student refusal.</b> Student refused to participate in the assessment before being given an assessment booklet.   |
| <b>48</b> | <b>Other, specify on cover.</b> Use this code for any absence not covered by codes 40-47. Specify reason on booklet cover (e.g., student came to room too late after session started). |

### Other Student Codes

- |           |   |
|-----------|---|
| <b>51</b> | <b>Withdrawn/Graduated.</b> Student is no longer enrolled in the school.  |
| <b>52</b> | <b>Unassigned book (unused).</b> Use this code for any booklet not used because the booklet was not assigned to a student. If the student is assigned an accommodation booklet, the original preassigned booklet should receive this code.  |
| <b>55</b> | <b>Ineligible.</b> Use this code for a student who was not eligible for the assessment (e.g., not in the age being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible. |
| <b>56</b> | <b>Not in Sample (NIS).</b> Use this code for any student not sampled but assessed at the convenience of the school. (See page 4.51 for more information on NIS students.)  |

### Reasons for Exclusion

- |           |   |
|-----------|---|
| <b>60</b> | <b>SD – Cannot be assessed.</b> Use for any student whose IEP states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation.   |
| <b>61</b> | <b>SD – Required accommodation not offered.</b> Use for any student requiring an accommodation that could not be offered, such as reading the assessment items to a student selected for a reading assessment.  |
| <b>62</b> | <b>LEP – Cannot be assessed.</b> Use for any student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.  |
| <b>63</b> | <b>LEP – Required accommodation not offered.</b> Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation could not be offered, such as a bilingual booklet for a student selected for the reading assessment. |
| <b>64</b> | <b>SD&amp;LEP – Cannot be assessed.</b> Student cannot be included in the session due to a mental/physical disability and limited English proficiency.  |
| <b>65</b> | <b>SD&amp;LEP – Required accommodation not offered.</b> Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not offered.   |

### Assessed with Accommodations (Applicable only in RM sessions)

Students assessed with special accommodations should always be assigned these codes instead of codes 10-14 or codes 20-24.

- |           |   |
|-----------|---|
| <b>71</b> | <b>Bilingual math booklet.</b> Assessed in separate accommodation session. Extended time is assumed. Students using the bilingual booklet are usually in small group or one-on-one sessions.      |
| <b>72</b> | <b>Bilingual dictionary.</b> Extended time is assumed. (Do not use with reading booklet.)   |
| <b>73</b> | <b>Large-print booklet.</b> Extended time is assumed. Use of special equipment such as a magnifying glass is acceptable. Usually these sessions are small group or one-on-one.                    |
| <b>74</b> | <b>Extended time in regular session.</b> Assessed in regular session, with additional time to complete the assessment available to the student.   |
| <b>75</b> | <b>Read aloud in regular session.</b> Assessed in regular session, with read-aloud accommodation. (Do not use with reading booklet.)  |
| <b>76</b> | <b>Small group.</b> Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable (except with reading booklet).   |
| <b>77</b> | <b>One-on-one.</b> Assessed in separate accommodation session. Extended time is assumed. Assistance with recording answers is acceptable. Read aloud is acceptable (except with reading booklet). |
| <b>78</b> | <b>Scribe or use of computer.</b> Assessed in separate accommodation session. Extended time is assumed. Used to record student answers.   |
| <b>79</b> | <b>Other, specify on cover.</b> Assessed with some other accommodation. Specify the accommodation on booklet cover.   |

#### 4.13 Task 13: Complete the Top of the Administration Schedule

It is very important that the summary information at the top of the Administration Schedule is accurately recorded (Exhibit 4-3). You should calculate the summary box totals 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. Add the # **Absent** (Admin. Codes 40-45 and 48) to the # **Refused** (Admin. Codes 46 and 47) and subtract that number from the **To Be Assessed** to get the # **Assessed (Original Session)**. Do not include any “Not In Sample” students (Admin. Code 56) in this count (see box titled “Not In Sample” on the next page).
4. If 10 percent or more students were absent (not counting parent and student refusals) from all of the sessions, a makeup session is required. To determine the need for a makeup session, the supervisor will divide the # **Assessed (In All Original Sessions)** by the number **TO BE ASSESSED** subtracted by # **Refused**. The 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. (This task may be performed by an AA, but must be reviewed by the supervisor.)

In other words, use the following formula for determining the need for a makeup session:

$$\frac{\# \text{ Assessed (In All Original Sessions)}}{\# \text{ To Be Assessed} - (\# \text{ Refused})}$$

For Example:  $\frac{26}{28-1} = 96\%$  – no make-up 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. If a makeup session is to be held, wait until after the makeup to finish filling out the Administration Schedule and then enter the number of students assessed in the makeup session on the line labeled # Assessed (Makeup Session) (Admin. Codes 20-24).

5. After both the original and, if necessary, makeup sessions have been held, on the line labeled **TOTAL ASSESSED**, enter the total number of students who were assessed in the original and makeup sessions.

After double-checking that all the necessary items on the Administration Schedule have been filled in, give the Administration Schedule to the supervisor.

Exhibit 4-3 Administration Schedule with Completed Summary Box

The image shows a NAEP 2003-2004 Long-Term Trend Administration Schedule form. The form is for Washington Elementary, School # 511-001-2, Age 9. The original session is scheduled for 2/2/04 at 9:00 am in Classroom 12. The summary box shows: Original Sample = 28, Total In Sample = 29, and Total Assessed = 26. The form includes a section for Race/Ethnicity Codes and a section for Session Number (RM0901) and Bundle #'s (0001, 0002). The bottom of the form is a table with columns for Student Name, Grade, Birth Date, Sex, SSN, LEP, Race, Ethnicity, and Boodlet ID #.

### **"Not In Sample" Students**

Sometimes, for convenience purposes, a school will require some students to be included in the assessment even though they were not sampled. In this case, the school coordinator or the supervisor will have added the students' names to the bottom of the Administration Schedule prior to the assessment. Because no information on these students is required, their birth date, sex, race/ethnicity, etc. may not have been recorded on the Administration Schedule. It is acceptable for this information to be missing for these nonsampled students. In the columns labeled **Admin. Code** on the Administration Schedule, you should enter a code **56 – Not In Sample** for these students.

Not In Sample students should not be counted in the number **TO BE ASSESSED** and should not be counted in the **# Assessed** at the top of the Administration Schedule.

You will need to record an administration code of **56** on the booklet covers of Not In Sample students.

#### **4.14 Task 14: Code the Booklet Covers**

There must be an assessment booklet for every student listed on the Administration Schedule. You will be responsible for entering several pieces of information on the front cover of each booklet.

First, for age 9 students, on each booklet, you will need to enter the seven-digit NAEP school ID number from the Administration Schedule in the boxes labeled **School #**. You should check to make sure age 13 and age 17 students entered the school number; if not, you will need to enter it.

Then, for each student, you will need to transfer the administration code from the Administration Schedule to the boxes labeled **ADMIN. CODE** on the booklet cover. As you work, always confirm that the ID number on the booklet matches the ID number on the Administration Schedule. While doing this, you should also remove any student ID labels that were inadvertently left on the student booklets.

For any student offered the extended time accommodation, you will need to verify that the number of minutes the student used to complete the cognitive sections was entered in the **TOTAL TIME FOR ACCOMMODATION** boxes on his/her booklet cover, even if the student did not take extra time.

There should be one booklet for each selected student regardless of whether or not the student was assessed. Since you pre-numbered the booklets in the **Admin. Schedule Line #** space on the booklet cover prior to the assessment, you should put all the booklets back in the correct numbering sequence, including the booklets for absent students, excluded students, withdrawn and ineligible students, and those assessed with a special accommodation booklet.

The booklets that were not assigned to students must be accounted for as well. On the Administration Schedule, enter a **52** (unassigned book) in column **Q** for every booklet that was never assigned to a student. The front cover of any unassigned booklet from an open bundle must also be coded with an administration code of **52**. In the rare event you are left with an unopened bundle of booklets, breaking the seal in order to code those booklet covers is not necessary.

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 Task 19 of this chapter. These booklets will be coded after the makeup session.

#### **4.15 Task 15: Complete the Session Debriefing Form**

It is important for Westat to demonstrate that all data are collected under standard conditions and that any anomalies are carefully documented. The Session Debriefing Form (Exhibit 4-4) has been developed to help NAEP gather information about the assessments in your assignment. By accurately completing this two-page form, you will provide NAEP with documentation that the session was completed and with a record of any problems that you may have encountered regarding the session. If problems arise, 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.

A Session Debriefing Form must be completed for each original session, each separate accommodation session, and each makeup session held in the school. The person who conducted the session should complete the form.

You should record the session information in the box at the top of the form. Most of these items can be transferred directly from the top of the Administration Schedule.

In the section of the form labeled **Session Summary**, you should circle **1** for **Yes** or **2** for **No** for each of the 11 items. You should also record any comments or explanation about the item in the column labeled **Details**.

In the section of the form labeled **Reaction to Session**, we are interested in your opinion of the attitude of the students, the school staff, and any other observers who attended the session. For each item, you should circle one of the four choices:

1. Positive
2. Mixed/Indifferent
3. Negative
4. Can't say

and record any specific comments or complaints you received regarding the assessment.

On page 2 of the Session Debriefing Form, you need to record your view of how well the session went: very well, satisfactory, or unsatisfactory, and document any pertinent details about the session not mentioned on the previous page.

AAs should give the completed Session Debriefing Forms to the supervisor. Before leaving the school, the supervisor will review each form and discuss with the AA any problems or unusual situations that arose.

#### **4.16 Task 16: Edit Assessment Materials**

Each AA will be responsible for editing his/her own work. In addition, you should switch assessment boxes with another AA so you can edit each other's work.

You must conduct a thorough edit of all assessment materials to ensure the materials are completed accurately. Before leaving the school, you must be sure every assessment booklet, used and unused, is in the correct session box being shipped to NCS Pearson.

The final “edit” of assessment materials does not involve correcting students’ work. It does, however, encompass a number of tasks. In particular, you should do the following:

1. Double check that there is an assessment booklet for every booklet ID number listed on the Administration Schedule in columns **O** and **P**.
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. All extra pencils and the timer must be returned to the supervisor. These materials will be used in future sessions.
4. Be sure to account for all unused booklets from the session.
5. If a student did not attend an entire assessment session, make sure the circumstances are fully documented on the booklet cover.
6. Inspect the physical condition of each booklet (inside and outside) and Administration Schedule, making sure that any stray marks that would interfere with scanning have been erased.
7. Place any damaged booklet containing a bio-hazard (blood, vomit, etc.) in a separate Ziploc bag with the barcode ID clearly visible.
8. Repack all assessment materials for a school in their original box for shipping to NCS Pearson according to the diagram and instructions on page 4-59.

#### **4.17 Task 17: Prepare the NAEP Storage Envelope**

Your supervisor will be responsible for preparing the NAEP Storage Envelope; however you may be asked to assist.

To address any questions or concerns about the assessment that may arise in the future, prepare the following materials to be left at the school in the NAEP Storage Envelope.

- First, you or your supervisor will make a set of copies of all pages of the completed original Administration Schedule(s) with student names and of the Roster of Questionnaires.

Exhibit 4-4. Session Debriefing Form

NAEP 2003-2004 LONG-TERM TREND 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. RM0901, RM1301)	
This session was <u>CIRCLE ONE</u> :	
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 use of a tape or tape recorder?	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

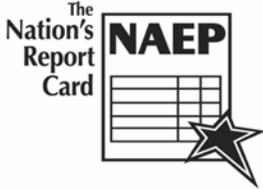
ATTITUDE OF THE:	CIRCLE ONE.	COMMENTS/COMPLAINTS
Students	1. Positive 2. Mixed/Indifferent 3. Negative 4. Can't say	
School Staff	1. Positive 2. Mixed/Indifferent 3. Negative 4. Can't say	
Other Observers	1. Positive 2. Mixed/Indifferent 3. Negative 4. Can't say	



- Next, at the perforation, tear off the column of student names from the original Administration Schedule(s) and the column of student and staff names from the original Roster.
- Place all name lists from the original documents and the photocopies made for the AAs 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 Administration Schedules and Roster (without names) will be shipped back to NCS Pearson with the other assessment materials from the school.
- Then, record the NAEP school ID on the *Destroy by ...* postcard, shown on the following page, and staple it to the front of the NAEP Storage Envelope.

The supervisor will give the NAEP Storage Envelope to the school coordinator and explain that the contents of the envelope should be retained until June 1, 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 (Exhibit 4-5).

Exhibit 4-5. NAEP Storage Envelope and "Destroy by" Postcard



Staple NAEP Return Postcard  
HERE

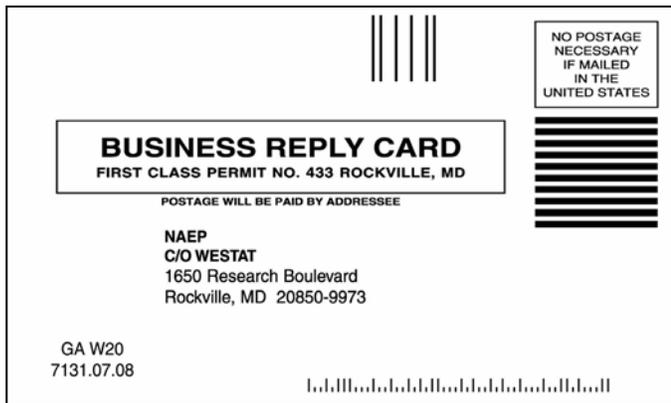
## **STORAGE ENVELOPE**

(Use for Administration Schedules, Student Lists, and other assessment materials.)

Please retain the enclosed materials until June 1 or the end of your school year;  
then return the NAEP postcard and **destroy** the contents.

School Coordinator:

\_\_\_\_\_



The Nation's Report Card **NAEP** School ID: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

As requested, the NAEP Storage Envelope containing the Administration Schedule(s), student lists, and other NAEP material was destroyed on: \_\_\_\_\_

1-800-283-6237 \_\_\_\_\_ (Date)

Signed: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 School: \_\_\_\_\_  
 City: \_\_\_\_\_  
 State: \_\_\_\_\_

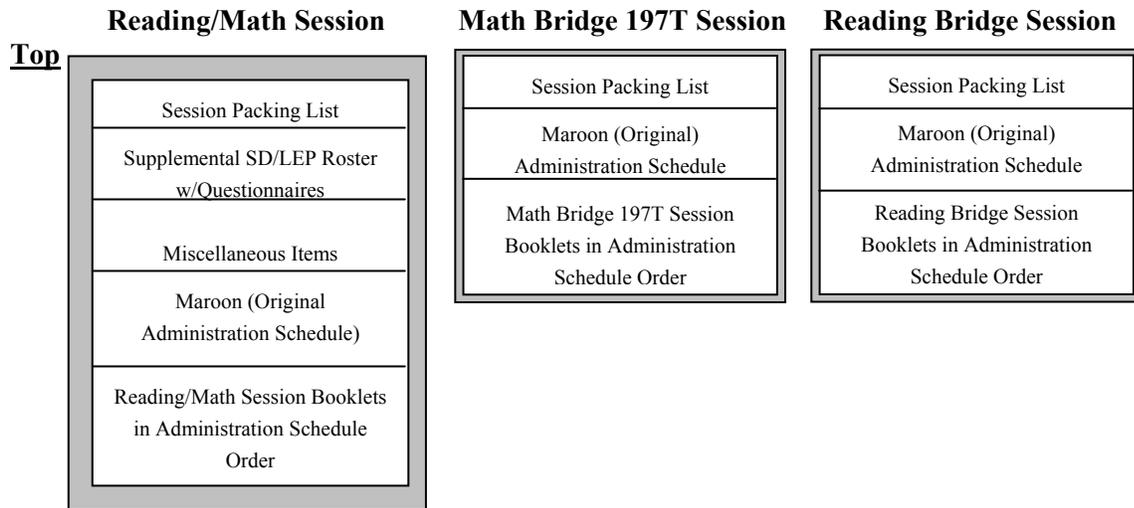
#### 4.18 Task 18: Prepare Materials for Shipping

All assessment materials must be repacked in their original boxes and returned to NCS Pearson. Prepare the boxes by following the instructions and illustration shown below.

1. On the bottom of the box, place all used and unused booklets in Administration Schedule order. (Ziploc bags containing damaged booklets should be placed at the bottom of the box). Used accommodation booklets should be placed with the original assessment booklets in the order in which they appear on the Administration Schedule. If a session used a large-print accommodation booklet, it can be folded and placed on top of the stack of booklets. All booklets should be banded together.
2. Next, place the Administration Schedule with names removed.
3. Next, if you have the box with the materials from the first session (i.e., the session number ending in 01), then place the SD/LEP Roster and the completed SD/LEP Questionnaires (without names) in the box.
4. At the top of the shipment, place the miscellaneous materials such as packing lists, Bundle Slips, and Testing in Progress sign. Use the pillow pack as filler if necessary.

The actual shipping of the completed assessment materials will be the responsibility of the supervisor. On occasion, however, you may be asked to assist with this task. If so, your supervisor will provide you with complete instructions for doing so.

Exhibit 4-6. Return Shipment Packing Diagram



**Bottom**

**4.19 Task 19: Schedule and Conduct a Makeup Session, If Necessary**

**4.19.1 Schedule the Makeup Session**

If the attendance at the school is too low (less than 90%), a makeup session must be held. The supervisor will combine summary box totals for all sessions in the school and determine if a makeup session is necessary. Your supervisor will work with the school coordinator to schedule any required makeup sessions.

When holding makeup sessions, your supervisor will follow the guidelines listed below.

- Hold only one makeup at a school (unless the school had assessments at more than one age level);
- Invite all students who were absent from all sessions, even if their original session does not require a makeup;

Once the makeup session is scheduled, your supervisor will record the day, date, time, and location in the box at the top of the Administration Schedule, as shown in Exhibit 4-6. The same Administration Schedule will be used for the makeup session as was used for the original session.

Exhibit 4-7. Top Section of Administration Schedule with Makeup Session Scheduled

#### 4.19.2 Secure Assessment Materials for Makeup

If a makeup session is scheduled, either you or your supervisor 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.
- Protect the security of these materials following the rules outlined in Task 5. The AA or supervisor 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.**

#### 4.19.3 Conduct the Makeup Session and Complete the Administration Schedule

Your supervisor will make every attempt to get the students who were absent to attend the makeup session. You should conduct the makeup session following the same procedures used in the original session.

After the makeup is held, you should 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**.

#### **4.19.4 Code the Booklet Covers**

Using the information from the Administration Schedule, you should also code the covers of the booklets for all students invited to attend the makeup session, as described in Task 14 earlier in this chapter.

After completing these tasks, you should return the assessment materials to your supervisor. He/she will be responsible for shipping the materials as soon as possible after the makeup session.

#### **4.20 Task 20: Quality Control and Observation**

##### **4.20.1 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 scheduled at random. 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 to see if it has been completed according to NAEP guidelines;
- Observe that each session is conducted and supervised according to procedure;
- Ensure that assessment materials are accounted for at each step of the administration process;
- Review each session box to check that it is packed according to procedure; and
- Check that the NAEP Storage Envelope left at the school contains the proper information.
- Verify that all 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.

#### **4.20.2 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 your supervisor in advance. The purpose of the field manager visits is similar to that of the NAEP staff visits. He/she will observe each assessment team and check that all administrative procedures conducted by the assessment team are carried out according to proper procedure. 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.

#### **4.20.3 Followup Phone Calls**

As a further quality control check, your field manager will call a subset of schools within 3 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.

## REFERENCES

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