

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 the AA's 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, the AA 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).

If you are visiting the school and the school coordinator cannot identify the students who require an accommodation, you should ask if the teacher most knowledgeable about the students is available to speak with you.

Although it is anticipated that schools will offer accommodations relatively infrequently, it is extremely important that you learn about any separate accommodation sessions at the time of the preassessment visit so that you can arrange for enough AAs to be present to cover all sessions.

As you finish one Administration Schedule, move sequentially to the next. When all Administration Schedules have been reviewed, compute the number of separate sessions that will be required. Plan a separate session for each student who requires a one-on-one administration. Unless there is an unusually large number of students requiring "small-group" administration, you can plan on one separate session for all of these students. Calculate the total number of separate sessions needed and record each session in the chart provided on the cover of the School Folder. Plan for separate sessions to be held after the regular sessions, so that AAs already scheduled in the school can conduct the separate sessions.

5.11.5 Enter Administration Codes for SD/LEP Students Who Cannot Be Assessed

If the school coordinator determines any SD/LEP student cannot be assessed and therefore needs to be excluded from the assessment, you must enter one of the **REASONS FOR EXCLUSION** codes in column **S** of the Administration Schedule. The reasons for exclusion (which also are printed on the Administration Schedule) include the following Administration Codes:

- 60 = SD – Cannot be assessed
- 61 = SD – Required accommodation not offered
- 62 = LEP – Cannot be assessed
- 63 = LEP – Required accommodation not offered
- 64 = SD and LEP – Cannot be assessed
- 65 = SD and LEP – Required accommodation not offered

Codes 60, 62, and 64 apply to students whose IEP states they cannot be tested or whose cognitive functioning is so limited that they cannot be tested even with an accommodation. Codes 61, 63, and 65 apply to students requiring an accommodation that NAEP does not offer or allow. You will also use codes 61, 63, and 65 for students who require an accommodation and have been selected for math bridge (**MA** or **MB**) or reading bridge (**RB**) sessions where **no accommodations will be offered**.

After entering an Administration Code, draw a single line through the student's name, being sure not to obscure the name. Do not line through any information for this student beyond the perforation, as shown below.

Exhibit 5-14 Administration Schedule Example

02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89</
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5.12 Confirm Date, Time, and Location for Each Session

When you have determined the total number of original and separate accommodation sessions required in the school, you will verify with the school coordinator the date, time, and location for each session.

The assessment date and anticipated number of original sessions to be conducted will be preprinted on the label of the School Data Collection Form. Space is provided on the cover of the School Folder for entering the specifics of each session. If separate accommodation sessions are needed, it is critical that they are entered on the cover of the School Folder as you discuss the time and location of the sessions with the school coordinator.

At this stage, it is very unlikely that the school will want to change an assessment date. If the school coordinator wants to change the date, your response will depend on your schedule. If you cannot agree on a date when you can cover the assessment with your staff, tell the school coordinator you will need to check with your field manager. This will give you time to review your schedule with your field manager and determine what other options are available.

It is important that the school coordinator understand that the locations must be available for 90 minutes so that sessions are not interrupted. Encourage the school coordinator to arrange for actual classrooms to be used whenever possible. Try to avoid cafeterias and other locations where traffic is heavy and the noise level is high. Enter a date and start time for each regular and separate accommodation session on the cover of the School Folder.

5.13 Notify Teachers and Students

Discuss with the school coordinator the best way of informing students and teachers of the assessment. Remember that s/he knows best how to notify students and teachers. **Emphasize to the school coordinator that if attendance is less than 90 percent of the total to be assessed for all sessions combined, a make-up session will have to be scheduled.**

Your Westat supplies will include a supply of Student Appreciation Certificates and Teacher Notification Letters. A **Teacher Notification Letter** should be prepared for the school coordinator's use

if he/she thinks that it would be helpful in informing the teachers of students selected for the assessment. You may use the back of the certificates to write information about the time and location of the assessment. The certificates also serve as a way to thank students in advance for participating. If the school E-Filed, you will also have labels with student names that you can affix to the back of the certificates. In that case, you need only to write the location of the session. Although the school coordinator is not required to use these certificates, NAEP has found their use improves attendance

If the school coordinator agrees that Student Appreciation Certificates should be used to notify students of the time and place of the assessment, you should prepare the certificates, sort by homeroom or other locator, and attach a Teacher Notification Letter to each stack. Then, give all notification notices to the coordinator for distribution a few days prior to the scheduled assessment. If the school coordinator suggests an alternative way to notify students and teachers, offer to assist in the preparation and distribution of the lists. One suggestion is to post the teacher notification letter on the teachers' bulletin board. This will allow all of the teachers in the school to know who you are and why you are there.

5.14 Verify Notification Letter Sent to Parents

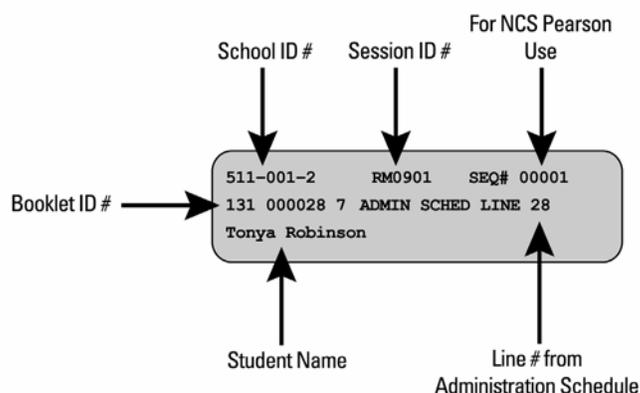
The No Child Left Behind Act requires that the parents of students selected for NAEP assessments be notified in writing that their child maybe or has been selected for assessment and that participation is voluntary. The manner in which parents are notified will be determined by states, districts, or schools. In the fall, public schools received a sample parent notification letter from the State Coordinator, and nonpublic schools received the letter as part of your recruitment process. You should take extra copies of the sample Parent Notification Letter with you when you make the preassessment visit. Schools can adapt the sample parent letter to satisfy the No Child Left Behind requirement and any parental notification requirements of the district and school. Schools can notify parents of all age eligible students or just parents of sampled students.

Participating schools must provide you with a dated copy of the parent letter before the assessment is conducted. If documentation is not available, the assessment will have to be postponed. You will need to keep the dated copy of the parent letter in the School Folder. Information regarding parental notification must be entered into the SCS. Details on how to enter the information into the SCS can be found in Appendix **G**.

5.15 Prepare Labels for Assessment Booklets

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

Exhibit 5-15 Student ID Label



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

The labels are always printed in Administration Schedule order by session. For schools whose students were sampled electronically, the labels will be shipped in the session boxes to the supervisor with the student names preprinted on them. For most of your schools, you will print the labels from the SDS using sheets of labels provided in your Westat bulk supplies.

Labels should be printed during the preassessment visit, sorted by session, and attached to the appropriate Administration Schedules so that they will be available for the AA to use in preparing booklets on assessment day. A duplicate set of labels can be printed to attach to the backs of Student Appreciation Certificates if they will be used as appointment notifications.

5.16 Encourage Staff to Remain in Room During Assessment

NAEP encourages the school coordinator or other staff members who are interested in NAEP to remain in the room during the assessment. If the school coordinator indicates a staff person will introduce NAEP or stay in the room during the session, record that information on the AA Assessment Information Form. This information should be provided to the AAs who will administer the individual sessions, although it is not necessary to know this ahead of time.

5.17 Leave Contact Information with the School Coordinator

Answer any questions the school coordinator has, as appropriate. Do not answer questions if you are unsure of the answers. Ask the school coordinator to call your field manager or offer to obtain an answer and call back.

You will be the primary contact for the school coordinator in the event a problem arises. If time allows, the school coordinator should be encouraged to call the NAEP hotline and leave a message for you. You will also give the school coordinator your field manager's telephone number in case you are not available or a question needs to be answered immediately.

If you have arranged to call the school coordinator back to check on the need for separate accommodations sessions or for some other reason, review the callback dates and times. Enter this information on the Record of Contacts and on your calendar.

5.18 Leave the School Storage Envelope with the School Coordinator

Before leaving the school, place the Administration Schedules and SD/LEP Roster in the NAEP Storage Envelope and give it to the school coordinator to keep until assessment day. NOTE: Be sure to record accommodation needs prior to leaving the administration schedule in the school.

It is important that the school coordinator know that you will need the NAEP Storage Envelope and a place for the AAs to work as soon as the assessment team arrives at the school. Be sure you know where and with whom the NAEP Storage Envelope is being kept because you will need to retrieve it in order to conduct the assessments. A delay in locating the envelope on assessment day can mean that you and your team have insufficient time to prepare for the assessment sessions.

5.19 Complete These Tasks after the Preassessment Visit

When the preassessment visit is complete, review the School Folder and School Data Collection Form and complete the following tasks:

1. Record that the contact is complete on the Record of Contacts.
2. Enter any callback information on your calendar.
3. Order any additional materials needed
4. Determine the number of AAs required to cover all assessment sessions for the school.
5. Assign an AA to each session and enter the name in the column provided on the front cover of the School Folder.
6. Prepare an AA Assessment Information Form for each AA assigned to the assessment.
7. Notify the AAs of their assignments.

5.20 Prepare an AA Assessment Information Form for each AA

Effective communication between you and your AAs is crucial to NAEP's success. The Assessment Information Form (Exhibit 4-2) has been developed for Supervisors to communicate specific information to the AAs about their assignment. After each preassessment visit you will prepare an Assessment Information Form for each AA whom you assign to conduct a session in the school. The form will contain the following:

- The school name and NAEP ID;
- The school address and telephone number;
- The assessment date and time;
- The session number to which the AA is assigned;

- The room where the session will be held;
- The school coordinator's name;
- Directions to the school and where to park at the school;
- Information about accommodations, such as the number and types in the session;
- Instructions for meeting the assessment team;
- Instruction on how to contact the office in case of an emergency; and
- Any other pertinent information, such as the policy for dismissing students, how to handle persistently disruptive students and students who arrive after the session has begun.

It is critical that the assessment team arrives at the school at least 1 hour before the scheduled start of the first assessment session in order to allow sufficient time for preparing the assessment materials and for handling last minute details. If possible, you may wish to arrive a few minutes before the AAs to retrieve the NAEP Storage Envelope and discuss with the school coordinator any last minute details.

5.21 Verify Assessment Materials

When you receive your materials from Westat and NCS Pearson verify that you have received the correct materials and the correct amount of each. After each preassessment visit, you will also need to check the session boxes you received for that school, gather any additional material from the bulk supplies, and request additional material, if necessary. It is important to verify school materials immediately after each preassessment visit so you will have time to request and receive additional supplies from NCS Pearson and/or Westat.

5.21.1 Check Materials

General or bulk supplies materials will come from NCS Pearson and Westat. When you receive a shipment verify the contents against the packing list to be sure you received all necessary items. Remember you are held accountable for all materials on the packing list. If anything is missing contact NCS Pearson immediately.

Bulk Materials Shipments from Westat

The following items will be shipped to you from Westat.

Gaining Cooperation Materials:

School Control Form	Summary of NAEP Activities	NAEP Press Release
Data Collection Forms	public & non-public	Refusal Form
Dept. of Agriculture Letter	My School Brochure	Special Situation Form
School Letters-public & non-public	Data Collection	
Endorsement letters	Demonstration Booklet*	
Parent Notification Letter	Teachers' Guide, 2004	

Sampling and Assessment Materials:

Criteria for Inclusion	Student Appreciation Certificates	NAEP Storage Envelops
New Enrollee Form	Teacher Letter	Destroy-by Postcards
Assessment Information Form*	School Appreciation Certificate	NAEP Accommodations Chart
Session Debriefing Form*	School Folders	Assessment Administrator Manual*
School Coord. Debriefing Form	Instrs. for Preparing List of Students	AA Checklist for One Session Schools

Administrative and General Materials:

Trip Expense Reports (TRE)*	Business Card Template	Government Rate Letter
Time Sheets (T&E)	Removable Labels	Power strip for laptop & printer
Assessment Calendar	Diskettes	AA Training Exercises*
Fax Cover Sheet (NEAP)	Stapler	NAEP ID Badges*
Post-It Notes; 3x3; packs	Staples	SV Debriefing Form
FedEx Sturdy Pak	Pencil Sharpener	AA Debriefing Form*
Printer paper - 8.5x11 & 8.5x14	NAEP Letterhead	AA Observation Form
Business Card Stock	Contact Information Sheet	

Personnel Forms:

Personnel Form	Direct Deposit Instruct. & Form	Screening Form
Drug Free Memo	Affidavit of Nondisclosure	AA Fact Sheet
Form W-4	Field Worker Agreement - AA	Reference Check Form
State Tax Forms	Welcome to NAEP	Non-selection Letter
I-9 Instructions & Form	Westat Application	
Fingerprint Pack	Interview Summary Sheet	

* You should distribute these items to the AAs in your team.

Materials from NCS Pearson – Bulk Supplies

Your bulk supplies from NCS Pearson will include a supply of read-aloud accommodation booklets. You must account for all of the accommodation booklets that you receive in your bulk supplies. If you discover during your preassessment contact that you will need additional booklets for reading/math LTT sessions, you must contact NCS Pearson to place an order. Since the session size for Bridge Math Tape and Bridge Reading sessions are set, session boxes should always contain sufficient booklets for the number of selected students.

You may not, under any circumstances, borrow booklets from another session box or another supervisor. You will be asked to account for each ordered booklet and accommodation booklet in your bulk supplies.

Large-print and bilingual booklets will not be included in your bulk supplies. You will need to order them from NCS Pearson on an as-needed basis. The bulk supplies you will be receiving from NCS Pearson in the fall, winter, and spring are listed in Exhibits 5-16 through 5-18.

5.21.2 Materials from NCS Pearson – School Materials

Assessment booklets for all LTT sessions will be packaged in bundles of 14 booklets for age 9 and 16 booklets for ages 13 and 17. Each session box will contain two bundles of booklets. A numbered Bundle Slip (Exhibit 5-13) will be shrink-wrapped with each bundle. The five-digit **Bundle #** on the slip should match the five-digit number printed in the **Bundle #** boxes in the upper left and upper right of the Administration Schedule.

Each Bundle Slip will list the three-digit prefixes of the booklets contained in the bundle. These prefixes should match the prefixes printed on the Administration Schedule, as shown on the next page. For math bridge sessions, the bundle slip will also indicate the specific cassette tape required for administering the session.

Exhibit 5-16. Bulk Supply Packing List – Fall

Ship To: Supervisors

Region # 1

Page 1

Seq# 1

Method: UPS

Date: 9/22/03

Qty.	Units	Inventory #	Description
1	Each	NA00000392	*Tape Dispenser
2	Roll(s)	NA00000391	*Sealing Tape Rolls
6	Each	NA00002262	*Digital Timer
2	Pkg (s)	NA00000018	*AA Batteries (set of 4)
2	Each	NA00002274	*Tape Recorders
2	Each	NA00000565	Tape, Stimulus, BK M197, Age 13
2	Each	NA00000566	Tape, Stimulus, BK M198, Age 13
20	Each	NA00000336	*Supplemental Shipping Envelopes
25	Each	NA00000305	*Rubberbands
5	Each	NA00008387	*10x13 Ziplock Bags
5	Each	NA00002271	*Sign "Do Not Disturb"
25	Each	NA00000691	*Form, Materials Request, LTT
25	Each	UPSARSRM	*Form, UPS ARS Fax
2	Label (s)	BLKLBLS	UPS ARS Labels - bulk only
8	Box(s)	NA02300022	*#2 Pencils - 144 per gross
1	List	SCRLIST	Bulk Security Checklist
1	Bundle(s)	NA00000537	TB, Age13, Read/Math, Bndl
1	Bundle(s)	NA00000538	TB, Age13, M197T, Bndl
1	Bundle(s)	NA00000539	TB, Age13, M198T, Bndl
1	Bundle(s)	NA00000540	TB, Age13, Reading Bridge, Bndl
1	Bundle(s)	NA00000548	TB, Age13, M131, Read Aloud, 5's
1	Bundle(s)	NA00000549	TB, Age13, M132, Read Aloud, 5's
1	Bundle(s)	NA00000550	TB, Age13, M133, Read Aloud, 5's

Instructions for returning Bulk materials to NCS Pearson:

1. Please keep the asterisked materials. The other (non-asterisked) materials are age-specific and should be returned at the end of that age-specific administration period. Please return all materials at the end of the assessment period in May.
2. Please return the materials in the same boxes as received in.
3. Only use return mailing labels listed above to return your bulk supplies. Do not use for session materials.

Exhibit 5-17 Bulk Supply Packing List – Winter

Ship To: Supervisors

Region # 1

Page 1

Seq# 1
Method: UPS
Date: 12/19/03

Qty.	Units	Inventory #	Description
2	Roll(s)	NA00000392	*Sealing Tape Rolls
2	Pkg (s)	NA00000018	*AA Batteries (set of 4)
2	Each	NA00000567	Tape, Stimulus, BK M197, Age 9
2	Each	NA00000568	Tape, Stimulus, BK M198, Age 9
20	Each	NA00000336	*Supplemental Shipping Envelopes
25	Each	NA00000305	*Rubberbands
25	Each	NA00000691	*Form, Materials Request, LTT
25	Each	UPSARSFRM	*Form, UPS ARS Fax
2	Label (s)	BLKLBS	UPS ARS Labels - bulk only
8	Box(s)	NA02300022	*#2 Pencils - 144 per gross
1	List	SCRLIST	Bulk Security Checklist
1	Bundle(s)	NA00000541	TB, Age9, Read/Math, Bndl
1	Bundle(s)	NA00000542	TB, Age9, M197T, Bndl
1	Bundle(s)	NA00000543	TB, Age9, M198T, Bndl
1	Bundle(s)	NA00000544	TB, Age 9, Reading Bridge, Bndl
1	Bundle(s)	NA00000551	TB, Age9, M131, Read Aloud, 5's
1	Bundle(s)	NA00000552	TB, Age9, M132, Read Aloud, 5's
1	Bundle(s)	NA00000553	TB, Age9, M133, Read Aloud, 5's

Instructions for returning Bulk materials to NCS Pearson:

1. Please keep the asterisked materials. The other (non-asterisked) materials are age-specific and should be returned at the end of that age-specific administration period. Please return all materials at the end of the assessment period in May.
2. Please return the materials in the same boxes as received in.
3. Only use return mailing labels listed above to return your bulk supplies. Do not use for session materials.

Exhibit 5-18 Bulk Supply Packing List – Spring

Ship To: Supervisors

Region # 16

Page 1

Seq# 1
Method: UPS
Date: 9/22/03

Qty.	Units	Inventory #	Description
2	Roll(s)	NA00000391	Sealing Tape Rolls
2	Pkg (s)	NA00000018	AA Batteries (set of 4)
2	Each	NA00000569	Tape, Stimulus, BK M197, Age 17
20	Each	NA00000336	Supplemental Shipping Envelopes
25	Each	NA00000305	Rubberbands
25	Each	NA00000691	Form, Materials Request, LTT
3	Label (s)	BLKLBS	UPS ARS Labels - bulk only
8	Box(s)	NA02300022	#2 Pencils - 144 per gross
1	List	SCRLIST	Bulk Security Checklist
1	Bundle(s)	NA00000545	TB, Age17, Read/Math, Bndl
1	Bundle(s)	NA00000554	TB, Age17, M131, Read Aloud, 5's
1	Bundle(s)	NA00000555	TB, Age17, M132, Read Aloud, 5's
1	Bundle(s)	NA00000556	TB, Age17, M133, Read Aloud, 5's

Instructions for returning Bulk materials to NCS Pearson:

1. Please keep the asterisked materials. The other (non-asterisked) materials are age-specific and should be returned at the end of that age-specific administration period. Please return all materials at the end of the assessment period in May.
2. Please return the materials in the same boxes as received in.
3. Only use return mailing labels listed above to return your bulk supplies. Do not use for session materials.

After the completion of each preassessment visit, open the school’s session box (es) and check that the bundle numbers on the Administration Schedule(s) match those included in the shipment. Then, check the materials in your shipment against the packing lists and Administration Schedule to see that you have sufficient supplies. Exhibit 5-19 shows the list of materials included for each age specific session type.

Exhibit 5-19. Session Materials

Age 9 Schools	
Quantity	Item
2 Bundles	Age 9 session appropriate Booklets (14 per bundle; 28 total booklets)
1	Sign Testing in Progress – Do Not Disturb
2	Rubber Bands
28	Preprinted Student ID Labels
1	Return Shipment Label

Age 13 Schools	
Quantity	Item
2 Bundles	Age 13 Session appropriate Booklets (16 per bundle; 32 total booklets)
1	Sign Testing in Progress – Do Not Disturb
2	Rubber Bands
32	Preprinted Student ID Labels
1	Return Shipment Label

Age 17 Schools	
Quantity	Item
2 Bundles	Age 17 session appropriate Booklets (16 per bundle; 32 total booklets)
1	Sign Testing in Progress – Do Not Disturb
2	Rubber Bands
32	Preprinted Student ID Labels
1	Return Shipment Label

5.21.3 Request Additional Materials, if Necessary

As supervisor, you are responsible for checking that there are sufficient numbers of materials for each assessment in your region. If you discover that you need additional materials, you should first use the extra materials sent in your bulk supplies. If you deplete your bulk supplies, or if you need to request

booklets, you should contact NCS Pearson. First complete the Materials Request Form (Exhibit 5-21) that is included in your bulk supplies. You may then call, fax, or email NCS Pearson:

- The telephone number for NCS Pearson is **1-888-627-6237**.
- The fax number is **1-888-627-8842**. Be sure the Materials Request Form is completely filled out before faxing.
- Email **NCS Pearson at NCSNAEP@Pearson.com**.

If you need additional materials that are listed under Westat bulk supplies, email your field manager or the NAEP Warehouse with the exact name and quantity of the material you are requesting. You should also include the address to which the materials should be shipped and the date by which they are required.

NAEP Warehouse

Contact: (Mr.) Shannon Whitmarsh
Address: NAEP Warehouse GA W-20
9270 Gaither Road
Gaithersburg, MD 20877
Email: NAEPWarehouse@Westat.com
Tel: 301-330-7079
Fax: 301-330-7063

Hours: 9:00 am to 5:00 pm Eastern Time

5.21.4 AA Checklist for One Session School or Makeup

On rare occasions it may be necessary for the supervisor to send an experienced AA to conduct the assessment in a small school with only one session assigned. Whenever possible, the AA should be included in the preassessment visit for the school and introduced to the School Coordinator as the NAEP Representative who will return to administer the assessment.

You should discuss all arrangements, materials, and procedures with the AA and arrange for transfer of the session box to the AA the day before or morning of the assessment. You will be provided copies of a checklist the AA can use to assure that all procedures for completing and copying documents, preparing the NAEP Storage Envelope, and packing and shipping are completed before s/he leaves the school. This checklist is included as Exhibit 5-20. This form may also be given to an AA asked to return to a school to conduct a makeup.

AA Checklist for One Session School or Makeup

NOTE: To keep track of ALL steps, place a check in the box as you complete each step.

BEFORE ARRIVAL:

- Verify with supervisor that parents have been notified.

UPON ARRIVAL:

- Locate school coordinator and/or NAEP Storage Envelope. Ask if there are any new parent refusals.
- Prepare booklets, check timer, pencils, tape recorder and cassette if administering a tape session.
- Conduct session using script and/or pace tape.

AFTER SESSION:

- Enter Administration Codes on booklet covers and in column **Q** of the administration schedule:
 - Use codes 10-14 for students assessed without accommodation in original session;
 - Use codes 20-24 for students assessed without accommodation in makeup session;
 - Use codes 71-79 for students assessed with accommodation;
 - Use codes 40-48 for absent students;
 - Use code 52 for unassigned booklets.
- Review and complete information in the summary box at the top of the administration schedule. If conducting original session and attendance for the school is less than 90%, arrange for a makeup.
- Check that all information is correctly coded on booklet covers and that all labels have been removed. Order ALL booklets (original and accomodation) in administration schedule order, and band together.
- Collect the SD/LEP questionnaires from the school coordinator. Remove and destroy any post-its or labels with names. Grid in the **Yes/No/ Completed Electronically** bubble on the SD/LEP Roster for each questionnaire listed on the roster. If questionnaire(s) are not completed, leave Postage Paid envelope with coordinator and instructions to mail when questionnaire(s) are completed.
- Make one photocopy of the complete administration schedule (front **and** back), and the SD/LEP Roster with names still attached. Place this copy in the NAEP Storage Envelope.
- Remove names (tear at perforation) from the administration schedule and the SD/LEP Roster and store name strips in NAEP Storage Envelope.
- Use the originals without names to make a photocopy of the administration schedule (front **and** back) and of the SD/LEP Roster. Store these photocopies in the supervisor's school folder.
- Place original copy of the administration schedule (without names) under the rubber band securing the bundle of session booklets and place in session box.
- Place original copy of the SD/LEP Roster (without names) on top of the SD/LEP questionnaires and place in session box on top of booklets.
- Staple the "Destroy by" postcard (inside NAEP Storage Envelope) to outside flap of the NAEP Storage Envelope.
- Return the NAEP Storage Envelope to the school coordinator to retain until destroy date written on envelope. Ask the coordinator to make note on calendar to destroy materials and send in postcard.
- If this is an original session, tell the coordinator that your supervisor will be calling in a few days to conduct a brief interview about the assessment. Thank the coordinator and leave.
- Return the school session box and supervisor's school folder to supervisor using pre-arranged method.

NOTE TO EXPEDITE PHOTOCOPYING: Remember to make one copy of the administration schedule and roster WITH names and one copy WITHOUT names. Names and copies with names are ALWAYS left in the NAEP Storage Envelope in the school.

Exhibit 5-21 NCS Pearson Materials Request Form

2003/2004 NAEP LONG-TERM TREND MATERIALS REQUEST FORM

Fax Number: 1-888-627-8842

*E-mail Address: ncsnaep@pearson.com

*Phone Number: 1-888-627-NAEP
(6237)

Date: _____ Date Needed: _____ Test Date: _____ School # _____

Name: _____ Region # _____

Ship To Address: _____

STREET ADDRESS (Do not use a P.O. Box)

CITY, STATE, ZIP CODE

Phone Number: () _____ - _____ E-mail Address: _____

Quantity	Units	Description	Quantity	Units	Description
AGE 13 - FALL			AGE 17 - SPRING		
		Fall – Read/Math			Spring – Read/Math
	Bndl of 16	TB, Age 13, Read/Math		Bndl of 16	TB, Age 17, Read/Math
		Fall – Math Bridge (Tape 1)			Spring – Math Bridge (Tape 1)
	Bndl of 16	TB, Age 13, BK M197T		Bndl of 16	TB, Age 17, BK 197T
	Each	Tape, Stimulus, M197T, Age 13		Each	Tape, Stimulus, M197T, Age 17
		Fall – Math Bridge (Tape 2)			Spring – Reading Bridge
	Bndl of 16	TB, Age 13, BK M198T		Bndl of 16	TB, Age 17, Reading Bridge
	Each	Tape, Stimulus, M198T, Age 13			Spring Accommodation Books
		Fall – Reading Bridge		Each	TB, Age 17, BK R1, Large Print
	Bndl of 16	TB, Age 13, Reading Bridge		Each	TB, Age 17, BK M133, Large Print
		Fall Accommodation Books		Bndl of 5	TB, Age 17, BK M131, Read Aloud
	Each	TB, Age 13, BK R1, Large Print		Bndl of 5	TB, Age 17, BK M132, Read Aloud
	Each	TB, Age 13, BK M133, Large Print		Bndl of 5	TB, Age 17, BK M133, Read Aloud
	Bndl of 5	TB, Age 13, BK M131, Read Aloud			
	Bndl of 5	TB, Age 13, BK M132, Read Aloud			ALL ROUNDS
	Bndl of 5	TB, Age 13, BK M133, Read Aloud			Questionnaires/Rosters
	Each	TB, Age 13, BK M933 - Bilingual		Bndl of 25	Questionnaires, SDLEP, LTT
AGE 9 - WINTER				Each	SD/LEP Roster, LTT
		Winter – Read/Math		Each	Administration Schedule, LTT
	Bndl of 14	TB, Age 9, Read/Math			
		Winter – Math Bridge (Tape 1)			
	Bndl of 14	TB, Age 9, BK M197T			
	Each	Tape, Stimulus, M197T, Age 9			Miscellaneous Materials
		Winter – Math Bridge (Tape 2)		Each	Sealing Tape Roll
	Bndl of 14	TB, Age 9, BK M198T		Each	Digital Timer
	Each	Tape, Stimulus, M198T, Age 9		Pkg. of 4	AA Batteries
		Winter – Reading Bridge		Bndl of 25	Rubberbands
	Bndl of 14	TB, Age 9, Reading Bridge		Gross(144)	#2 Pencils
		Winter Accommodation Books		Each	Tape Recorder
	Each	TB, Age 9, BK R1, Large Print		Each	Sign, “Do Not Disturb”
	Each	TB, Age 9, BK M133, Large Print		Each	Supplemental Shipping Envelopes
	Bndl of 5	TB, Age 9, BK M131, Read Aloud		Each	Materials Request Form, LTT
	Bndl of 5	TB, Age 9, BK M132, Read Aloud		Each	UPS ARS Fax Form
	Bndl of 5	TB, Age 9, BK M133, Read Aloud		Each	10x13 Ziplock Bags
	Each	TB, Age 9, BK M933 - Bilingual			

*Please use this form when ordering by email or phone.

Miscellaneous _____

TO BE COMPLETED BY NCS PEARSON

Date/Method Order Sent: _____ Order Entered by: _____

6. ASSESSMENT DAY ACTIVITIES

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

6.1 Preparing for the School's Assessment

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

- Call the school coordinator a few days before the assessment to confirm the date and time of the assessment, review the assessment activities, and verify that student, parent, and teacher notification procedures are in place (If parents have not been notified, the assessment will have to be postponed.);
- Review the materials in the School Folder to ensure that you bring the correct materials for the scheduled sessions;
- Review the number, type, and scheduled start times of all sessions to verify that you have scheduled and notified enough AAs to cover all concurrently scheduled sessions; and
- Verify that you have the correct box(es) of materials from NCS Pearson for the school as well as any additional required materials that you will need.

6.2 Materials to Bring to the School

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

- Your NAEP ID Badge and spare NAEP Representative badges (Exhibit 6-1) for any AAs who may forget theirs;

- School Folder, School Data Collection Form, Instructions for Sampling New Enrollees, School Debriefing Form, and school Certificates of Appreciation;
- Session boxes from NCS Pearson specific to the school and session types assigned for the assessment;
- Student Appreciation Certificates;
- Accommodation booklets, if necessary;
- AA manual;
- This manual;
- Sharpened No. 2 pencils (from bulk supplies);
- Timers (from bulk supplies);
- “Testing In Progress – Do Not Disturb” sign;
- Blank removable student ID labels (from bulk supplies);
- Supplemental shipping envelope;
- Session Debriefing Forms (to distribute to AAs before the session);
- Tape recorder, batteries, and cassette tape for required session type (specified on session bundle slip);
- Quality Control Observation Forms;
- Office supplies necessary for preparing assessment forms and packing and shipping; and
- Other materials from your bulk supplies.

6.3 Report to the School on the Day of the Assessment

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

6.3.1 Professional Behavior and Dress

Professional behavior and dress are required at any time you are working in a school.

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

Fuery suggests the following proper classroom attire:

For women:

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

For men:

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

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

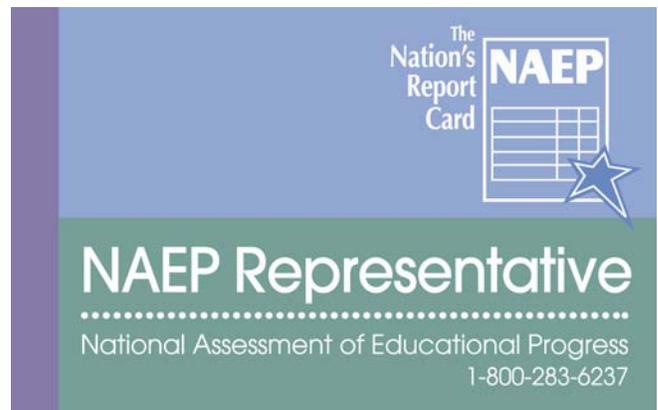
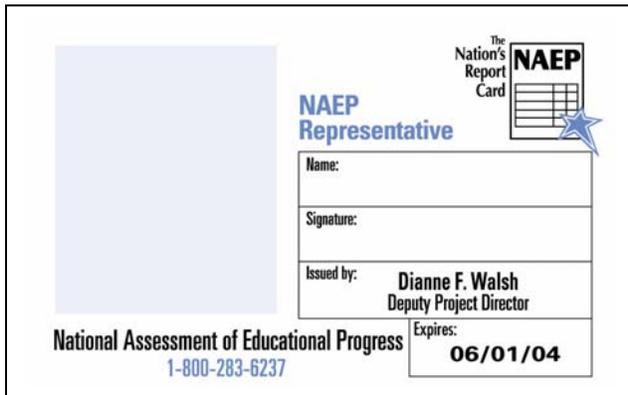
For women, low-heeled, comfortable shoes are preferred. For both men and women, make sure that the heels on your shoes are properly maintained to avoid making excess noise as you walk around the room. Experienced NAEP staff members tend to walk slightly on their tip-toes to minimize the amount of noise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

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

6.3.2 Observe School Protocol

You and your AAs should take care to park in spaces reserved for visitors or in spaces specified by the school. When arriving at the school, you must first check in at the school office, identify yourself, and explain why you are there. You should wear your NAEP Photo ID badge when you arrive at the school to help establish your authority with both school staff and students. Additionally, you should have extra AA NAEP Representative badges for any AAs who may have forgotten theirs. See Exhibit 6-1 for examples of the NAEP ID badges.

Exhibit 6-1. NAEP Supervisor and NAEP Representative Badges



6.4 Complete Initial Activities at the School

After checking in at the school office for the school coordinator and the red storage envelope, you will need to complete the following activities at the school. Ideally, these activities should be completed before the AAs arrive.

6.4.1 Obtain a Copy of the Parent Notification Letter

First, you will need to obtain a copy of the Parent Notification Letter from the school coordinator and place it in the School Folder (if you have not already done so). You will need to work with the school coordinator to determine which students should not be assessed due to parental refusals. You will enter an Administration Code of **46** or **47** in column **Q** for all parent and student refusals and review these entries with the AA assigned to the session. If documentation that parents have been notified about the assessment is not available, the assessment must be postponed. If there is any question about whether a method of notification is adequate, call your field manager before proceeding with the assessment.

6.4.2 Collect the SD/LEP Questionnaires

During the preassessment visit, you instructed the school coordinator to distribute all SD/LEP questionnaires to appropriate school personnel and to collect completed questionnaires by the day prior to the assessment.

You should attempt to collect all completed SD/LEP questionnaires from the school coordinator and other school personnel as necessary on assessment day. If the coordinator has not collected all the questionnaires or the questionnaires have not been completed on line at this point, encourage him/her to do so before the assessment sessions are completed.

6.4.3 Review the Administration Schedule

You will need to review the Administration Schedule(s) to make sure there are no missing data for any of the selected students. If there are any empty boxes in the columns for grade, birth date,

sex, race/ethnicity, school lunch, Title I, SD, or LEP, you will need to ask the school coordinator to provide that data before the assessment team can proceed with the preassessment activities. (See pages chapter 5 for details on completing the Administration Schedule.)

If for some reason completing the Administration Schedule will prevent the AAs from preparing the assessment booklets in time for the session to begin as scheduled, you should obtain the missing information during or after the session.

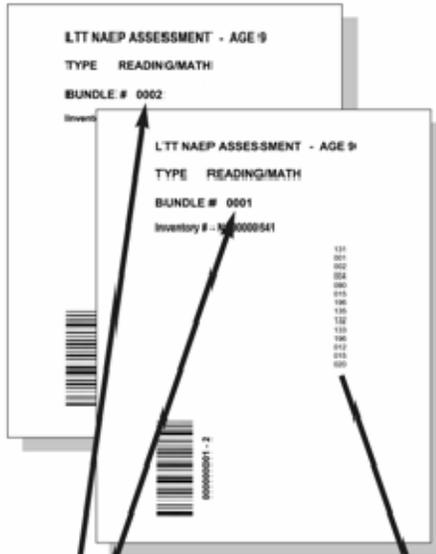
6.4.4 Assign Accommodation Booklets

You will need to review the Administration Schedule to make sure that you have entered the correct Administration Code for each student with a disability (SD) and each student with limited English proficiency (LEP) who requires an accommodation. You will then need to assign an accommodation booklet to any student who requires one based on the type of accommodation he/she will be receiving. The accommodations that require a special accommodation booklet are as follows: bilingual booklet (math only; **code 71**), large-print booklet (**code 73**), and small group (**code 76**), where read-aloud booklets will be required to facilitate administration. (These accommodations are described in detail on pages 5-42 through 5-45)

Included in each bundle of accommodation booklets is a Bundle Slip (Exhibit 6-2) listing the ID numbers of the enclosed booklets. Booklets should be assigned in the order in which they are listed on the Bundle Slip, starting with the first student on the Administration Schedule who requires an accommodation booklet. You or the AA should enter the appropriate accommodation booklet ID number in column **P** labeled **Accommodation Booklet ID #** on the Administration Schedule to assign the accommodation booklet in place of the regular booklet preassigned in column **O**. An example of assigning an accommodation booklet is shown as Exhibit 6-2. Step-by-step directions for assigning accommodations booklets are presented in the AA manual.

Remember that accommodations are not offered in Bridge assessments. A student selected for Reading Bridge or Math Bridge who cannot be assessed without an accommodation should be excluded from the assessment and coded with the appropriate exclusion code (**code 61**-SD-required accommodation not offered, **code 63**-LEP-required accommodation not offered, or **code 65**-SD & LEP-required accommodation not offered).

Exhibit 6-2. Bundle Slip and Administration Schedule



This form must be completed in No. 2 pencil.

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

National Lunch Program
 1 = Student not eligible
 2 = Student eligible
 3 = Free lunch
 4 = Reduced-price lunch
 5 = School not participating

NAEP 2003-2004 Long-Term Trend Administration Schedule

State # 511-001-2 Age 9
 School Name WASHINGTON ELEMENTARY
 Administrator's Name

Original session scheduled for Day/Date
 Alternate session scheduled for Day/Date

Missing Student
 Missing Next Held

Bundle #s
 0001
 0002

Session Number RM0901

SCHOOL COPY SCHOOL COPY SCHOOL COPY

Student Name	Grade	Birth Date	Sex	SSN	LEP	Home	Special	Other	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Code
01 GALLOWAY, BENJAMIN	04	01/19/41	M	22	2	1	1	2	131 000001 0				
02 DORMAN, NATHANIEL	04	02/29/41	M	22	2	1	1	2	001 000002 1				
03 STEARNS, COURTNEY	04	03/09/42	F	22	2	1	1	2	002 000003 2				
04 MICHAEL, BRENDAN	04	04/04/41	M	22	2	2	2	2	004 000004 3				
05 BUSCH, KATELYNNE	04	05/09/42	F	22	1	1	1	2	090 000005 4				
06 FICS, MARAH	04	06/09/42	F	22	1	3	3	2	015 000005 5				
07 BARRON, ANDRE	04	07/09/41	M	22	2	2	2	1	196 000007 6				
08 GARCIA, ANISSA	04	08/09/42	F	22	1	3	3	2	135 000008 7				
09 VOGEL, KAMRYN	03	09/09/42	F	22	2	1	1	2	132 000009 8				
10 VOGEL, TAYLOR	03	10/09/41	F	22	2	2	2	2	133 000010 9				
11 GRIFFIS, BLAYZE	03	11/09/41	M	22	2	2	2	2	196 000011 0				
12 SMITH, HALEY	03	12/29/42	F	22	2	1	1	2	012 000012 1				
13 HENRY, JACOB	04	01/09/41	M	22	2	1	1	2	015 000013 2				
14 COLE, KIM	04	02/09/42	F	22	2	1	1	2	020 000014 3				
15 FRANCIS, EDDI	04	03/09/42	F	22	2	2	2	2	017 000015 4				

REASONS FOR EXCLUSION
 01 - Not assessed
 02 - Not assessed in reading
 03 - Not assessed in math
 04 - Not assessed in science
 05 - Not assessed in social studies
 06 - Not assessed in writing
 07 - Not assessed in oral language
 08 - Not assessed in listening
 09 - Not assessed in reading
 10 - Not assessed in math
 11 - Not assessed in science
 12 - Not assessed in social studies
 13 - Not assessed in writing
 14 - Not assessed in oral language
 15 - Not assessed in listening

6.4.5 Complete the Top of the Administration Schedule

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

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

If there are multiple sessions at the school, make a copy of the administration schedules for each AA.

6.5 Give AAs their Session Materials

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

- The session box containing the booklet bundles appropriate to the session assigned to the AA.
- The original Administration Schedule with parent and student refusals indicated by the administration code;
- If this is a multi session school, a copy of the Administration Schedules for the other sessions in the school;

- Timer;
- Sharpened #2 pencils;
- “Testing in Progress – Do Not Disturb” sign;
- Accommodation booklets, if necessary;
- Tape recorder, batteries, and cassette tape if tape session being administered; and
- A Session Debriefing Form.

Calculators and ancillary materials are not required for any LTT sessions.

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

6.5.1 Distribute the Booklets to the AAs

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

You will receive assessment materials packed by session. Booklets for long-term trend sessions will be shrink-wrapped in bundles that will remain sealed until the morning of the assessment. Booklets will be bundled in sets of 16 at ages 13 and 17 and sets of 14 at age 9. Each session will use two bundles of booklets. Packed with each bundle will be a numbered Bundle Slip (Exhibit 6-2) listing session information and the first three digits of the booklet ID numbers contained in that bundle. These prefix numbers of the booklet IDs will match those that are preprinted in column **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. Be sure AAs open the bundles in the order indicated on the

Administration Schedule, and that they **never use booklets for any session other than those booklets specified on the Administration Schedule.**

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

1. **Reading and Math Operational and Pilot LTT sessions (RM)** are made up of reading booklets and math booklets spiraled together within the same session. The booklet ID numbers begin with the letter **R** or **M** to designate subject type. For reading booklets, the **R** is followed by a one to three-digit booklet version number. For math booklets, the **M** is followed by a three-digit booklet version number.
2. **Math Bridge Tape (MB or MA)** booklet ID numbers begin with **M** followed by a three-digit booklet version number and the letter **T** to indicate that the session requires the use of a paced tape for administration.
3. **Reading Bridge (RB)** booklet ID numbers begin with the letter **R** followed by a one-, two-, or three-digit booklet version number.

You should be able to recognize the booklet codes to ensure that you are distributing the correct booklets to the AA assigned for each session type. See Exhibit 6-3 for examples of booklet covers.

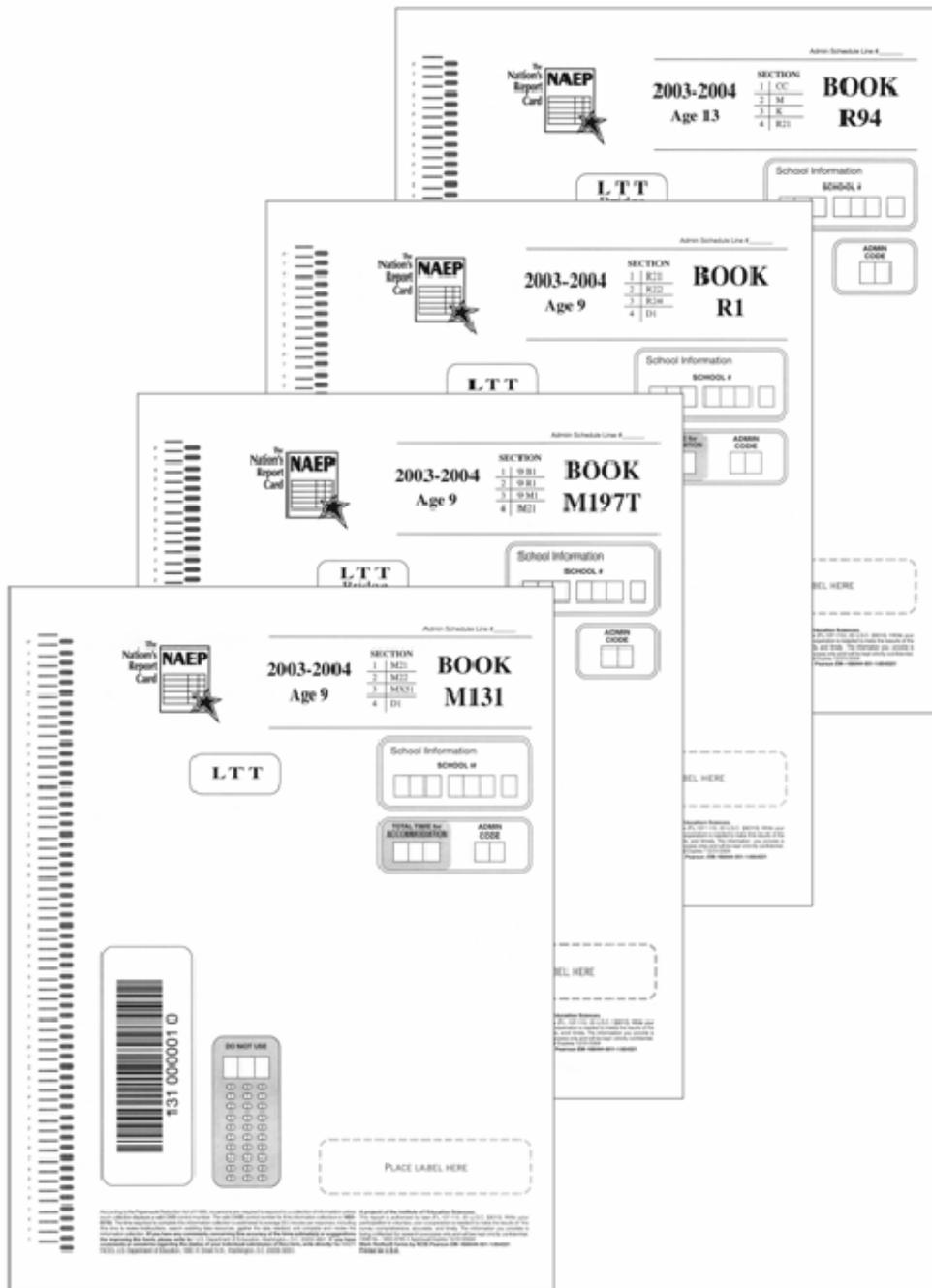
To help further distinguish the correct booklets for a session, the booklet covers are printed in different colors: age 9 in blue ink, age 13 in brown ink, and age 17 in gray/charcoal ink.

6.5.2 Provide Student ID Labels

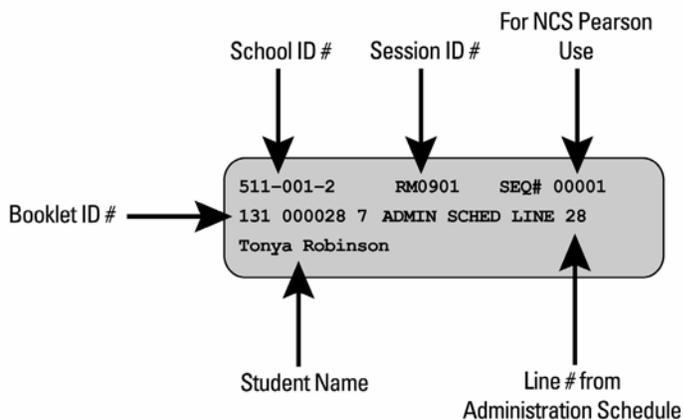
Because students' names are **never** written directly on the assessment booklets, **preprinted removable student ID labels** will be used to help AAs distribute booklets to the correct students. An example of the information contained on a student ID label is shown on page 6-13.

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.

Exhibit 6-3. Booklet Cover Examples



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



6.6 Oversee the Preparation of Booklets

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

- Verifying that AAs have the correct booklets for their session;
- For bridge math tape sessions, ensuring that the AA has the tape recorder, batteries, and the cassette tape that matches the age level being assessed and the booklet number for the assigned session type;
- Verifying that AAs are accurately affixing the preprinted removable student ID labels to the assessment booklets; and
- Verifying that AAs set aside any booklets assigned to ineligible, withdrawn, and excluded students; booklets assigned to students for whom participation has been refused and booklets assigned to any student with an accommodation booklet.

6.7 Give AAs School-Specific Instructions

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

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

6.8 Remind AAs to Code Column R on the Administration Schedule

As a requirement for comparing long-term trend data to data collected in previous cycles, it is necessary for the AA to observe the race of each student and assign a code from the Race/Ethnicity Codes box in the upper-left corner of the Administration Schedule. You should instruct AAs to assign the code in column **R** based solely on their personal observation, even if the code differs from that assigned by the school in column **K** or by the student in the background section.

AAs can enter the observed race code as the student comes forward to receive a booklet and pencil or the AA may circulate during the session and, using the student ID label as identification, assign the observed race codes.

You will notice that the **Observe Race** column replaces the attendance checkbox. AAs should be instructed to code attendance in columns **A** or **B** in the tear-away section of the Administration Schedule.

6.9 Your Responsibilities Immediately Before the Session

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

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

In all schools, you should see that all students attend the correct session, in the correct location, including any accommodation students. For 17-year-old students and some 13-year-old students, it is also very important that you work closely with the school coordinator to ensure that all participating students who are in school at the time of the assessment go to their assessment location. The following are suggested methods to accomplish these tasks:

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

names of missing students over the PA system and ask teachers to release the students, while other schools prefer to have staff members available to go to the student's classroom and bring the student to the assessment location.

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

6.10 Supervisor Responsibilities Once the Session Has Begun

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

- Verify that each session is underway and running properly;
- Observe AAs conducting sessions;
- Visit each session to observe AAs to ensure that students who require accommodations are being assessed properly;
- Be available and close to the assessment locations in the event that your AAs need assistance or have questions;
- Answer questions that the school coordinator, teachers, or other school staff may have about long-term trend or the individual assessments;
- Keep track of the progress of each session in order to inform the school coordinator of the approximate ending time; and
- Review the Administration Schedules for students requiring separate accommodation sessions that will be conducted after the regular sessions and verify the arrangements with the school coordinator.

When sessions are held simultaneously at a school, you will not be able to observe an AA conduct an entire session. You may observe an AA at the beginning of the session and then move to another session. You should use your instincts and impression from the AA training to determine which

AA is more in need of observation. If you are unable to observe an AA at a school, make sure that you observe that AA at the next school.

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

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

7. POST-ASSESSMENT ACTIVITIES

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

7.1 Account for All Materials Used

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

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

7.2 Complete the SD/LEP Roster

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

As described in Chapter 5, SD/LEP questionnaires may be completed online rather than in the traditional booklet format. For questionnaires completed online, you should fill in the **Completed Electronically** oval in the **Returned** column on the Roster. You will need to fill in the **No** oval in the

Returned column on the Roster for any unreturned questionnaires (except for those completed online). You will not need to collect SD/LEP Questionnaires for any student who is no longer classified as SD or LEP. Just line through the entry on the SD/LEP Roster and code the change in classification in the **FINAL SD** and/or **FINAL LEP** columns on the Administration Schedule.

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

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

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

7.3 Oversee Completion of AA Tasks

7.3.1 Review Administration Codes and Demographic Data on the Administration Schedule

After accounting for all assessment materials used during the session, the AA 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. Step-by-step instructions for completing this task, along with complete descriptions of the codes in column **S** are recorded in section 4.12 of the AA Manual.

Supervisors should also verify that the demographic data columns on the Administration Schedule are complete. These columns include grade, birth date, race, school lunch, Title I, SD and LEP, updated SD and LEP, and new enrollee.

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

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

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

7.3.3 Schedule and Conduct a Makeup Session, if Necessary

A. Schedule the Makeup Session

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

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

1. Combine the # ***TO BE ASSESSED*** from all administrations schedules, regardless of session type.
2. Combine the # ***Assessed (Original Session)*** from all Administration Schedules.
3. Combine the # ***Refused*** from all Administration Schedules. (Parent and student refusals do not count in determining the need for a makeup session because those students will not be invited to attend a makeup.)
4. Subtract the combined #***Refused*** from the combined # ***TO BE ASSESSED*** and divide the combined # ***Assessed (Original Session)*** by the # ***TO BE ASSESSED*** subtracted by the # ***Refused***.

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

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

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

Hold only one makeup at a school (unless the school had assessments at both age 9 and age 13). However, you should schedule a makeup session for each of the original session types assigned to the school.

Once the makeup session is scheduled, you need to record the day, date, time, and location in the box at the top of the Administration Schedule, as shown in Exhibit 7-1. The same Administration Schedule will be used for the makeup session as was used for the original session.

If the school is reluctant to schedule a makeup, you will need to stress the importance of a high participation rate for the accuracy of the assessment results. If the school still is reluctant, you should be sure to record the situation on the School Summary Sheet and discuss the matter with your field manager during your next reporting call. In some situations, a makeup may be difficult, as in the case of chronically

C. Conduct the Makeup Session and Complete the Administration Schedule

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

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

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

7.3.4 Code the Booklet Covers

Using the information from the Administration Schedule, the AA should also code the covers of the booklets for all students invited to attend the makeup session, as described in section 7.3.5.

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

7.3.5 Review the Coding of the Booklet Covers

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

- The seven-digit NAEP school ID number from the Administration Schedule in the boxes labeled **School #**,
- The Administration Code from the Administration Schedule to the boxes labeled **Admin. Code** on the booklet cover; and
- For any student offered the extended time accommodation, the number of minutes the student used to complete the cognitive sections in the **TOTAL TIME FOR ACCOMMODATION** boxes on his/her booklet cover, even if the student did not take extra time.

There should be one booklet for each selected student regardless of whether or not the student was assessed. The booklets that were not assigned to students must be accounted for as well.

If a makeup session is needed, you should set aside the booklets and materials for the absent students, holding them for the makeup as described in section 7.3.3. These booklets will be coded after the makeup session.

7.3.6 Oversee Preparation of Materials for Shipping

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

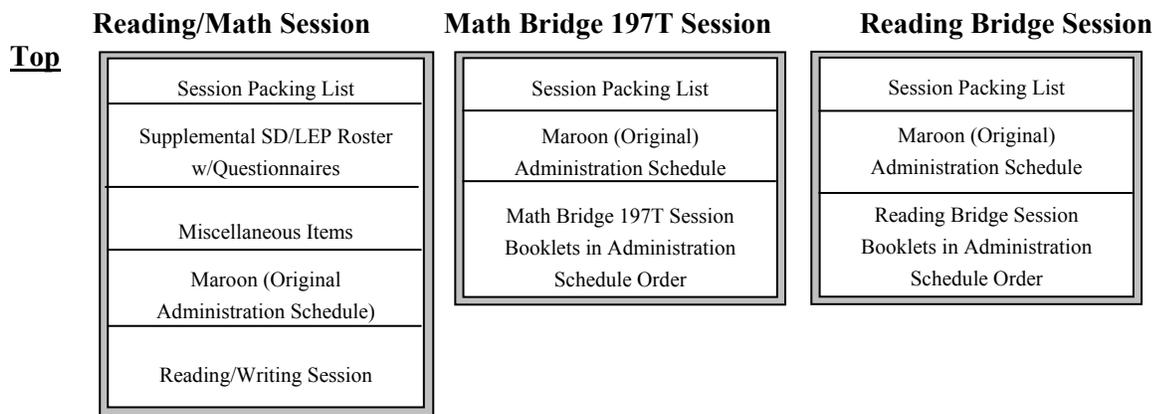
1. Double-check that there is an assessment booklet for every booklet ID number listed on the Administration Schedule in columns **O** and **P**. The supervisor must verify that all demographic data on the Administration Schedule is complete (i.e., age, race, birth date, Title I, SD/LEP and NSLP).
2.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

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

For all sessions:

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

Exhibit 7-2 Return Shipment Packing Diagram



Bottom

The inside front cover of the school folder contains a checklist (Exhibit 3-2) for determining which NAEP documents to copy and where to place the various copies. You should check off the items on the list in the folder as a double-check that you are not forgetting a step before leaving the school. On the

opposite flap of the inside of the school folder is the Assessment Checklist (Exhibit 3-2). All items must be checked “yes” before you leave the school.

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

7.4 Prepare the NAEP Storage Envelope

In the event that questions or concerns about the assessment arise in the future, you will prepare the following materials and leave them at the school in the NAEP Storage Envelope. (Exhibit 7-3).

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

7.5 Collect and Review Session Debriefing Forms

The Session Debriefing Form (Exhibit 7-4) will serve as a written record of the conduct of each individual session and as a resource for answering any questions raised after the assessment. A Session Debriefing Form must be completed for each original session, each separate accommodation session, and each makeup held in the school. The supervisor or AA who conducted the session should complete the form. You should collect and file in the School Folder a Session Debriefing Form for each session administered in the school.

Exhibit 7-3. NAEP Storage Envelope and "Destroy by" Postcard

The
Nation's
Report
Card



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:



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY CARD
FIRST CLASS PERMIT NO. 433 ROCKVILLE, MD

POSTAGE WILL BE PAID BY ADDRESSEE

NAEP
C/O WESTAT
1650 Research Boulevard
Rockville, MD 20850-9973



GA W20
7131.07.08



The
Nation's
Report
Card



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: _____

Exhibit 7-4. 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 <i>CIRCLE ONE</i> :	
1. Regular Session	3. Accommodation Session
2. Makeup Regular Session	4. Makeup Accommodation Session

SESSION SUMMARY

ITEM	YES/NO	DETAILS
Were there problems setting up for this session?	Yes 1 No 2	
Were there problems getting students to this session?	Yes 1 No 2	
Were there problems with the session timing?	Yes 1 No 2	
Any problems with the session materials- including the 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 3. Negative 2. Mixed/Indifferent 4. Can't say	
School Staff	1. Positive 3. Negative 2. Mixed/Indifferent 4. Can't say	
Other Observers	1. Positive 3. Negative 2. Mixed/Indifferent 4. Can't say	

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

7.6 Debrief the School Coordinator

After sessions have ended, paperwork has been completed, and the NAEP Storage Envelope has been prepared, you will use the **School Coordinator Debriefing Form** (Exhibit 7-5) to conduct a debriefing interview with the school coordinator. In this interview, you will obtain the school coordinator's reaction to assessment activities, ask about any special preparations undertaken before the assessment, and obtain feedback about how NAEP can improve participation. Westat's interviewing conventions and techniques, which apply to the interview, are reviewed in Appendix I.

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

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

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

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

Exhibit 7-5. School Coordinator Debriefing Form

**NAEP 2003-2004 LONG-TERM TREND
DEBRIEFING INTERVIEW WITH SCHOOL COORDINATOR**

School Name: _____ ID: _____

School Coordinator: _____ Assessment Date: _____

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

- Very Well 1
- Satisfactory 2
- Unsatisfactory 3

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

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

- Positive 1
- Neutral 2
- Negative 3

COMMENTS:

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

CIRCLE ONE.

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

Exhibit 7-5. School Coordinator Debriefing Form (continued)

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

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

IF "YES," RECORD TYPE OF INSTRUCTIONS RECEIVED:

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

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

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

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

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

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

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

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

GIVE SCHOOL COORDINATOR THE SCHOOL CERTIFICATE OF APPRECIATION.

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

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

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

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

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

In Question 6, an incentive or reward could be almost anything, such as a free lunch pass, ice cream, pizza party, gift, or anything in addition to the NAEP Certificate of Appreciation. Schools are not

breaching assessment procedures by providing token items such as these. NAEP is simply interested in learning to what extent this practice occurs. Record verbatim any incentive and/or reward mentioned.

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

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

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

7.7 Leave the NAEP Storage Envelope with the School Coordinator

At the end of the debriefing interview with the school coordinator, you should give the NAEP Storage Envelope to the school coordinator and explain that the contents of the envelope should be retained until [Insert date]. At that time, the school should destroy the contents of the envelope and complete and

mail the **Destroy by** ... postage-paid postcard (see Exhibit 7-3). You should suggest to the school coordinator that he/she write a reminder on his/her school calendar to complete this activity.

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

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

7.8 Quality Control and Observation

7.8.1 Overview of Quality Control Activities

Westat has established detailed quality control procedures for all stages of NAEP 2004, beginning with the selection of the school and student samples, and extending to all aspects of the data collection. As part of this overall focus, we have put in place a quality control program to ensure that:

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

7.8.2 Successfully Completing Training

A thorough training program for all members of the assessment teams is the first step of the quality control process. As the final step in completing the interactive CD component of the supervisor LTT *Gaining Cooperation Home Study*, you will email to your field manager the score you earn on the interactive program. You must also satisfactorily complete a gaining-cooperation role play with your field manager before attending the in-person LTT training. Your field manager may request that you reread the

Gaining Cooperation Magazine and/or revisit the interactive CD until you have mastered the skills necessary for successfully completing the role play.

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

7.8.3 Quality Control Field Visits

A. 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;
- 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 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.

B. School Visits by Your Field Manager

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

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

C. AA Observations

You will conduct an observation on each assessment administrators during each age-specific round of data collection. See appendix B for procedures and the AA Observation Form.

D. Followup Phone Calls

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