

NAEP 2003-04

National Assessment of Educational Progress



Assessment
Administrator
Manual

2003



THE NATION'S REPORT CARD

Long-Term Trend Assessment

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

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1. INTRODUCTION TO NAEP

1.1 NAEP Overview

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

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

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

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

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

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

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

1.1.1 NAEP Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

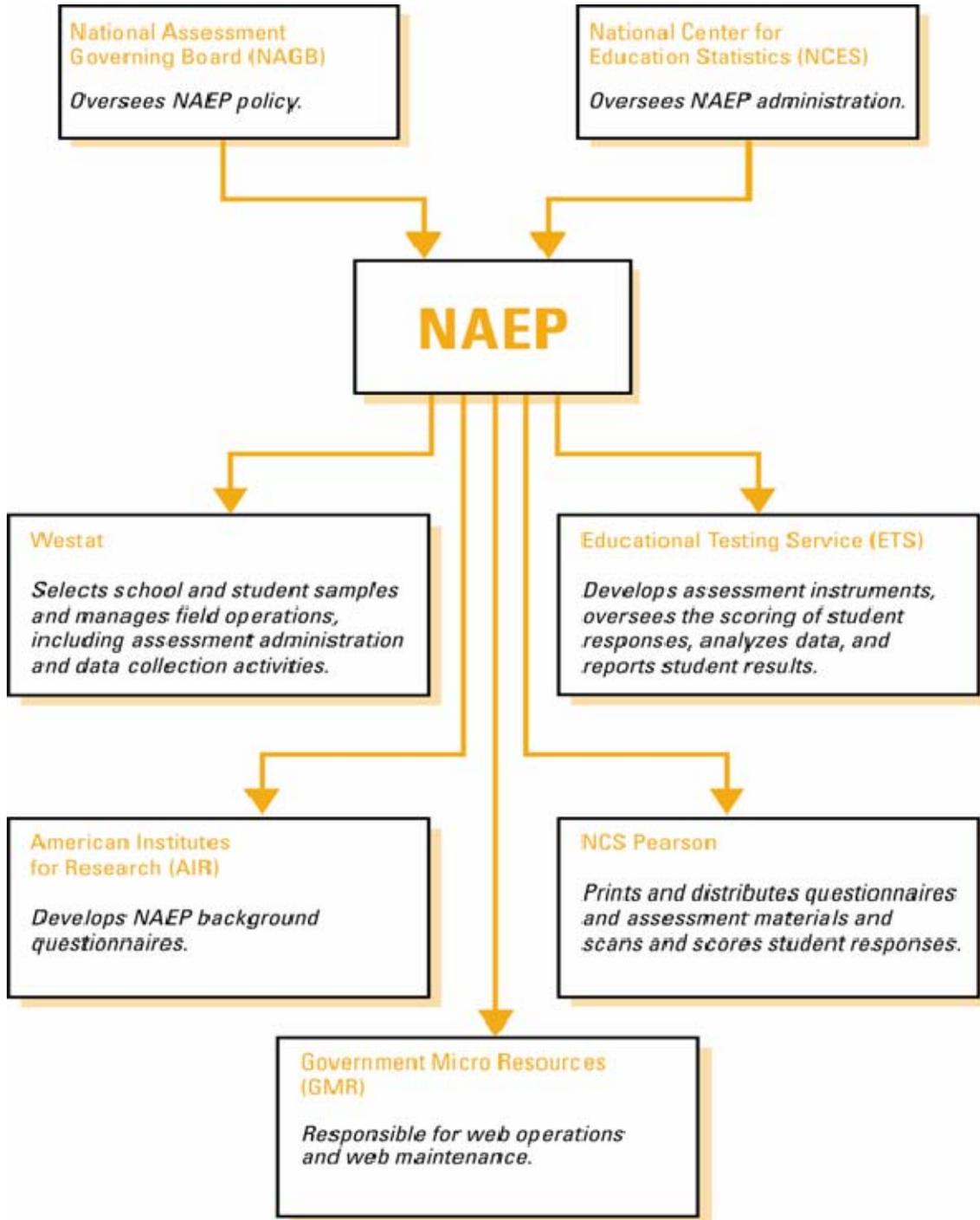
1.1.2 NAEP Organizational Structure

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

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

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

Figure 1-1. Organizational Structure of NAEP



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

1.1.3 The NAEP Program for 2003/2004

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

Long-Term Trend Assessments

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

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

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

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

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

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

Field Test

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

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

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

Foreign Language Pilot Test

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

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

NAEP 2003-2004 Assessment Comparison Table

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

1.2 The Security of Assessment Materials and Confidentiality Issues

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

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

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

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

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

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

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

1.2.1 Requests from News Media

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

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

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

1.2.2 Oath of Confidentiality

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

2. ROLES AND RESPONSIBILITIES

2.1 Overview of the NAEP Team Responsibilities

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

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

Table 2-1. (continued)

Supervisor

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

Assessment Administrator (AA)

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

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

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

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

2.3 Questions About NAEP

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

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

2.4 Attitude and Conduct

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

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

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

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

2.5 Assessment Code of Ethics

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

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

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

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

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

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

The basic principles guiding NAEP data collection are:

Accuracy

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

Integrity

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

Respect

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

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

These principles translate into the following operational guidelines:

Security

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

Preparation for testing

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

Test administration

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

General

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

2.6 Working as a Team

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

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

How a Team Develops

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

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

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

Individual Styles and Preferences

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

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

- Gathering information;
- Making decisions;

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

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

Data Gathering

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

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

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

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

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

Making Decisions

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

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

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

Obtaining Energy

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

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

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

Organizing Your Outside World

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

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

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

Be a Contributing Team Member

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

- **Support your supervisor.** Your supervisor wants you to succeed. Communicate with your supervisor. In addition to asking questions, give input and feedback if something doesn't seem to work. Let your supervisor know as quickly as possible if an incident occurred. Give your supervisor a "heads up" if you anticipate a problem in performing your tasks.

- **Ask for and accept feedback.** Your supervisor will let you know what is expected of you. Find out if you are meeting expectations. Ask if you are doing a good job and how you might improve. Be sure that you understand what is working and what needs to be changed. Discuss with your supervisor how to apply any suggestions you receive. Ask for examples and suggestions for applying the feedback. Above all, treat feedback as a gift. Accept feedback with a positive attitude.

3. PREPARING FOR THE ASSESSMENT

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

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

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

3.2 Task 2: Understand the Assessment Materials

A. Session Types

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

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

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

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

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

Table 3-1. Long-Term Trend Session Types

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

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

B. The Administration Schedule

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C. SD/LEP Roster

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

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

D. SD/LEP Questionnaire

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

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

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



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

SCHOOL #:

SCHOOL NAME: _____
CITY/STATE: _____

This form must be
completed in No. 2 pencil.

Line # / Session #	SD/LEP Questionnaire		Line # / Session #	Student Booklet ID # (Column "O" on Admin. Schedule)	SD/LEP Questionnaire ID # (Barcode ID # on SD/LEP Cover)	Returned		Instructions for Distributing SD/LEP Questionnaires
	Student's Name	Distributed To (Staff Name)				Yes	No	
					995 -			<p>Every student enrolled in the NAEP Administration Schedule is SD/LEP eligible and a LEP should be used in the 000000 of the ID#. All SD/LEP Questionnaires must be returned in each return by the member school regardless of whether the student was or was not. Return the student's SD/LEP Questionnaire distribution sheet to the following:</p> <ol style="list-style-type: none"> 1. On each SD/LEP Questionnaire cover, which is a part of the SD/LEP booklet and the top of the cover member school booklet for the student on the questionnaire needs to be returned to you. Also, when the student's student booklet ID #, all the SD/LEP booklet ID #s, and the SD/LEP booklet ID #. 2. On the return, which is a part of the cover, all the name of the member school to whom the questionnaire was given. Also, complete the return form as for the year: Last school year, 2003-2004, booklet ID #, and the SD/LEP questionnaire ID #. 3. At the questionnaires returned, if you are in the returned column, if the returned questionnaire was completed electronically, fill in the 000000 of the questionnaire.
					995 -			
					995 -			
					995 -			
					995 -			
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					995 -			
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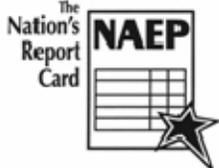
Exhibit 3-2. SD/LEP Roster - Side 2

Line # / Session #	SD/LEP Questionnaire		Line # / Session #	Student Booklet ID # (Column "O" on Admin. Schedule)		SD/LEP Questionnaire ID # (Barcode ID # on SD/LEP Cover)		Returned		Instructions for Distributing SD/LEP Questionnaires
	Student's Name	Distributed To (Staff Name)		Yes	No	Yes	No	Completed Electronically		
						995 -		<input type="radio"/>	<input type="radio"/>	<p><input type="radio"/> NCS Use Only</p> <p>Each student identifies on the NAEP Administration Schedule as SD/LEP or LEP 906/62 to benefit the education of all. As SD/LEP your presence may be required for each student by the teacher and knowledgeable staff. Admin. personnel or school or district staff will be assigned. Before administering each SD/LEP Questionnaire, you will need to do the following:</p> <ol style="list-style-type: none"> 1. On your SD/LEP Questionnaire cover, write the name of the SD/LEP student and the name of the staff member responsible for the student's knowledge level. Record the student's identification code in the space provided. Also, write in the Student Booklet ID # (The number in the front cover) of the student. 2. On the back, write the name of the student, the name of the staff member who is responsible for the student, and the student's identification code in the space provided. Also, write in the Student Booklet ID # (The number in the front cover) of the student. 3. As the questionnaire is returned, grade the student's response. Admin. will be responsible for the questionnaire and computer administration. Do not mark the student's response. <p>Source: NCES 1998-1999 NAEP Form 906/62</p>
						995 -		<input type="radio"/>	<input type="radio"/>	
						995 -		<input type="radio"/>	<input type="radio"/>	
						995 -		<input type="radio"/>	<input type="radio"/>	
						995 -		<input type="radio"/>	<input type="radio"/>	
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						995 -		<input type="radio"/>	<input type="radio"/>	
						995 -		<input type="radio"/>	<input type="radio"/>	



Exhibit 3-3. SD/LEP Questionnaire Cover

The
Nation's
Report
Card



Admin Schedule Line # _____ from Session # _____

2003-2004 SD/LEP Questionnaire

Q-995

Please complete this questionnaire online.

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

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

Your 10-digit booklet ID # is:

Your 7-digit school ID # is:

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

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

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

If Student with a Disability (SD): 2, 3-7

If Limited English Proficient (LEP): 2, 8-11

Please mark how you complete this questionnaire.

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

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL #

--	--	--	--	--	--	--

Student Booklet ID
(from column Q on Administration Schedule)

0	0	2	0	0	0	0	3	2
---	---	---	---	---	---	---	---	---

Birth Date	Sex	SD	LEP	P/E																				
<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;">1</td></tr> <tr><td style="width: 20px; height: 20px;">9</td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>		1	9		<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>					<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>					<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>					<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>				
1																								
9																								
<small>Month</small>	<small>Year</small>	<small>1 = Male 2 = Female</small>	<small>1 = Yes 2 = No</small>	<small>1 = Yes 2 = No</small>																				

IMPORTANT NOTE

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

DO NOT USE

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

ADMIN USE ONLY

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9



995 - 345678 - 9

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control numbers for this information collection are 1850-0628 and 1850-0758. The time required to complete this information collection is estimated to average 25 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to NAEP/NCES, U.S. Department of Education, 1000 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences. This report is authorized by law (P.L. 107-110, 20 U.S.C. §921g). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. OMB No. 1850-0628 and OMB No. 1850-0758 - Approval Expires 1/31/2009. Mark, Reflex® forms by Pearson NCS EM-1677#-001-1564321. Printed in U.S.A.

Your supervisor will have entered the following on the Roster:

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

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

E. Assessment Booklets

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

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

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

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

Table 3-2 Math Bridging Study Book Numbers

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

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

F. Tape Recorders

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

G. Cassettes for Tape Sessions

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

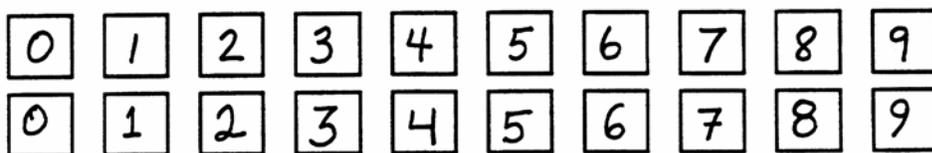
H. Guidelines for Completing Scannable Documents

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

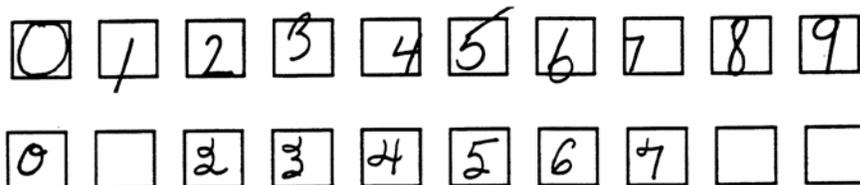
- Use only No. 2 pencils;
- Print all information neatly within the boxes. Numbers should be written clearly in the center and should not touch the sides of the boxes;
- Right justify all numerals entered in multicolumn blocks;
- Erase completely and clearly to correct entries. Do not cross out or strike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

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

The following are **acceptable** writing styles:



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



3.3 Task 3: Assist Supervisor with Student Sampling Activities

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

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

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

3.4 Task 4: Planning the Assessment Sessions

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

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

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

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

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

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

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

3.5 Task 5: Your Assessment Schedule

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

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

A. Effective Communication with Your Supervisor

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

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

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

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

NAEP 2003-2004 LONG-TERM TREND ASSESSMENT INFORMATION FORM

SUPERVISOR: _____ AAs: _____
PHONE NUMBER: _____
CELL PHONE #: _____
REGION/AREA: _____

SCHOOL: _____ ID #: _____
ADDRESS: _____

PHONE #: _____ COUNTY: _____

SCHOOL COORDINATOR: _____

ASSESSMENT DATE: _____ ASSESSMENT TIME: _____ ARRIVAL TIME: _____

SESSION NUMBER: _____ ROOM: _____

DIRECTIONS TO SCHOOL: _____

PARKING: _____

ACCOMMODATIONS INFORMATION: _____

INSTRUCTIONS FOR MEETING ASSESSMENT TEAM: _____

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

REMEMBER – ARRIVE ONE HOUR BEFORE ASSESSMENT TIME

4. ASSESSMENT DAY ACTIVITIES

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

4.1 Task 1: Preparing for the School's Assessment

On the day of your assignment, you should plan to arrive at the school at least 1 hour before the first session is scheduled. The amount of time you will need depends on the size of the assessment and the school's schedule. Before assessment day, you should confirm your arrival time with the supervisor and review the Assessment Information Form for the school.

4.1.1 Materials to Bring to the School

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

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

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

On the assessment day, you should plan to arrive at the school at least 1 hour before the first session is scheduled. The amount of time you will need depends on the size of the assessment and the school's schedule. Your supervisor will instruct you on when and where to meet on the assessment day.

4.2.1 Professional Behavior and Dress

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

Fuery suggests the following proper classroom attire:

For women:

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

For men:

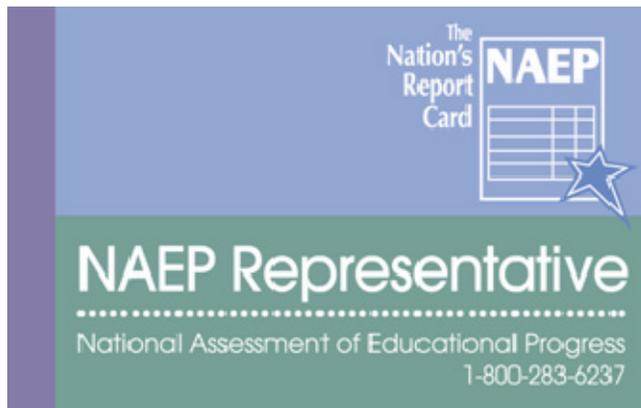
- A suit and tie; or
- Dress trousers with a sports jacket and tie.

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

For women, low-heeled, comfortable shoes are preferred. For both men and women, make sure that the heels on your shoes are properly maintained to avoid making excess noise as you walk

around the room. Experienced NAEP staff members tend to walk slightly on their tip-toes to minimize the amount of noise and to remain as inconspicuous as possible while monitoring a session.

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



4.3 Task 3: Complete Initial Activities at the School

4.3.1 Receive Session Materials

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

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

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

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

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

- How the students were notified of the assessment (Student Appreciation Certificate or other means);
- How the school wants students returned to their classes at the end of the session (it is important that we follow school procedures in dismissing students); and
- How to call the principal's office from the assessment classroom in the event of an emergency.
- Where the school wants you to send any student who refuses.

4.4 Task 4: Account for Assessment Materials

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

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

4.5 Task 5: Protect the Confidentiality of NAEP Materials

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

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

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

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

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

4.6 Task 6: Prepare the Booklets

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

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

4.6.1 Open the Bundles of Booklets

In order to protect the security of the booklets, as a general rule, bundles of booklets are not to be opened until you are at the school on assessment day. To allow adequate time to prepare the booklets, you should open the bundles and proceed with booklet preparation approximately 1 hour before the session is scheduled to begin.

In some instances, in schools where more than one session is taking place on a given day, the supervisor may decide that there will be insufficient time to complete all preassessment activities before the sessions are scheduled to begin. In these cases, your supervisor may schedule to meet with you the day before the scheduled assessment day to prepare the booklets. It is important to note that even if this preparation is done the day before the assessment, assessment booklets must remain with your supervisor until you both meet on the day of the assessment in order to protect the security of the assessment materials.

You will receive assessment materials packed by session. Booklets for all session types will be shrink-wrapped in bundles of 14 booklets for age 9 and bundles of 16 for ages 13 and 17. Each session will use two bundles of booklets. Packed with each bundle will be a numbered Bundle Slip listing session information and the first three digits of the booklet ID numbers contained in that bundle. These prefix

numbers of the booklet IDs will match those that are preprinted in column **O** on the Administration Schedule. The Bundle Slip numbers will also match those preprinted in the upper-left and upper-right corners of the Administration Schedule. An example of an Administration Schedule with corresponding Bundle Slips appears on the following page. Be sure to open the bundles in the order indicated on the Administration Schedule, and **never use booklets for any session other than those booklets specified on the Administration Schedule.**

Booklet Codes

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

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

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

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

4.6.2 Prepare the Assessment Booklets

Materials Needed

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

Exhibit 4-1. Administration Schedule with Corresponding Bundle Slips

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

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

Inventory # - 100000001 - 2

131
001
002
004
003
015
196
135
132
133
196
012
010
003

NAEP 2003-2004 Long-Term Trend Administration Schedule

School #:	511-001-2	Age:	9	Original session scheduled for:	Day/Date:	Makeup session scheduled for:	Day/Date:
School Name:	WASHINGTON ELEMENTARY			Name:			
Administrator's Name:				Location:			

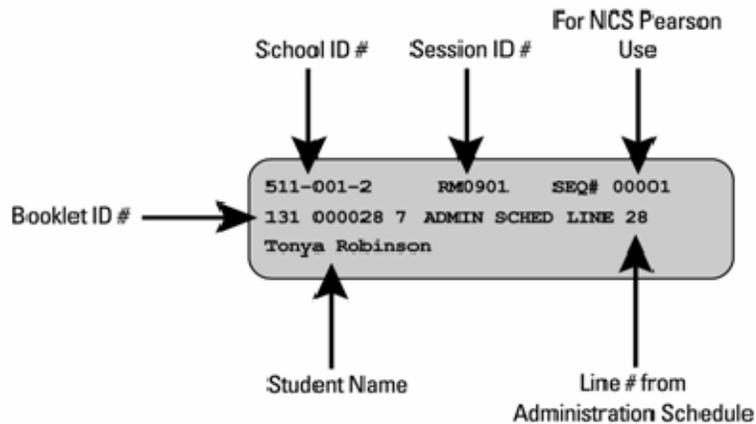
SCHOOL COPY SCHOOL COPY SCHOOL COPY

Race/Ethnicity Codes	National Longitudinal Study	NAEP 2003-2004 Long-Term Trend Administration Schedule	NAEP School List	Original Session Scheduled For	Makeup Session Scheduled For	If Makeup Needed	Bundle #'s
1 = White not Hispanic 2 = Black not Hispanic 3 = Hispanic/Latino 4 = American Indian 5 = Alaska Native 6 = Other	1 = Student with English as a Second Language 2 = Student with Limited English Proficiency 3 = Student with Limited English Proficiency - Not Hispanic/Latino 4 = Student with Limited English Proficiency - Hispanic/Latino			Day/Date	Day/Date	Makeup Held <input type="checkbox"/> Makeup Not Held <input type="checkbox"/>	0001 0002
Session Number	Bundle #'s						RM0901
RM0901	0001 0002						RM0901

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

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

Exhibit 4-2



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

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

Steps for Preparing Booklets

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

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

4.7 Task 7: Prepare the Room

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

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

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

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

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

4.8 Task 8: Administer the Session

4.8.1 Setting the Tone

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

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

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

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

4.8.2 Using the Script to Conduct the Session

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

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

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

Introduction

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

Materials Distribution and Taking Attendance

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

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

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

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

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

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

How to Handle Latecomers

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

Booklet Directions

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

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

Code Race/Ethnicity

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

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

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

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

Timing Background and Cognitive Sections in Reading and Mathematics LTT Sessions

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

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

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

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

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

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

Timing Background and Cognitive Sections in Bridge Sessions

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

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

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

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

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

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

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

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

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

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

Ending the Session

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

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

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

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

4.9 Task 9: Monitor the Session

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

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

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

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

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

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

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

A Note about Your Behavior:

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

4.9.1 Managing the Classroom

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

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

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

Setting Expectations

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

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

Using Body Language

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

Using Proximity and Mobility

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

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

Using Positive Reinforcement

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

Ignoring Inappropriate Behavior

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

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

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

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

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

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

Asking What Instead of Why

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

Avoiding Arguments/Verbal Power Struggles

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

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

Using the “Language of Choice”

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

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

Dealing with Reluctant Students

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

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

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

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

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

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

Treating Students with Dignity

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

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

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

4.9.2 Working with Students at Each Age Level

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

Age Nine Assessments

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

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

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

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

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

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

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

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

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

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

Age Thirteen Assessments

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

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

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

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

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

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

Age Seventeen Assessments

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

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

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

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

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

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

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

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

4.9.3 Rules for Supervising the Session

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

Answering Students' Questions

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

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

Recording Answers in Booklets

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

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

Defective Assessment Materials

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

If a Student Asks to Leave the Session Early

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

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

NOTE: Sessions should never continue beyond dismissal time.

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

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

If a Student Refuses to Participate

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

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

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

If Disruptive Behavior Becomes Out of Control

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

If a Student Becomes Ill During the Session

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

If a Student Becomes Emotionally Upset During the Session

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

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

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

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

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

Accommodations Most Frequently Provided by NAEP

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Administration Codes for SD/LEP Students Who Require Multiple Accommodations

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

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

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

4.10.1 Conducting Accommodation Sessions

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

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

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

Administering Accommodations in Separate Sessions

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

You May:

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

You May NOT:

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

4.10.2 Keeping Children with Disabilities Comfortable and On Task

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

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

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

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

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

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

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

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

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

4.10.3 Frequently Asked Questions Regarding SD and LEP Students

Who Are the Limited English Proficiency Students?

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

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

Who Are the Students with Disabilities?

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

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

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

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

What Is an Individualized Educational Plan (IEP)?

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

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

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

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

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

4.11 Task 11: Account for All Materials Used

You are responsible for returning all NAEP materials to the supervisor immediately following the assessment(s) in a school. Each and every assessment booklet, whether completed by a student or blank, must be accounted for and returned to NCS Pearson; none will be left in the school or thrown away for any reason. You are expected to use all materials properly and to return them in good condition. Note that all misprinted or damaged booklets must also be accounted for and returned to NCS Pearson. Booklets containing a bio-hazard such as blood or vomit must be placed in a Ziploc bag provided in the bulk supplies with the barcode ID clearly visible. If multiple bio-hazard books are to be placed in a single box, each should be placed in a separate Ziploc bag. Only by maintaining rigid control over all booklets and other materials will you protect your accountability.

4.12 Task 12: Record Administration Codes on the Administration Schedule

After accounting for all assessment materials used during the session, you should record on the Administration Schedule in column **Q** labeled **Admin. Code**, the appropriate administration code for each student. An administration code should be recorded **on every line** of the Administration Schedule containing a booklet ID number, including blank lines (i.e., booklets that were never assigned to students). Because NCS Pearson will not process unused assessment booklets, an administration code of **52** must be entered for all booklets not assigned on the Administration Schedule and all booklets replaced by accommodation booklets.

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

Assessed Students - Original Session

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

Assessed Students - Makeup Session

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

Absent Student Codes

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

Other Student Codes

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

Reasons for Exclusion

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

Assessed with Accommodations (Applicable only in RM sessions)

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

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

4.13 Task 13: Complete the Top of the Administration Schedule

It is very important that the summary information at the top of the Administration Schedule is accurately recorded (Exhibit 4-3). You should calculate the summary box totals carefully following the steps below:

1. On the line labeled # **Absent**, enter the total number of students who were to be assessed but who did not participate in the assessment session at all (Admin. Codes 40-45 and 48). This includes students who were absent on assessment day and students who arrived at the session too late to participate. It does not include student or parent refusals, withdrawn, ineligible, or excluded students.
2. On the line labeled # **Refused**, enter the total number of parent and student refusals (Admin. Codes 46 and 47).

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

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

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

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

This number should be rounded up to the next whole number if 0.5 or greater and rounded down if 0.4 or less. If a makeup session is to be held, wait until after the makeup to finish filling out the Administration Schedule and then enter the number of students assessed in the makeup session on the line labeled # Assessed (Makeup Session) (Admin. Codes 20-24).

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

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

Exhibit 4-3 Administration Schedule with Completed Summary Box

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

"Not In Sample" Students

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

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

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

4.14 Task 14: Code the Booklet Covers

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

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

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

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

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

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

If a makeup session is needed, you should set aside the booklets and materials for the absent students, holding them for the makeup as described in Task 19 of this chapter. These booklets will be coded after the makeup session.

4.15 Task 15: Complete the Session Debriefing Form

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

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

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

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

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

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

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

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

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

4.16 Task 16: Edit Assessment Materials

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

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

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

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

4.17 Task 17: Prepare the NAEP Storage Envelope

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

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

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

Exhibit 4-4. Session Debriefing Form

NAEP 2003-2004 LONG-TERM TREND SESSION DEBRIEFING FORM

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

Assessment Date: _____	Region #: _____
School Name: _____	School ID #: _____
Person Completing Form: _____	Supervisor: _____
Other NAEP Staff Assisting with Session: _____	
Other Observers Present: _____	
Session Number: _____ (e.g. RM0901, RM1301)	
This session was <u>CIRCLE ONE</u> :	
1. Regular Session	3. Accommodation Session
2. Makeup Regular Session	4. Makeup Accommodation Session

SESSION SUMMARY

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

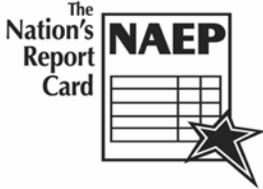
REACTION TO SESSION

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

- Next, at the perforation, tear off the column of student names from the original Administration Schedule(s) and the column of student and staff names from the original Roster.
- Place all name lists from the original documents and the photocopies made for the AAs in the NAEP Storage Envelope to be left at the school. **Names of students and teachers participating in NAEP must not leave the school.** The original Administration Schedules and Roster (without names) will be shipped back to NCS Pearson with the other assessment materials from the school.
- Then, record the NAEP school ID on the *Destroy by ...* postcard, shown on the following page, and staple it to the front of the NAEP Storage Envelope.

The supervisor will give the NAEP Storage Envelope to the school coordinator and explain that the contents of the envelope should be retained until June 1, 2004, or the end of the school year. At that time, the school should destroy the contents of the envelope and complete and mail the *Destroy by ...* postage-paid postcard (Exhibit 4-5).

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



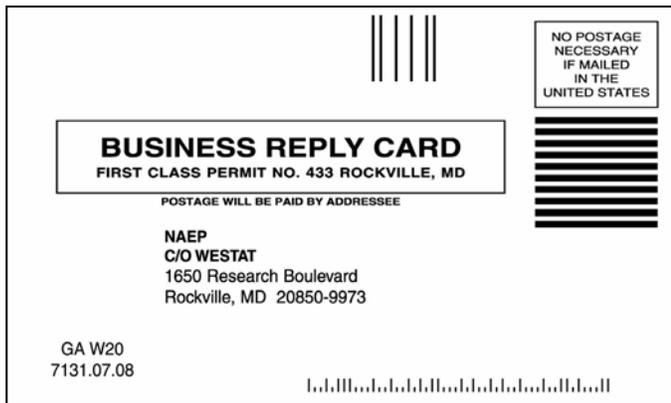
Staple NAEP Return Postcard
HERE

STORAGE ENVELOPE

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

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

School Coordinator:



School ID: _____ - _____ - _____

The Nation's Report Card



1-800-283-6237

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

_____ (Date)

Signed: _____

Title: _____

School: _____

City: _____

State: _____

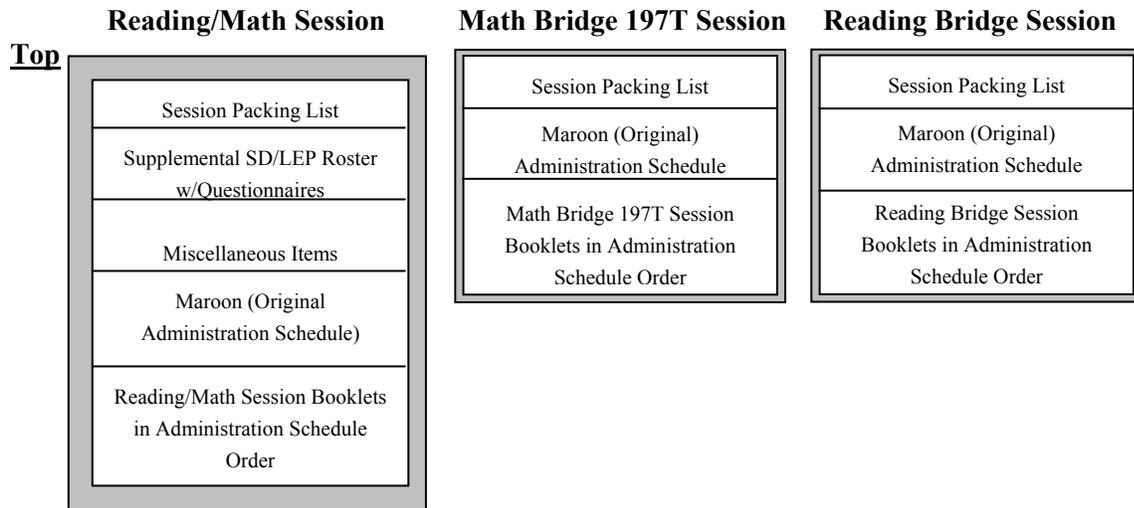
4.18 Task 18: Prepare Materials for Shipping

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

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

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

Exhibit 4-6. Return Shipment Packing Diagram



Bottom

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

4.19.1 Schedule the Makeup Session

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

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

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

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

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

4.19.2 Secure Assessment Materials for Makeup

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

- Place all booklets and other materials used in the original session in the original session box.
- Gather together the booklets and any required materials, such as the timer and the **Testing in Progress – Do Not Disturb** sign, to be used in the makeup session, and place them on top of the original session materials.
- Protect the security of these materials following the rules outlined in Task 5. The AA or supervisor assigned to conduct the makeup session should keep the materials in his/her possession until returning to the school to conduct the makeup. **The original Administration Schedule with the student names, however, must remain at the school in the NAEP Storage Envelope.**

4.19.3 Conduct the Makeup Session and Complete the Administration Schedule

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

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

1. Shade in the **Makeup Held** oval at the top of the Administration Schedule.

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

4.19.4 Code the Booklet Covers

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

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

4.20 Task 20: Quality Control and Observation

4.20.1 School Visits by NAEP Staff

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

- Check that the assessment team arrives on time and with the necessary materials;
- Check the preparedness of the room and booklets, and verify that the appropriate materials were given to students;

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

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

4.20.2 School Visits by Your Field Manager

In addition to the observation by NAEP staff, your field manager will conduct school visits to observe each assessment team periodically throughout the assessment period. These visits will be scheduled with your supervisor in advance. The purpose of the field manager visits is similar to that of the NAEP staff visits. He/she will observe each assessment team and check that all administrative procedures conducted by the assessment team are carried out according to proper procedure. The field manager will also be available during these visits to answer questions that school staff may have about NAEP and to assist the NAEP team as necessary with assessment procedures.

4.20.3 Followup Phone Calls

As a further quality control check, your field manager will call a subset of schools within 3 days after the assessment date to review with the school coordinator how the session(s) went and to obtain suggestions and comments about NAEP assessments.

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