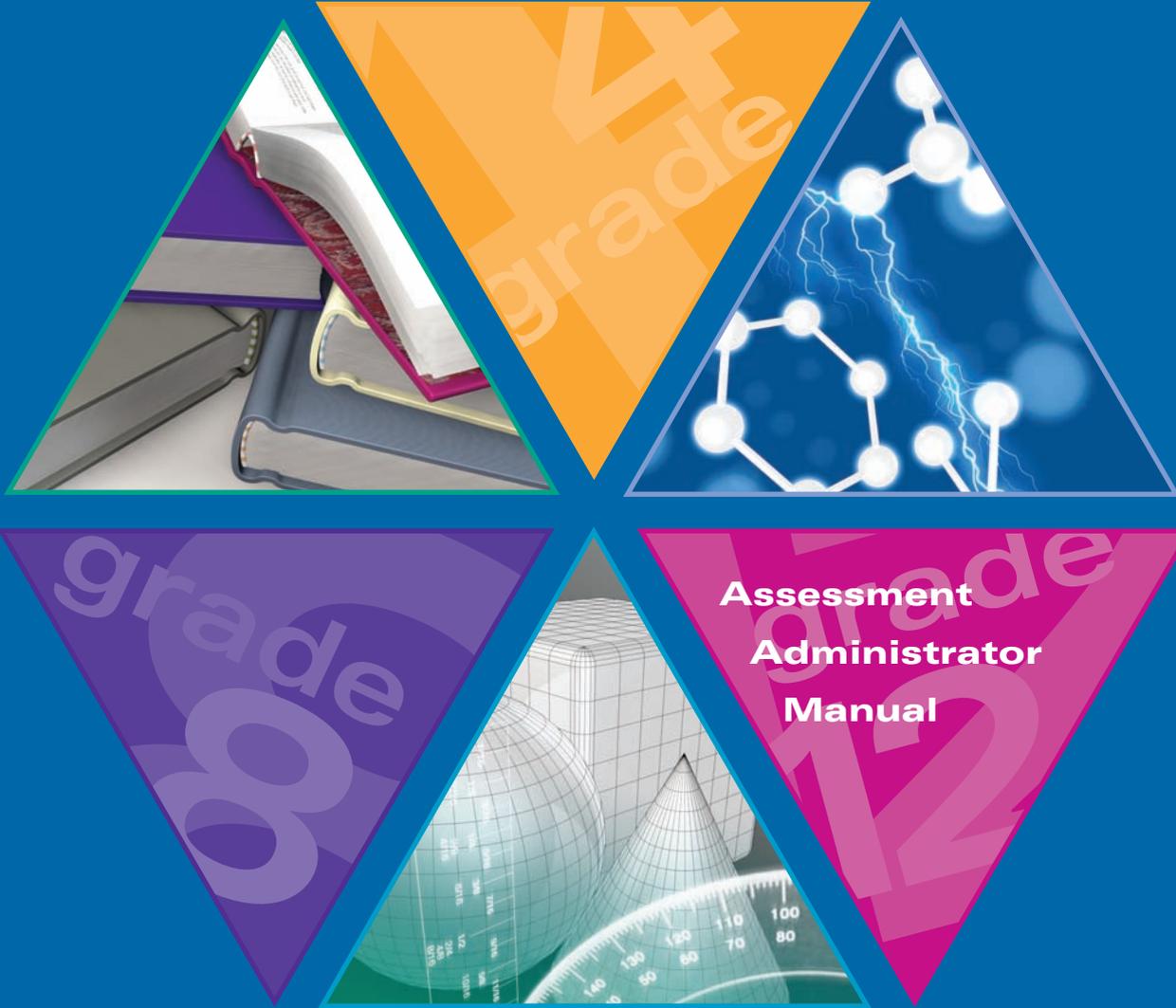


NAEP 2005

National Assessment of Educational Progress



THE NATION'S REPORT CARD

NAEP 2005

Assessment Administrator Manual

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Introduction to NAEP

This chapter provides a brief introduction to the National Assessment of Educational Progress (NAEP) and the NAEP 2005 program. For additional information on NAEP, please refer to the *Welcome* magazine. This chapter also describes the layout of this manual.

1. NAEP Overview

NAEP is the only national assessment of students in the United States performed on a continual basis.

Widely known as the “Nation’s Report Card” – NAEP is the leading national assessment of what America’s students know and can do in key academic subjects. NAEP, a program of the U.S. Department of Education, provides information on state and national student achievement, and how that achievement has changed over time.

NAEP is administered by the National Center for Education Statistics (NCES), a division of the U.S. Department of Education. NAEP selects representative samples of public and nonpublic schools and students to be assessed. These samples vary, depending on the number of subjects and items to be assessed. Reading and mathematics assessments occur most frequently, but assessments also cover writing, science, U.S. history, geography, civics, economics, foreign language, and the arts.

NAEP includes state and national assessments, long-term trend assessments, and ongoing special studies.

National NAEP occurs every year and reports information for the Nation and specific geographic regions of the country. It includes students drawn from both public and nonpublic schools and reports results for student achievement at grades 4, 8, and 12.

State NAEP occurs every 2 years in reading and mathematics, and in either science or writing at the fourth and eighth grades. Federal law requires all states that receive Title I funds to participate in NAEP reading and mathematics assessments at grades 4 and 8. School districts that receive Title I funds and are selected for the NAEP sample are also required to participate.

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NAEP is:

- an assessment at grades 4, 8, and 12 that allows student educational achievement to be compared across states and regions of the country;
- an assessment that identifies the percentages of students in the Nation who meet standards for Advanced, Proficient, or Basic performance in a variety of subjects;
- a yardstick that state educators, legislators, and governors can use to gauge the effectiveness of state educational policies;
- the only reliable, ongoing measurement tool that members of Congress, the President, and other policymakers and researchers can use to review student progress during the past 30 years at the national level; and
- a source of information that allows the public to assess the academic performance of students in their state and the Nation as a whole.

NAEP provides:

- state and national performance results in reading, mathematics, science, and writing;
- national student performance results in U.S. history, geography, civics, the arts, foreign language, world history, and economics;
- long-term trends in national student performance in reading, mathematics, and science over the past 30 years; and
- comparisons in student performance based on factors such as race/ethnicity, gender, public and nonpublic schools, level of parental education, prior course-taking, and classroom and school conditions and practices.

NAEP reports student performance nationally and for states. It does not report information on the performance of individual schools or individual students.

A. Characteristics of NAEP

An independent body decides what is tested.

The National Assessment Governing Board (NAGB) selects the academic subject areas to be assessed and develops content “frameworks,” or test blueprints. NAGB is an independent, bipartisan group whose members include governors, state legislators, local and state school officials, educators, business representatives, and members of the general public.

NAEP ensures confidentiality.

No information on individual students, families, or schools is included in NAEP data releases or reports. No records are kept that connect students’ names with the answers they gave on the assessment. It is against federal law to identify any student participating in NAEP. The law specifies severe penalties for anyone revealing the identity of the students taking NAEP.

Participation in NAEP is designed to cause minimal disruption of school activities.

Most students spend only 90 minutes of their time taking NAEP. No student preparation time is necessary. Assessments are conducted by NAEP staff and take place either in school classrooms or other locations in the school selected by school officials. School officials are invited to observe the assessment.

NAEP encourages inclusion of special needs students.

The national and state NAEP assessment procedures encourage inclusion of students with disabilities (SD) and limited-English-proficient (LEP) students. To include the highest possible percentage of sampled students, NAEP permits most commonly offered testing accommodations for special needs students during the assessment.

NAEP uses a variety of assessment formats.

NAEP includes both multiple-choice and open-ended questions, which require students to write an answer that, depending on the question, can range from a few words to more than a page. Recent NAEP assessments have used stimulus materials, including mathematics manipulatives and other materials, to augment the traditional multiple-choice format.

NAEP administers background information questionnaires to explore factors and practices that influence learning.

Students, teachers, and school administrators are surveyed to collect contextual background information regarding student and school characteristics, instructional practices, and curricula. NAEP asks only questions directly related to the appraisal of academic achievement. The input in the questionnaires is used only to analyze overall academic achievement. Individual performance is not evaluated.

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B. NAEP Organizational Structure

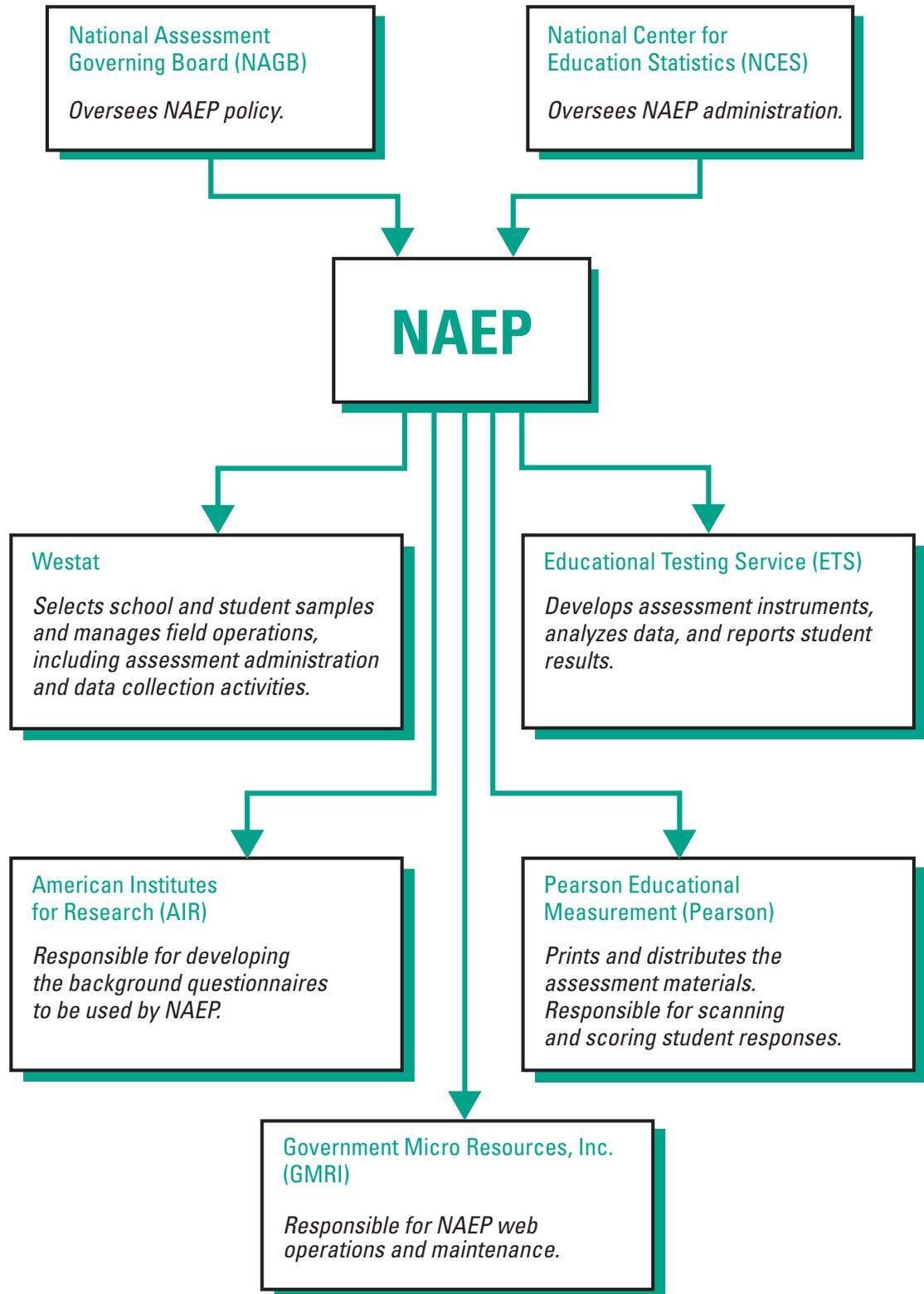
The chart on the next page shows the current organizational structure of NAEP. The Commissioner of Education Statistics, who heads NCES in the U.S. Department of Education, is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations. The Associate Commissioner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

NAGB, appointed by the Secretary of Education but independent of the U.S. 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, 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). Pearson Educational Measurement (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 maintenance.

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2. The NAEP Program for 2005

The 2005 assessment will be conducted from January 24 through March 4, 2005, in a sample of approximately 20,000 fourth-, eighth-, and twelfth-grade schools located throughout the 50 states and territories of the United States. Approximately 1.2 million students will participate in the assessment.

There are three types of assessments to be conducted in 2005: operational, pilot, and bridge.

The operational assessment will be conducted in 90% of all schools.

The operational assessment consists of State and National NAEP and is the only study that will produce reports. The primary subjects for State NAEP are reading, mathematics, and science¹ at grades 4 and 8. National assessments will be conducted in reading, mathematics, and science at grades 4, 8, and 12. Included in the operational assessment is the NAEP Trial Urban District Assessment (TUDA), which provides district-level information on student performance in 10 school districts² and the District of Columbia. Generally, each district will assess the same subjects as the state in which they are located.

In most schools, the operational assessment will involve three sessions of 30 students each who are given either a reading, mathematics, or science assessment booklet. A subset of students who are given the science booklet will be asked to complete a hands-on science task. The hands-on science task asks students to conduct one of three different science experiments at each grade level.

The operational assessments will take approximately 90 minutes to complete. The hands-on science task will take selected eighth- and twelfth-grade students an additional 30 minutes and selected fourth-grade students an additional 20 minutes to complete.

The pilot test and science bridge assessment will be conducted in the remaining schools.

In a small number of schools, there will be several pilot tests for which no scores will be reported. The pilot test will be conducted at grades 4, 8, and 12, and will take approximately 90 minutes to complete. Pilot test subjects include reading, mathematics, civics, and U.S. history at grades 4 and 8. Grade 12 pilot test subjects include mathematics, civics, economics, and U.S. history. The purpose of the pilot test is to test new items and procedures in preparation for the 2006 assessment.

¹The following states/territories opted out of the state-level science assessment: Alaska, District of Columbia, Iowa, Kansas, Nebraska, New York (not including New York City), and Pennsylvania.

²The following districts have been selected for the TUDA: Atlanta, Austin, Boston, Charlotte, Chicago, Cleveland, Houston, Los Angeles, New York City, and San Diego.

There is also a small science bridge study to evaluate what—if any—effects result from rearranging the order of the sections and timing of the booklets from those used in past science assessments to that used in NAEP 2005. The students who are selected for the science bridge will receive test booklets in the same format that was used in 2000, the last time science was assessed. A subset of students who are given the science bridge booklet will be asked to complete the hands-on science task.

The science bridge assessments will be conducted at grades 4, 8, and 12, and will take approximately 90 minutes to complete. The hands-on science task will take selected eighth- and twelfth-grade students an additional 30 minutes and selected fourth-grade students an additional 20 minutes to complete.

Although you will be aware of the different session types, the distinction between these types as separate studies will not be apparent in the majority of schools.

As you can see, the majority of the schools in NAEP 2005 are conducting operational assessments. The possibility of a school having all three session types (operational, pilot, and bridge) is only likely in grade 12 or nonpublic schools. The NAEP 2005 training program will prepare you for handling schools with more than one session type.

For more information about the NAEP 2005 program, see the *Welcome* magazine.

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

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3. The NAEP Code of Ethics

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 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 is a set of principles that NAEP expects all staff members to follow. The Code defines principles that are the foundation for fair and accurate test administration and data collection.

At the end of the in-person training, 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."

NAEP Code of Ethics

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, integrity, and respect.

ACCURACY

Accuracy ensures that NAEP results precisely reflect student achievement across the Nation.

- Sampled schools and sampled students who are eligible for the assessment are to be

included in the assessment to the greatest extent possible.

- Students shall be assessed using accommodations as specified in their education plans and offered by NAEP.

- 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.

INTEGRITY

Integrity ensures that rigorous, ethical, and consistent procedures are used for NAEP test administration and data collection.

- Persons administering and monitoring NAEP assessments shall comply with standard NAEP procedures for administering and monitoring the assessment.

- Persons authorized by NAEP to have access to NAEP testing materials shall follow the NAEP Guidelines for Viewing Assessment Materials.

- NAEP staff and other proctors assigned to testing sessions shall receive clear,

unambiguous guidance on testing procedures.

- Deviations from proper procedures shall be documented, and those affecting student performance shall be reported immediately.

RESPECT

Respect ensures that students, school staff, and others affected by NAEP test administration and data collection are treated with professionalism, openness, and courtesy.

- 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.

- Test takers and other stakeholders shall have access to information about NAEP, including sample items and NAEP reports.

- Persons administering and monitoring NAEP assessments shall be sensitive to the needs of students, teachers, and the school in administering NAEP.

- NAEP staff members are to ensure the confidentiality of all information provided by students and school staff in response to assessment and questionnaire items.

- 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.

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4. NAEP Guidelines for Viewing Assessment Materials

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 collecting noncognitive 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. The names of students who have taken NAEP shall not leave the school building in which the assessment is administered, and all information collected by NAEP about individual students and schools will remain strictly confidential.

To fulfill the second requirement, the NAGB adopted a strict policy on how to handle requests to see NAEP assessment booklets. 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 NAEP 2005 background questionnaires. Your Assessment Coordinator (AC) will receive a supply of Demonstration Booklets from Westat, and the booklets will also be posted on 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 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 sent to the NAEP State Coordinator, who in turn will contact NCES.

In addition, never, under any circumstance, allow anyone to examine materials completed by students or school staff.

Copying or duplicating actual assessment booklets is never permitted. Following each assessment, NAEP releases approximately 25 percent or more of the test questions. The questions appear in the NAEP reports and on the NAEP 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>.

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5. NAEP Quality Assurance Checks

A. Quality Control Checks Conducted by Your Assessment Coordinator

Your AC will have many important responsibilities, one of which is to perform and document quality control (QC) checks of the procedures you will be carrying out, as described in this manual.

Using the Quality Control Booklet, your AC will document each QC check so that at the end of the assessment, Westat can analyze the data. This QC check is done to ensure each procedure is completed according to the standards NAEP set out. An exhibit of the Quality Control Booklet and an example of one of the procedures that will be evaluated by your AC can be found on page 4.1.

B. School Visits by NCES, ETS, Westat, and HumRRO

Staff members from NCES, ETS, and Westat will regularly conduct scheduled and unannounced quality control visits to schools on assessment day. The main purpose of the site visits is to ensure that the procedures before, during, and after the administration, are being conducted according to NAEP guidelines.

NCES has contracted Human Resources Research Organization (HumRRO) to conduct independent quality assurance activities throughout the NAEP test cycle.

A large portion of HumRRO's quality assurance activities includes visits to training and assessment locations. The locations of assessment observations are selected from a comprehensive listing of all testing sites and the selection represents schools from across the country, as well as schools of various sizes. Particular NAEP staff members are not targeted for observation. Pages 4.2-4.3 provide specific information on HumRRO's observation protocols during site visits.

This QC 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.

C. School Visits by Your Supervisor

In addition to the observations by NAEP staff, your supervisor will conduct school visits to observe each assessment team periodically throughout the assessment period. These visits will be scheduled with you in advance. The purpose of the supervisor 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 supervisor 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.

D. Followup Telephone Calls

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

6. Goals of the NAEP 2005 Training Program

Ensuring the data you collect is of the highest quality has always been the top priority for NAEP. It is critical that the procedures for collecting data are followed exactly as NAEP intended.

As an Assessment Administrator (AA), many of your responsibilities directly affect the reliability and accuracy of the data collected. NAEP has procedures in place that ensure the data you collect have statistical validity. You'll see the term "statistical validity" throughout this manual and during the training.

Statistical validity means the data collected are accurate and reliable, and have been collected in a uniform manner across schools. NAEP goals for 2005 reflect important priorities:

Ensure statistical validity through quality control.

Each piece of data you collect or procedure you carry out that affects statistical validity will also be checked by your AC for accuracy. QC checks are an integral and necessary part of NAEP's quality assurance program. The checks are designed to ensure the integrity of NAEP assessments, to identify and correct potential errors, and to guide corrective actions, when necessary.

Promote the NAEP Code of Ethics.

The NAEP Code of Ethics is a set of principles that NAEP expects all staff to abide by when administering the assessment and collecting NAEP data. The Code outlines the three principles – accuracy, integrity, and respect – that guide all NAEP procedures and actions of all NAEP staff. The Code also outlines how these principles are reflected in NAEP procedures and in the actions of its staff.

Protect the security and confidentiality of NAEP materials.

NAEP materials contain sensitive information that must be protected in many different ways. Some information cannot leave the school, some information can only be seen by field staff that have signed the Affidavit of Nondisclosure, and some information must be destroyed. The terms "security" and "confidentiality" refer to specific ways this information must be treated by field staff. These are outlined in greater detail at later points in your manual.

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This manual is organized chronologically. The manual chapters follow the assessment process step by step.

A map of the assessment process is included on the tab at the beginning of each chapter in the manual. These maps give you a graphical overview of the entire process. The side bar located on the left-side of each page in the manual indicates where you are in the chapter and which stage of the process you are currently viewing in the manual.

In addition, there are a series of icons used throughout the manual. The table below identifies the icons and their meanings.



This icon indicates the task you are about to complete impacts the statistical validity of the assessment. Expect these items to have a quality control procedure attached to them.



This icon indicates a quality control check or “QC check” will be required. All the QC checkpoints will require your AC to check that the work was completed according to standard NAEP procedure.



This icon indicates the NAEP materials you are working with must be kept secured and/or confidential.

Voices of Experience:

These boxes offer tips and practical advice from experienced NAEP staff who have honed their skills in the field.

Chapter 1 Summary

Upon completing this chapter, you should now be able to:

- identify NAEP’s purpose as an organization; and
- describe the NAEP program goals for 2005.

Please refer to your *Welcome* magazine for more information on this year’s program.

2 Understanding NAEP Materials and Accommodations

To have a smooth and successful assessment at the school, the best thing you can do as an AA is to become familiar with NAEP materials and procedures. This chapter reviews critical materials, provides an overview of useful data collection techniques, and explains accommodations.

1. General NAEP Knowledge Requirements

There are thirteen NAEP materials that you must be familiar with prior to the assessment.

A. The Administration Schedule

The Critical Role of the Administration Schedule in the NAEP Process

The Administration Schedule is used throughout the three stages of the NAEP process: preassessment, assessment, and post assessment. It is the only document that links selected students to the student demographic data and their performance on the assessment. The importance of the Administration Schedule is revealed through an examination of the following:

- the role of the Administration Schedule during the preassessment activities;
- the role of the Administration Schedule on assessment day; and
- the role of the Administration Schedule after the assessment.

An example Administration Schedule can be found on page 2.4.

The Role of the Administration Schedule During the Preassessment Activities

After the sample has been selected for each school, the student names and demographic data are either preprinted or entered by hand on the Administration Schedule. The Administration Schedule then becomes the primary document used to prepare for the assessment. During the preassessment visit, the AC will review the student demographic data on the Administration Schedule with the school coordinator and verify that the data are correct. The AC will also collect any missing student demographic data.



Impacts Statistical Validity

The Administration Schedule data verified during the preassessment visit plays a key role in analysis and reporting.

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C. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

The accuracy of the student demographic data is extremely important. The key reporting variables for the final NAEP assessment results are all obtained from the Administration Schedule. These variables include gender, race/ethnicity, Title I status, and student with disability (SD) and/or limited English proficiency (LEP) status.

Consequently, if incorrect or missing student demographic data are shown on the Administration Schedule and not corrected during the preassessment visit, the validity of the NAEP reports is jeopardized.

The Role of the Administration Schedule on Assessment Day

The Administration Schedule updated during the preassessment visit will be used on assessment day to prepare, distribute, and collect the assessment booklets. It is important that each selected student receives the booklet assigned to him/her on the Administration Schedule. The correct distribution of booklets maintains the integrity of the assessment by ensuring that the students are assessed in their assigned subject and the scored assessment booklets are ultimately linked to the correct students' demographic data.

The final Administration Codes for the selected students are entered on the Administration Schedule. Furthermore, they are used to produce student participation reports that list the number of students assessed, absent, withdrawn/ineligible, and excluded, as well as the number of new enrollees and refusals.

The Role of the Administration Schedule After the Assessment

After the assessment, the completed Administration Schedules (with student names removed) will be sent to Pearson along with the completed assessment booklets and other materials. Pearson will scan the Administration Schedules, score the assessment booklets, and send the results to ETS. ETS will analyze the scores and link the scores and demographic data from the Administration Schedule to provide subgroup results for the Nation. The NAEP results for the Nation include reports by gender, race/ethnicity, Title I, students classified as SD or LEP, and National School Lunch Program (NSLP) status. An example of how the Administration Schedule data were reported from the NAEP 2003 and 2000 assessments is shown below.

	Grades	
	4	8
Score gaps, Females - Males	7	11

Females Outscore Males in NAEP 2003 Reading

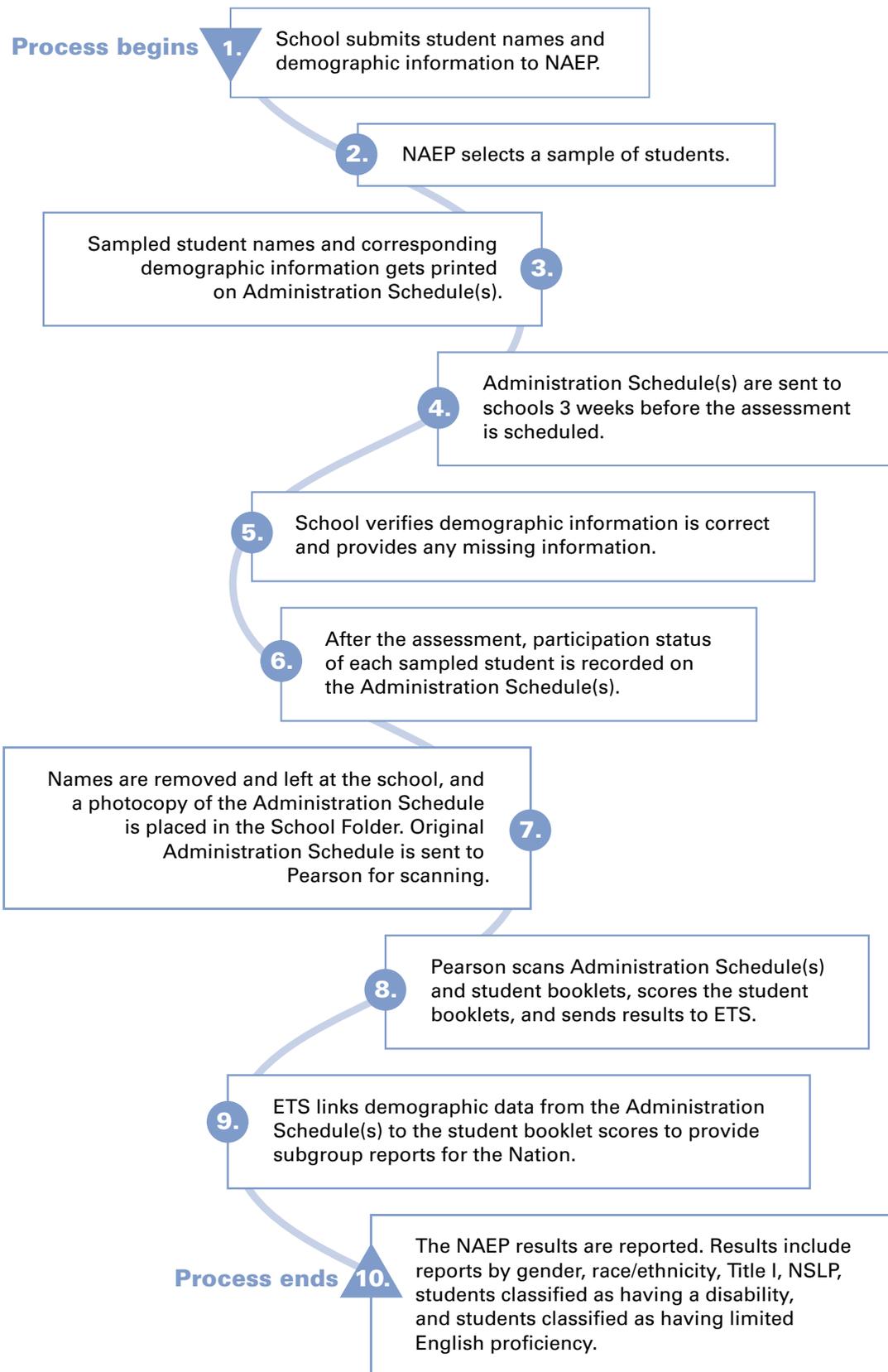
In 2003, female students continue to score higher than male students in reading, by 7 points at grade 4, and by 11 points at grade 8.

	Year	
	'90	'00
Percent at or above Basic level, Black 4th Graders	19	39

Percentage of Black Fourth-Graders Scoring at or Above Basic in Mathematics Doubled

The percentage of Black fourth-grade students at or above the Basic level in mathematics doubled from 19 percent in 1990 to 39 percent in 2000.

NAEP Administration Schedule Process



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As part of the sampling process, your supervisor and AC 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.

There is one Administration Schedule per session. Only students whose names appear on the Administration Schedules may participate in the assessment, unless the school requests a nonsampled student to participate for the convenience of the school. If a student listed on the Administration Schedule cannot be assessed for any reason, under no circumstances may you substitute another student for the one who is missing.

Subject of student's booklet NAEP School ID number Session number

NAEP 2005 Administration Schedule

School # 101-101-1 Grade 4 Original session scheduled for: Day/Date: Thurs./Feb. 10 Makeup session scheduled for: Day/Date: _____
 School Name: Washington Elementary School Time: 8:05 Location: Rm 121
 Administrator's Name: Mary Jones

Original Sample: 28 # Withdrawn & Replaced (Admin. Codes 01, 04 & 05) _____ # Absent (Admin. Codes 02-03, 06 & 07) _____ # Assessed (Original Session) _____
 # Scheduled New Students _____ # Excluded (Admin. Codes 05-06) _____ # Replaced (Admin. Codes 06 & 07) _____ # Assessed (Makeup Session) _____
 Total in Sample _____ TO BE ASSESSED _____ TOTAL ASSESSED _____

Column Indicators	"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name	Month	Day	Year	SEA	SD	LEP	Racial	School	Title	Time	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code					
01 Mark Atley	10	M	04	9	4	1	2	2	2	2	101 000293 4							ASSESSED IN ORIGINAL
02 Betty Bates	10	R	02	9	5	2	2	2	1	1	001 054006 9							ASSESSED IN MAKEUP
03 Wes Block	10	M	06	9	4	1	2	1	2	2	102 005241 1							ASSENT
04 Angela Burns	10	R	10	9	4	2	2	2	1	2	002 000043 8							OTHER
05 Nicki Campbell	12	SA	11	9	4	2	2	2	1	1	203 006922 1							REASONS FOR EXCLUSION
06 Nancy Cordaro	12	R	09	9	4	2	2	2	1	1	003 000841 2							ACCOMMODATIONS
07 Tim Dublin	10	S	01	9	5	1	1	2	2	1	204 043569 2							
08 Kimberly Frank	12	R	05	9	4	2	2	2	1	1	004 005301 1							
09 Carla Grahams	10	M	07	9	4	2	2	2	1	1	2	105 210021 3						
10 Paul Hernandez	10	SB	09	9	4	1	2	1	3	1	205 210001 6							
11 Becky Hoecke	10	M	12	9	4	2	2	1	2	4	106 073201 2							
12 Daniel Jasmer	12	R	10	9	4	1	2	2	2	1	006 002407 7							
13 Sarah Kruger	12	M	06	9	4	2	2	2	2	1	107 000031 9							
14 Penny Lowe	12	R	02	9	5	2	2	2	1	1	007 076206 0							
15 Paul Lucas	10	S	10	9	4	1	2	2	3	1	208 076206 5							

Perforated to remove students' names Preassigned booklet ID numbers Administration Codes used to identify students' participation status in column P

NAEP School ID Number

This seven-digit number is unique for each school. It is usually preprinted on the Administration Schedule and should be recorded on all NAEP materials for that school. The structure for this number is as follows:

- The first two digits are the numeric Federal Information Processing Standard (FIPS) code for the state or jurisdiction.
- The third digit is either a 1, 2, or 3 to show the grade for which the school was selected:
 - 1 = Grade 4
 - 2 = Grade 8
 - 3 = Grade 12

- The fourth, fifth, and sixth digits are a sequential number from 001-999 within the state and grade.
- The seventh digit indicates whether the school is an original or substitute school and a public or nonpublic school.

- 0 and 1 = Original Public School
- 2 = Substitute Public School
- 3 = Original Nonpublic School
- 4 = Substitute Nonpublic School

The Session Number

The Session Number consists of two letters and four numbers. The two letters indicate the subject(s) being assessed. This year, there will be operational, pilot, and bridge subjects. These subjects are listed in the table below.

Session	Session type	Subjects	School type	Grades
RS	Operational	Reading/ mathematics/ science	Public/nonpublic	4, 8, 12
RM	Operational	Reading/ mathematics	Public ¹ /nonpublic	4, 8, 12
SC	Operational	Science	Public ¹ /nonpublic	4, 8, 12
SB	Science bridge	Science	Public/nonpublic	4, 8, 12
PT	Pilot test	Reading/ mathematics/ civics/ U.S. history/ economics	Public/nonpublic	4, 8, 12 (mathematics, civics, U.S. history) 4, 8 (reading) 12 (economics)

¹Public schools will only be located in the following states that have declined participation in science: Alaska, District of Columbia, Iowa, Kansas, Nebraska, New York (not including New York City), and Pennsylvania.

Next to the subject indicators will be two numerals—04, 08, or 12—this is the grade indicator.

The last two numerals are used to identify the session, as there will likely be more than one session in a school. For example, a grade 4 public school with three reading, mathematics, and science sessions would have three Administration Schedules: one Administration Schedule for session RS0401, the second for session RS0402, and the third for session RS0403.

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Columns of the Administration Schedule

Column **A**, labeled **Student Name**, lists the names of the students selected for the assessment. This column is followed by a perforated line, so student names can be removed before the Administration Schedule is sent to NAEP after the assessment. **Due to NAEP's pledge of confidentiality, under no circumstances should a student's name appear on any assessment materials leaving the school.**

Column **B**, labeled **Homerom or Other Locator**, is used to help locate the selected students on assessment day.

Various subjects will be assessed at each school. However, 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. This column will contain one of the following codes:

- "M" for mathematics;
- "R" for reading;
- "S" for science;
- "SB" for science bridge;
- "C" for civics;
- "H" for U.S. history; or
- "E" for economics.

This is important because there are additional materials specific to each subject, which are associated with certain test booklets. Students selected for the hands-on portion of the science assessment will also have a science kit indicator of "A" through "G" beside the "S" in column **C**. These materials are discussed in detail on pages 2.28-2.30. Grade 12 students being assessed with a mathematics booklet that requires a calculator will have a "C" next to the "M" in this column. School staff will also refer to this subject indicator when determining student accommodations.

This form must be completed in No. 2 pencil.

Students with Disabilities (SD)

1 = Yes, this student has been identified as having a disability

2 = No, this student has not been identified as having a disability

3 = Information unavailable

For Use in Column "F" - Ror "C"

Read/Braille

1 = White, not Hispanic

2 = Black, not Hispanic

3 = Hispanic

4 = Asian/Pacific Islander

5 = American Indian/Alaska Native

6 = Other

9 = Information unavailable

For Use in Column "L"

Title I services

1 = Yes, student receives Title I services

2 = No, student does not receive Title I services

9 = Information unavailable

For Use in Column "L"

Limited English Proficient (LEP)

1 = Yes, LEP

2 = No, not LEP

3 = Formerly LEP (monitored for JEP reporting)

9 = Information unavailable

For Use in Column "H" - Ror "F"

National School Lunch Program

1 = Student not eligible

2 = Free lunch

3 = Reduced price lunch

4 = School not participating

5 = School refused

9 = Information not available

For Use in Column "K"

NAEP 2005 Administration Schedule

The Nation's Report Card

School #: 101-101-1 Grade: 4

Original session scheduled for: Day/Date: Thurs./Feb. 10 Time: 8:05 Location: Rm. 121

Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Original Sample: 28 Total in Sample: _____

Excluded (Admin. Codes 80-84): _____ TO BE ASSESSED _____

Absent (Admin. Codes 41-44, 48 & 49) _____ # Assessed (Original Session) _____

Absent (Admin. Codes 45-47, 49 & 49) _____ # Assessed (Makeup Session) _____

Refused (Admin. Codes 48 & 47) _____ # Assessed (Makeup Session) _____

Session Number

RS0401

Bundle #'s

01001
01002

Column Indicators:	"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name	Month	Year	Line #	Subject	SD	LEP	SD	LEP	SD	LEP								
01 Mark Atley	10	01	M	0 4 9 4	1	2								101 000293 4				1
02 Betty Bates	10	02	R	0 2 9 5	2	2					1	1	2	2				2
03 Wes Block	10	03	M	0 6 9 4	1	2	1	2			1	2	2	2				3
04 Angela Burns	10	04	R	1 0 9 4	2	2	2	2	1	2	1	2	2	2				4
05 Nicki Campbell	12	05	SA	1 1 9 4	2	2	2	2			1	1	2	2				5
06 Nancy Cordaro	12	06	R	0 9 9 4	2	2	2	2	1	1	1	1	2	2				6
07 Tim Dublin	10	07	S	0 1 9 5	1	1	2	2			2	1	3	2				7
08 Kimberly Frank	12	08	R	0 5 9 4	2	2					1	1	2	2				8
09 Carla Grahams	10	09	M	0 7 9 4	2	2	2	2			1	1	2	2				9
10 Paul Hernandez	10	10	SB	0 9 9 4	1	2					3	1	2	2				10
11 Becky Hoecke	10	11	M	1 2 9 4	2	2	1	2			4	2	2	2				11
12 Daniel Jasmer	12	12	R	1 0 9 4	1	2					2	2	1	2				12
13 Sarah Kruger	12	13	M	0 6 9 4	2	2	2	2			2	2	1	2				13
14 Penny Lowe	12	14	R	0 2 9 5	2	2	2	2			2	1	1	2				14
15 Paul Lucas	10	15	S	1 0 9 4	1	2					3	1	2	2				15

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

Column **E**, labeled **Sex**, is used to indicate each student's gender.

Column **F**, labeled **SD**, is used to indicate each student's disability status.

Column **G**, labeled **Final SD Code**, is used to record a student's SD status if it has changed since it was originally recorded on the Administration Schedule.

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

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

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

Column **K**, labeled **School Lunch**, is used to indicate each student's eligibility status in the NSLP.

Column **L**, labeled **Title I**, is used to indicate each student's Title I status.

Column **M**, labeled **New Enrollee**, is used to identify whether a student was in the original sample or selected from the list of new enrollees during the preassessment visit.

This form must be completed in No. 2 pencil.

Students with Disabilities (SD)

1 = Yes, this student has been identified as having a disability

2 = No, this student has not been identified as having a disability

3 = Information unavailable

Race/Ethnicity

1 = White, not Hispanic

2 = Black, not Hispanic

3 = Hispanic

4 = American Indian/Alaska Native

5 = Other

6 = Information unavailable

Title I

1 = Yes, student receives Title I services

2 = No, student does not receive Title I services

3 = Information unavailable

Limited English Proficient (LEP)

1 = Yes, LEP

2 = No, not LEP

3 = Formerly LEP (monitored for ATP reporting)

4 = Information unavailable

National School Lunch Program

1 = Student not eligible

2 = Free lunch

3 = Reduced price lunch

4 = School not participating

5 = School refused

6 = Information not available

NAEP 2005 Administration Schedule

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Original session scheduled for: Day/Date: Thurs./Feb. 10, Time: 8:05, Location: Rm 121

Makeup session scheduled for: Day/Date: _____, Time: _____, Location: _____

Makeup Needed: None Held

Bundle #'s: 01001, 01002

Original Sample: 28 # Excluded (Admin. Codes 31, 51 & 53): _____

Selected New Enrollees: _____ # Excluded (Admin. Codes 40-45, 48 & 49): _____

Excluded (Admin. Codes 46-47): _____

Assessed (Original Session): _____

Assessed (Makeup Session): _____

TOTAL ASSESSED: _____

Session Number: RS0401

Column Indicators: "A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name	Month	Year	Sex	SD	SD Code	LEP	Race/Eth.	School Lunch	Title I	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code (r / A)	Admin. Codes			
01 Mark Atley	10	M	0	4	9	4	1	2	2	2	2	2	101 000293 4				
02 Betty Bates	10	R	0	2	9	5	2	2	2	1	1	2	2	001 054006 9			
03 Wes Block	10	M	0	6	9	4	1	2	1	2	2	2	102 005241 1				
04 Angela Burns	10	R	1	0	9	4	2	2	2	1	2	1	2	2	002 000043 8		
05 Nicki Campbell	12	SA	1	1	9	4	2	2	2	1	1	2	2	203 006922 1			
06 Nancy Cordaro	12	R	0	9	9	4	2	2	2	1	1	1	2	2	003 000841 2		
07 Tim Dublin	10	S	0	1	9	5	1	1	2	2	1	3	2	2	204 043569 2		
08 Kimberly Frank	12	R	0	5	9	4	2	2	2	1	1	2	2	2	004 005301 1		
09 Carla Grahams	10	M	0	7	9	4	2	2	2	1	1	2	2	2	105 210021 3		
10 Paul Hernandez	10	SB	0	9	9	4	1	2	1	3	1	2	2	2	205 210001 6		
11 Becky Hoecke	10	M	1	2	9	4	2	2	1	2	4	2	2	2	106 073201 2		
12 Daniel Jasmer	12	R	1	0	9	4	1	2	2	2	2	1	2	2	006 002407 7		
13 Sarah Kruger	12	M	0	6	9	4	2	2	2	2	2	1	2	2	107 000031 9		
14 Penny Lowe	12	R	0	2	9	5	2	2	2	1	1	2	2	2	007 076206 0		
15 Paul Lucas	10	S	1	0	9	4	1	2	2	3	1	2	2	2	208 076206 5		

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

Column **O**, labeled **Accommodation Booklet ID #**, is used when a student identified as SD or LEP must be reassigned a special accommodation booklet (not all accommodated students require a special accommodation booklet).

Column **P**, labeled **Admin. Code**, is used to record each student's participation status. The two-digit Administration Codes used in this column are listed along the right-hand side of the Administration Schedule in column **R**. The Administration Codes are further defined on pages 4.38-4.39.

Column **Q**, labeled **Atten.** (for "attendance"), is used to indicate whether a student was present or absent for the assessment.

This form must be completed in No. 2 pencil.

Students with Disabilities (SD) 1 = Yes, this student has been identified as having a disability 2 = No, this student has not been identified as having a disability 3 = Information unavailable For Use in Column "F" Also "G"	Limited English Proficient (LEP) 1 = Yes, LEP 2 = No, not LEP 3 = Formerly LEP (monitored for AYP reporting) 4 = Information unavailable For Use in Column "H" Also "I"	Special Services 1 = Student not eligible 2 = Free lunch 3 = Reduced price lunch 4 = School not participating 5 = School refused 6 = Information not available For Use in Column "K"	Session Number RSO401 Bundle #'s 01001 01002
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NAEP 2005 Administration Schedule

School #: 101-101-1 Grade: 4
 School Name: Washington Elementary School
 Administrator's Name: Mary Jones

Original session scheduled for: Day/Date: Thurs./Feb. 10, Time: 8:05, Location: Rm. 121
 Makeup session scheduled for: Day/Date: _____, Time: _____, Location: _____

Original Samples: 28
 # Enriched (Admin. Codes 50-60): _____
 # Excluded (Admin. Codes 60-65): _____
 # Assessed (Admin. Codes 65-67, 68 & 69): _____
 # Assessed (Original Session): _____
 # Assessed (Makeup Session): _____
 # Rejected (Admin. Codes 46 & 47): _____
 # Assessed (Admin. Codes 40-43, 44 & 45): _____
 # Assessed (Admin. Codes 48 & 49): _____
 # Assessed (Admin. Codes 46 & 47): _____

Session Number
RSO401

Column Indicators	"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"	
Student Name	Month	Day	Year	SD	LEP	SD	LEP	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Codes							
01 Mark Atley	10	01	M	0	4	9	4	1	2	2	2	2	2	101 000293 4				1	ASSESSED IN ORIGINAL
02 Betty Bates	10	02	R	0	2	9	5	2	2	2	2	2	2	001 054006 9				2	ASSESSED IN MAKEUP
03 Wes Block	10	03	M	0	6	9	4	1	2	1	2	2	2	102 005241 1				3	ASSENT
04 Angela Burns	10	04	R	1	0	9	4	2	2	2	2	1	2	002 000043 8				4	OTHER
05 Nicki Campbell	12	05	SA	1	1	9	4	2	2	2	1	1	2	203 006922 1				5	OTHER
06 Nancy Cordaro	12	06	R	0	9	9	4	2	2	2	1	1	2	003 000841 2				6	OTHER
07 Tim Dublin	10	07	S	0	1	9	5	1	1	2	2	1	3	204 043569 2				7	OTHER
08 Kimberly Frank	12	08	R	0	5	9	4	2	2	2	1	1	2	004 005301 1				8	OTHER
09 Carla Grahams	10	09	M	0	7	9	4	2	2	2	1	1	2	105 210021 3				9	OTHER
10 Paul Hernandez	10	10	SB	0	9	9	4	1	2	1	3	1	2	205 210001 6				10	OTHER
11 Becky Hoecke	10	11	M	1	2	9	4	2	2	1	2	4	2	106 073201 2				11	OTHER
12 Daniel Jasmer	12	12	R	1	0	9	4	1	2	2	2	2	1	006 002407 7				12	OTHER
13 Sarah Kruger	12	13	M	0	6	9	4	2	2	2	2	2	1	107 000031 9				13	OTHER
14 Penny Lowe	12	14	R	0	2	9	5	2	2	2	2	1	1	007 076206 0				14	OTHER
15 Paul Lucas	10	15	S	1	0	9	4	1	2	2	2	3	1	208 076206 5				15	OTHER

The long rectangular box below the school information boxes is used to collect attendance data. The formula in this box calculates the total number of students assessed.

School #: <u>101-101-1</u> Grade: <u>4</u>	Original session scheduled for: Day/Date: <u>Thurs./Feb. 10</u> Time: <u>8:05</u> Location: <u>Rm 121</u>	Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____	If Makeup Needed Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/>	Bund 010 010
School Name: <u>Washington Elementary School</u>	Administrator's Name: <u>Mary Jones</u>			Session RSC
# Original Sample <u>28</u> + # Selected New Enrollees _____ = Total in Sample _____	# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) _____ - # Excluded (Admin. Codes 60-66) _____ + TO BE ASSESSED _____	# Absent (Admin. Codes 40-45, 48 & 49) _____ + # Refused (Admin. Codes 46 & 47) _____ = _____	# Assessed (Original Session) _____ + # Assessed (Makeup Session) _____ = TOTAL ASSESSED _____	

B. The Roster of Questionnaires

The Critical Role of the Questionnaires and the Roster of Questionnaires in the NAEP Process

The NAEP questionnaires are the only documents used to collect detailed background information from teachers and principals or other school administrators. The background information is used to produce NAEP subgroup results that help put the selected students' achievement on the NAEP assessment in context. These results address the relationship between student performance on the assessment and various teacher and school factors by providing grade and subject-specific answers to questions of interest to the academic community, like the following:

- How do students in smaller classrooms perform on the assessment as compared to students in larger classrooms?
- Do students taught by a certified teacher tend to perform better on the assessment than students taught by an uncertified teacher?
- Is there a significant difference between the performance of students who have access to computers in their classroom and students who do not have access to computers?

The results produced with the completed questionnaire data can be grouped into

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three categories: school factors, instructional content and practice, and teacher factors. Below are examples of the results produced with the completed questionnaire data.

If the completed questionnaires are not collected and returned to NAEP, NAEP will



Teachers' Training Related to Mathematics Achievement

Eighth-grade students whose teachers majored in mathematics or mathematics education had higher average math scores than eighth-grade students whose teachers did not.

(NAEP 2000 mathematics assessment)



Calculator Use and Student Achievement

Eighth-graders whose teachers reported daily calculator use in class scored higher on the mathematics assessment than their peers whose teachers reported less frequent calculator use.

(NAEP 2000 mathematics assessment)

not be able to produce these types of comprehensive results.

The Roster of the Questionnaires is the document that links the completed NAEP questionnaires to the students. Therefore, it is important that the Roster is completed correctly to ensure that students are linked to the correct teachers and schools. If incorrect information is recorded on the Roster, the final NAEP results will not be accurate.

Your AC is provided with one or more Rosters of Questionnaires in each School Folder to keep track of the questionnaires distributed at the school. There are operational, pilot, and operational/pilot versions of the Roster. However, in science bridge sessions, there is not a separate Roster because there are neither Teacher nor School Questionnaires.

The six versions of the Roster are listed below.

- Grade 4 Roster of Questionnaires (operational);
- Grade 4 Roster of Questionnaires (pilot);
- Grade 8 Roster of Questionnaires – School and Teacher only (operational);
- Grade 8 Roster of Questionnaires (pilot);
- Grade 12 Roster of Questionnaires (pilot); and
- Supplemental SD or LEP Roster of Questionnaires.

This year, five types of questionnaires—School Questionnaire, Teacher Questionnaire, Economics Department Chair Questionnaire, SD Questionnaire, and LEP Questionnaire—will be used to collect additional information for NAEP. The instructions to the school coordinator for distributing these questionnaires are printed on the right-hand side of the Rosters. School staff may complete the School and Teacher Questionnaires online or by hand. Online questionnaires are located on the MySchool web site at www.mynaep.com or at the web site printed on the questionnaire cover. Directions for accessing the web sites are printed on the cover of each questionnaire. **SD and LEP Questionnaires are not available online and therefore must be completed in the hard-copy booklet.**

The table below shows the different questionnaires that will be administered this year by session type.

Questionnaire type	Operational	Pilot	Science bridge
School Questionnaire	Yes	Yes	No
Teacher Questionnaire	Yes	Yes	No
Economics Department Chair Questionnaire (Grade 12 only)	No	Yes	No
SD Questionnaire	Yes	Yes	Yes
LEP Questionnaire	Yes	Yes	Yes

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C. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

The front of the Roster contains the tracking information for the School Questionnaire and up to 14 SD or LEP Questionnaires. The back of the Roster contains the tracking information for the Teacher Questionnaires. The exception is the grade 8 operational Roster, which only contains tracking information for the School and Teacher Questionnaires. The Supplemental SD or LEP Roster will be used in all grade 8 operational schools that require SD or LEP Questionnaires and all other schools that have more than 14 SD or LEP Questionnaires to distribute. The instructions for distributing the School, Teacher, and SD and LEP Questionnaires are printed on the right side of the Roster. The grade 4 operational Roster is shown below.

This form must be completed in No. 2 pencil.



**NAEP 2005 Operational
Grade 4 Roster of Questionnaires**
(School, Teacher, SD or LEP Questionnaire Tracking Form)

SCHOOL #: --

SCHOOL NAME: _____
CITY/STATE: _____

I. School Questionnaire			I. School Questionnaire			Returned		
Distributed to:			Questionnaire ID # (Barcode ID # on Cover) 996- <input type="text"/>			Yes <input type="radio"/> No <input type="radio"/> Online <input type="radio"/>		

II. SD or LEP Questionnaire			II. SD or LEP Questionnaire			Returned			Instructions for Distributing School Questionnaires
Line # / Session #	Student's Name	Distributed To (Staff Name)	Line # / Session #	Student Booklet ID # (Column "N" on Admin. Schedule)	SD or LEP Questionnaire ID # (Barcode ID # on SD or LEP Cover)	Yes	No	Online	
					99-				<p>Instructions for Distributing SD and/or LEP Questionnaires</p> <p>Every student identified on the NAEP Administration Schedule as SD and/or classified as LEP should be listed in the column on the left. An SD and/or LEP Questionnaire must be completed for each student by the teacher most knowledgeable about that student, regardless of whether or not the student will be assessed.</p> <p>Before distributing each SD and/or LEP Questionnaire, you will need to do the following:</p> <ol style="list-style-type: none"> On each SD and/or LEP Questionnaire cover, write the name of the SD and/or LEP student and the name of the staff member most knowledgeable about the student on the removable label. Record the date the questionnaire needs to be returned to you. Also, write in the School #, Student booklet ID #, and the student demographic information. On this Roster, write the name of the student and the name of the staff member to whom the questionnaire was given. Also complete the remaining entries for the row: Line #/Session #, Student booklet ID #, and the SD and/or LEP questionnaire ID #. As the questionnaires are returned, fill in the oval in the "Returned" column on this Roster.
					99-				
					99-				
					99-				
					99-				
					99-				
					99-				
					99-				
					99-				
					99-				
					99-				
					99-				
					99-				
					99-				

SCHOOL #: -- Pearson Use Only

III. Teacher Questionnaire		III. Teacher Questionnaire		Returned			Instructions for Distributing Questionnaires
Teacher #	Teacher's Name	Teacher #	READING, MATH, &/or SCIENCE Teacher Questionnaire ID #	Yes	No	Online	
01		01	992-				<p>Instructions for Distributing Fourth-Grade Teacher Questionnaires</p> <p>Ask all teachers who teach reading, mathematics, and/or science to fourth-graders to fill out a Teacher Questionnaire. For many fourth-graders, this will be their classroom teacher; that is, they have the same teacher for most or all subjects. Ask any teacher who gives fourth-graders additional reading, math, and/or science instruction to complete a questionnaire. This includes teachers of students who are in the fourth grade but who are not taking fourth-grade reading, math, and/or science (i.e., they are taking third- or fifth-grade courses.) Follow the procedures below for each questionnaire you distribute.</p> <p>On this Roster:</p> <ol style="list-style-type: none"> Create a list of <i>all</i> teachers who teach mathematics, reading, and/or science to fourth-grade students under "Teacher's Name." In the column labeled "Teacher Questionnaire ID #," record the unique seven-digit ID number from the questionnaire you give to each teacher named in the first column. (The 992 prefix has been pre-printed). As the questionnaires are returned, fill in the oval in the "Returned" column. <p>On the front cover of <i>each</i> questionnaire:</p> <ol style="list-style-type: none"> On the removable label, record the name of the teacher receiving the questionnaire and the date the questionnaire needs to be returned to you. Record the two-digit teacher number located in the column to the right of the teacher's name on this Roster (e.g., 01, 02, 03). <i>It is critical that this number is recorded accurately.</i>
02		02	992-				
03		03	992-				
04		04	992-				
05		05	992-				
06		06	992-				
07		07	992-				
08		08	992-				
09		09	992-				
10		10	992-				
11		11	992-				
12		12	992-				
13		13	992-				
14		14	992-				
15		15	992-				
16		16	992-				
17		17	992-				

This form must be completed in No. 2 pencil.

NCS™ IM-167302-001-054321
Printed in U.S.A. - Gr. 4 Operational Roster

C. The School Questionnaire

The School Questionnaire is designed to collect information about school characteristics, staff, and instructional programs. The principal, or his/her designee, should complete this questionnaire. There are two versions of the School Questionnaire: operational and pilot. A small number of schools will have both operational and pilot sessions. These schools should receive only the operational School Questionnaire.

The example on the following page shows a completed School Questionnaire cover and Roster. When the school coordinator receives the School Questionnaire, your supervisor will have already completed most of the information on the cover and Roster. As shown in the example, the following information should have been entered on each questionnaire cover:

- NAEP School ID Number;
- The information for completing the questionnaire online; and
- The date the questionnaire should be returned to the school coordinator.

Your supervisor also will have entered the unique seven-digit ID number from the lower left-hand corner of the questionnaire on the Roster.

On the assessment day, the AC will collect the completed questionnaires and record how the questionnaire was completed in the **Returned** column on the Roster. If the school coordinator wrote the name of the person completing the questionnaire on the removable label (as shown in the top left of the example), the AC will need to remove the label prior to shipping the material back to Pearson.

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0

The Nation's **NAEP**

Mr. Maxwell

**2005
Grade 4**

**School
Questionnaire**
(School Characteristics and Policies)

Q-986

Please mark how you complete this questionnaire.

Complete this questionnaire online (preferred).
(see instructions below)

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL #

1	0	1	1	0	1	1
---	---	---	---	---	---	---

Please complete this questionnaire online.

Complete the questionnaire online at the "MySchool" web site OR go to <http://www.naepq.com>.
Begin by keying in the following information at the login screen:

Your 10-digit booklet ID number is: 996 000875 5

Your 7-digit school ID number is: 101-101-1

Please complete the questionnaire (either online or this hard copy) by: 2 / 9 /2005.

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

996 - 000875 - 5

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0790. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review this 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, 1900 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.
This report is authorized by law (P.L. 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
OMB No. 1850-0790 • Approval Expires 04/30/2007
Mark Release forms by Pearson NCS EM-170057-001-1-654321
Printed in U.S.A.

This form must be completed in No. 2 pencil.

The Nation's Report Card

**NAEP 2005 Operational
Grade 4 Roster of Questionnaires**
(School, Teacher, SD or LEP Questionnaire Tracking Form)

I. School Questionnaire		I. School Questionnaire		Returned		
Distributed to: Mr. Maxwell		Questionnaire ID # 996 - 000875 - 5 (Barcode ID # on Cover)		Yes <input type="radio"/>	No <input type="radio"/>	Online <input type="radio"/>
II. SD or LEP Questionnaire		II. SD or LEP Questionnaire				
Line # / Session #	Student's Name	Distributed To (Staff Name)	Line # / Session #	Student Booklet ID # (Column "N" on Admin. Schedule)	SD or LEP Questionnaire ID # (Barcode ID # on SD or LEP Cover)	

D. The Teacher Questionnaire

The Teacher Questionnaire collects information on a teacher's background characteristics, educational training, and instructional practices. There are various Teacher Questionnaires depending on the grade and session type. All teachers who teach the subject(s) being assessed to students in the selected grade will be asked to complete a questionnaire. The example on the next page shows a completed Grade 4 Teacher Questionnaire cover.

The following table summarizes this year's operational and pilot Teacher Questionnaires:

Grade(s)	Session type	Teacher Questionnaire(s)
4	Operational	Reading/mathematics/science (combined)
8	Operational	Reading Mathematics Science
4, 8	Pilot	U.S. history/civics (combined)
12	Pilot	Economics Teacher Economics Chair

When the school coordinator receives the Teacher Questionnaires, your supervisor will have already affixed a removable label to each questionnaire and entered the following information on each questionnaire cover:

- the two-digit teacher number from the Roster of Questionnaires;
- NAEP School ID Number;
- the information for completing the questionnaire online; and
- the date the questionnaire should be returned to the school coordinator.

Your supervisor also would have recorded the unique eight-digit number for each questionnaire in the **Teacher Questionnaire ID #** column on the Roster.

The school coordinator will write the name of the teacher who received the corresponding Teacher Questionnaire under Teacher's Name on the Roster. If the school coordinator chooses, he/she can use the removable label affixed to the questionnaire cover to write the name of teacher who was given the questionnaire, as shown in the example on the next page.

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B. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

C. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

The AC will collect the completed questionnaires on assessment day and record how each questionnaire was completed in the **Returned** column on the Roster. If the school coordinator wrote the name of the person completing the questionnaire on the removable label (as shown below), the AC will remove the label prior to shipping the material back to Pearson.

III. Teacher Questionnaire		III. Teacher Questionnaire		SCHOOL #: 1 0 1 - 1 0 1 - 1 <input type="checkbox"/> Pearson Use Only												
Teacher #	Teacher's Name	Teacher #	READING, MATH, &/or SCIENCE Teacher Questionnaire ID #							Returned			Instructions for Distributing Questionnaires			
			9	9	2	0	3	6	2	1	7	Yes	No	Online	Instructions for Distributing Fourth-Grade Teacher Questionnaires	
01	Mr. Randall	01	9	9	2	0	3	6	2	1	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ask all teachers who teach reading, mathematics, and/or science to fourth-graders to fill out a Teacher Questionnaire. For many fourth-graders, this will be their classroom teacher; that is, they have the	
02		02	9	9	2						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
03		03	9	9	2						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
04		04	9	9	2						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
05		05	9	9	2						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

The Nation's Report Card **NAEP**

Mr. Randall

2005 Grade 4 **Teacher Questionnaire** Q-992

Please mark how you complete this questionnaire.

Complete this questionnaire online (preferred). (see instructions below) **OR**

Use a #2 pencil to complete this questionnaire.

SCHOOL # 1 0 1 1 0 1 1 TEACHER # 0 1

Please complete this questionnaire online. Complete the questionnaire online at the "MySchool" web site OR go to <http://www.naepq.com>. Begin by keying in the following information at the login screen:

Your 10-digit booklet ID # is: 992-003621-7

Your 7-digit school ID number is: 101-101-1 Your teacher ID # is: 01

Please complete the questionnaire (either online or this hard copy) by: 2 / 9 /2005.

DO NOT USE

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

ADMIN USE ONLY

0	1	2
3	4	5
6	7	8
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 number for this information collection is 1850-0795. The time required to complete this information collection is estimated to average 15 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. 20202-4601. 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, 1900 K Street N.W., Washington, D.C. 20005-5651.

A project of the Institute of Education Sciences. This report is authorized by law (P.L. 107-110, 20 U.S.C. 5901c). 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. 1850-0795 Approval Expires 06/22/2007 Mark Return# forms by Pearson MCS EM-170047-001-1-654321 Printed in U.S.A.

E. The SD and LEP Questionnaires

The SD and LEP Questionnaires are used to collect information about students identified as SD and/or LEP. An SD and/or LEP Questionnaire must be completed for every student identified on the Administration Schedule as SD and/or LEP by the staff member most knowledgeable about that student. A questionnaire should be completed for each identified SD and/or LEP student, regardless of whether or not that student will be assessed.

Admin Schedule Line # _____ from Session # _____

2005 LEP Questionnaire

Q-990

To be completed about a student
Use a #2 pencil

NAEP Subject to be Assessed
(from column C on Admin Schedule)

Please respond to the subject-specific questions based on the subject of the student's booklet.

- Civics
- Economics
- Math
- Reading
- Science
- US History

NAEP Subject to be Assessed
(from column C on Admin Schedule)

Please respond to the subject-specific questions based on the subject of the student's booklet.

- Civics
- Economics
- Math
- Reading
- Science
- US History

DO NOT USE

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ADMIN USE ONLY

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990 - 000298 - 7

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 1850-0790. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20540-0045. 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, 1950 K Street NW, Washington, D.C. 20506-5851.

Admin Schedule Line # _____ from Session # _____

2005 SD Questionnaire

Q-991

To be completed by the staff member most knowledgeable about a student identified as SD.
Use a #2 pencil to complete this questionnaire.

NAEP Subject to be Assessed
(from column C on Admin Schedule)

Please respond to the subject-specific questions based on the subject of the student's booklet.

- Civics
- Economics
- Math
- Reading
- Science
- US History

Student Demographic Information
(from columns D through J on Administration Schedule)

Birth Date: / /

Sex: SD: LEP: R/E:

1 = Male 1 = Yes 1 = No 1 = No

2 = Female 2 = Yes 2 = No 2 = No

Student Booklet ID
(from column N on Administration Schedule)

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

SCHOOL #

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

DO NOT USE

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ADMIN USE ONLY

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991 - 038168 - 0

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 1850-0790. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20540-0045. 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, 1950 K Street NW, Washington, D.C. 20506-5851.

A project of the Institute of Education Sciences. This report is authorized by law (20 U.S.C. 9910). 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, quoted, or identifiable form for any other purpose, unless otherwise consented to by the teacher. 1850-0790 - National Center for Education Statistics. Mark Release forms by Pearson NCS 08-170073-001-054321. Printed in U.S.A.

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The example on the next page shows a completed SD Questionnaire cover and Roster. When the school coordinator receives the SD and LEP Questionnaires, your supervisor will have entered the following information on each questionnaire cover:

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

Your supervisor also will have entered the following information on the Roster:

- the student's name;
- the 10-digit student booklet ID (from the Administration Schedule); and
- the SD or LEP Questionnaire ID number (from the SD or LEP Questionnaire cover).

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

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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:

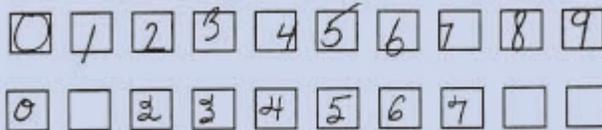
- Use only No. 2 pencils;
- Print all information neatly within the boxes. Numbers should be written clearly in the center and should not touch the sides of the boxes;
- Right justify all numerals entered in multiblock columns;
- Erase completely and clearly to correct handwritten entries; and
- To correct computer-printed entries, strike through the error and write the correction in the white space.

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:



Impacts Statistical Validity

Care must always be taken when entering information on scannable documents. Remember to enter information carefully and check your entries to verify that you have entered the correct information.

F. The Session Scripts

Session scripts are used to administer the assessment. This year, there are four different scripts for regular assessment sessions as indicated below.

- Grade 4 Operational/Pilot Session Script
- Grade 4 Science Bridge Session Script
- Grade 8/12 Operational/Pilot Session Script
- Grade 8/12 Science Bridge Session Script

There are differences from script to script in wording, in procedures, and in the materials required. The procedure for using the session script to conduct regular sessions is presented in Chapter 4.

<p style="text-align: center;">2005 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS</p> <p style="text-align: center;">GRADE 8/GRADE 12</p> <p>OPERATIONAL AND PILOT SESSION SCRIPT</p> <p>[NOTE: INSTRUCTIONS TO THE ASSESSMENT ADMINISTRATOR ARE IN BOLD CAPITAL LETTERS AND SHOULD <u>NOT</u> BE READ TO THE STUDENTS.]</p> <p>INTRODUCTION</p> <p>Hello. My name is (YOUR NAME). Today you will be participating in a special study on American education. The study is called the National Assessment of Educational Progress and is sometimes referred to as the Nation’s Report Card. This study will show how students in your state perform compared to other states and the country. To make sure that all students receive the same instructions, I will be reading them to you from this script.</p> <p>The National Assessment of Educational Progress is sponsored by the United States Department of Education. Its goal is to find out what students your age know and can do in different school subjects. In the next 90 minutes, you will be asked to show how well you can do in reading, mathematics, science, civics, or U.S. history. You will also be asked questions about yourself and your school experience.</p> <p>Do not write your name on any of the work you do here today. No one in the school will see your answers and you will not get a grade on this work. When the study is over, your answers will be combined with information from other students all over the state and country. The results will help government leaders, school administrators, and teachers determine what students are learning. Because the study will have an impact on schools and students all over the country, we know that you will want to do the best that you can.</p> <p>DISTRIBUTE MATERIALS</p> <p>BOOKLETS AND MATERIALS <u>NOT</u> PREVIOUSLY DISTRIBUTED = READ COLUMN <u>A</u>. BOOKLETS AND MATERIALS PREVIOUSLY DISTRIBUTED = READ COLUMN <u>B</u>.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; border: none;">A</td> <td style="width: 50%; text-align: center; border: none;">B</td> </tr> <tr> <td style="border: none;"> <p>Now I am going to give you the things you will be using. Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to. Please do not bend or fold back your booklet. If you need another pencil after we begin, please raise your hand.</p> </td> <td style="border: none;"> <p>You each should have an assessment booklet and a pencil on your desk. The label on the booklet should have your name on it. Do not open your booklet until I tell you to. Please do not bend or fold back your booklet. 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Accommodation Scripts

Accommodation scripts should be used to administer separate accommodation sessions. These scripts have been developed to meet the specific needs of the students who are being accommodated. Some sections of the scripts have been shortened or simplified, and the timing of the sections is less stringent. Each accommodation script is listed below.

- Grade 4 Operational/Pilot Accommodation Session Script
- Grade 4 Science Bridge Accommodation Session Script
- Grade 8 Operational/Pilot Accommodation Session Script
- Grade 8 Science Bridge Accommodation Session Script

The procedure for conducting separate accommodation sessions is provided in Chapter 4.

2005 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

**GRADE 8
OPERATIONAL AND PILOT**

2005 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

**GRADE 4
OPERATIONAL AND PILOT
ACCOMMODATION SESSION SCRIPT**

[NOTE: **INSTRUCTIONS TO THE ASSESSMENT ADMINISTRATOR ARE IN BOLD CAPITAL LETTERS AND SHOULD NOT BE READ TO THE STUDENTS. INSTRUCTIONS FOR “READ ALOUD” ACCOMMODATION SESSIONS ARE TO BE USED IF THE AA IS TO READ THE ASSESSMENT TO THE STUDENT(S). EXTENDED TIME IS THEN ASSUMED. READ ALOUD IS NOT ALLOWED FOR READING ACCOMMODATION SESSIONS. IF IT IS NOT A READ ALOUD SESSION AND EXTENDED TIME IS NEEDED, USE THE “EXTENDED TIME” INSTRUCTIONS. ALL OTHER TYPES OF ACCOMMODATIONS SESSIONS FOLLOW THE PROMPTS FOR NON-EXTENDED TIME AND NON-READ ALOUD SESSIONS. YOU ARE ALLOWED TO GIVE STUDENTS SHORT BREAKS IN BETWEEN SECTIONS. IF YOU DO SO, FOR EXTENDED TIME AND READ ALOUD SESSIONS, RECORD THE NUMBER OF MINUTES FOR EACH BREAK AND SUBTRACT THE TOTAL FROM THE TOTAL TIME FOR ACCOMMODATION.]**

PLACE BOOKLETS ON DESK PRIOR TO THE SESSION. REMOVE STUDENT LABELS AND PLACE ON DESK ABOVE THE BOOKLETS. ALSO REMOVE ANCILLARIES FROM BOOKLETS AND PLACE TO THE RIGHT OF THE STUDENT LABEL. IF ANY ANCILLARIES NEED TO BE FOLDED AND/OR SEPARATED, DO SO PRIOR TO THE SESSION.

WHEN ALL STUDENTS HAVE ARRIVED, COLLECT ALL UNUSED BOOKLETS AND MATERIALS. BE SURE TO PLACE THE CORRECT STUDENT ID LABELS BACK ON THE UNUSED BOOKLETS.

INTRODUCTION

Today you will be participating in a special study on American education. The study is called the National Assessment of Educational Progress and is sometimes referred to as the Nation’s Report Card. This study will show how students in your state perform compared to other states and the country in reading, mathematics, science, civics, or U.S. history. You will also be asked questions about yourself and your school experience.

Do not write your name on any of the work you do here today. No one in the school will see your answers and you will not get a grade on this work.

Please do not bend or fold back your booklet. If you need another pencil at any time, please let me know.

General Background Question-by-Question Specifications

Question-by-Question Specifications for the general student background sections of the assessment are provided in the back of each session script. You must refer to them when helping students understand the intent of a question in the background sections. Guidelines for using the Question-by-Question Specifications are provided in Chapter 4.

Subject-Area Background Question-by-Question Specifications

Question-by-Question Specifications for the subject-area background sections of the assessment are provided in the back of each operational session script. You must refer to them when helping students understand the intent of a question in the reading, mathematics, or science subject-area background sections. Guidelines for using the Question-by-Question Specifications are provided in Chapter 4.

G. Instructions to School Staff Observers

NAEP encourages the teacher and/or the school coordinator to remain in the classroom during the assessment to observe and assist in classroom control. NAEP has developed a Teacher Observer Letter and Accommodation Teacher Letter that provides instructions to school staff observers on their role during the assessment. The letters are shown on the following pages.

Since the staff members observing the assessment have access to the assessment booklets and data, the forms also have a nondisclosure statement for school staff observers to sign. Your AC will provide these letters to school staff observers and will collect the signed letters just prior to the assessment.

H. The Session Debriefing Form

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TEACHER OBSERVER LETTER

We welcome you to the NAEP assessment!

The National Assessment of Educational Progress (NAEP) is often referred to as the “Nation’s Report Card.” It is the only measure of student achievement in the United States where you can compare the performance of students in your state with the performance of students across the Nation or in other individual states. Sponsored by the U.S. Department of Education, NAEP has been conducted for more than 30 years. A careful random selection of schools and students are chosen to participate in NAEP to represent all schools and students of the Nation.

We appreciate your assistance in NAEP!

By being present during the assessment, you will help emphasize for the students the importance of them taking their test seriously. You have the advantage of knowing some or all of the students and the protocols of the school. The NAEP staff person may ask for your assistance in these areas.

By participating in NAEP we respectfully ask your cooperation in following these important guidelines to ensure the validity of the tests.

1. Please do not answer any questions that any of the students may ask you about their test.

The NAEP staff is thoroughly trained to administer the tests to students to ensure the highest level of validity of the test results. They have a script that they must read to the students verbatim to maintain the consistency of the instructions to students across the Nation. The NAEP staff has been directed not to answer any questions that the students may ask about their test questions but to encourage the students to do the best that they can. In talking to a student about his/her test, you may be inadvertently compromising the results.

2. Please do not talk to anyone during the assessment, even the NAEP staff member.

Any conversation could be disruptive to a student and may affect his/her ability to concentrate on their test.

3. Please do not look at the students’ test booklets.

The security of the test items is a very important part of NAEP. No one other than the student that is assigned to a particular booklet is to read the questions. You are welcome to look over the Demonstration Booklet that provides the background questions and examples of test questions asked in previous years. Our staff has signed a security affidavit and, since you have access to the test booklets, we are going to ask the same of you.

AFFIDAVIT OF NONDISCLOSURE

I, _____, do solemnly swear (or affirm) that when given access to the subject NCES database or file, I will not –

(i) use or reveal any individually identifiable information furnished, acquired, retrieved, or assembled by me or others, under the provisions of Sections 408 and 411 of the National Education Statistics Act of 1994 (20 U.S.C. 9001 et seq.) for any purpose other than statistical purposes specified in the NCES survey, project, or contract;

(ii) make any disclosure or publication whereby a sample unit or survey respondent could be identified or the data furnished by or related to any particular person under this section can be identified; or

(iii) permit anyone other than the individuals authorized by the Commissioner of the National Center for Education Statistics to examine the individual reports.

(Signature) _____

(Job Title) _____

(Date) _____

(The penalty for unlawful disclosure is a fine of not more than \$250,000 (under 18 U.S.C. 3571) or imprisonment for not more than five years (under 18 U.S.C. 3559), or both. The word “swear” should be stricken out whenever it appears when a person elects to affirm the affidavit rather than to swear to it.)

ACCOMMODATION TEACHER LETTER

We welcome you to the NAEP assessment!

The National Assessment of Educational Progress (NAEP) is often referred to as the “Nation’s Report Card.” It is the only measure of student achievement in the United States where you can compare the performance of students in your state with the performance of students across the Nation or in other individual states. Sponsored by the U.S. Department of Education, NAEP has been conducted for over 30 years. A careful random selection of schools and students are selected to participate in NAEP to represent all schools and students of the Nation.

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By participating in NAEP we respectfully ask your cooperation in following these important guidelines to ensure the validity of the tests.

If conducting an accommodation session 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;
- allow students to take a break between sections when the NAEP representative indicates that they can; or
- answer student questions regarding the general background section of the booklet, the booklet directions, and the recording of answers.

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 them to answer the questions to the best of their ability); or
- 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.

AFFIDAVIT OF NONDISCLOSURE

I, _____, do solemnly swear (or affirm) that when given access to the subject NCES database or file, I will not –

- (i) use or reveal any individually identifiable information furnished, acquired, retrieved, or assembled by me or others, under the provisions of Sections 408 and 411 of the National Education Statistics Act of 1994 (20 U.S.C. 9001 et seq.) for any purpose other than statistical purposes specified in the NCES survey, project, or contract;
- (ii) make any disclosure or publication whereby a sample unit or survey respondent could be identified or the data furnished by or related to any particular person under this section can be identified; or
- (iii) permit anyone other than the individuals authorized by the Commissioner of the National Center for Education Statistics to examine the individual reports.

(Signature) _____

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The Session Debriefing Form has been developed to 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 a record of any problems that you may have encountered regarding the session. If problems arose during the session, you must use this form 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.

I. The Session Materials

NAEP 2005 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. RS0401, RM0801, or PT1201)	
This session was <i>CIRCLE ONE</i> :	
1. Regular Session	3. Accommodation Session
2. Makeup Regular Session	4. Makeup Accommodation Session

SESSION SUMMARY

ITEM	YES/NO	DETAILS
Were there problems setting up for this session?	Yes 1 No 2	
Were there problems getting students to this session?	Yes 1 No 2	
Were there problems with the session timing?	Yes 1 No 2	
Any problems with the session materials- including the distribution and use of ancillary items?	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	

On assessment day, your AC will give you the materials for each session that you are assigned to conduct in the school. The session materials that you receive will depend on the session type and grade. A complete list of session materials for each grade 4, 8, and 12 session is provided on page 4.5.

J. The Assessment Booklet

The assessment booklet is used to assess the selected students. The cover of each booklet contains space to record school and teacher information. Each booklet cover also has a code in the upper-right corner (see example on the following page). This code is made up of the following three components:

- a letter identifying the subject;
- the subject letter, followed by a one-, two-, or three-digit booklet version number; and
- the booklet version number is followed by a letter or letters identifying any ancillaries or additional materials the booklet requires.

Each booklet will also have an “O” for operational, “P” for pilot, or “B” for science bridge in the upper-right corner as shown on pages 2.28-2.30. 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: grade 4 in blue ink, grade 8 in brown ink, and grade 12 in gray ink.

K. The Ancillary Materials

Certain assessment booklets require the use of additional or ancillary materials. The materials will vary depending on the grade to be assessed. Some of these materials will be individually prepackaged in a clear plastic bag. The charts on pages 2.28-2.30 show the ancillary materials and corresponding letter that appears on the student’s booklet cover by grade.

L. The Science Kits

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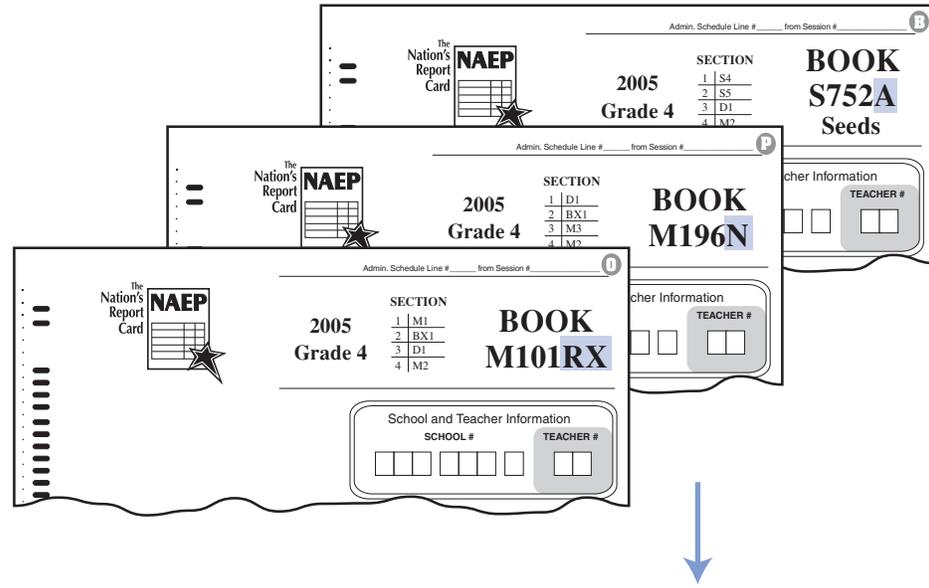
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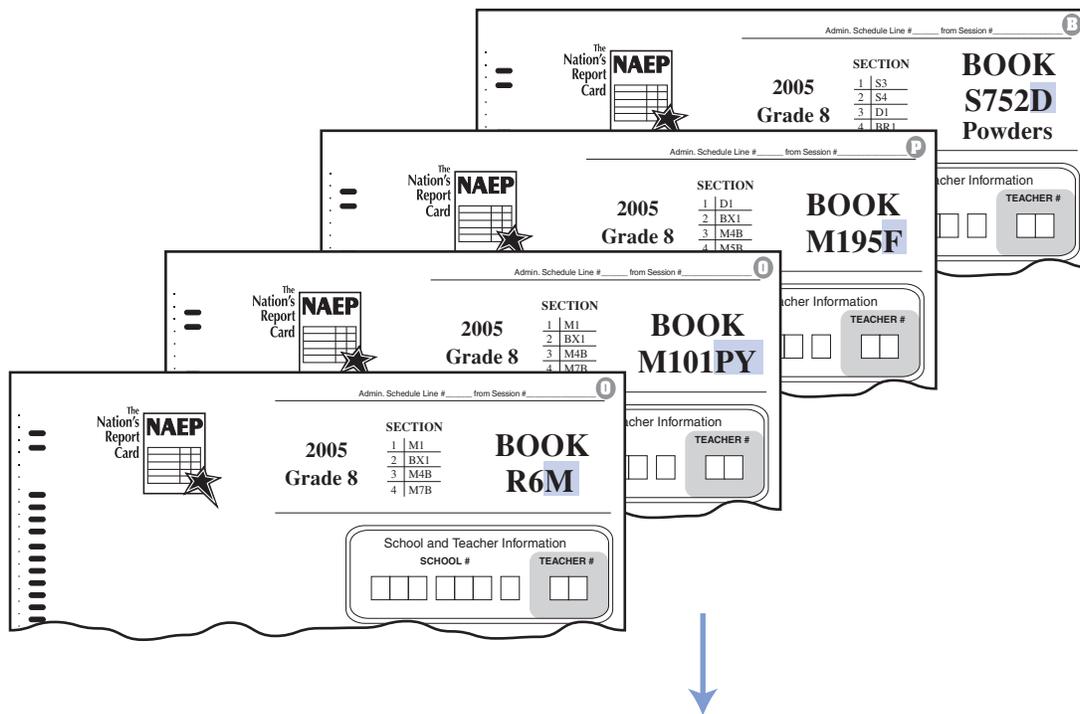
C. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

Grade 4 Booklet Covers and Ancillary Materials



Grade 4	
Subject	Ancillary Materials
Mathematics (Operational)	C = Calculator G = Manipulative Set "G" R = Ruler X = Manipulative Set "X"
Mathematics (Pilot)	L = Manipulative Set "L" N = Manipulative Set "N" C = Calculator
Science (Operational and Bridge)	A = Seeds B = Unknown Powder C = Markers

Grade 8 Booklet Covers and Ancillary Materials



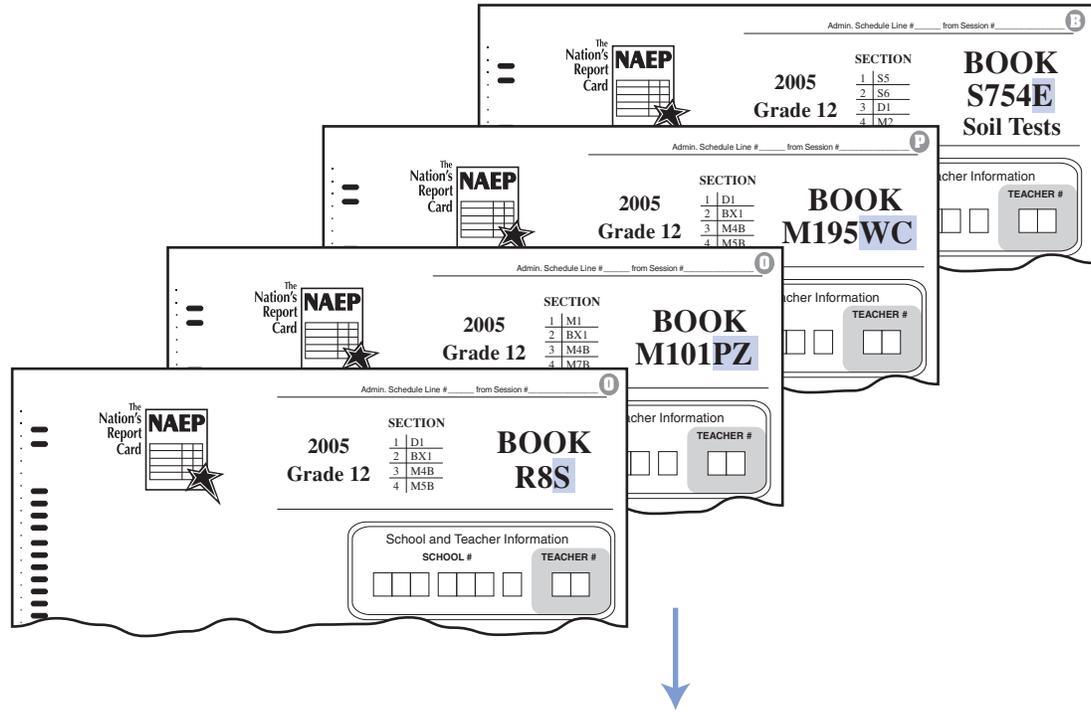
Grade 8	
Subject	Ancillary Materials
Reading	M = <i>Guide to Metro Fares and Passes</i>
Mathematics (Operational)	C = Calculator G = Manipulative Set "G" P = Protractor/Ruler Y = Manipulative Set "Y"
Mathematics (Pilot)	F = Manipulative Set "F" T = Manipulative Set "T" C = Calculator
Science (Operational and Bridge)	C = Markers D = Powders E = Soil Tests

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Grade 12 Booklet Covers and Ancillary Materials



Grade 12	
Subject	Ancillary Materials
Reading	M = <i>Guide to Metro Fares and Passes</i> S = <i>Social Security Instructions</i>
Mathematics (Operational)	C = Calculator G = Manipulative Set "G" P = Protractor/Ruler Z = Manipulative Set "Z"
Mathematics (Pilot)	W = Manipulative Set "W" H = Manipulative Set "H" P = Protractor/Ruler C = Calculator
Science (Operational and Bridge)	E = Soil Test F = Antacid G = Pendulum

This year, a subset of students selected to take the science assessment will also be asked to complete a hands-on science task, or science kit. The science kits vary by

M. The Assessment Information Form

Effective communication between you and your AC is crucial to NAEP's success. The Assessment Information Form (shown below) has been developed for ACs to

Grade(s)	Science kit
4	Kit A – Seeds
4	Kit B – Unknown powder
4/8	Kit C – Markers
8	Kit D – Powders
8/12	Kit E – Soil tests
12	Kit F – Antacid
12	Kit G – Pendulum

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communicate specific information to the AAs about their assignment. Your AC will either mail your Assessment Information Forms or give the forms to you in person. This form will be distributed to you 1-2 weeks before each assessment. More detailed information on this form is provided in Chapter 3.

2. Understanding NAEP Accommodations

In all NAEP schools, accommodations will be offered, as necessary, for students with disabilities or limited English proficiency. The accommodations each student

AC: _____ AA: _____
 Phone Number: _____ Region/Area: _____

ASSESSMENT INFORMATION FORM

SCHOOL: _____ ID #: _____

ADDRESS: _____

PHONE #: _____

SCHOOL COORDINATOR: _____ ASSESSMENT DATE: _____

ARRIVAL TIME: _____ ASSESSMENT TIME(S): _____

SESSION NUMBER(S): _____ ROOM(S): _____

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*****

receives must be specified in his/her Individualized Education Plan (IEP) and routinely used in testing the student. Decisions about inclusion and accommodations should be made by knowledgeable school staff, such as IEP teams, 504 teams, school psychologists, and teachers. 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 certain types of accommodations may need to use a special accommodation booklet. Brief descriptions of the accommodations most frequently provided by NAEP are given on pages 2.33-2.36. Your AC will review the list of SD and/or LEP students with the school coordinator during the preassessment contact to determine which students require an accommodation.

A. Accommodations Most Frequently Provided by NAEP

The following are brief descriptions of the accommodations most frequently provided by NAEP and the Administration Codes used to report the accommodations on the Administration Schedule and assessment booklets.

Bilingual glossary (Admin. Code 70) – NAEP has a Spanish/English glossary available for LEP students who have received instruction primarily in English for less than 3 full school years and whose IEP requires using either a Spanish language test, word list, or glossary. Students receiving the glossary will receive a separate accommodation booklet and may need extended time. The accommodation booklet for grades 4 and 8 requires a science kit, and the grade 12 accommodation booklet does not require a science kit. **The bilingual glossary accommodation is only available to students in science bridge sessions.**

Bilingual booklet (Admin. Code 71) – NAEP has special Spanish/English bilingual mathematics and science booklets available for students whose IEP requires one. 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 AC will arrange to have someone at the school who is proficient in Spanish read the Spanish script unless there is a bilingual team member. This script will be packaged with the bilingual booklet that your AC receives from Pearson.

The bilingual booklet accommodation is only available to students who are being assessed with a mathematics or science operational 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** (mathematics) or **S** (science) next to his/her name. Then, you will need to check the session number to be sure that it is a mathematics or science operational session. If the student does not have an **M** or **S** and cannot demonstrate his/her knowledge of the subject to be assessed without this accommodation, then he/she must be coded with a **63 (LEP - Required accommodation not offered)** or a **65 (SD and LEP -**

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Required accommodation not offered). Also, if the student has an **M** and the session type is pilot test, 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) – An LEP student 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 may be in any language needed by the student. The bilingual dictionary should only contain the English translation of the word. It cannot provide definitions. The school coordinator should enter a note on the Student Appreciation Certificate to remind the student to bring the bilingual dictionary to the session. **The bilingual dictionary accommodation is not available to students being assessed in reading.** 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 does not have an **R** (reading) next to his/her name. If the student has an **R** and cannot demonstrate his/her knowledge of the subject to be assessed without this accommodation, 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 operational sessions, NAEP has special large-print booklets available for each grade and subject for students whose IEP requires testing with large-print materials or magnifying devices. NAEP also has large-print booklets available for students in science bridge sessions.** Your AC will request large-print booklets from Pearson on an as-needed basis immediately following the preassessment visit. For each large-print booklet requested, Pearson will package the large-print booklet together with the same booklet in regular size print in a plastic bag. You will need to send back **both** booklets in the plastic bag in the Session Box after the assessment has been completed. **For pilot test sessions, your AC will need to enlarge the student’s booklet using the school’s equipment. The original and large-print booklet should both be sent back to Pearson together.**

Extended time in regular session (Admin. Code 74) – Some students may not react well under pressure in timed scenarios 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 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 all booklets except reading booklets). 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 booklets to use in 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 AC will assign the necessary number of booklets from the read-aloud/small group accommodation booklet bundles. A student must receive a read-aloud/small group accommodation booklet for the same subject as the original booklet assigned to him/her. The original booklet and the special read-aloud booklet for each student must be accounted for and returned to Pearson together.

- **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.

If a student selected for all subjects except reading 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: 75 (read aloud in regular session), 76 (read aloud in small group), or 77 (read aloud one-on-one).

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 does not have an **R** (reading) next to his/her name. If the student has an **R** and cannot demonstrate his/her knowledge of the subject to be assessed without this accommodation, then he/she must be coded with one of the following codes:

- 61 (SD – Required accommodation not offered);
- 63 (LEP – Required accommodation not offered); or
- 65 (SD and LEP – Required accommodation not offered).

Reading directions aloud, when asked, so that students understand where and how to record their answers is NOT considered an accommodation and should not be recorded as one on the Administration Schedule. This is allowed with all students being assessed in reading, mathematics, science, civics, U.S. history, or economics.

Small group (Admin. Code 76) – A separate 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 described above).

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A small group session should not be larger than five students. If there are more than five students who need to be assessed in a small group, your AC will divide the students into separate sessions.

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.

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. The student will use the computer to record his/her answers. 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. You should write the booklet ID number on all pages created on the computer to ensure proper linking.

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. These types of accommodations are also allowed by NAEP 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 call your supervisor for guidance. After the session, note on the front cover of the booklet the type of accommodation offered.

Breaks during test (Admin. Code 80) – A student is allowed to take the assessment in more than one sitting over a single day, as required by his/her IEP.

Magnification device (Admin. Code 81) – If a student’s IEP requires the use of a magnification device, it will be allowed for the NAEP assessment. The student will need to use a magnification device provided by the school.

School staff administers (Admin. Code 82) – A school staff member administers the session after signing the Accommodation Teacher Letter. A school staff member may need to administer a session because he/she is the person that usually works with the student. However, even in these instances, you must be present in the room.

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.

B. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

Students who are provided testing accommodations sometimes use more than one accommodation. For example, a student requiring 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 the primary Administration Code will be recorded for the student on the Administration Schedule even though he/she may be receiving several accommodations. The additional accommodations will be recorded in the multiple accommodations box on the student booklet cover (as described on page 4.42).

Accommodations Most Frequently Provided by NAEP		
Admin. Code	Primary accommodation	Acceptable additional accommodations
70	Bilingual glossary (science bridge only)	Extended time
71	Bilingual booklet (mathematics operational and science only)	Extended time; usually small group or one-on-one
72	Bilingual dictionary (mathematics operational and science 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 (mathematics and science only)	
76	Small group	Extended time; read aloud (mathematics and science only)
77	One-on-one	Extended time; help recording answers; read aloud (mathematics and science 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)	
80	Breaks during test	Extended time
81	Magnification device	Extended time
82	School staff administers	

For more information on accommodations, refer to the *Inclusion* magazine.

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C. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

SD and/or LEP students who cannot be assessed, as determined by the school coordinator or school staff most knowledgeable about the students, should be coded with one of the following **REASONS FOR EXCLUSION** Administration Codes on both the Administration Schedule and on the cover of the student's assigned booklet:

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

Codes 60, 62, and 64 apply to students whose IEP states they cannot be tested or whose cognitive functioning is so limited that they cannot be tested even with an accommodation. Codes 61, 63, and 65 apply to students requiring an accommodation that NAEP does not offer or allow. Code 66 should be used for students that the school deem should be excluded from the assessment, but the school requested they participate anyway. Some of the accommodations that NAEP does not allow or offer include translation of test into native language, tape recorders, Braille edition of assessment, and spelling and grammar checking software and devices.

Chapter 2 Summary

Upon completing this chapter, you should now be able to:

- identify the NAEP materials and documentation that will be used throughout the NAEP assessment process and describe the purpose for the materials and documentation; and
- describe the accommodations offered by NAEP to students classified as SD and/or LEP.

3 Preparing for Assessment Day

Preparing for assessment day occurs before assessment day. Effectively planning for assessment day is critical to the successful administration of assessments.

This chapter provides an overview of the activities required to prepare for the assessment day. Your role in preparing for assessment day is one of the most important responsibilities in the NAEP assessment process.

1. Activities to Complete Before Assessment Day

Procedure 1. Receive and Review the Assessment Schedule

Your AC will give you a tentative schedule of your assessments at the AA in-person training. You should review this schedule and let your AC know if there are any problems with the schedule. After your AC has conducted the preassessment visit, you will receive an updated schedule. Remember that your AC may have to alter the schedule at any time due to unforeseen situations such as bad weather and makeup sessions.

Procedure 2. Receive and Review the Assessment Information Form

You will receive a completed Assessment Information Form from your AC for each school in your assignment at least 1-2 weeks before the assessment. This form will provide all of the information that you need to prepare for the assessment.

The general assessment information is provided at the top of the form. This information includes the following:

- the school name and NAEP ID Number;
- the school address and telephone number;
- the school coordinator's name;
- the assessment date and time(s);
- the time the AA should arrive at the school;
- the session number(s) assigned to the AA;
- the room(s) where the session will be held;
- directions to the school; and
- parking information for assessment day.

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1. Receive and Review the Assessment Schedule
2. Receive and Review the Assessment Information Form
3. Practice Using Session Scripts
4. Review Security and Confidentiality Procedures
5. Gather Materials to Bring to the School on Assessment Day
6. Review Guidelines for Professional Dress

ASSESSMENT INFORMATION FORM

SCHOOL: Washington Elementary School ID #: 101-101-1
ADDRESS: 3800 Washington Blvd.
Vienna, VA 22180
PHONE #: 703-555-2249
SCHOOL COORDINATOR: Chris Thomas ASSESSMENT DATE: 2/10/05
ARRIVAL TIME: 7:05 a.m. ASSESSMENT TIME(S): 8:05 a.m.
SESSION NUMBER(S): R50401 ROOM(S): 121
DIRECTIONS TO SCHOOL: Take 495 to exit 46A - Rt 123 W. Take 123W to Old
Courthouse Rd. Make right on Old Courthouse Rd. School is one block up on the right.
PARKING: Park in visitor spaces only!

Next, there is pertinent accommodations information. As shown in the example below, your AC will record any accommodations information that you need to know in order to conduct the assessment. This information may include the number and types of accommodation sessions.

ACCOMMODATIONS INFORMATION: There is one student on your Administration
Schedule who requires a large-print booklet accommodation. His teacher said he
can be assessed in the regular session but may need extra time.

It is important that you arrive at the school on time and meet your assessment team in the appropriate location. Your AC will determine where the team will meet.

INSTRUCTIONS FOR MEETING ASSESSMENT TEAM: All AAs are to meet AC outside
main entrance door at 7:05 a.m. sharp!

Finally, it is important that you are aware of the protocols that you must follow while working with the school including the policy for dismissing students at the end of the session and handling students who arrive after the session has begun. You also must know how to handle ill or persistently disruptive students. All of this information will be recorded in the following section of the form:

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

Notify teacher when assessment is finished so he/she can dismiss students.

Use intercom beside classroom door to summon help in case of an emergency.

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

After reviewing this form, you should have the necessary information to get to the school on assessment day and administer the assessment(s). If you have any questions about the information presented on the form, you should contact your AC immediately.

Procedure 3. Practice Using Session Scripts

It is your responsibility to practice using the session scripts before you administer an assessment session. After you obtain the session information from the Assessment Information Form, you should practice using the script for that session. It is important for you to be able to read the script verbatim in a natural manner without stumbling over words or omitting them. Since there are differences between scripts, you should also be familiar with the structure of the script that you will use to conduct the session. Directions for using the script to conduct assessment sessions are provided in Chapter 4.

Voices of Experience:

Before assessment day, you should use a Post-it note to flag the appropriate session script for easy reference on the day of the assessment.

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Procedure 4. Review Security and Confidentiality Procedures

It is your responsibility to account for all assessment materials you receive on assessment day. Review the following guidelines before each assessment day:

- 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 AC.
- ACs will provide school principals with NAEP Demonstration Booklets for inspection by anyone interested in the study. The Demonstration Booklets contain the NAEP 2005 background questionnaires. The booklets are also posted on the MySchool and NAEP web sites.
- 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. If you leave the preparation room provided by the school, take the materials with you.
- Only students whose names appear on the Administration Schedule 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.

At training, you commit yourself to keeping the used and unused assessment materials secure before, during, and after the assessment by signing an Oath of Office and Pledge of Confidentiality. The violation of the oath or pledge is sufficient grounds for disciplinary action, including dismissal and criminal penalties.

Procedure 5. Gather Materials to Bring to the School on Assessment Day

Before leaving home for the school on assessment day or the night before the assessment, 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;
- the session scripts; and
- this manual.

Procedure 6. Review Guidelines for Professional Dress

Professional behavior and dress are required at any time you are working in a school. Clothing is one of the most important ingredients in effectively taking charge of a classroom and establishing authority.

NAEP recommends the following proper classroom attire:

For women:

- dress pants or skirt;
- blouse or sweater;
- tailored dress; or
- business suit.

For men:

- a collared shirt;
- dress pants;
- sports jacket and tie; or
- suit and tie.

For women, low-heeled, comfortable shoes are preferred. Both men and women need to make sure that you maintain the heels on your shoes to avoid making excess noise as you walk around the room. While monitoring a session, experienced NAEP staff will walk slightly on their tip-toes to minimize the amount of noise and to remain as inconspicuous as possible.

Voices of Experience:

The colors that have proven themselves best for establishing authority are navy blue, maroon, rust, gray, and black. You want to have a conservative appearance. Clothing need not be elaborate or expensive, but should be neat, business-like, and appropriate.

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1. **Receive and Review the Assessment Schedule**
2. **Receive and Review the Assessment Information Form**
3. **Practice Using Session Scripts**
4. **Review Security and Confidentiality Procedures**
5. **Gather Materials to Bring to the School on Assessment Day**
6. **Review Guidelines for Professional Dress**

Chapter 3 Summary

Upon completing this chapter, you should now be able to:

- identify the information documented on the Assessment Information Form;
- explain how to practice using the session scripts;
- describe how to keep assessment materials secure and confidential;
- identify what materials must be brought to the school on assessment day; and
- describe the guidelines for professional dress.

4

Conducting Assessment Day Activities

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 and how to manage problem situations, such as disruptive student behavior, and presents guidelines for supervising and monitoring the session.

1. Overview of Quality Control Activities on Assessment Day

A. Quality Control Checks Conducted by the AC



On assessment day, your AC will have many important responsibilities, one of which is to perform and document quality control (QC) checks of the procedures you will be carrying out, as described in this chapter.

Using the Quality Control Booklet, your AC will oversee and document each procedure you carry out while at the school. This QC check is a part of NAEP's quality control procedures, and is done to ensure each procedure is completed according to the standards NAEP set out. The following exhibit shows an excerpt from the Quality Control Booklet. It explains the rating scale and gives an example of one of the procedures that will be evaluated by your AC.

DIRECTIONS: Provide an evaluation of **each** AA for the procedures completed before the assessment (Procedures 13 and 14) and after the assessment (Procedures 12, 22 and 23). For the procedures during the assessment (Procedures 17, 18, 19 and 20) only one AA evaluation needs to be documented for each of the subprocedures listed. CIRCLE **1** (AA Met), **2** (AA Partially Met), **3** (AA Did Not Meet), **4** (Cannot Determine), or **5** (Not Applicable) for procedure listed. If 3 is selected, list the description and appropriate action taken in the space provided.

1. Quality Control Procedures to Complete Before the Assessment

AA Initials/ Session #	PROCEDURE 13. PERFORM QC CHECK OF BOOKLETS. (EVALUATE EACH AA)		
13A- 13I	AA'S ABILITY TO PROPERLY PREPARE THE ASSESSMENT BOOKLETS <ul style="list-style-type: none"> Preprinted labels correctly attached to the booklets Booklets assembled in the proper order Ancillary materials properly inserted in the booklets 	1. AA Met 2. AA Partially Met 3. AA Did Not Meet 4. Cannot Determine 5. Not Applicable	Comments (Ratings of "3" must be explained): _____ _____ _____ _____
13A- 13I	AA'S ABILITY TO PROPERLY PREPARE THE ASSESSMENT BOOKLETS <ul style="list-style-type: none"> Preprinted labels correctly attached to the booklets Booklets assembled in the proper order Ancillary materials properly inserted in the booklets 	1. AA Met 2. AA Partially Met 3. AA Did Not Meet 4. Cannot Determine 5. Not Applicable	Comments (Ratings of "3" must be explained): _____ _____ _____ _____

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1. Overview of Quality Control Activities on Assessment Day

A. Quality Control Checks Conducted by the AC

B. Quality Control Conducted by HumRRO

2. Activities to Complete Before the Assessment

1. Report to the School on the Day of the Assessment

2. Go to the Location Where the Assessment Team Will Work

3. Receive the Session Materials

4. Prepare the Booklets

5. Prepare the Room

3. Activities to Complete During the Assessment

6. Administer the Session

7. Administer Hands-on Science Tasks

8. Assess Students with Disabilities or Limited English Proficiency

9. Monitor the Session

10. Manage the Classroom

4. Activities to Complete After the Assessment

11. Account for All Materials Used

12. Complete the Administration Schedule

13. Code the Booklet Covers

14. Pack Session Box and Return Additional Material to the AC

15. Complete the Session Debriefing Form

16. Conduct a Makeup Session, If Necessary

B. Quality Control Conducted by HumRRO

The National Center for Education Statistics (NCES) has contracted with the Human Resources Research Organization (HumRRO) to conduct independent quality assurance (QA) activities throughout the NAEP test cycle. HumRRO's QA efforts include randomly selecting schools to conduct site visit observations of NAEP test administration.

A HumRRO staff member will contact the supervisor (or other contact provided by Westat) affiliated with each selected site visit location via telephone to inform him/her the site had been selected for QA observation. At that time, he/she will discuss the details of the visit and make arrangements to meet the team on the day of the administration.

Observation Protocol

A team of two observers conducts most HumRRO site visits. Observation teams are instructed to split up during the visit, to observe all session types being conducted in a given school (e.g., regular and accommodation sessions), and to remain as unobtrusive as possible. HumRRO staff members may need to ask questions of NAEP staff to ascertain whether certain activities have been performed, but should do so only when it will not disrupt the assessment administration activities.

Anytime a task is not observed being performed as trained, HumRRO observers are trained to provide full documentation of the specifics of the situation (for example, any extenuating circumstances that may have prevented the task from being performed).

Observation Checklist Items

HumRRO has designed separate rating sheets for pre-, during- and post-assessment activities, and for both AC and AA duties. It is important to note that these are only activities that NAEP staff members are expected to perform on the day of assessment. An additional checklist addressing the secure handling of NAEP materials is also completed. Checklists include items related to (though not limited to) the following assessment day responsibilities:

- booklet preparation;
- room preparation;
- informing AAs of school protocol;
- classroom management during testing;
- completion of paperwork; and
- general handling of materials.

Interactions Between HumRRO and NAEP Staff Members

Based on the above checklist items, it is clear that HumRRO observation teams and NAEP assessment administration teams may experience a variety of interactions, including the following:

- observation from a distance;
- personal inquiry (as to whether or not a specific task was performed); and
- “looking over the shoulder” observation.

Observation From a Distance

The majority of assessment day activities will be easily observable by HumRRO staff. It should be possible for NAEP staff to go about performing job tasks while taking little or no notice of the HumRRO team. Observers generally try to find a seat in which they can observe all activities while maintaining a comfortable distance between themselves and the assessment administration team.

Personal Inquiry

In some instances, job tasks were performed prior to the arrival of the HumRRO team, or were simply not directly observable. If the opportunity arises, a HumRRO staff member may approach a member of the administration team to verify that a given task was indeed performed.

“Looking Over the Shoulder” Observation

HumRRO staff members are instructed to observe detailed job tasks including the proper completion of testing materials and paperwork. In some situations, HumRRO staff may quietly walk amongst team members and view their work.

A collegial atmosphere has emerged between HumRRO and NAEP staff during many site visits, which has led to more frequent interchanges between members of either group. As a result, it may seem that when HumRRO staff members are present, they are working with NAEP staff. It is important, however, to note that HumRRO staff members are not present to advise NAEP staff on proper procedure. Some additional examples of what should not be expected of HumRRO observation staff include:

- preparing or assisting in the preparation and/or completion of assessment materials;
- monitoring classrooms/answering students’ questions; and
- maintaining security of test materials.

At the end of each site visit, time permitting, HumRRO observers will ask a series of questions designed to gather information on how the efficiency and accuracy of future administrations might be improved. Any feedback collected during this brief interview, along with any comments made throughout the visit, may be included in the site visit report and clearly noted as NAEP staff comments.

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15. Complete the Session Debriefing Form

16. Conduct a Makeup Session, If Necessary

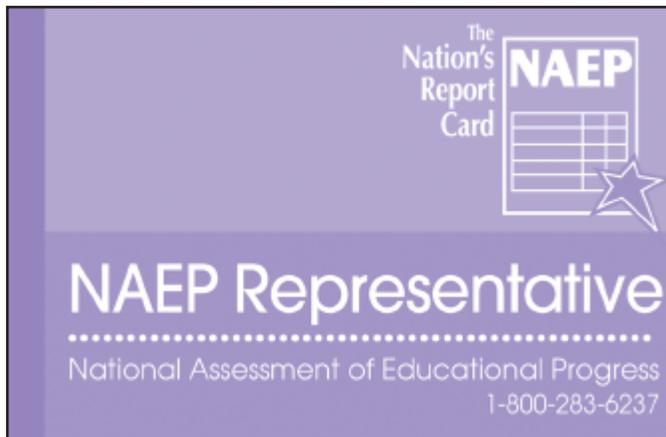
2. Activities to Complete Before the Assessment

Procedures 1 through 5 are to be completed before the assessment begins on the assessment day. They are as follows:

Procedure 1. Report to the School on the Day of the 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 your AC. He/she will instruct on where you are to meet to begin preparing the assessment materials, if it has not already been recorded on the Assessment Information Form.

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.



Procedure 2. Go to the Location Where the Assessment Team Will Work

Your AC will arrange a place for the team of AAs to work to prepare the materials for the assessment. You will remain in this location until it's time to go to your assessment location.

Procedure 3. Receive the Session Materials

Your AC will provide you with all necessary materials for the session(s) you are scheduled to conduct. These materials include the following:

Materials for Each Grade 4 Session	Materials for Each Grade 8 Session	Materials for Each Grade 12 Session
<ul style="list-style-type: none"> ■ Original Administration Schedule ■ 1 copy of the Roster of Questionnaires ■ 1 box of session materials ■ Timer ■ Student Appreciation Certificates ■ Accommodation booklets, if necessary ■ Additional booklets assigned to students added to the Administration Schedule, if necessary ■ Session Debriefing Form ■ “Testing In Progress” sign 	<ul style="list-style-type: none"> ■ Original Administration Schedule ■ 1 copy of the Roster of Questionnaires ■ 1 box of session materials ■ Timer ■ Accommodation booklets, if necessary ■ Additional booklets assigned to students added to the Administration Schedule, if necessary ■ Session Debriefing Form ■ “Testing In Progress” sign 	<ul style="list-style-type: none"> ■ Original Administration Schedule ■ 1 box of session materials ■ Timer ■ Accommodation booklets, if necessary ■ Additional booklets assigned to students added to the Administration Schedule, if necessary ■ Session Debriefing Form ■ “Testing In Progress” sign
<p>RS, SC, or SB, include the following science materials:</p> <ul style="list-style-type: none"> ■ 1 box of hands-on science kits ■ Supplemental Science Materials <p>RS, RM, or PT, include the following mathematics materials:</p> <ul style="list-style-type: none"> ■ 5 blue calculators ■ Grade 4 mathematics poster 	<p>RS, SC, or SB, include the following science materials:</p> <ul style="list-style-type: none"> ■ 1 box of hands-on science kits ■ Supplemental Science Materials <p>RS, RM, or PT, include the following mathematics materials:</p> <ul style="list-style-type: none"> ■ 5 gray calculators ■ Grade 8 mathematics poster 	<p>RS, SC, or SB, include the following science materials:</p> <ul style="list-style-type: none"> ■ 1 box of hands-on science kits ■ Supplemental Science Materials <p>RS, RM, or PT, include the following mathematics materials:</p> <ul style="list-style-type: none"> ■ 5 gray calculators

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 AC if it has not already been included in your Assessment Information Form:

- 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.

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Procedure 4. Prepare the Booklets



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

4A. Check the bundles of assessment 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 there are large numbers of sessions, the AC may decide that there will be insufficient time to complete all preassessment activities before the sessions are scheduled to begin. In these cases your AC may schedule to meet with you the day before the scheduled assessment day to prepare the booklets with the ancillary materials. It is important to note that even if this preparation is done the day before the assessment, assessment booklets must remain with your AC until you both meet on the day of the assessment in order to protect the security of the assessment materials.

Assessment booklets will be packaged in bundles. The number of booklets in the bundle depends on the session type. The bundle sizes for operational, pilot, and science bridge sessions are listed in the table below.

Each box will contain two bundles of booklets. A numbered Bundle Slip will be shrink-wrapped with each bundle. The five-digit **Bundle #** on the slip should match the five-digit number printed in the **Bundle #** box in the upper-left and upper-right section of the Administration Schedule.

Grade	Session type	Bundle size
4	Operational	14 booklets
8, 12	Operational	16 booklets
4, 8, 12	Science bridge	11 booklets
4, 8	Pilot	13 booklets
12	Pilot	11 booklets

Each Bundle Slip will list the three-digit prefixes of the booklets contained in the bundle. These prefixes should match the prefixes printed on the Administration Schedule, as shown on the following page. The slip will also show the types of additional materials needed for booklets in the bundle.

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.**

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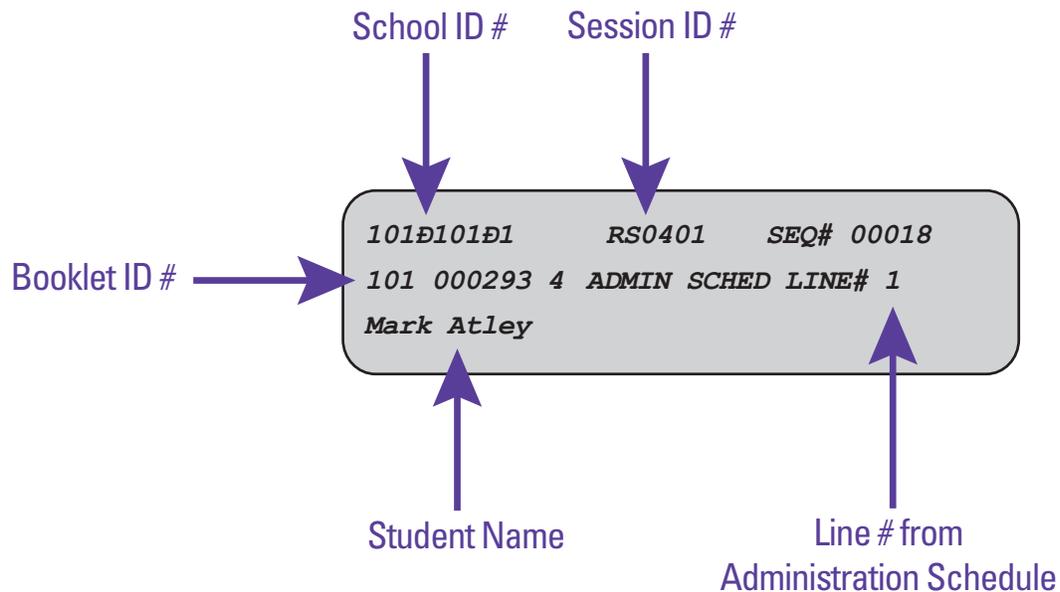
4B. Prepare and organize the assessment booklets and ancillary materials.

Materials Needed:

- Administration Schedule;
- student identification labels;
- assessment booklets;
- accommodation booklets, if necessary; and
- ancillary materials.

Student Identification Labels

Because students' names are never written directly on the assessment booklets, **preprinted removable student identification 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.



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 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. Depending on when the student lists were developed, the labels will either be shipped in the Session Boxes to the AC with the student names preprinted on them or the NAEP supervisor will print the labels and give them to the AC. For the few schools that did not send 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 that the booklet ID number is the same on the booklet and in column **N** of the Administration Schedule. Attach the label bearing the student's name and booklet ID number to the cover of the booklet matching that ID. An example of this process is shown on the next page. If you find that you need to fix a label or create a new one, the AC will have blank removable labels to use for this purpose. **Never put permanent gummed labels on the booklets.**
2. If the AC assigned an accommodation booklet to a student, there will be a booklet ID number written in column **O** of the Administration Schedule, and the booklet(s) will be given to you with your session materials. Remove the original booklet assigned to that student from the stack of booklets, record an Administration Code of **52** on the cover, record the line and session numbers in the upper-right corner, and set it aside. Then affix the student's ID label to the accommodation booklet and write the accommodation booklet ID number on the label. Substitute the accommodation booklet for the original in the stack of booklets. If a separate accommodation session is scheduled to take place at the school, set the booklets for those students aside.
3. After you affix a label to a booklet, check the Administration Code in column **P** on the Administration Schedule. If the codes of **60-65** (codes for Excluded Students), **51** (Withdrawn/Graduated), **54** (Ineligible, home schooled), **55** (Ineligible, other), 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. In the upper-right corner of each booklet cover, record the student's line and session numbers from the Administration Schedule.
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, 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, turn over the stack of booklets to be used in the session. Place any additional materials required for each booklet, as identified by the letters next to the booklet version number, inside the front cover of the booklet. All additional materials listed in the charts on pages 2.28-2.30 should be placed inside the front cover except the calculators and science kits, which are handed out separately. You will need to separate the squares in Manipulative Set "X" for fourth-graders.
8. Then, band the booklets together and place the session Administration Schedule on top of the stack. Booklets are now ready for distribution.
9. Repeat steps 7 and 8 for any separate accommodation sessions. However, you will not place an Administration Schedule on top of these booklets.

NOTE: During the booklet preparation, you will not fill in any information in the boxes labeled "School and Teacher Information," "Total Time for Accommodation," "Accommodations," and "Do Not Use" on the cover of the booklets. This information will be completed during or after the assessment.

Conducting Assessment Day Activities

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 16. Conduct a Makeup Session, If Necessary

The image displays three NAEP booklet covers and a student administration schedule table. Each booklet cover includes a 'National Report Card' logo, the year '2005', the grade 'Grade 4', and the booklet title. The covers are:

- BOOK M102XG**: School Schedule Line # 3, Section 1 (M1), 2 (M2), 3 (M3), 4 (M4).
- BOOK R1**: School Schedule Line # 2, Section 1 (R1), 2 (R2), 3 (R3), 4 (R4).
- BOOK M101RX**: School Schedule Line # 1, Section 1 (M1), 2 (M2), 3 (M3), 4 (M4).

 The table below shows the administration schedule for these booklets. Callouts from the booklets point to the corresponding rows in the table, highlighting the 'Booklet ID' and 'Booklet Code' columns.

Student Name	Grade	Sex	DOB	NAEP ID	Booklet ID	Booklet Code	Session #	Session Code	Session Date	Session Time	Session Location	Session Status	Session Notes
Mark Atley	10	M	04/09/41	101-000280	4								4050280 R-0 R1M1L
Robb Baskin	10	R	02/09/40	001-054006	9								01-054006 R-0 R1M1L
Valz Block	10	M	04/09/41	102-005241	1								102-005241 R-0 R1M1L
Angela Burns	10	R	11/09/40	002-000943	8								002-000943 R-0 R1M1L
Nicki Campbell	12	BA	11/09/40	203-000932	1								203-000932 R-0 R1M1L
Mindy Cantano	10	R	09/09/40	001-000000	2								001-000000 R-0 R1M1L

4C. Conduct a quality control check on prepared booklets.

After you prepare your stack of booklets, your AC will conduct a “spot” check of the booklets to be sure they are prepared according to NAEP standards. To conduct this QC check, the AC will check every third or fourth booklet in the stack and run each of these booklets through a comprehensive series of checks. If errors are found, you and the AC will check each booklet to make sure that the same error has not been repeated.

After the QC check is completed, your AC will report the QC status in the Quality Control Booklet.

NOTE: If time allows, you should conduct an initial QC check by switching your stack of booklets with another AA.

Procedure 5. Prepare the Room



In order for you to properly prepare the classroom for the assessment, the following tasks need to be completed:

5A. Arrange the desks.

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 AC 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.

Assessing Grade 4 Take-All Schools

In the fall, grade 4 schools with 120 or fewer students were given the option of assessing all their students, rather than a selected sample of students. Schools that selected this option will most likely require students to be assessed in their regular classrooms. In these cases, you may not have an opportunity to prepare the room ahead of time, so you must be organized before entering the classrooms.

Voices of Experience:

Organize your NAEP materials in the assessment room the best that you can without disturbing the items on the teacher’s desk or other table that you are using. Never go through a classroom desk looking for or taking supplies that you might need. Always bring all of the office supplies that you might need with you to the assessment location.

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5B. Set out the supplies you will need for the session.

The following materials should be set out and easily accessible:

- this manual;
- the appropriate script;
- copy of the Roster of Questionnaires, if required;
- the Administration Schedule plus copies of Administration Schedules for other sessions in the school (if there is more than one session);
- a timer; and
- the Session Debriefing Form.

The following materials should be ready for distribution:

- prepared assessment booklets with appropriate ancillary materials inserted into the front cover;
- sharpened No. 2 pencils;
- grade 4 sessions: Student Appreciation Certificates;
- RS, RM, and PT sessions: Number of grade appropriate calculators plus extra calculators and ancillary materials in the event of missing or damaged materials identified during the assessment; and
- RS, SB, and SC sessions: Hands-on science kits.

5C. Display or conceal visual materials.

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 mathematics session). Your AC will inform you whether or not you have permission to erase the chalkboards.

5D. Post the “Testing in Progress—Do Not Disturb” sign outside the room.

This sign is in the Session Box, and should be posted outside the room. If the sign is not posted clearly, disruptions to the testing could happen.

5E. For grades 4 and 8 operational and/or pilot sessions, hang the mathematics poster.

A mathematics poster is included in the Session Box. This poster gives an example of an extended-response question and how it should be answered. It must be displayed prominently in the front of the room where it is visible to all of the students. There is no mathematics poster for grade 12.

Voices of Experience:

It is important, especially for grade 4, that all teacher names and corresponding numbers are displayed on the board. Leaving off one name and number can disrupt the flow of the assessment session and make for a difficult situation for you to handle.

5F. For grades 4 and 8 operational and/or pilot sessions, write the teacher names and corresponding teacher numbers on the board.

On the chalkboard at the front of the room, you will need to write the teacher names and each teacher’s corresponding two-digit number. This information is located on the Roster of Questionnaires, as shown below.

III. Teacher Questionnaire		III. Teacher Questionnaire		SCHOOL #		10111		Person Use Only				
No.	Teacher's Name	READING, MATH, &/or SCIENCE Teacher Questionnaire ID #	Returned									
			No.	Yes.	Date							
81	Mr. Parschal	992-	0	0	3	6	2	1	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82	Mr. Fisher	992-	0	0	1	2	5	3	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83	Mrs. Marshall	992-	0	1	4	3	8	8	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84	Mr. Herbert	992-	0	2	1	4	6	7	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85		992-								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86		992-								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87		992-								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88		992-								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89		992-								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90		992-								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91		992-								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
92		992-								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
93		992-								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94		992-								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
95		992-								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
96		992-								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97		992-								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Name Teacher Number

At the beginning of the assessment, the session script will instruct students to record on their booklet cover the two-digit number of the teacher who teaches the subject they are being assessed in.

Voices of Experience:

If a session is being conducted in a room without a board, your AC should make arrangements with the school coordinator to have a portable board or easel in place. Otherwise, write the information in marker on a large piece of paper and post it at the front of the room.

5G. For grades 8 and 12, write the School Identification Number on the board.

The script will instruct eighth- and twelfth-grade students to record the NAEP School ID Number on their booklet covers. To reduce the possibility for error, you will record the NAEP School ID Number on all grade 4 booklets after the session has been completed.

5H. Conduct quality control check of assessment room.

After you finished preparing your room, your AC will conduct a QC check to ensure it has been prepared according to NAEP standards.

After the QC check is completed, your AC will report the QC status in the Quality Control Booklet.