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3. Activities to Complete During the Assessment

Using the Quality Control Booklet, your AC will be conducting QC checks throughout the assessment administration. He/she will be evaluating how you administer and monitor the session to ensure it is being conducted according to the standards described in **Procedures 6 through 10**.

Procedure 6. Administer the Session

To administer the session, perform the following:

6A. Ensure that each student is at the correct location.

As the session is beginning, verify that students are in the correct location. Use your copies of the Administration Schedules to determine which session, if any, the student belongs.

If four or more students listed on the Administration Schedule have not arrived after you have taken attendance, wait a few minutes before beginning the session.

6B. Set the tone.

Your presence and demeanor as an authority figure should be exercised as soon as the students begin to arrive. Your effectiveness as an administrator will depend largely on your ability to convey to the students what is expected of them immediately upon their arrival at the testing room. Organization and preparedness are the keys to effective classroom management. **Procedure 10** in this chapter discusses classroom management in detail.

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

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

In schools that opted to assess intact grade 4 classrooms, rather than sampling students for the assessment, you will likely be walking into a classroom of students already assembled. In these cases, you may not have had an opportunity to prepare the room ahead of time, so organization is the key to maintaining control

over the students as you prepare for the assessment. If possible, enlist the help of the students' teacher to keep the students occupied while you set out your materials and prepare the room. During this time the teacher could introduce you and encourage the students to do their best on the assessment.

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

6C. Use the correct session script to conduct the session.

After all students have been seated, you must conduct the assessment by following the appropriate session script. As mentioned in Chapter 2, each grade has a separate script for the operational, pilot, science bridge, and accommodation sessions. This is critical because there are differences from script to script in wording, procedures, and materials that are required.

6D. Read the session script verbatim with fluency and expression, and at an appropriate pace.

The script begins by introducing you and NAEP and by giving an overview of the session. It is important to read the script with fluency and expression. Fluency means that you have practiced the script ahead of time and are familiar with its syntax. Expression means that you can read the script naturally and comfortably, so that students easily understand it.

6E. Use the most appropriate method to distribute booklets.

After you read the script introduction, the script instructs you to distribute the booklets and other materials. There are two ways you may choose to distribute booklets. Both methods are written into the script. You must decide ahead of time which method to use. A smooth assessment session will be defined from the beginning if you select the most appropriate method for booklet distribution.

The following are NAEP guidelines for booklet distribution:

- For small sessions (30 students or less): You should call the students in Administration Schedule order to the front of the room to receive their booklets.
- For large sessions (more than 30 students): You can place the booklet and a pencil on each student's desk prior to the students arriving in the classroom.

Voices of Experience:

If booklets are distributed alphabetically, take a blank manila folder, or anything appropriate, and write a portion of the alphabet, i.e., "A – F," on both sides. Then place the folder on the appropriate desks. Students will gravitate to the areas where they belong and booklet distribution will go much faster.

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How Are Latecomers Handled?

Standard NAEP procedures address two different "latecomer" scenarios:

1. If a student arrives during booklet distribution, ask the student to wait at the front of the room while you finish distributing booklets. Then, check in the late student; give each his/her assigned booklet, pencil, and other required assessment materials; and direct the student where to be seated.
2. If a student arrives after the AA or the students have begun reading booklet directions, instruct the student to return to his/her classroom or to the office according to school preference. No student may be admitted once booklet directions are being read.

6F. Clearly instruct students to remove the student identification label from the cover of their booklet and place the label on the corner of their desks.

After all students have received a booklet, the script instructs you to tell the students to remove the student identification labels from the cover of the booklets and place it on the corner of their desks. This procedure is critical for protecting the confidentiality of students because the names of students must never leave the school on the booklets.

This will also assist you in monitoring the session because you will be able to ascertain the student's name simply by glancing at the label on the desk.

At the end of the session, you will collect and destroy these labels before dismissing students.

6G. Check that students removed additional materials from the inside cover and placed them on the corner of their desks.

After the students removed the student ID labels from the booklets, you will instruct them to remove any additional material from the front cover of their booklet and place the materials on the corner of their desks.

For eighth grade sessions, check that students who were required to separate additional materials, did so, and placed them back in the original packet.

6H. If Grade 8 or 12: Check to see that students have properly recorded the NAEP School ID Number on their booklet covers.

The script instructs students in grades 8 and 12 to enter the School ID Number you wrote on the board prior to the start of the assessment.

Verify that students have properly recorded the School ID Number on their booklet covers by walking around the classroom and conducting a spot check of students' booklets.

6I. If Grade 4 and 8: Check to see that all students have properly recorded the two-digit teacher number in the correct area of their booklet covers.

The script instructs students in grades 4 and 8 to record their two-digit teacher number from the board onto their booklet covers. You will have already written this information on the board prior to the start of the assessment.

To collect accurate data, it is critical that students enter the correct teacher number. Data analysts match these two-digit teacher numbers to the Teacher Questionnaires for each school.

Walk around the classroom and conduct a spot check of students' booklets to be sure this information is entered in the correct location on the student's booklet cover.

6J. If Grade 4: Read the booklet directions aloud.

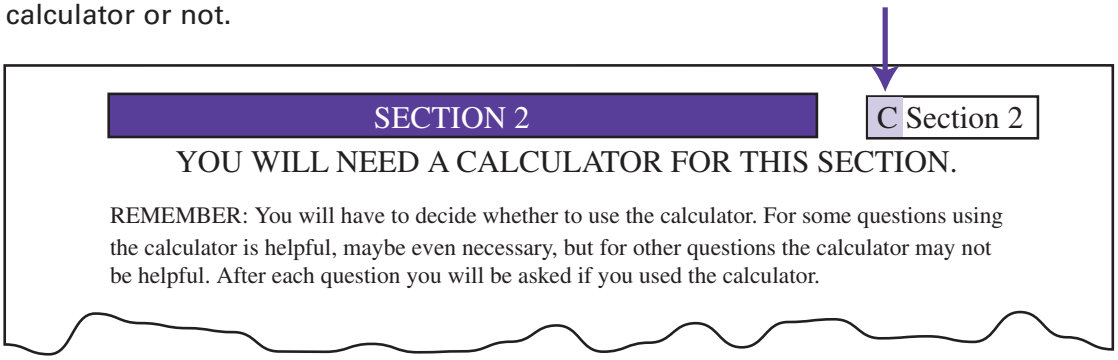
The instructions for using the assessment booklets are presented on the first two pages of each booklet and are reprinted in the script. The script instructs you to read these directions aloud to grade 4 students. Students in grades 8 and 12 will be given time to read the directions to themselves.

6K. Distribute and collect calculators appropriately, when required.

After the booklet directions and throughout the session, some students being assessed in mathematics will need to use a calculator. Because it is very important that students have a calculator only when working in a section that requires one, calculators must be distributed and collected from individual students at the beginning of each mathematics cognitive section in the assessment booklet. Follow the script instructions for distributing and collecting calculators throughout the session.

If a mathematics booklet requires a calculator, a large "C" (for calculator) will appear on the booklet cover in the upper right-hand corner, next to the booklet version number. There will also be a "C" printed in the upper right-hand corner of each page of the booklet that requires a calculator.

The letter "C" will serve as a visual cue for you as you walk around the room and glance at the student's booklet to verify whether the student should be using a calculator or not.



6L. If Grade 12: Check to see that students who brought their own calculators are using one that is NAEP appropriate.

Students in grades 4 and 8 must use calculators provided by NAEP. Only students in grade 12 may use their own personal calculators as long as they are not a laptop or other portable computer, pocket organizer, device with a typewriter-style keyboard, electronic writing pad, or pen-input device.

Students in grade 12 who do not bring a calculator should be furnished with one of the gray calculators provided by your AC. It is your responsibility to check during the course of the assessment to verify that students are using NAEP-appropriate calculators in mathematics booklet sections that require a calculator.

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6M. Time sections appropriately.

Each assessment booklet contains several blocks of cognitive questions and background questions for students to answer. There are subject area background questions and general background questions.

Background and cognitive sections are timed while students work independently except for the grade 4 general background section. This section is read aloud to the students. The scripts provides instructions for the timing of each section.

Upon the request of the school, you may allow students to take a break between sections of the booklets. The time that you should allow for a break will vary by grade and school. Your AC will provide you with any special procedures that should be followed as instructed by the school.

Impacts Statistical Validity

Timing is a critical component of standardizing an assessment across the country. Make sure you have practiced using the timer before the assessment.

Grade 4 – Operational and Pilot Booklet Sections		
Section 1	Subject-Area Cognitive Items	25 minutes
Section 2	Subject-Area Cognitive Items	25 minutes
Section 3	General Student Background Questions	Read aloud by AA
Section 4	Subject-Area Background Questions	10 minutes
Section 5	Hands-on Science Tasks (1 in 6 students will complete this section)	20 minutes
Grade 4 – Science Bridge Booklet Sections		
Section 1	Science Cognitive Items	20 minutes
Section 2	Science Cognitive Items	20 minutes
Section 3	General Student Background Questions	Read aloud by AA
Section 4	Science Background Questions	7 minutes
Section 5	Hands-on Science Tasks (approximately half of the students will complete this section)	20 minutes

Grade 8 – Operational and Pilot Booklet Sections		
Section 1	Subject-Area Cognitive Items	25 minutes
Section 2	Subject-Area Cognitive Items	25 minutes
Section 3	General Student Background Questions	5 minutes
Section 4	Subject-Area Background Questions	8 minutes
Section 5	Hands-on Science Tasks (1 in 6 students will complete this section)	30 minutes
Grade 8 – Science Bridge Booklet Sections		
Section 1	Science Cognitive Items	30 minutes
Section 2	Science Cognitive Items	30 minutes
Section 3	General Student Background Questions	5 minutes
Section 4	Science Background Questions	7 minutes
Section 5	Hands-on Science Tasks (approximately half of the students will complete this section)	30 minutes
Grade 12 – Operational and Pilot Booklet Sections		
Section 1	Subject-Area Cognitive Items	25 minutes
Section 2	Subject-Area Cognitive Items	25 minutes
Section 3	General Student Background Questions	5 minutes
Section 4	Subject-Area Background Questions	8 minutes
Section 5	Hands-on Science Tasks (1 in 6 students will complete this section)	30 minutes
Grade 12 – Science Bridge Booklet Sections		
Section 1	Science Items	30 minutes
Section 2	Science Items	30 minutes
Section 3	General Student Background Questions	5 minutes
Section 4	Science Background Questions	7 minutes
Section 5	Hands-on Science Tasks (approximately half of the students will complete this section)	30 minutes

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6N. Collect student identification labels from every student's desk.

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

Security and Confidentiality Alert

No names leave the school on assessment day. It is your responsibility to destroy the student identification labels. Failure to do this violates NAEP Security and Confidentiality.

6O. Collect NAEP materials at the end of the assessment.

At the end of the session, the script instructs you to collect all materials (except pencils), distribute Student Appreciation Certificates (at grade 4), and to dismiss the students according to the school's preference. Students may keep the pencils as a thank you gift from NAEP. You will instruct the students to visit the NAEP web site printed on the pencil for more information about NAEP.

To collect assessment materials, you should select an appropriate booklet collection method and count the booklets to ensure that all of them have been accounted for. The following are two suggested collection methods for small and large sessions. However, you may find it necessary to devise another method depending on time constraints and grade level. Your AC can give you a suggested collection method in a unique situation.

For small sessions (30 students or less):
Call students to the front of the room in Administration Schedule order and verify that each student has returned an assessment booklet with used ancillary materials included inside the booklet cover. As the booklets are collected, place them face down, one on top of the other.

You should also collect any other NAEP materials that the student may have used, such as calculators. Place these materials in a separate pile on the table or workspace in front of you.

Collecting assessment booklets in Administration Schedule order will make your responsibilities following the assessment session much easier.

For large sessions (more than 30 students):
Instruct students to place the assessment booklet in the corner of their desk or workspace. Collect a booklet from each student while verifying that all used ancillary materials are included inside the booklet cover. You should also collect any other NAEP materials that the student may have used, such as calculators, and place them in an organized pile inside a large box or bag.

NOTE: For those students whose booklet indicates that they are to complete the hands-on science section, you will collect their booklets at the end of the regular session. After all of the other students have been dismissed, you will redistribute the booklets and the appropriate science kit to each student according to his/her booklet cover codes. Follow the instructions for distributing the science kits in the session script. See **Procedure 7** for more details on administering hands-on science tasks.

6P. Account for all NAEP materials before dismissing students from the assessment session.

It is critical that NAEP materials are accounted for before dismissing students from the assessment session. You must account for each and every assessment booklet, whether completed or blank, as well as the NAEP calculators and used ancillary materials.

After collecting NAEP materials, count the number of used booklets to ensure that the number matches the number of students present at the session. You should also count the blank booklets to ensure that the number you had before the session is consistent with the number after the session.

If you find any NAEP booklets missing, including blank booklets, students are not to be dismissed until the missing booklet has been found.

6Q. Dismiss students according to school protocol outlined on the Assessment Information Form.

Dismiss students at the conclusion of the assessment session in the manner outlined on the Assessment Information Form.

In order to maintain a good rapport with the school, it is important that you follow school protocol.

Procedure 7. Administer Hands-on Science Tasks

The final section of some of the science assessment booklets involves the use of a science kit for a hands-on task. For each session that has students participating in this section, you should comply with the following mandatory hands-on science procedures.

7A. Distribute the booklets and science kits.

After the students from the regular session have been dismissed, you will pull from the stack of collected booklets, those booklets that belong to students participating in the hands-on science task. Once these students have reconvened, you will then distribute the booklets. You should check the session number and line number at the top right of the booklet covers against the Administration Schedule to identify which booklet belongs to which student. You should also verify that the booklet number matches the booklet number on the Administration Schedule for that student.

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Before the session, you should divide the kits into three groups by type to facilitate distribution. You should read the script that instructs the students to raise their hand when their kit type, which is written in their booklet, is called out. You should then give each student the appropriate kit.

Using the session script, you will then instruct students to open their science kits, and check the diagram in their booklets to determine if all the necessary supplies have been provided in their kit. If a student's kit has either missing or defective items, you should replace the kit item from the extra science kit supplies that the AC has provided you.

7B. Follow safety issue guidelines.

The **Instructions for Administering Hands-On Science Task** document, located with the scripts, outlines the safety issues involved with each of the science kits. As the students are working on the section, check that each student is following these instructions and correct students as needed.

7C. Follow guidelines for responding to students' questions.

Since portions of each science kit is unique, there are different responses that you should use in answering students' questions relating to the science kits. You should refer to the **Instructions for Administering Hands-On Science Task** to appropriately answer these specific questions. Any other questions that are not addressed in this document should be answered as outlined later in this chapter.

7D. Follow guidelines for cleanup procedures.

At the end of the session, students will be asked to set aside their waste materials and then place all the other materials back into the kit bag. The specific cleanup procedures that are included in the students' booklets are also written in **Instructions for Administering Hands-On Science Task**. Check that each student is following these instructions.

After the students have finished cleaning up, you will walk around the room with the garbage bag, which was included in the box of science kits, and have the students dispose of the waste materials. You should then tie up the garbage bag and dispose of it in the garbage. Finally, all of the kit bags and booklets need to be collected by you in an appropriate collection method as described earlier in this chapter. After you have accounted for all of the materials and booklets, you should dismiss the students in the appropriate manner.

Procedure 8. Assess Students with Disabilities or Limited English Proficiency

NAEP is a timed assessment administered in English to groups of students. The intent is to include all selected students. It is expected that many students can be assessed in the regular session. However, some students with disabilities (SD) and some students with limited English proficiency (LEP) may need an accommodation in the assessment and some may not be able to participate at all.

8A. Conduct accommodation sessions.

Your primary role is to administer the assessment session and to clarify directions for the students. To truly assess the students' knowledge, it is important for you to refrain from giving and/or prompting answers. As with regular sessions, you should only provide assistance to students in an accommodation session during the general background section, when making sure they understand how to record answers, or when they ask specific hands-on science questions for which you have scripted answers.

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

General guidelines for conducting separate accommodation sessions are shown on the following page and in the *Inclusion* magazine. All AAs should become familiar with these guidelines. In the event that you are asked to conduct an accommodation session, your AC will provide you with details on administering accommodations.

Using Accommodation Scripts

It is imperative that the appropriate script is used when administering an accommodation session. The following are the accommodations scripts that NAEP provides:

- Grade 4 operational/pilot
- Grade 4 science bridge
- Grade 8 operational/pilot
- Grade 8 science bridge

If a grade 12 accommodation session is to be conducted, a grade 8 accommodation script should be used and the directions from the regular session script should be substituted.

Depending on the accommodation, it may be necessary to make modifications to the script or procedure. The script should be used as a guide for the modifications that NAEP allows.

Timing Accommodation Sessions

When administering small group or one-on-one sessions, the timing of the sections may be less stringent. For instance, extended time is assumed, so you may give students extra time, if needed. Conversely, students may finish before the allotted time. If, after encouraging them to review their answers, the students indicate that they are finished with the section, you may move on to the next section.

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You May:

- encourage the student(s) to review his/her answers upon completion of a section or answer student questions regarding the general background section of the booklet, the booklet directions, and the recording of answers;
- allow students to take a break between sections;
- schedule the assessment to start at any time; and
- allow the student(s) to use accommodations/adaptations on the assessment if they have been deemed necessary. A list of the most commonly provided accommodations in NAEP has been printed on page 2.37. Other accommodations not on the list will be permitted as long as they do not affect the test or jeopardize the security of the assessment items.

You May NOT:

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

8B. Keep children with disabilities comfortable and on task.

Whether accommodating students in the original session or in special sessions, it is important that the AA conducting the session be comfortable working with special needs students. Most students with disabilities are familiar with standardized testing procedures. However, because NAEP staff members are unfamiliar to the students in the assessment, it will be important to build rapport with the students before beginning one-on-one or small group accommodation sessions. Discuss the best ways to do this with the school coordinator, or if possible, with each student's teacher. It may be that the teacher will come with the student to the assessment room and introduce you, quietly explaining that you are there to help. An alternative would be to go to the student's classroom before the assessment begins to meet the student.

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

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

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

If a student becomes unfocused but not disruptive, you may want to stand next to his\her desk. Sometimes standing near a student helps him/her refocus. You also may try stating, **"I know you can do this; keep working."** If your presence does not change the behavior, a slight tap on the student's assessment booklet may refocus his/her attention. Most times just by walking by the student who seems to be looking away from the assessment booklet will bring his/her attention back to the task at hand.

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

Procedure 9. Monitor the Session

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

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

You should be performing many of the checks described in this chapter on a continual basis throughout the assessment. You should also follow the standard NAEP procedures for responding to students' concerns or questions and handling special situations that may arise as discussed below.

Finally, you should not be completing paperwork during the assessment.

It is important that AAs across the country take this responsibility seriously because effectively monitoring the session can prevent errors in administration.

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9A. Answering students' questions about how to record answers.

You may, and should, clarify students' questions about how or where to record answers.

9B. Answering students' questions during cognitive block (or subject-area) sections of the assessment.

Under no circumstance are you allowed to help students respond to any item in a cognitive section. You may not provide any specific information, answers, instructions about any question, or assistance in reading or spelling.

Instead, you should reply with this scripted response:

"I'm sorry. I cannot answer any questions. Please reread the question and do the best you can."

However, you may read and provide clarification of directions to a student.

The NAEP procedure for responding to student questions during the cognitive block is different than the NAEP procedure for responding to student questions during the general background section, which is described below.

9C. Answering students' questions during the general background section.

You must respond to students' questions during the general background section by referring to the Question-by-Question Specifications found in the back of each session script.

Questions asked by students during the general background section should be answered individually. If a student has a question, you should walk to the student's desk and respond quietly to the question.

If several students have the same question, you may advise all students in the session of the question and answer.

Also, it is NAEP procedure that the student may skip any background question that he/she does not feel comfortable answering. You should advise students of this if they ask.

9D. Answering students' questions during the subject-area background section.

You must respond to students' questions during the subject-area background section by referring to the mathematics, reading, or science Question-by-Question Specifications, found in the back of each operational session script.

As with the questions asked by students during the general background section, they should be answered individually. If a student has a question, you should walk to the student's desk and responding quietly to the question.

Unlike in the general background section, students will have different questions in the subject-area background sections depending on the subject area of their assessment booklet. Therefore, you should not advise all students in the session of the question and answer asked by individual students.

As with the questions asked by students during the general background section, it is NAEP procedure that the student may skip any subject area background question that he/she does not feel comfortable answering.

Impacts Statistical Validity

Failure to use the Question-by-Question Specifications when answering students' questions during the background sections of the assessment booklet could jeopardize the validity of data collected.

9E. Ensure that students who have finished sections early have not gone back to previous sections or worked ahead in the booklets.

If students finish a section early, they may not go back to previous sections or work ahead in the booklet.

If a student is working in the wrong section of the booklet, a gentle reminder of the correct section will suffice as an effective prompt (e.g., **"You should be working on Section 2 now."**).

You should continue to stand near the student until you see that he/she is working on the correct section.

A student who completes a section of the booklet before time is called should be encouraged to review his/her work in that section only. The student should neither be allowed to work ahead in the NAEP booklet nor be allowed to work on his/her homework or other non-NAEP activity.

9F. Handle difficult situations pertaining to students' behaviors or attitudes.

Many different situations may arise during the course of administering an assessment. It is important that you respond appropriately to each situation.

Listed here are several difficult scenarios that may arise.

- A student whose behavior becomes disruptive and out of control:

  If all attempts to correct an inappropriate behavior fail, you should seek the immediate assistance of school personnel.

- A student who is reluctant to participate:

  Student participation is voluntary, but it is of utmost importance that you effectively contain the situation or additional students may decide to leave the room.

- A student refuses to participate:

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

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Voices of Experience:
Responses to Students Who Do Not Want to Participate

- "Your school has agreed to participate in this study. I do not have the authority to excuse you. You will need to see the principal (or school coordinator) in order to obtain a note dismissing you from the assessment."
- "The assessment is voluntary in that schools volunteer to participate if they are selected. However, your principal has made the decision for your school to participate. You will need to speak with him/her and obtain a note dismissing you from the assessment."

- A student becomes emotionally upset:

  Occasionally, a student, particularly in the lower grades, may feel so overwhelmed that he/she will begin to cry. You need to be understanding, but should not reinforce this behavior by giving the child excessive attention or sympathy.

  You might suggest that the student skip the question that is bothering him/her and that he/she may think of the answer later. Also, telling the student that we do not expect him/her to know everything may lessen his/her anxiety.

  If the crying is seriously disruptive, you should seek assistance from school personnel. The incident needs to be noted on the student's booklet.

- A student asks to leave the session early:

  Students should leave the session only in an emergency situation. To minimize the need for students to leave during the session, you should make sure that fourth-grade students have gone to the bathroom before the session begins!

  If a student leaves and returns, record on the booklet cover the section number when the student left, the section number when the student returned, and the reason the student left the session. The appropriate Administration Code needs to be used in these instances.

  If a student cannot complete the session (e.g., he/she has become ill), collect the booklet and other materials and record on the booklet cover the reason the student left the session.

  If a student requests to leave the session before it is over for reasons other than illness or going to the restroom, try to determine the reason for the request. The student may need to be elsewhere in the school (such as sports practice or a class activity) and feel concerned about being late. In this case, make an effort to persuade the student to remain in the session and give an estimate of the remaining time required to finish. However, students who will miss transportation home if they remain in the session should be excused.

  Sessions should never continue beyond the school day dismissal time!

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

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

- A student becomes ill:

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

9G. Handle other unexpected situations that may arise.

Listed here are two special situations that may arise.

- A student has received defective assessment materials:

  If a student discovers a defective booklet after beginning to work, replace the booklet with another booklet of the same version number, if possible. (Extra booklets will be available if there are leftovers at the end of a bundle.)

  Record the booklet ID number of the defective booklet on the front cover of the replacement booklet, record the booklet ID number of the replacement booklet on the cover of the defective booklet, and write a brief note on the defective booklet cover explaining the problem. If a booklet of the same version number is not available, have the student skip the defective portion and continue working on the remaining portions of the booklet. When the booklets are collected, write a note on the front cover explaining the problem.

  For assessment booklets that require additional materials, in the event that the material is found to be defective, replace it with another (of the same material).

- The school's fire alarm rings:

  Your first priority is safety and removal of the students and yourselves from the building. If there is no evidence of fire or smoke and you feel there is time to safely remove the assessment materials, follow these guidelines:

  Stop the timer, collect all of the assessment booklets from the students, and take the booklets and the timer when you exit the school. When you are safely outside the school, check the timer and note the time remaining in the session. When the students return, redistribute the booklets and adjust the timing of the assessment to account for the time that the students were gone.

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Procedure 10. Manage the Classroom

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

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

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

Setting Expectations

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

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

Using Body Language

Use strong body language and calm facial expressions to project a sense of confidence (but do not forget to smile). This image of assuredness will let students know that the task is a serious one. A firm attitude and presence will indicate to

students that the AA is in control of the session. When speaking to students concerning an inappropriate behavior, only 20 percent of the message that is conveyed pertains to the words used. The other 80 percent pertains to how the message is delivered: body language and facial expressions will help to let the student know exactly what is expected of him/her.

Using Proximity and Mobility
Before students arrive, assess the classroom set up and determine how to move through the classroom in an easy manner in order to establish proximity to each student if necessary. As students are working, move quietly through the classroom monitoring students' work and offering assistance when appropriate. If a student raises his/her hand, you should move to the student first, before answering the question. The use of proximity will allow the student to ask the question and have it answered quietly without disturbing other students in the session.

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

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

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

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

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

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

Asking "What" Instead of "Why"

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

Treating Students with Dignity

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

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

Avoiding Arguments/Verbal Power Struggles
Avoid engaging in arguments or power struggles with students. Students may attempt to argue or make inappropriate comments in order to engage in a power struggle. Try to listen to the student and acknowledge what you have heard him/her say. Often by agreeing or apologizing, you can eliminate the need for the student to continue to argue. You might say **"I understand what you mean, thank you for sharing that with me,"** or **"I am sorry that you feel that way,"** or **"You might be right."** The student will find it hard to continue to try to argue with someone who is agreeing with them. The next step would be to defer the discussion to another time. **"Perhaps if we have time at the end of the assessment, we could discuss this,"** or **"Right now we need to complete the session, we may be able to talk about this later."** Techniques such as acknowledging, agreeing, and deferring allow the student to feel that he/she has been heard (Albert, 83). This strategy works to defuse situations that are likely to escalate. Always model calm and non-aggressive behavior.

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

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

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

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10A. Work with students at each grade level.

In the event that you are unaccustomed to working with students at the grade levels we are assessing, the following overview will provide some insight into the special challenges at each grade to help you prepare mentally. Helpful hints are offered whenever possible, based on effective procedures used by experienced NAEP supervisors.

Understanding Fourth-Grade Assessments

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

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

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

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

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

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

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

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

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

Understanding Eighth-Grade Assessments
Many districts refer to the schools that their eighth-graders attend as "Middle Schools." Whether they are called Middle, Junior High, or Intermediate, all of these terms are good ways of describing this "caught-in-the-middle" group. This group exemplifies a period of social growth; academics are not high on their agenda. Students at this age no longer feel they are children, but they have a long way to go to be adults.

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

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

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

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

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

Understanding Twelfth-Grade Assessments
High school seniors are the most difficult group to notify of the assessment and to locate at the time of the session. There are many reasons for this. High school seniors are not always on campus for the entire day. Many have enough credits to

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graduate without having to take a first or last period class. Others may be involved in some type of job experience program where they spend only one period a day on campus. Members of an athletic team may often be absent because of scheduling conflicts with a sporting event. Although every effort is made to schedule the NAEP assessment around these conflicts, it is not always possible. Schedules at this grade level seem to change frequently and without warning and sometimes even school counselors are unaware of the latest changes.

Another reason that students do not attend our sessions is that sometimes the school personnel have not informed them of the assessment or have not released them from their other commitments. Some teachers do not want their students missing their class for any reason. Even if students are aware that they are supposed to be at the assessment, if their teacher will not release them, they will not challenge that decision. If you are aware that a situation like this is occurring, you should diplomatically (and expeditiously) try to enlist the support of the school administrative staff.

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

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

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

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

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

4. Activities to Complete After the Assessment

The last six procedures are to be completed at the school after the assessment is finished:

Procedure 11. Account for All Materials Used

You are responsible for returning all NAEP materials to the AC immediately following the assessment(s) in a school. Each and every assessment booklet must be accounted for and returned to Pearson; none will be left in the school or thrown away for any reason. You are expected to use all materials properly and to return them in good condition. Only by maintaining rigid control over all booklets and other materials will you protect your accountability.

Procedure 12. Complete the Administration Schedule

Your role in completing the Administration Schedule involves the following:

12A. Enter an Administration Code in column P for every student listed on the Administration Schedule.

Your first responsibility after students have been dismissed is to record an Administration Code for every student listed on the Administration Schedule.

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

Impacts Statistical Validity

Corrections to the Administration Schedule

Corrections to preprinted information on the Administration Schedule should be made by lining through the incorrect information and entering the correct information in the same space. If the information is not preprinted, you may erase it and enter the correct information. You should never use a white-out substance or alter the Administration Schedule in any way other than the methods described above.

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Definitions of Administration Codes in Column P

Assessed Students - Original Session	
10	**In session full time.** Assessed in original session.
11	**No responses in booklet.** Student was in original session full time, but there were no responses in the booklet.
12	**In session part time.** Student left the original session and did or did not return. Specify the reason on the booklet cover.
13	**Original session incomplete.** Specify the reason. Use this code when the original session was interrupted and no student was able to complete the booklet (e.g., fire drill). You should also use this code for any student assigned a hands-on science booklet, but who did not complete that section of the booklet.
14	**Other, specify on cover.** Use this code for any situation that is not covered by the other Assessed in Original Session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.
Assessed Students - Makeup Session	
20	**In session full time.** Assessed in original session.
21	**No responses in booklet.** Student was in makeup session the full time, but there were no responses in the booklet.
22	**In session part time.** Student left the makeup session and did or did not return. Specify the reason on the booklet cover.
23	**Session incomplete.** Specify the reason. Use this code when the makeup session was interrupted and no student was able to complete the booklet (e.g., fire drill).
24	**Other, specify on cover.** Use this code for any situation that is not covered by the other Assessed in Makeup Session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.
Absent Student Codes	
40	**Temporary.** Student is temporarily not in school (less than 2 weeks) due to illness, disability, or excused absence.
41	**Long-term.** Student has been absent from school 2 weeks or more because of an illness or disability.
42	**Chronic truant.** Student attends school occasionally, if ever.
43	**Suspended or expelled.** Includes in-school suspension.
44	**In school, did not attend session.** Use if student was known to be in school on day of assessment but, for example, was not released by teacher.
45	**Disruptive behavior.** Student was in school but not notified of assessment because of disruptive behavior.
46	**Parent refusal.** Parent officially notified school that he/she refused to allow student to participate in the assessment.
47	**Student refusal.** Student refused to participate in the assessment before being given an assessment booklet.
48	**Other, specify on cover.** Use this code for any absence not covered by codes **40-47.** Specify reason on booklet cover (e.g., student came to room too late after session started).
49	**Session refused.** Use this code if the entire session or certain subjects within a cooperating session were not conducted due to the refusal by the state or school.

Other Student Codes	
51	**Withdrawn/Graduated.** Student is no longer enrolled in the school.
52	**Unassigned book (unused).** Use this code for any booklet not used because the booklet was not assigned to a student. If the student is assigned an accommodation booklet, the original preassigned booklet should receive this code.
54	**Ineligible, home schooled.** Use this code for students who are not physically attending the school, but completing their assignments through the school.
55	**Ineligible, other.** Use this code for a student who was not eligible for the assessment for any other reason (e.g., not in the grade being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.
56	**Not in Sample (NIS).** Use this code for any student not sampled but assessed at the convenience of the school.
Reasons for Exclusion	
60	**SD – Cannot be assessed.** Use for any student whose IEP states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation.
61	**SD – Required accommodation not offered.** Use for any student requiring an accommodation that could not be offered, such as reading the assessment items to a student selected for a reading assessment.
62	**LEP – Cannot be assessed.** Use for any student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
63	**LEP – Required accommodation not offered.** Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation could not be offered, such as a bilingual booklet for a student selected for the reading assessment.
64	**SD & LEP – Cannot be assessed.** Student cannot be included in the session due to a mental/physical disability and limited English proficiency.
65	**SD & LEP – Required accommodation not offered.** Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not offered.
66	**Excluded, but assessed.** Use this code for students that the school deemed should be excluded from the assessment but the school requested that they participate anyway.

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Assessed with Accommodations **Students assessed with accommodations should always be assigned these codes instead of codes 10-14 or codes 20-24.**	
70	**Bilingual glossary (science bridge only).** Assign if a student uses for all or part of the assessment.
71	**Bilingual booklet (operational only).** Extended time and small group or one-on-one is assumed for bilingual booklet.
72	**Bilingual dictionary.** Assign if a student uses for all or part of the assessment. Extended time is assumed. (Do not use with reading booklet.)
73	**Large-print booklet.** Extended time is assumed. Use of special equipment such as a magnifying glass is acceptable. Usually these sessions are small group or one-on-one.
74	**Extended time in regular session.** Assessed in regular session, with additional time to complete the assessment available to the student.
75	**Read aloud in regular session.** Assessed in regular session, with read-aloud accommodation. (Do not use with reading booklet.)
76	**Small group.** Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable (except with reading booklet).
77	**One-on-one.** Assessed in separate accommodation session. Extended time is assumed. Assistance with recording answers is acceptable. Read aloud is acceptable (except with reading booklet).
78	**Scribe or use of computer.** Assessed in separate accommodation session. Extended time is assumed. Used to record student answers.
79	**Other, specify on cover.** Assessed with some other accommodation. Specify the accommodation on booklet cover.
80	**Breaks during test.** Assign if breaks were taken by the student between sections.
81	**Magnification device.** Assign if student used such special equipment for all or part of the assessment.
82	**School staff administers.** Assign this code if a school staff member needs to read the scripts and administer the session.

12B. Enter an Administration Code of 52 for all unassigned booklets on the Administration Schedule.

Enter an Administration Code of **52** in column **P** of the Administration Schedule for all unassigned booklets.

12C. Complete the top of the Administration Schedule.

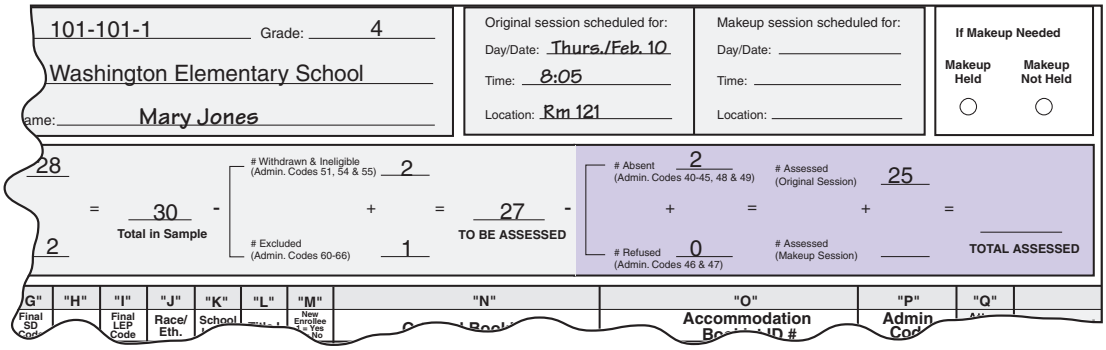
It is very important that the summary information at the top of the Administration Schedule is accurately recorded.

To do this, record the number of students who were to be assessed but who did not participate in the assessment session at all in the **# Absent** space. This includes students with Administration Codes **40-45**, **48,** and **49** in column **P**.

Next, enter the total number of parent and student refusals, which will be coded **46** and **47** in column **P**. This total is entered in the **# Refused** space.

Finally, enter the **# Assessed (Original Session)**. This is the total of the Administration Codes **10-14** and **70-82** in column **P**.

After you have checked that all the necessary items on the Administration Schedule have been correctly filled in, give the Administration Schedule to the AC. The AC will calculate and determine whether a makeup session is needed at the school.



"Not In Sample" Students

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

Not In Sample students should not be counted in the **# Assessed (Original Session)** at the top of the Administration Schedule.

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

Procedure 13. Code the Booklet Covers

To code the booklets covers, complete the following:

13A. Ensure that each booklet has the correct School ID Number.

On each grade 4 booklet cover, enter the seven-digit NAEP School ID Number from the Administration Schedule in the boxes labeled **School #**. Grade 8 and grade 12 students should have entered the school number; if not, enter it now. Record the School ID Numbers on unused booklet covers as well.

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13B. Verify that the students recorded their teacher numbers.

All students in grades 4 and 8 must record a teacher number on their booklet. Verify that these students have entered this number on their booklet. Students in accommodations sessions may have written their teacher's name on the front cover of the booklet. You are responsible for recording the corresponding teacher numbers for these students.

13C. Transfer the Administration Codes from the Administration Schedule to the student booklet covers.

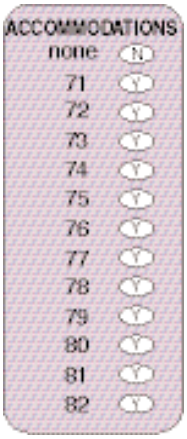
On the Administration Schedule, you will have recorded an Administration Code for each student. You must transfer each code from the Administration Schedule to the Administration Code boxes located on the front cover of the corresponding booklet.

13D. Write an explanation on the booklet cover for any Administration Code that requires one.

The Administration Codes **12-14**, **22-24**, **48,** and **79** all require, by definition, an explanation of the individual situation. For each student given one of these codes, write a clear explanation on their booklet cover.

13E. Code the accommodation box on the booklet cover.

In order to collect all of the information about the students assessed with accommodations, an additional box has been added to the student booklet cover. This box is the accommodations box that will be used to obtain a more comprehensive record of student accommodations. If a student receives at least one accommodation, you will need to code the accommodation(s) on the student booklet cover. Fill in the appropriate **"Y"** oval(s) meaning "yes" in the accommodations box next to every accommodation the student received. The **"N"** oval meaning "none" in the accommodations box must be filled in for students receiving no accommodations. For example, if a student requires a one-on-one accommodation and is therefore offered extended time, darken the **"Y"** oval next to the **77** and the **"Y"** oval next to the **74** to indicate that the student received a primary accommodation of one-on-one and a secondary accommodation of extended time. When used as a secondary accommodation code, **74** indicates extended time in any session. When used as a primary accommodation code, **74** can only indicate extended time in a regular session.



13F. Code the "Total Time for Accommodation" box for extended time accommodations on the booklet cover.

If a student has been offered the extended time accommodation, you must enter the total number of minutes the student took to complete the cognitive sections in the **Total Time for Accommodation** boxes on his/her booklet cover. **This information must be recorded, whether or not the extended time was used.** For standard timing of cognitive sections, refer to pages 4.18-4.19.

13G. Enter an Administration Code of 52 for all booklets unassigned to students.

You are responsible for coding booklets that were not assigned to students. Booklets that were not assigned to students must have an Administration Code of **52** entered on the booklet cover. This code should also match the code on the Administration Schedule for every booklet that was not assigned to a student.

13H. Verify that student identification labels are removed from booklets.

All student identification labels must be removed from the booklets. You must verify that this was completed by the students. If any were left on the booklet covers including those booklets assigned to students who did not attend the assessment, remove them now.

13I. Verify that ancillary materials are removed from booklets.

At the end of the assessment, students will be asked to place all ancillary materials, both used and unused, inside their booklets. You are responsible for removing all ancillary materials from the student booklets.

13J. Organize all booklets, including those separated during preparation activities, back into Administration Schedule order.

Ensure that all booklets, including ones that were separated before the assessment, are now back in Administration Schedule order. If an accommodation booklet was assigned, the original booklet should be placed with the accommodation booklet in the stack of booklets.

13K. Band the booklets together and place the Administration Schedule on top of the stack.

Using a rubber band, band the booklets together and place the correct Administration Schedule on each stack. Do not band the Administration Schedule with the booklets. This will tear the edges.

13L. Conduct a quality control check on booklets cover coding and the Administration Schedule.

After you prepare your stack of booklets and Administration Schedule, your AC will conduct a "spot" check of the booklets and Administration Schedule to be sure they are prepared according to NAEP standards. To conduct this QC check, the AC will check every third of 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.

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

Next, you will pack the Session Box and return the additional material to the AC according to the procedures below:

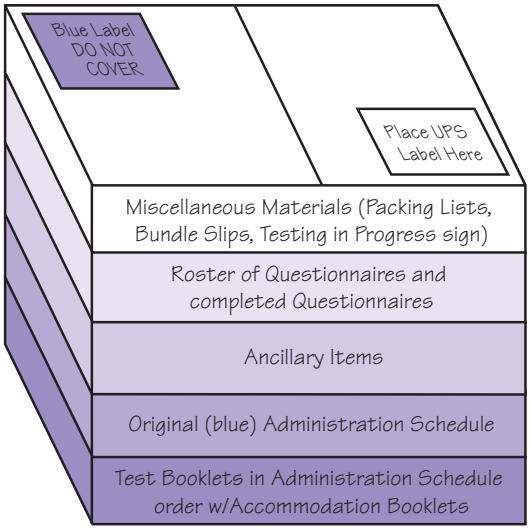
14A. Pack the Session Boxes according to Pearson procedure.

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

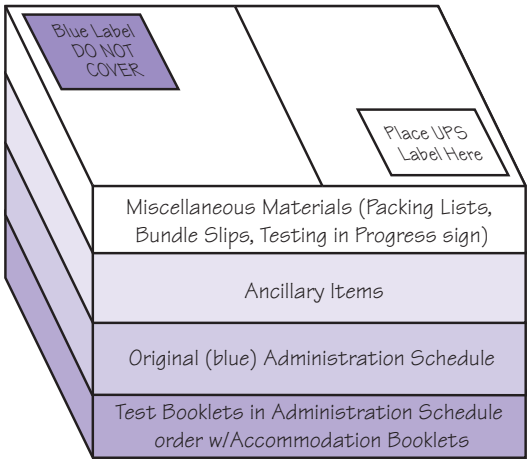
1. On the bottom of the box, place all used and unused booklets in Administration Schedule order. Used accommodation booklets should be placed with the original assessment booklets in the order in which they appear on the Administration Schedule. If a session used a large-print accommodation booklet, it can be folded and placed on top of the stack of booklets. All booklets should be banded together.
2. Next, place the original (blue) Administration Schedule(s) with names removed (the one not marked SCHOOL COPY).
3. Next, place all remaining ancillary materials that are not to be given to the AC.
4. Next, if you have the box with the materials from the first session (i.e., the session number ending in 01), obtain from the AC the Roster of Questionnaires (without names) and the completed School, Teacher, Department Chair, SD, and/or LEP Questionnaires and place them in the box.
5. At the top of the shipment, place the miscellaneous materials such as packing lists and Bundle Slips. Use the pillow pack as filler if necessary.

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

Session 01 Box



Remaining Session Box(es)



14B. Provide bulk supply session materials to the AC.

Following the assessment, you will have many bulk supply materials that should be returned to the AC. These materials include:

- all calculators;
- posters;
- unused science kits;
- unused mathematics ancillaries;
- extra pencils; and
- session timer.

14C. Provide Session Box to AC for final QC check of session materials.

Here your AC will be checking to ensure that all materials are in the Session Box and the box was packed according to the procedures provided by Pearson.

Procedure 15. Complete the Session Debriefing Form

It is important for Westat to demonstrate that all data are collected under standard conditions and that any anomalies are carefully documented. Record the session information in the box at the top of the form. Most of these items can be transferred directly from the top of the Administration Schedule.

In the section of the form labeled **SESSION SUMMARY**, circle **1** for **Yes** or **2** for **No** for each of the 11 items. Record any comments or explanation about the item in the column labeled **Details**.

In the section of the form labeled **REACTION TO SESSION**, we are interested in your opinion of the attitude of the students, the school staff, and any other observers who attended the session. You should circle one of the four choices:

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

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

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

Give the completed Session Debriefing Forms to the AC. The AC will review each form and discuss with you any problems or unusual situations that arose.

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Completed Session Debriefing Form

NAEP 2005 SESSION DEBRIEFING FORM

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

Assessment Date: Feb. 10, 2005 Region #: VA2
School Name: Washington Elementary School School ID #: 101-101-1
Person Completing Form: Mary Jones Supervisor: Barbara Smith
Other NAEP Staff Assisting with Session: _____
Other Observers Present: _____
Session Number: RS0401 (e.g. RS0401, RM0801, or PT1201)
This session was *CIRCLE ONE*:
(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	1 student had an early dismissal from school. I recorded it on the booklet cover.
Were students cooperative and orderly during assessment? If no, explain.	Yes.....(1) No 2	
Were there any problems with accommodations given in this session?	Yes..... 1 No .....(2)	
Any problems with the location?	Yes..... 1 No .....(2)	
Interruptions	Yes..... 1 No .....(2)	
Other, specify	Yes..... 1 No .....(2)	

REACTION TO SESSION

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

Completed Session Debriefing Form

Overall, how well did this session go? *CIRCLE ONE.*

1. Very well
2. Satisfactory
3. Unsatisfactory

If "Unsatisfactory," record comment:

Record any UNUSUAL circumstances in this session not previously mentioned:

One student tripped and fell when coming up to get his booklet. I asked him if he wanted to go to the school nurse, but he said no. He appeared to be fine.

Record any other comments about this session:

The school coordinator came in for the first 10 minutes or so of the session. He left after the students began working.

Students were generally well-behaved. One student was disruptive at the start of the session but she calmed down after the school coordinator came in.

WHEN THIS FORM IS COMPLETED, RETURN TO SUPERVISOR.

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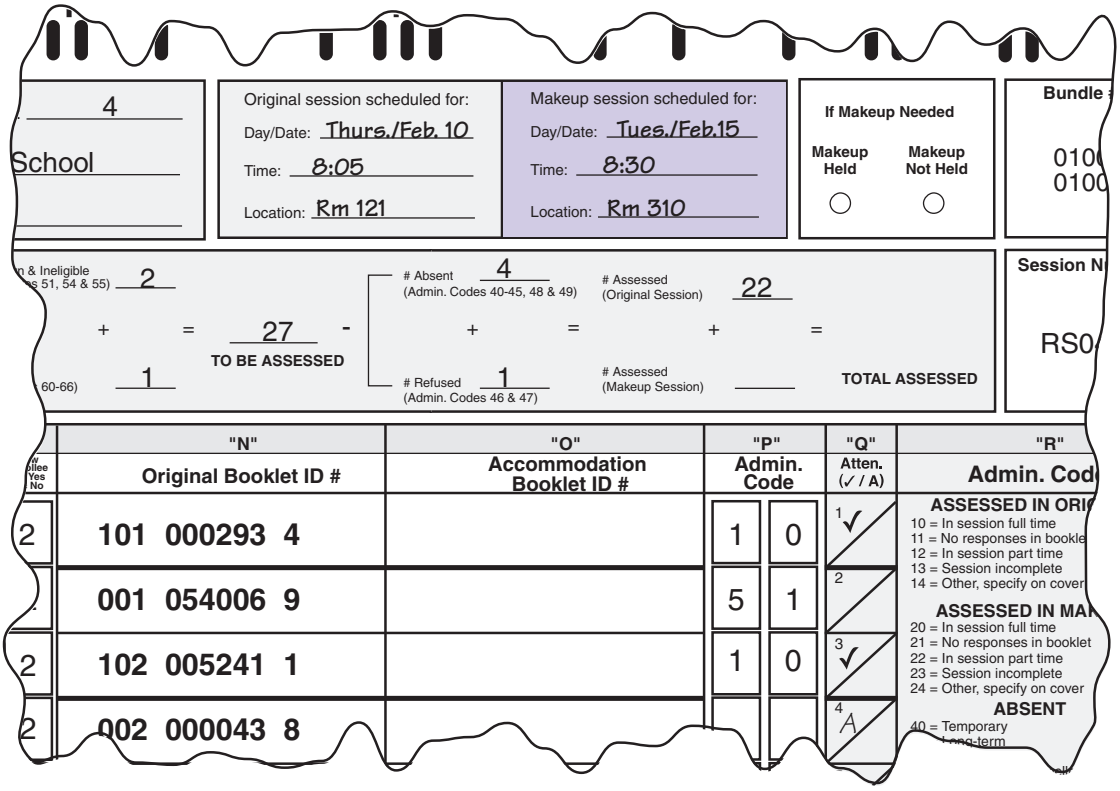
Procedure 16. Conduct a Makeup Session, If Necessary

16A. Schedule the makeup session.

If the attendance at a session is too low (less than 90%), a makeup session must be held. The AC will compute the response rate and determine if a makeup session is necessary. Your AC will work with the school coordinator to schedule any required makeup sessions. When holding makeup sessions, your AC will follow the guidelines listed below:

- Hold only one makeup at a school (unless the school had assessments at more than one grade level or had a separate pilot session that also required a makeup session);
- Invite all students who were absent from all operational or pilot sessions, depending on which type of makeup is required; and
- Consider an intact classroom of students as one session, even if the students are listed on two separate Administration Schedules. The exception would be if both an operational and pilot makeup session needs to be held.

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



16B. Secure assessment materials for makeup.

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

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

16C. Conduct the makeup session and complete the Administration Schedule.

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

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

1. Shade in the **Makeup Held** oval at the top of the Administration Schedule.
2. Mark students attending the makeup session by putting a checkmark below the diagonal line in the **Attendance (✔/A)** column.
3. Change the Administration Code for participating students to the appropriate **Assessed in Makeup Session** codes **(20 – 24)** on the Administration Schedule. However, accommodation codes should still be used if they apply. Do this by erasing the initial code and entering the makeup session code.
4. Complete the summary box at the top of the Administration Schedule as follows:

- enter the number of students assessed on the line labeled **# Assessed (Makeup Session)**;
- add the numbers assessed in the original and makeup sessions to obtain the **TOTAL ASSESSED**; and
- fill in the **Makeup Held** circle.

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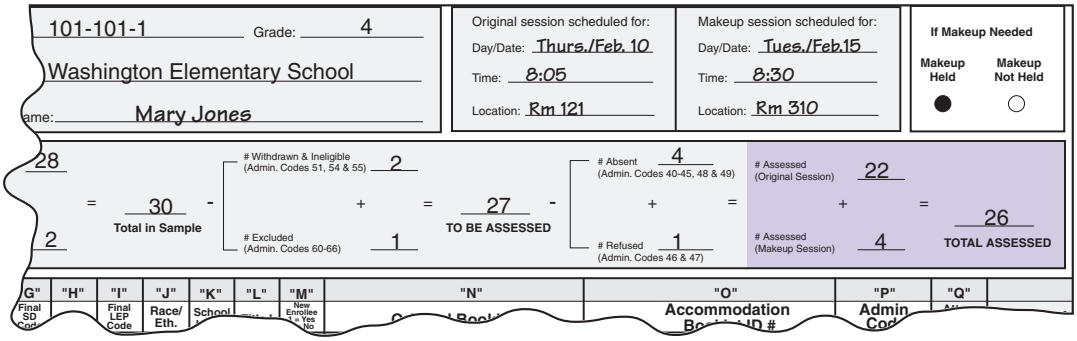

16D. Code the booklet covers.

Using the information from the Administration Schedule, you should also code the covers of the booklets for all students invited to attend the makeup session, as described in Procedure 13.

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

Chapter 4 Summary

Now that you have completed this chapter, you should be able to:

- identify what you must do at the school before, during, and after the assessment;
- describe what your responsibilities are on assessment day;
- identify the QC tasks that will take place on assessment day;
- describe how to prepare the assessment booklets and room;
- describe how to conduct regular assessment sessions;
- describe how to conduct a hands-on science session;
- describe how to conduct an accommodation session;
- describe how complete the Administration Schedule and booklet covers;
- list the steps required to prepare the Session Box for shipping to Pearson; and
- describe how to conduct a makeup session.