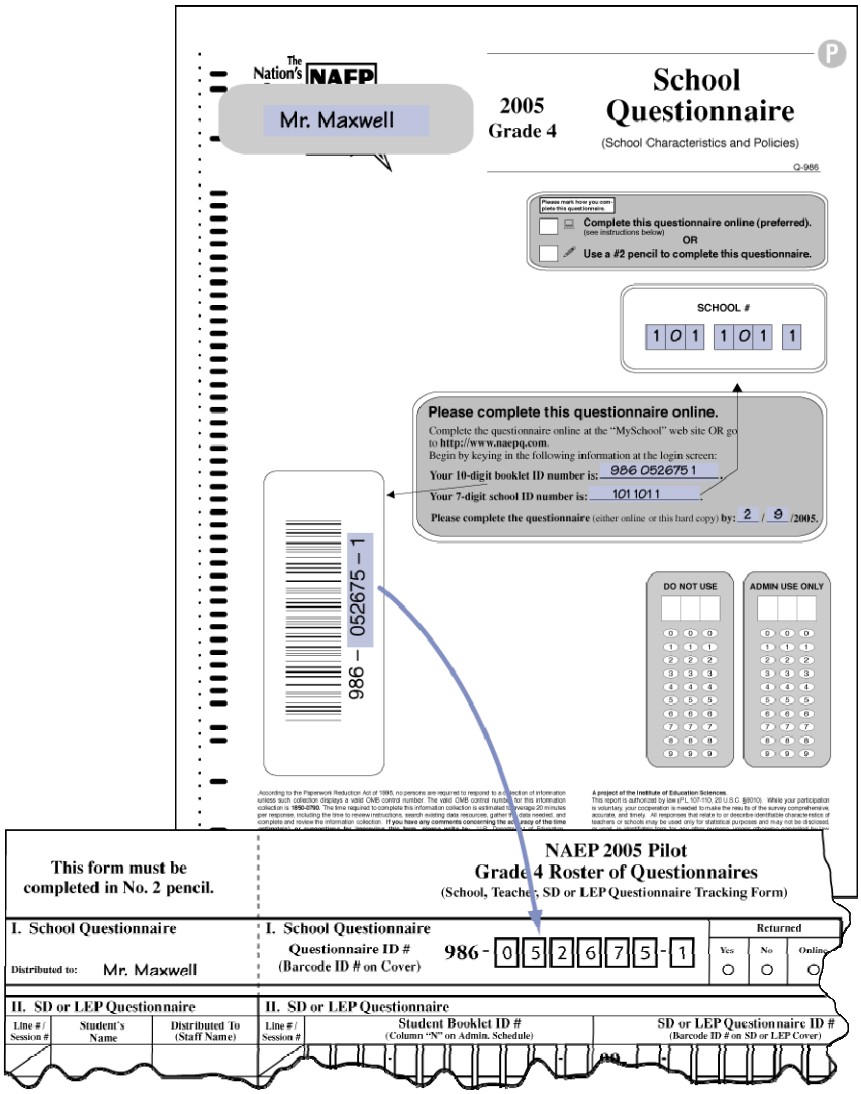
Exhibit 4-13. Grade 4 Pilot School Questionnaire and Grade 4 Pilot Roster



The Nation's NAEP

Mr. Maxwell

2005
Grade 4

School Questionnaire
(School Characteristics and Policies)

Q-986

Please mark how you complete this questionnaire.
Complete this questionnaire online (preferred). (see instructions below)
OR
Use a #2 pencil to complete this questionnaire.

SCHOOL #
1 0 1 1 0 1 1 1

Please complete this questionnaire online.
Complete the questionnaire online at the "MySchool" web site OR go to http://www.naepq.com.
Begin by keying in the following information at the login screen:
Your 10-digit booklet ID number is: 986 052675 1
Your 7-digit school ID number is: 101101 1
Please complete the questionnaire (either online or this hard copy) by: 2 / 9 /2005.

986 – 052675 – 1

DO NOT USE

ADMIN USE ONLY

This form must be completed in No. 2 pencil.

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

I. School Questionnaire
Distributed to: Mr. Maxwell

I. School Questionnaire
Questionnaire ID #
(Barcode ID # on Cover)
986 - 0 5 2 6 7 5 - 1

Returned: Yes ○ No ○ Online ○

II. SD or LEP Questionnaire
Line # / Session # | Student's Name | Distributed To (Staff Name)

II. SD or LEP Questionnaire
Line # / Session # | Student Booklet ID # (Column "N" on Admin. Schedule) | SD or LEP Questionnaire ID # (Barcode ID # on SD or LEP Cover)

Exhibit 4-14. Grade 4 Pilot Teacher Questionnaire and Grade 4 Pilot Roster

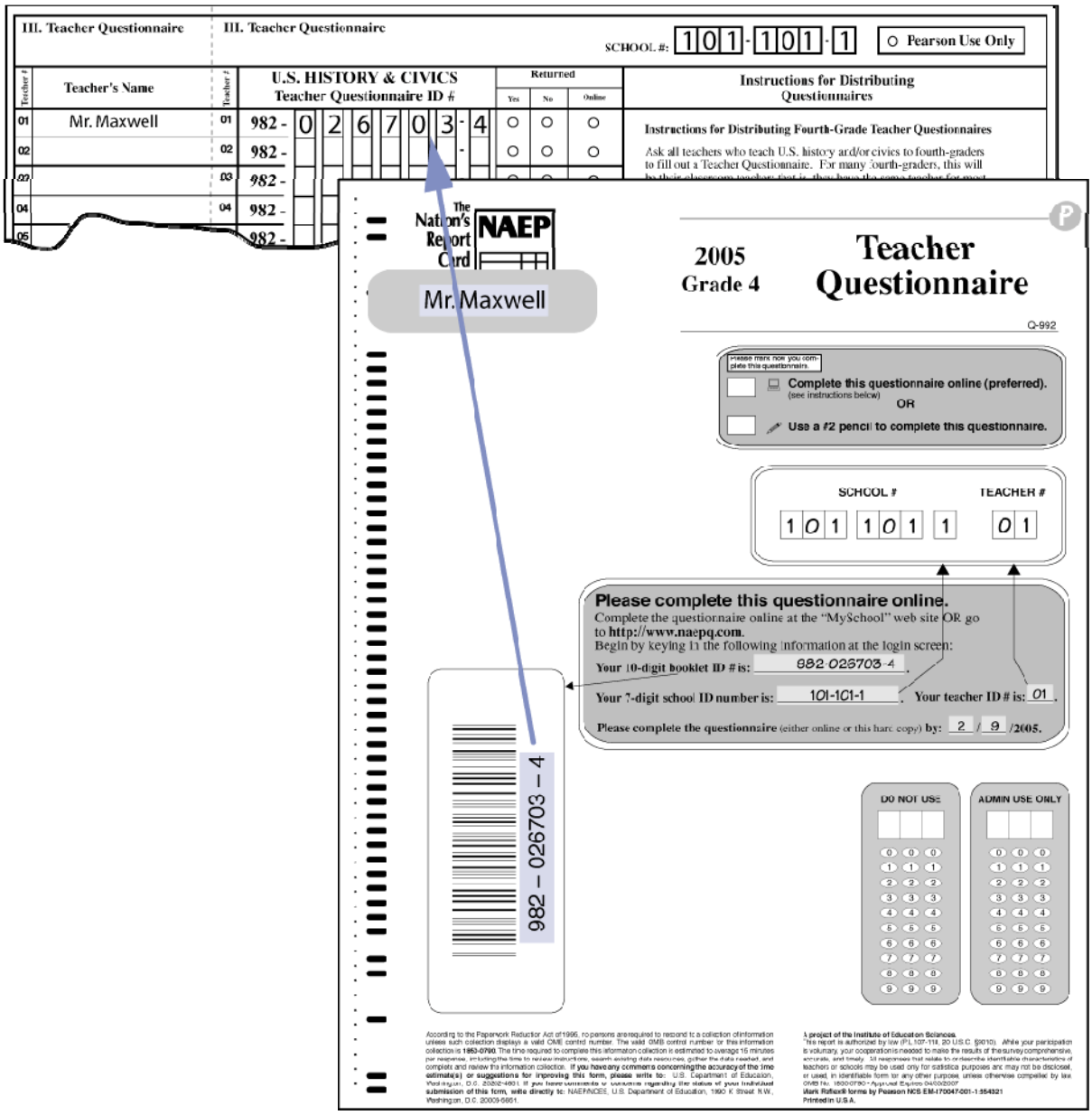


Exhibit 4-15. SD and LEP Questionnaires and Grade 4 Pilot Roster

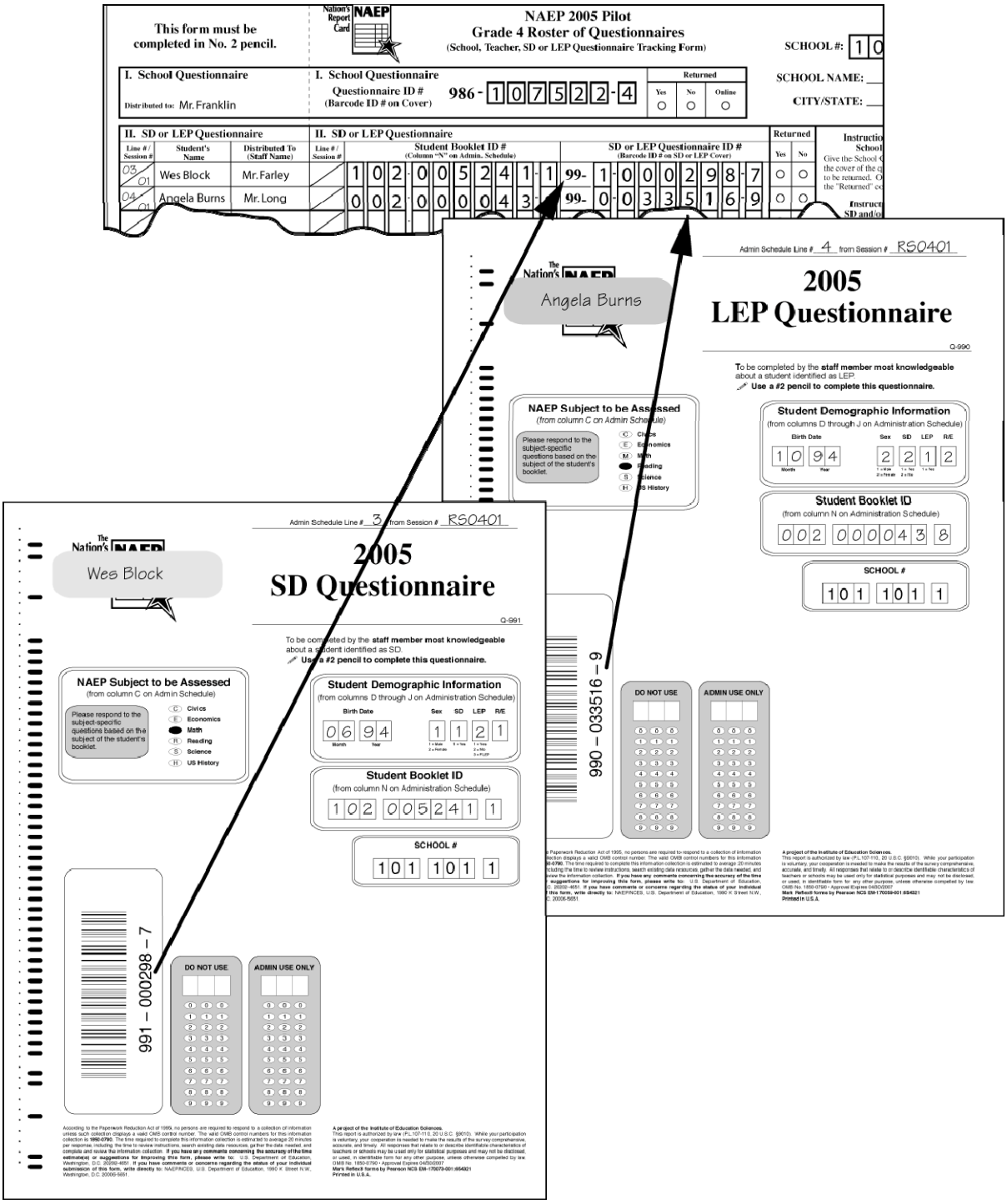


Exhibit 4-16. Grade 8 Pilot School Questionnaire and Grade 8 Pilot Roster

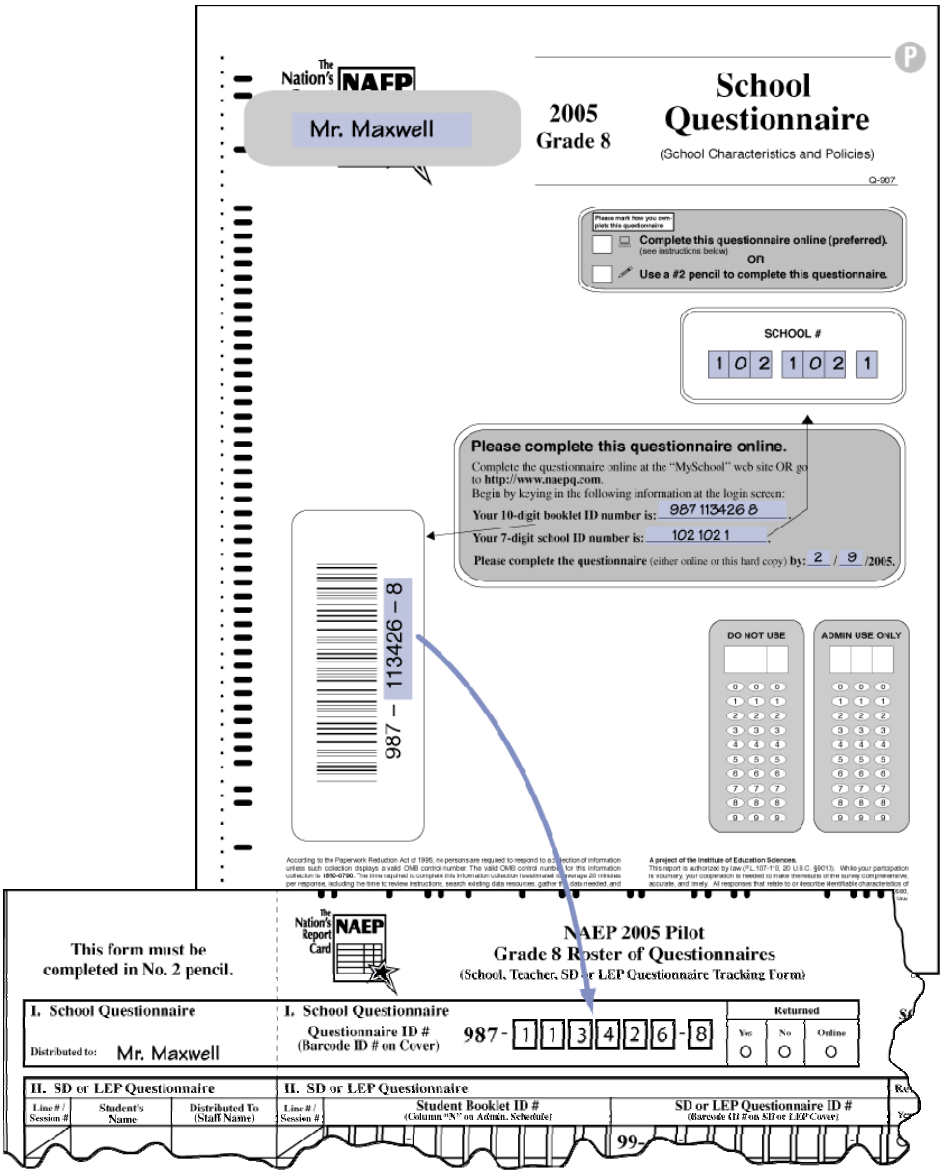


Exhibit 4-17. Grade 8 Pilot Teacher Questionnaire and Grade 8 Pilot Roster

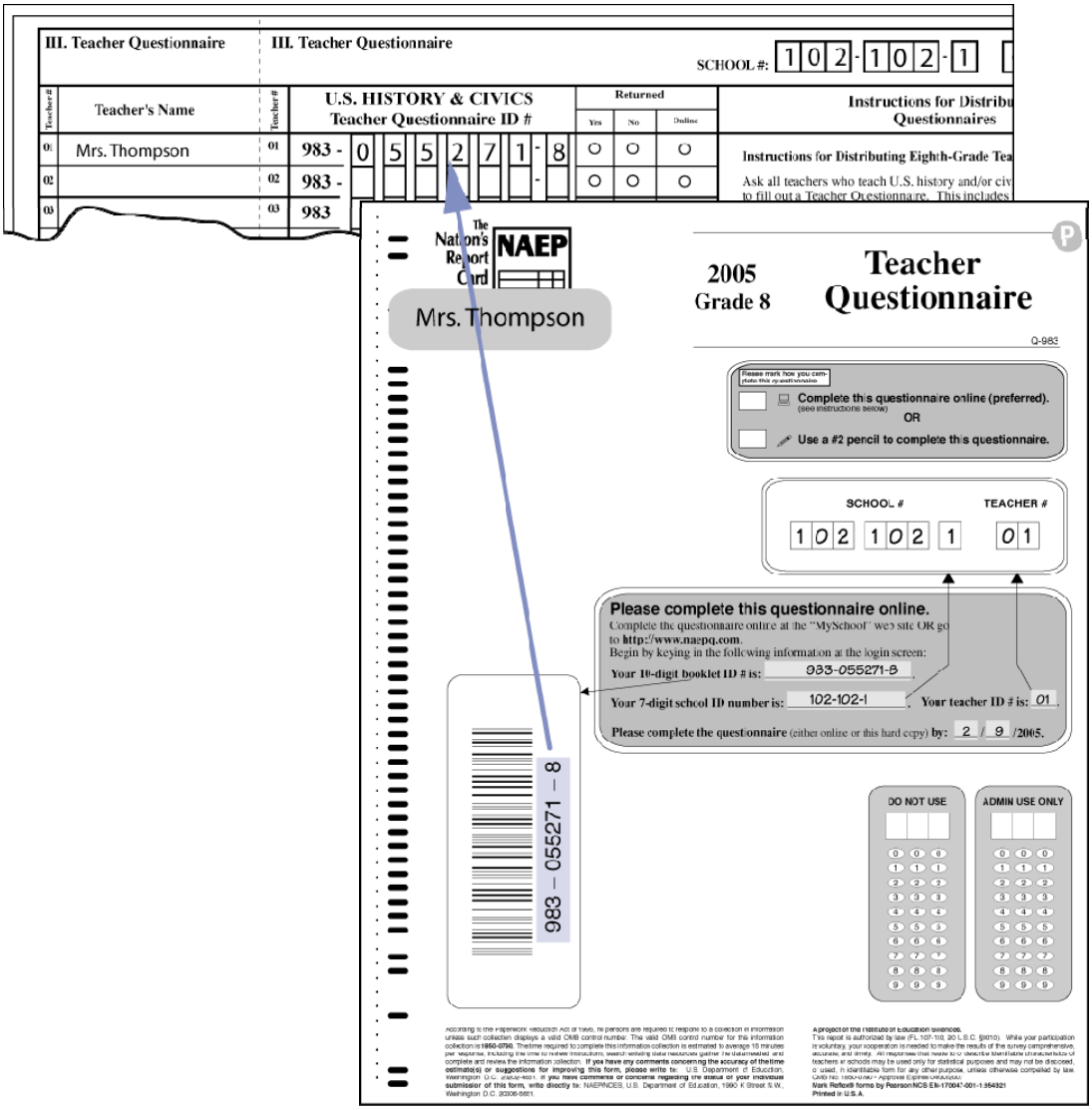


Exhibit 4-18. SD and LEP Questionnaires and Grade 8 Pilot Roster

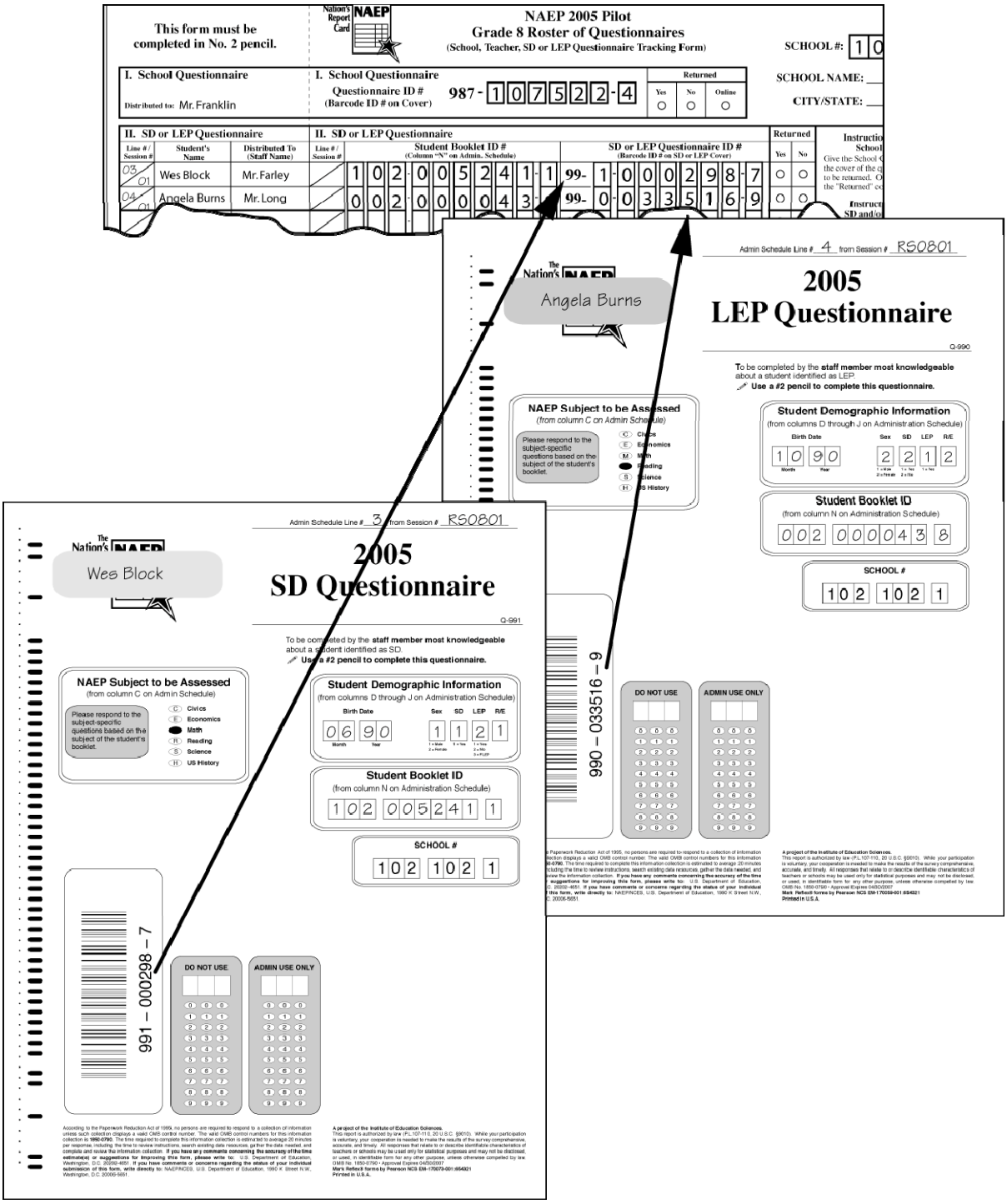
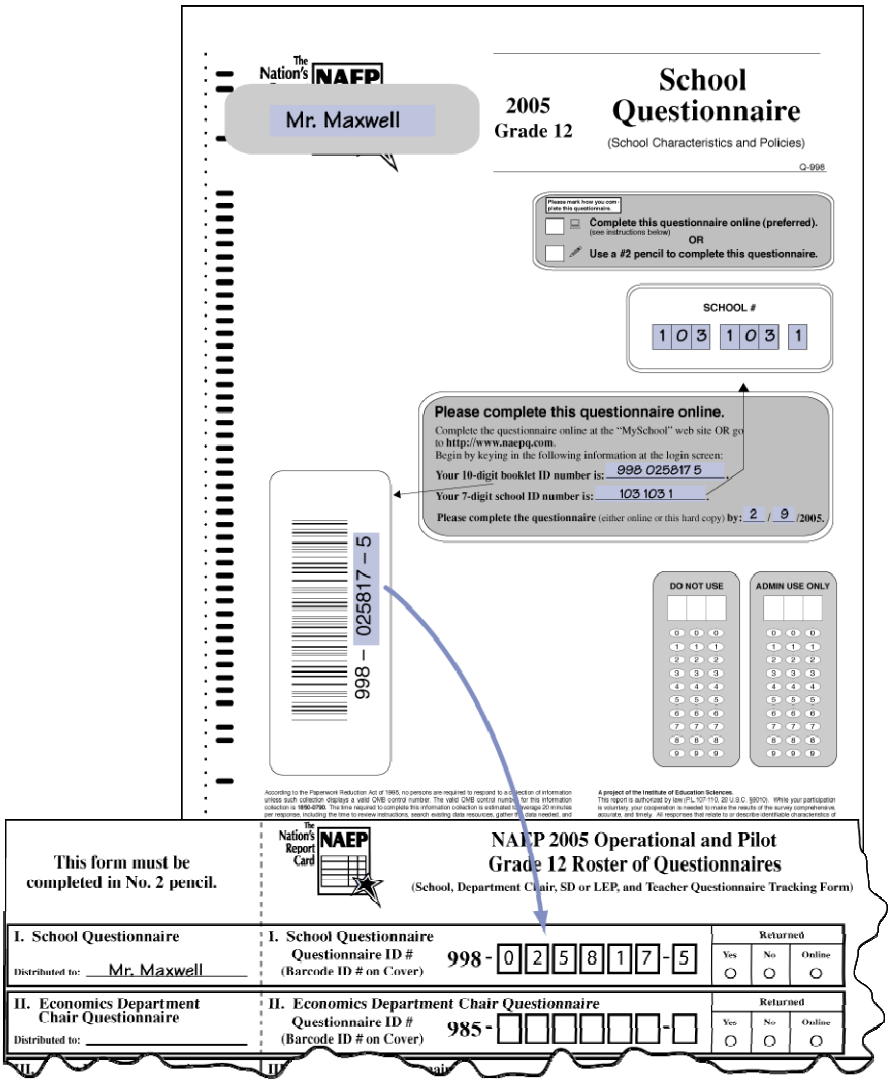


Exhibit 4-19. Grade 12 School Questionnaire and Grade 12 Roster (Operational and Pilot)



The Nation's NAEP

Mr. Maxwell

2005
Grade 12

School Questionnaire

(School Characteristics and Policies)

Q-998

Please mark how you can grade this questionnaire.

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

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL #

1 0 3 1 0 3 1

Please complete this questionnaire online.

Complete the questionnaire online at the "MySchool" web site OR go to **http://www.naepq.com**.

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

Your 10-digit booklet ID number is: 998 025817 5

Your 7-digit school ID number is: 103 103 1

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

998 – 025817 – 5

DO NOT USE

ADMIN USE ONLY

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0190. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and

A project of the Institute of Education Sciences.
This report is authorized by law (PL 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of

This form must be completed in No. 2 pencil.

The Nation's Report Card NAEP

NAEP 2005 Operational and Pilot Grade 12 Roster of Questionnaires

(School, Department Chair, SD or LEP, and Teacher Questionnaire Tracking Form)

			Returned		
I. School Questionnaire Distributed to: Mr. Maxwell	I. School Questionnaire Questionnaire ID # (Barcode ID # on Cover)	998 - 0 2 5 8 1 7 - 5	Yes	No	Online
II. Economics Department Chair Questionnaire Distributed to:	II. Economics Department Chair Questionnaire Questionnaire ID # (Barcode ID # on Cover)	985 -	Yes	No	Online

Exhibit 4-20. Grade 12 Pilot Economics Department Head Questionnaire and Grade 12 Roster

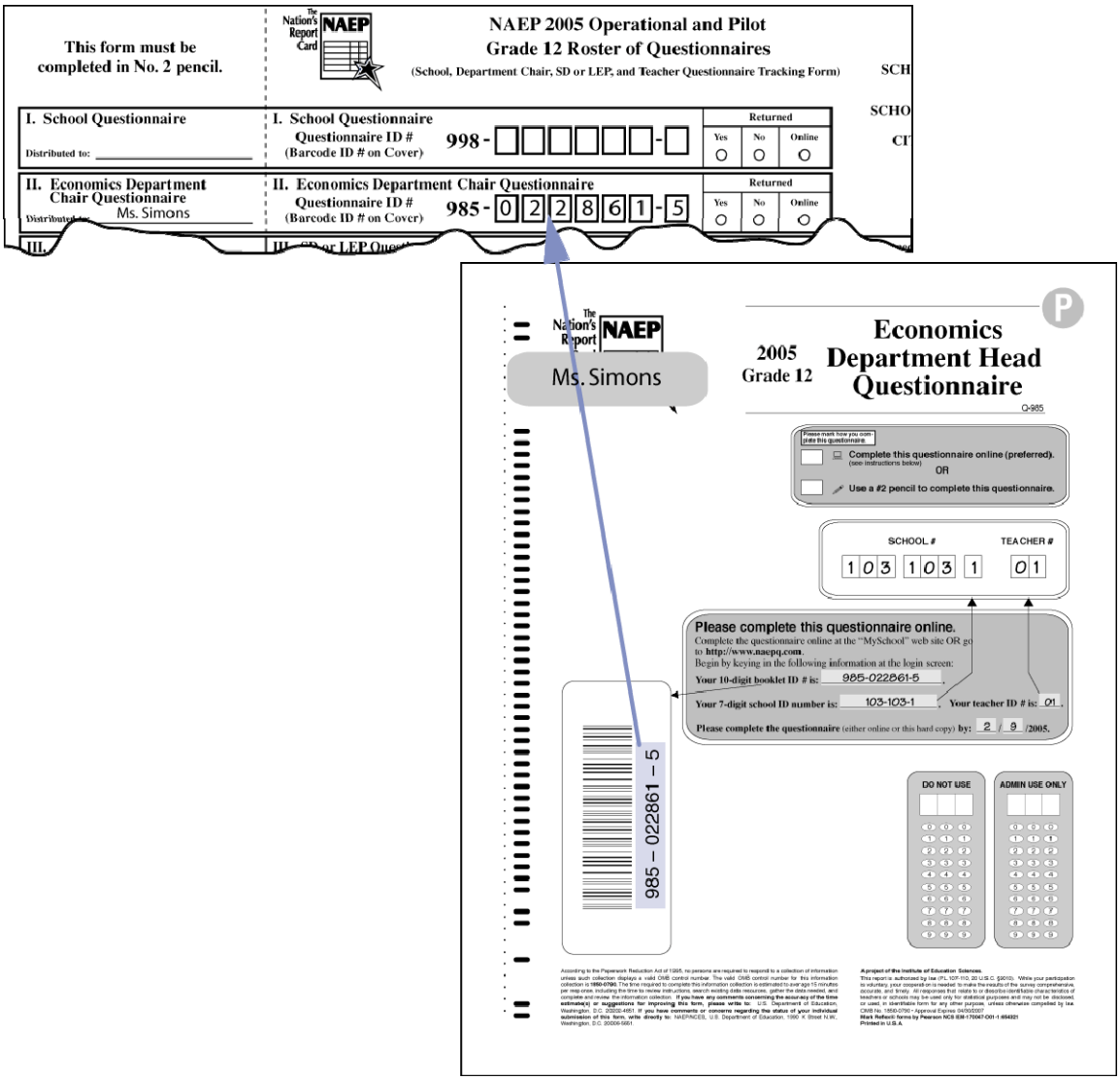
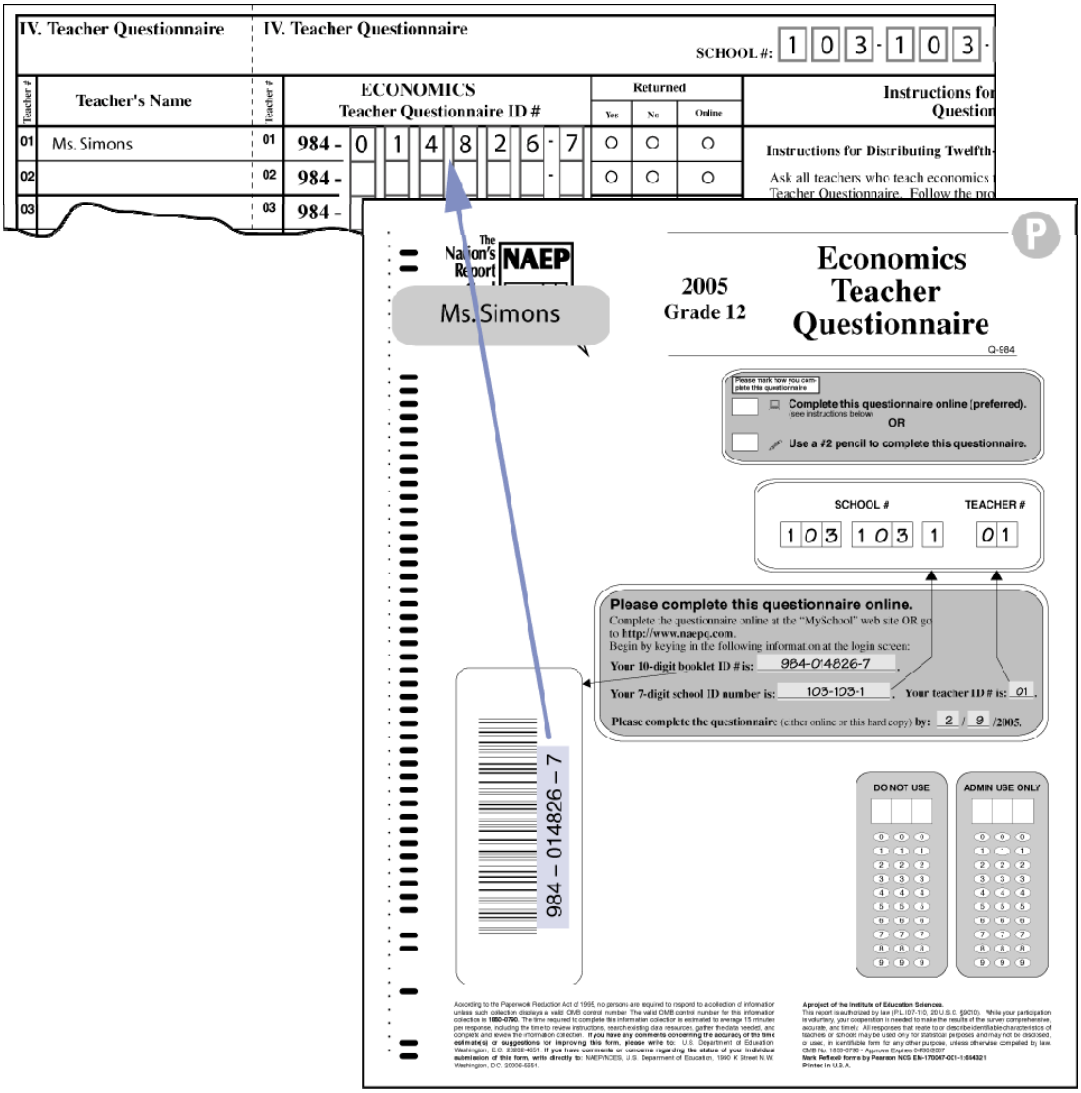


Exhibit 4-21. Grade 12 Pilot Economics Teacher Questionnaire and Grade 12 Roster



IV. Teacher Questionnaire

IV. Teacher Questionnaire

SCHOOL #: 1 0 3 - 1 0 3 -

Teacher #	Teacher's Name	Teacher #	ECONOMICS Teacher Questionnaire ID #	Returned: Yes	Returned: No	Returned: Online
01	Ms. Simons	01	984 - 0 1 4 8 2 6 - 7	○	○	○
02		02	984 -	○	○	○
03		03	984 -			

Instructions for Distributing Twelfth-

Ask all teachers who teach economics

Teacher Questionnaire. Follow the pro

The Nation's Report NAEP

Ms. Simons

2005
Grade 12

Economics Teacher Questionnaire

Q-684

Please mark how you complete this questionnaire

Complete this questionnaire online (preferred). see instructions below

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL # 1 0 3 1 0 3 1

TEACHER # 0 1

Please complete this questionnaire online.

Complete the questionnaire online at the "MySchool" web site OR go to http://www.naepq.com.

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

Your 10-digit booklet ID # is: 984-014826-7

Your 7-digit school ID number is: 103-103-1 Your teacher ID # is: 01

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

984 – 014826 – 7

DO NOT USE

ADMIN USE ONLY

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0790. The time required to complete this information collection is estimated to average 15 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of this time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20208-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W. Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.

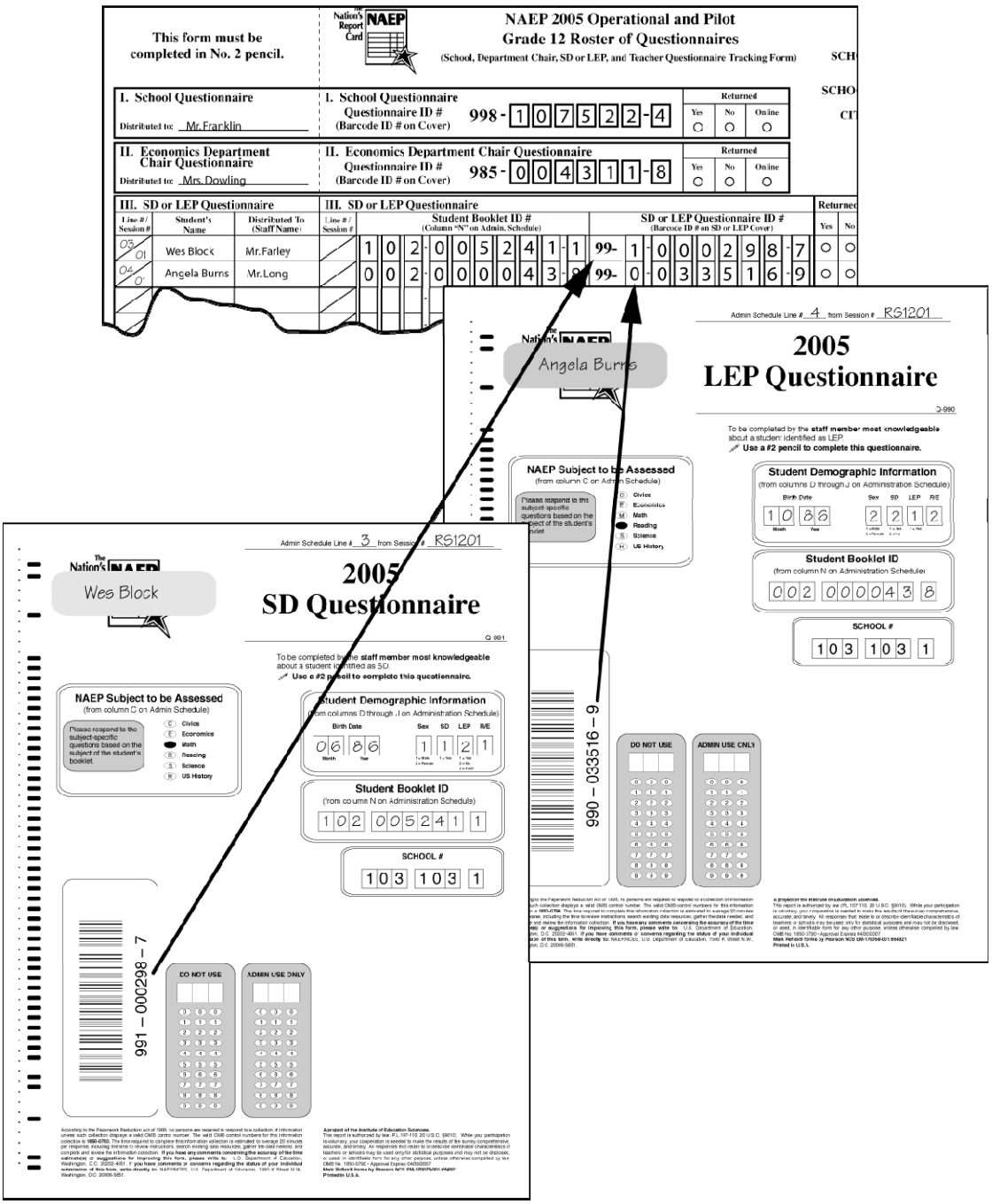
This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

OMB No. 1850-0790 - Approval Expires 04/30/2007

Mark Reflect® form by Pearson NCS EN-170047-001-1-694321

Printed in U.S.A.

Exhibit 4-22. SD and LEP Questionnaires and Grade 12 Roster



5. NAEP QUALITY CONTROL

5.1 Overview of Quality Control Activities

Westat has established detailed quality control (QC) procedures for all stages of NAEP 2005, beginning with the selection of the school and student samples, and extending to all aspects of the data collection. As part of this overall focus, we have put in place a quality control program to ensure that ACs and AAs are performing their duties according to the established procedures. A thorough training program for the assessment teams is the first step of the QC process. At the conclusion of training, responsibility for maintaining the assessment teams' performance shifts to you. Throughout the data collection period, supervisors will make visits to a subset of schools to observe assessment teams as they implement all aspects of the assessment. To supplement this measure, supervisors and others will also make telephone followup calls to a random sample of schools a few days after the assessment to obtain any comments the school coordinators have about the performance of the assessment teams. If a school selected for the QC telephone call is observed in person, then the QC telephone call is not needed. The telephone followup call should be counted as complete. It will be your responsibility to monitor the results of both of these QC steps and keep your field manager informed if you identify assessment team members who may require additional training or other corrective actions.

5.2 Quality Control Field Visits

5.2.1 Overview of Responsibilities

The purpose of the field visit is to give you a firsthand view on how the team handles the full array of assessment responsibilities. The field visit will afford you the best opportunity to decide whether ACs and AAs are functioning effectively, need additional training, or in rare cases, lead you to the conclusion that an individual may not be suited for the role of AC or AA. It goes without saying that, given the compact field period for the 2005 assessment, it is extremely important that you identify as soon as possible ACs/AAs who are having difficulties. The QC field visits will help you do that.

Below is a summary of the tasks associated with the QC field visits.

In general, for the field visits, it will be your responsibility to:

- identify ACs and AAs during training who are most in need of early observation.
- schedule observations during the early assessment weeks so that all ACs and AAs that you supervise are observed in a timely manner.
- monitor the performance of the teams through the postassessment QC telephone calls you conduct and your regularly scheduled calls with the AC. These activities will help you to identify the teams or team members most in need of additional observation. To the extent possible, we want you to observe each team two times. Teams that are identified as needing additional observation should be observed as soon as possible.
- discuss problem situations you identify from your observations with the assessment team, your field manager, and possibly the home office if the field manager refers you to a field director.

For each QC visit you make, it will be your responsibility to:

- inform the assessment team in advance that you will be observing them.
- arrive at the school before the team so that you are in position to observe the complete assessment process as it unfolds.
- initiate an Assessment Team Quality Control Form (QCF) to document the results of your observation.
- record observations about the AC's coordination of the team, as directed by the QCF (section A).
- record observations about the individual sessions conducted by AAs, as directed by the QCF (section B).
- review the entries and written comments you have made on the QCF immediately after the assessment.
- discuss what you have observed with the AC and AAs after the assessment.
- enter key information from the QCF into the SCS and the supervisor QC log.
- keep the completed forms in your possession until your field manager asks for them. Your field manager will review the first five forms for completeness. The rest will be collected at the end of the field period.

5.2.2 Scheduling Field Visits

The intensity of the 6-week field period makes it impractical for Westat to predesignate schools for supervisory QC visits. Instead, you will have the flexibility to schedule the visits in a manner that will have the maximum effect, given the constraints on your time.

Here are some guidelines for scheduling the visits:

- Each AA and AC should be observed within the first 7 days of the field period. During the initial visit, all members of the team should be observed, to the extent possible.
- The order in which you observe teams will depend on a number of factors, including:
  - Your impressions of the assessment team from the training session;
  - Your own schedule, the weather, and logistical factors;
  - The schedules of your assessment teams during the first 7 days of the assessment period.
- After the first observation, you will schedule another observation. The scheduling of the team's next observation should be based on a variety of factors, including:
  - Your evaluation of the team and individual team members after the first observation;
  - The results of post-assessment telephone calls to school coordinators;
  - Any negative feedback you receive about the team from school representatives, NAEP State Coordinators, other NAEP observers, or ACs; and
  - Your overall impression of the quality of the team's work, based on your supervisory telephone contacts and other communications.

To the extent that your schedule permits, you should observe all of your assessment teams twice during the assessment field period. These observations should be "front-loaded" in the first half of the field period. If meeting this goal presents operational problems for you, be sure to consult with your field manager in order that he/she can help you arrange an observation schedule that is optimum for your region.

5.2.3 Using the Field Assessment Team Quality Control Form

You will use the in-person version of the QCF to help structure the observations you make. The form has been set up to capture information about the team's overall cohesion under the direction of the AC, as well as the performance of each AA as he/she administers an assessment. There is only one version of the form and it accommodates all session types and grades.

Basic Contents of the Form

The QCF has two distinct sections:

- Section A: This contains observations you will make about the AC's supervision and coordination of all the assessment activities at the school;
- Section B: This contains observations you will make about a specific session conducted by the AA. Three copies of Section B are included in each form, which will accommodate almost all multisession schools.

Exhibit 5-1 lists the observation items that are covered by each section of the form.

- **Column A** specifies the observation you are to make.
- **Column B** provides an area for you to code your evaluation of the observation you make. You will typically code "met," "partially met," "did not meet," "cannot determine," or "not applicable." In some cases you will code "yes" or "no."
- When you have assigned a "did not meet" rating or otherwise indicated that the AC's or AA's performance has been deficient, you should record a description of the problem in **Column C**.

As a general rule, you are encouraged to observe each team member during the visit, particularly for the first visit. For schools with simultaneous sessions, this means that you will only be able to observe portions of a session administered by each AA. If you are unable to observe an AA performing a task, you will score the item as "cannot determine."

Exhibit 5-1. List of Items in the Assessment Team Quality Control Form

<u>Section A:</u> AC's Coordination of Assessment Activities

PREPARING FOR THE ASSESSMENT:
AC arrived on time
AC's attire
AC's general demeanor
Was AC wearing the NAEP ID badge upon arrival?
Did the AC obtain a signed and dated copy of the parent notification letter before the sessions began?
Did the AC bring a copy of manual and scripts into the school?
Session scheduling, workload management, and general organization
Interaction with SC and other school staff
Level of preparedness – *(i.e. team has sufficient materials for all sessions and problem situations)*
AC's completion of the activities just prior to the assessment including reviewing Administration Schedule(s), assigning accommodation booklets, and giving out session materials.
Did the AC update the Administration Codes on the Administration Schedule(s) for any changes to accommodation status or ineligible and withdrawn students?
Did the AC inquire about any parent refusals and update the Administration Codes appropriately on the Administration Schedule(s)?
Did the AC update the Demographic Variables Codes as necessary?
Did AC check session booklets for accuracy of preparation?
The AC's interaction with the AAs

DURING THE ASSESSMENT:
Assisting the AAs in locating and accounting for all students
Observing the sessions/AA
Identifying and managing problem situations
Answering questions appropriately

AFTER ALL SESSIONS:
Did the AC correctly review the completed Administration Schedule(s) for accuracy and correctly determine whether makeup was needed?
IF MAKEUP NEEDED: Negotiating makeup schedule with school coordinator
Collecting questionnaires and completing/reviewing the Rosters
Did the AC review the Session Debriefing Form and discuss it with the AA?
Supervising the packing of materials and shipment preparation
AC maintained security of NAEP materials at all stages of the assessment process
Did the AC prepare the NAEP Storage Envelope correctly?
Integrating information from sessions to complete Part 2 of the Call Log
Debriefing the school coordinator

Exhibit 5-1. List of Items in the Assessment Team Quality Control Form (continued)

<u>Section B:</u> Evaluation of AA Administering the Session (2 copies within each form)

PREPARING FOR THE SESSION:
AA arrived on time?
AA's attire
AA's general demeanor
Was AA wearing the NAEP ID badge upon arrival?
Did the AA bring the Assessment Information Form into the school?
Did the AA bring a copy of the *AA Manual* and scripts into the school?
Bundles opened at correct time?
Preparing the assessment booklets
Preparing the room

ADMINISTERING THE SESSION:
Checking in students, handling latecomers, accounting for all students to maximize participation
Starting the session without undue delay
Passing out booklets and materials
Read the script verbatim
Handling of questions about calculators (MATHEMATICS ONLY)
Distribution and collection of calculators (MATHEMATICS ONLY)
Timing of the assessment sections
Engaging and interacting with students
Monitoring the session and walking around the room
Managing disorderly students and problem situations
Answering questions appropriately
Handling of accommodated students
Sensitivity shown to accommodated students
Distributed science kits appropriately
Followed "Safety Issues"
Followed guidelines for responding to student questions
Followed cleanup procedures
Ending the session, collection of materials, and dismissal of students

AFTER THE SESSION:
Administration Codes assigned correctly?
Top portion of the Administration Schedule completed correctly?
Did the AA correctly calculate the response percentage?
Booklet covers coded correctly including time entered in the extended time box for any students receiving that accommodation?
Quality of scannable entries made by AA
Completing the Session Debriefing Form
Final review of materials prior to packing
AA maintained security of NAEP materials at all stages of the assessment process
Shipment packed in correct order and all packing procedures followed?
Interaction with AC and other AAs (willingness to receive direction from AC, work as a team member, assist other AAs with QC'ing documents and materials)

At the core of the form is a simple three-column format, as seen in the example below:

	(A) OBSERVATION	(B) OBSERVER'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "DID NOT MEET" MUST BE EXPLAINED)*
2	Interacting with school coordinator and other school staff	MET ..... 1 PARTIALLY MET ..... 2 DID NOT MEET..... 3 CANNOT DETERMINE ... 4 NOT APPLICABLE 5	

This is the observation item #

You are instructed to evaluate an AA's performance on each procedure listed on a scale of 1 through 5, which are defined as follows:

1. **Met:** The AA/AC conducted <u>all</u> procedures according to NAEP standards, in a professional manner, with no or only very minor deviations.

2. **Partially Met:** The AA/AC conducted <u>some</u>, but not all procedures according to NAEP standards. Performance of procedures, while adequate, had rough spots that need improvement.

3. **Did Not Meet:** The AA/AC conducted few, if any procedures according to NAEP standards. Whenever it is necessary for the AC or supervisor to intervene, a "3" rating should be assigned. Ratings of "3" must be elaborated upon in the adjacent column C.

4. **Cannot Determine:** Should be used for situations where you were not able to observe the AA/AC completing a procedure.

5. **Not Applicable:** Use when the procedure did not have to be completed for the particular session.

Generally, the 5-point rating scheme is used for those activities for which we expect variations in performance. For other items, you will assign a yes/no rating to indicate whether the activity was done correctly or not. "Did the AC prepare the NAEP Storage Envelope correctly" is an example of this. For a narrowly defined activity like this, it is either correct or incorrect; there is really no middle ground. To give you more guidelines for assigning these ratings, Appendix P provides question-by-question specifications (QxQs) for each observation item.

Initiating the Form

You will receive QCFs as a bulk supply. Since you will be selecting the schools for the QC visit, it will not be possible to provide prelabeled forms. Prior to visiting a school you have selected for a visit, please "label" the front cover of the form, as shown by the example below.

SCHOOL ID:	100-100-1		Territory: 3		State: CT	
SCHOOL	Central Middle School		Region: CT2		Area: 5	
ADDRESS:	1100 Swan Way	Session #	Date	Time	Type	
	Anywhere, CT 00220	RM0801	2/7	8:05	A	
NAME OF SC:	Jill Jackson	RM0802	2/7	8:05	A	
PHONE:	(640) 555-1212					
					Form 1 of 1	

For each session you will be observing, completely or partially, you will need to complete the information at the top of the first page of Section B.

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION

SESSION #:	SESSION TYPE:	AA CONDUCTING SESSION:
RM0802	(R) Regular M Makeup A Accommodation	Richard Lester ☐ CHECK IF THIS IS AC

5.2.4 Conducting the QC Observation at the School

During the visit, your primary focus should be on observing the activities of the team. You may have to resist a natural tendency to "pitch-in" to help the team "get things moving." You really want to use this visit as an opportunity to see how the team interacts with school staff, stays on schedule, follows the assessment procedures for administering sessions, and completes all the necessary recordkeeping and packing duties. In short, once you have made your introductions to the school staff, try

to stay in the background and observe. Of course, if the AC or an AA is running into difficulties that could be harmful to the assessment, you will need to step in to get things back on track.

Here are some guidelines for making your observations while at the school:

1. The QC visits are not meant to be unannounced. Give the AC advance notice of the visit in order that you can better coordinate arrival times.

2. Arrive in advance of the assessment team so that you can see the early interaction the team has with school staff and how the AC organizes the critical early activities on assessment day.

3. For schools holding simultaneous sessions, you will not be able to observe an AA conduct an entire session. For these situations, use your instincts and impressions from training to determine which AAs are more in need of observation. For AAs whom you suspect may need more observation, you will definitely want to be present as the AA prepares the assessment materials and begins the session. Once the session has started, you will have an opportunity to move to another session, perhaps returning to the original session later.

4. While you want to observe all AAs during your first visit, inevitably you may spend more time with one AA than another. When you make your second visit for the team, be sure to focus on team members whom you did not fully observe during the first visit.

5. If you are able to observe only a partial session, please indicate those items you were unable to observe at all by marking the "Cannot Determine" box in column B. Even with simultaneous sessions, you should be able to observe portions of each session. If this proves to be impossible, you will not need to initiate a Section B for the session. Simply make a note by the AA and session on the first page.

6. You should accompany the AC and observe the debriefing he/she conducts with the school coordinator. (This is an item on the QCF.)

7. If you are visiting a school that is holding a separate accommodation session, you may use Section B to observe portions of that session, if your schedule permits. Similarly, makeups can also be observed with Section B.

8. If you have more comments than a section of the form will hold, use additional sheets of paper. Record the NAEP School ID Number, session ID, AA or AC name, and QC item number on these inserts and staple to the form.

9. Each form contains three Section B's. This will be sufficient for almost all schools in the sample. If you observe a school with more than three sessions, start a second QC form for sessions #4, #5 & #6, etc. Enter the appropriate cover information on the second booklet and label the QCFs 1 of 2, 2 of 2, etc. on the front cover of the form.

10. The QC items provided in the form are meant to reflect the most common assessment situations you will encounter. If an observation item does not apply to the school you are observing, simply note this.

11. Your observation style should give AAs or ACs some latitude. Allow events to unfold to a degree before you step in so that you can get a better sense of how the AA or AC will perform when you are not there. Of course, if the AA or AC is having serious difficulties that could negatively impact the assessment, you will need to step in and remedy the situation.

12. If you are at a school and a scheduled team member does not show up, is late, or becomes ill, the assessment takes precedence over your role as observer. You will need to suspend the observation and assist the team.

13. Give some thought to the manner in which you will provide the AC and AAs feedback on their performances. In general, for minor performance issues that can easily be remedied (e.g., making an incorrect entry on the Roster) you should provide feedback immediately. Other more sensitive comments are best delivered after the team has left the school. Specific concerns you have about individual AAs should be shared with the AC. All concerns should be shared with your field manager.

Rarely should you need to step in and correct the AA or AC. The only time you should interrupt the AA or AC conducting a session is if they are doing something that would threaten the validity of NAEP. Some examples of when you should step in may include:

- If the AA conducting the session does not distribute or collect the assessment booklets to the students properly;
- The AA answers student questions without using the QxQs script;
- The AA makes serious deviations from the script;
- The AA does not time the sections properly, or fails to set the timer, or forgets to announce timings;
- The AA fails to correctly distribute and collect calculators;
- The AA fails to correctly assign the science kits;
- The AA fails to maintain security of the assessment booklets;
- The AA admits students after beginning instructions;
- The AA fails to provide proper accommodation(s) to student(s);
- The AA exhibits inappropriate behavior to staff, students or observers;

- The AA does not properly answer questions or does not answer questions at all;
- The AA allows school staff to answer questions;
- The AA fails to have staff sign nondisclosure form;
- The AA fails to distribute ancillary items or replaces items incorrectly; and
- The AA unnecessarily delays the start of a session.

Again, rarely should you need to intervene with the administration of an assessment. If you do need to do so, it is essential that you remedy the situation tactfully, and with the least amount of disturbance. Avoid demeaning or embarrassing the AA in front of students or school staff by approaching the AA and quietly asking that the correct NAEP procedure be followed. Anytime you must intervene, provide a comment in the QFC.

5.2.5 Completing the Front Cover of the Form

During your observation, you will need to complete the chart found on the front cover of the QCF. Enter the basic AA and session information before the observations. Complete the last two columns after you have completed the observation.

	FROM THE COVER OF THE FORM			TYPE OF SESSION OBSERVED:	HOW MUCH DID YOU OBSERVE?	RATING ASSIGNED:
	Name of AC/AA	☑ IF AC:	SESSION # ASSIGNED	*(R) REGULAR* *(M) MAKEUP* *(A) ACCOM*	*(1) COMPLETE SESSION* *(2) PARTIAL SESSION* *(3) COULD NOT OBSERVE*	*(1) EXCELLENT* *(2) GOOD* *(3) ADEQUATE* *(4) NEEDS IMPROVEMENT* *(5) UNACCEPTABLE* *(8) COULD NOT RATE*
AA #1:	*Sam Irwin*	☑	*RM0801*	(R) M A	1 (2) 3	(1) 2 3 4 5 8
AA #2:	*Richard Lester*	☐	*RM0802*	(R) M A	1 2 3	1 (2) 3 4 5 8
AA #3:	*Richard Lester*	☐	*RM0801*	R M (A)	1 2 (3)	1 2 3 4 5 (8)
AA #4:		☐		R M A	1 2 3	1 2 3 4 5 8

To complete this chart:

- Account for every session by entering the name of each AA, and the AC, if he/she is conducting a session. If sessions are scheduled consecutively and an AA or the AC conducts two sessions, enter each on a separate row of this chart.
- Place a check mark in the adjacent column to indicate whether the AC conducted the session.
- Enter the Session Number from the Administration Schedule.
- Circle whether the session is a "regular," "makeup," or separate "accommodation" session.
- Circle how much of the assessment session you observed. Reserve the category "complete session" for when you are able to code all of the QC form items because you have witnessed the session from beginning to end. When you move between simultaneous sessions, you will code each as "partial" observations. If you observed only a small portion of a session, such as packing the shipment, this should still be considered a "partial."
- Assign a rating between 1 and 5 that summarizes your judgment of the AA's performance, based on what you have been able to observe. Assign an 8 if you did not observe any portions of the session conducted by an AA.

The ratings you assign are very important. This information will be entered into the NAEP 2005 School Control System (SCS), permitting you, your field manager, and the home office staff to also monitor the performance of AAs throughout the field period. You will also use this information to determine which assessment teams require additional observations.

The rating scale for the overall evaluation of the AAs uses a different scale than the rest of the form. It consists of a five-category scale, with values ranging from "1," signifying "excellent" to "5," meaning the performance was "unacceptable." Ratings of "4" and "5" should be extremely rare and, when assigned, you will need to provide more details about the AA's performance. Because the scale for the overall AA evaluation is different from the scale used in the rest of the evaluation, you will need to carefully consider the AA and AC's performance before assigning the overall rating.

You should promptly discuss with your field manager any AA or AC that receives an overall rating of 4 or 5. There is a considerable subjective aspect to this, but the following guidelines illustrate how the rating scale should be applied.

Excellent	(1)	The AA was totally prepared, initiated all stages of assessment, followed the script verbatim, and worked with a high degree of accuracy. Almost all observation items are coded "1." The AA or AC should not have received any "3's" or "No's" throughout the observation section.
Good	(2)	AA was prepared, knew the material, worked accurately but there were a few small missteps or hesitations that kept this from being an "excellent" session. The AA or AC received a majority of "1's" and a few "2's" throughout the observation section. The AA or AC should not have received any "3's" or "No's" throughout the observation section.
Adequate	(3)	AA was adequate, got the job done, but was weak in one or more areas of the assessment. AA needs to spend some time studying the materials. The AA or AC received more "2's" than "1's" in the observation section. The AA or AC may have received a small number of "3's" and "No's" throughout the observation section.
Needs Improvement	(4)	AA acted unprepared and/or unprofessional at times. You may have had to intervene with minor reminders such as posting the "DO NOT DISTURB" sign. The AA may have requested your help with the routine procedures or asked questions that AAs are expected to address without assistance. The AA's performance definitely requires improvement. Additional briefing or training may be in order. The AA or AC may have received "2's" and "3's" and a few "No's" throughout the observation section.
Unacceptable	(5)	AA was totally unprepared and you had to intervene at critical points to get the AA through the session. This performance was unacceptable and remedial action is definitely required. The AA or AC received mainly "3's" and "No's" throughout the observation section.
Could Not Rate	(8)	Due to the session scheduling, you were unable to observe any portion of the AA's performance or enough to rate the AA.

Once you have completed the AA rating chart you will need to assign the AC and the team rating.

AC *(IF NOT LISTED ABOVE)*	_____	**ASSESSMENT COORDINATOR RATING**	**1 2 3 4 5**
OVERALL TEAM RATING *Overall rating should factor in performance of individual Assessment Administrators, organization and leadership of the AC, and the functioning of the team as a whole.*			**1 2 3 4 5**

To complete this section of the QCF, you will:

- enter the name of the AC, if the AC's name is not recorded in the session listing because he/she did not conduct a session.
- assign a rating between "1" and "5" that summarizes your judgment of the **AC's** overall performance, based on what you have been able to observe.
- assign a rating between "1" and "5" that summarizes your judgment of the **team's** overall performance, based on what you have been able to observe. Your overall evaluation of the team should include:
  - the overall organization of the team and the leadership provided by the AC.
  - the performance of each AA while administering a session.

As with the AA ratings, the team rating is very important. This information will be entered into NAEP 2005 SCS, permitting you, your field manager, and the home office staff to also monitor the performance of assessment teams throughout the field period. You will also use this information to determine which assessment teams require additional observations.

At the conclusion of your observation, you will also need to complete the remaining items on the cover of the form: your name, the date of the observation, and your arrival and departure times.

QC OBSERVATION MADE BY:	*Janet Thompson* TITLE: *Sup*	OFFICE USE ONLY
DATE OF OBSERVATION:	*2/7/05*	DATE: _____
ARRIVAL TIME:	*7:00 am*	
DEPARTURE TIME:	*11:15 am*	INIT: _____

Blank Supervisor QC Logs (Exhibit 5-2) will be provided to track your in-person visit results. The logs will have columns for you to enter school and session information, AC and AA names and ratings, team rating, date ratings were entered in the SCS, and any relevant comments.

5.3 Quality Control Telephone Followup Calls

As an additional QC check, supervisors will call school coordinators from a 25 percent predesignated random sample of schools after the assessment. The followup call should be placed within 3 working days of the assessment so that the assessment experience is still fresh in the school coordinator's mind, but you should not call on the same day as the assessment. The purpose of the call is to obtain the school coordinator's impression of the assessment team, specifically, the team's level of organization, professionalism, and overall performance. You will use a short questionnaire, the Telephone Followup QC Form, for the call. Many of the questions will be "open-ended"; that is, the answer categories are not specified so that you can record exactly what the school coordinator has to say about a topic. The brief interview will take only 3–5 minutes to complete. Any negative reports you receive through this call should be brought to the attention of your field manager and the assessment team responsible for the school and project staff.

For each selected school you will receive an Assessment Team Quality Control Telephone Followup Form with a preprinted label. You will also receive a supply of blank forms for additional followup. Corresponding Supervisor QC Logs will be printed to track your results. The logs will have all of the school and session information preprinted. You will enter the date you completed the followup call, the date the information was entered in the SCS, and any relevant comments.

5.3.1 Content of the Form

The sample of schools for the QC followup calls has been predesignated and you will receive labeled forms for this purpose. Another school cannot be substituted for the preselected school. Appendix O contains an example of the entire form, including specifications for each of the questions.

The label provides all the information you will need to organize your work and make the postassessment contact, including:

- NAEP School ID Number, name, and address;
- NAEP region and area #;

Exhibit 5-2. In-person QC Log

Region:_____Area:_____

NAEP 2005
In-Person QC Log

NAEP ID # School Name AC Name	Session Numbers Session Type (circle one) Session Date	AA Names	Overall AA Rating (circle one)	Overall AC Rating	Team Rating (circle one)	Date Entered in SCS	Rater's Names/ Comments
NAEP ID# _____ Sch Name: _____ AC Name:	Sess_____R M A Date___ Sess_____R M A Date____ Sess_____R M A Date____ Sess_____R M A Date____	_____ _____ _____ _____	1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6		1 Excellent 2 Good 3 Satisfactory 4 Unsatisfactory 5 Unacceptable 6 Could Not Rate		
NAEP ID# _____ Sch Name: _____ AC Name:	Sess_____R M A Date____ Sess_____R M A Date____ Sess_____R M A Date____ Sess_____R M A Date____	_____ _____ _____ _____	1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6		1 Excellent 2 Good 3 Satisfactory 4 Unsatisfactory 5 Unacceptable 6 Could Not Rate		
NAEP ID# _____ Sch Name: _____ AC Name:	Sess_____R M A Date____ Sess_____R M A Date____ Sess_____R M A Date____ Sess_____R M A Date____	_____ _____ _____ _____	1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6		1 Excellent 2 Good 3 Satisfactory 4 Unsatisfactory 5 Unacceptable 6 Could Not Rate		

- School coordinator name and telephone number;
- Name of the AC assigned to the school;
- Session # and type for each session at the school, including the originally scheduled date and time for the session, to the extent that this information was available before the assessment.

Before you place the call, enter the names of the AAs who conducted the sessions so that you may reference the team by name during the call. Also, update the label to reflect any late-breaking changes to the assessment dates or times.

		Territory: 3		State: CT		
SCHOOL ID:	100-100-1	Region: CT2		Area: 6		
SCHOOL	Central Middle School	Session	Date	Time	Type	
ADDRESS:	1100 Main St.					
	Anywhere, CT 00220	R0801	2/8	9:00	A	
NAME OF SC:	Bill Lewis	R0802	2/8	9:00	A	
SC PHONE:	(640) 555-1222					

Assessment Team Members:

AC: *Jason Thomas*

AAs Conducting Sessions:

Jason Thomas

Olivia Svenson

The telephone followup version of the QCF contains the following items:

1. How well did the team handle the assessment?
2. Did the team arrive on time?
3. How organized was the team?
4. Did the sessions start on time?
5. How professional was the team?
6. If the school coordinator observed any sessions, how well were they conducted?
7. Did the AC give the school coordinator the NAEP Storage Envelope?
8. How well did the team interact with the school staff?
9. How well did the team interact with the students?

10. Any other comments about the assessment team?

11. Any comments about NAEP in general?

5.3.2 Using the Form

You can make your first attempt to reach the school coordinator on the day after the assessment. If you do not reach the school coordinator by the third working day after the assessment, contact the AC for the best time to reach the school coordinator. Make additional attempts for the next few days/weeks before discontinuing your attempts. Document your attempts to conduct this interview on the "record of call attempts" located on the cover of the form.

RECORD OF CALL ATTEMPTS

DATE	TIME	CALLER	SPOKE WITH	RESULT
2/12	2:30pm	GMC	Ms. Taylor	BL is sick today, try tomorrow same time
2/13	2:30pm	GMC	Bill Lewis	Completed

To administer this brief interview correctly, you should be aware of some of the basic techniques used by survey interviewers. Basically you will want to:

- read the questions as worded;
- remain "neutral"; and
- use "probing" techniques when you feel the response given by the school coordinator needs expansion or clarification.

An overview of these techniques is provided in Appendix C of the *Assessment Coordinator Manual*.

After the interview, you will need to assign a summary rating that reflects the responses to the items listed above, as well as any unsolicited comments the school coordinator makes during your conversation that is relevant to the team's performance. The rating should factor in the school coordinator's overall evaluation of the team, as well as any positive or negative reports about individual AAs. In assigning your rating, be sure to differentiate, when possible, a negative attitude about the NAEP program versus a negative evaluation of the assessment team's performance.

The rating is identical to the five-category scale used for the QC observation forms, with values ranging from "1," signifying "excellent" to "5," meaning the performance was "unacceptable." A "not enough information" option is provided, but unless the school coordinator consistently answers your questions with "don't know," assign a rating based on the opinions the school coordinator was able to express.

OVERALL RATING BASED ON THIS CALL:

EXCELLENT .....(1)
GOOD 2
SATISFACTORY/ADEQUATE 3
UNSATISFACTORY 4
UNACCEPTABLE/PROBLEM 5
NOT ENOUGH INFORMATION TO RATE 8

5.4 Quality Control Feedback

The feedback you give to the ACs and AAs is very important to the quality control process. The quality control procedures are a continuation of the AC and AA training and the feedback you give will fine-tune their knowledge and skills.The feedback you provide will be different for each format – in-person and telephone. The in-person feedback will be on the assessment day and provided to the AAs and the AC. The feedback from the telephone follow-up will be after the follow-up call and is usually provided just to the AC. The AAs will be contacted if they are specifically mentioned by the school coordinator during the call and immediate follow-up is needed.

5.4.1 In-person Observation Feedback

When conducting the in-person quality control visits, the feedback you provide will take place:

- Immediately – if the observed activities are or will impact the quality and integrity of the assessment
- After the assessment activities – if observed activities will not impact the assessment

While the goal of the observer is not to alter or take part in the assessment, if the observed activity is or will affect the integrity of the assessment; you will need to take action. You will need to decide the extent of your involvement. Depending upon the situation, you may just have to direct the AA or AC to follow the correct procedure or in rare cases you may need to step into the role of the staff you are observing if the situation warrants.

Immediately following the assessments and post assessment activities, meet privately with each assessment administrator and the assessment coordinator to give feedback on their performance. You should share the contents of the completed QCF with them and review the form section-by-section. If possible, meet with the AAs first then meet with the AC after the AAs have left.

Review the correct behaviors and implementation of procedures that you observed then review the problems. Be sure to explain specifically what you observed and how it could have been improved. Properly managed observer feedback can greatly enhance the assessor's performance. Everyone responds positively to correction and advice given in collegial spirit. For experienced staff that continues to do an excellent job, reward them with positive comments. For inexperienced staff, you are a valued role model who reinforced their developing sense of professional style and technique.

While it is important that you balance the feedback with positive and negative comments, it is also important that the AA or AC hear and understand which procedures and behaviors need correction. They also need to understand the consequences of not correcting the behavior or procedure. For example, the problem is that the AA is not reading the script verbatim because they have taught before and they think it ruins the rapport. You must make sure they understand that they are required to read the script verbatim and if they do not read the script verbatim that they will not be allowed to conduct the assessments.

In addition to reviewing the form, you can use this time to review other procedures and administrative issues that may need attention, timesheet, completion, and paperwork.

Observations of severe breaches of procedure may result in additional training and a follow-up QC Observation.

5.4.2 Telephone Follow-up Feedback

As in the in-person visit, provide feedback to the AC as soon as possible after the phone call is complete. Review the QCF and advise the AC as to those parts of the assessment that went well and those that need improvement. If the AA is specifically mentioned, either have the AC pass on the information or if the comment indicates that additional training is necessary, contact the AA directly.

5.4.3 Additional Feedback Procedures

Regularly update your field manager on the positive and negative results of your observations. Depending on the severity of problems discovered you might need to:

- schedule another in-person observation for the team;
- select additional schools for telephone follow-up,
- given remedial training; or,
- terminate the staff member.

These decisions are made by you in consultation with your field manager. The home office staff and troubleshooter supervisors can assist with the additional calls or visits.

5.5 Update the SCS

As you complete QC field visits and make telephone followup calls, you will document your efforts and findings by making entries on the Supervisor QC logs and into the SCS. A description of this process, as well as other recordkeeping tasks associated with each of the QC activities, will be fully

described in an SCS update memorandum. Entry in the SCS needs to be made immediately after the observation or call so that the field managers and the home office can monitor the results. Plan to send the first five completed forms to your field manager. The others should be kept until requested.

5.6 Other Quality Control Activities

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

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

5.6.1 Observation Protocol

A team of two observers conducts most HumRRO site visits. Observation teams are instructed to split up during the visit, in order to observe all session types being conducted in a given school (e.g., regular and accommodation sessions), and to remain as unobtrusive as possible. HumRRO staff members may need to ask questions of NAEP staff in order to ascertain whether or not certain activities have been performed, but should do so only when it will not disrupt the assessment administration activities. Anytime a task is not observed being performed as trained, HumRRO observers are trained to provide full documentation of the specifics of the situation (for example, any extenuating circumstances that may have prevented the task from being performed).

5.6.2 Observation Checklist Items

HumRRO has designed separate ratings sheets for pre-, during- and post-assessment activities, and for both Assessment Coordinator and Assessment Administrator duties. It is important to note that these

are only activities that Westat NAEP staff members are expected to perform on the day of assessment. An additional checklist addressing the secure handling of NAEP materials is also completed. Checklists include items related to (though not limited to) the following assessment day responsibilities:

- Booklet preparation
- Room preparation
- Informing AAs of school protocol
- Classroom management during testing
- Completion of paperwork
- General handling of materials

5.6.3 Interactions Between HumRRO and NAEP Staff Members

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

- Observation from a distance
- Personal inquiry (as to whether or not a specific task was performed
- "Looking over the shoulder" observation

Observation From a Distance

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

Personal Inquiry

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

"Looking Over the Shoulder" Observation

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

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

- Preparing or assisting in the preparation and/or completion of assessment materials
- Monitoring classrooms/answering students' questions
- Maintaining security of test materials.

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

5.7 Reviewing School Folders After the Assessment

Once the assessments are completed in a school (including makeup sessions), the AC will be sending you the completed School Folder. It is your quality control responsibility to review the contents of the School Folder and make sure that everything is complete. You should provide feedback to the AC after

receiving the first shipment of school folders and as necessary after that. Whenever information is incomplete or inaccurate, you must contact the AC to resolve the issues as soon as possible.

There are three primary tasks you need to perform when reviewing the School Folders:

- Verify that the School Folder contains all the necessary materials;
- Review the Administration Schedule(s);
  - Verify that all demographic information boxes are filled in;
  - Verify that the entries in the summary box are complete and correct;
- Complete the SD and/or LEP Summary Form and enter the results in the SCS.

Verify that the School Folder contains all the necessary materials. Using the list of School Folder materials in Section 4.3 in chapter 4, verify that the School Folder contains all the necessary materials. If any materials are missing, contact the AC to locate the materials. You must keep the School Folder until the missing materials are located and placed `in the School Folder.

Review the Administration Schedule(s). You should carefully review the Administration Schedules to verify that they are complete and accurate.

Verify that all demographic information boxes are filled in. All demographic information boxes for all sampled students must be filled in on the Administration Schedules (columns D–L). There should be no empty boxes. During the preassessment visit, it is the AC's responsibility to collect any missing student demographic data from the school coordinator and fill it in on the Administration Schedule(s). The AC also has an opportunity to collect missing demographic information at the assessment visit. If the information is not available from the school or other sources (district, etc.), the AC should be using the code "Information unavailable." This code indicates that the AC has requested the information from the school coordinator and it is unavailable. ACs must not use this code unless they have specifically requested the information from the school coordinator and been told that it is unavailable. You will be reviewing missing demographic data with the ACs during your report calls (see Section 5.9).

If the Administration Schedules are missing any demographic information, you will need to contact the AC as soon as possible to clarify the situation. If necessary, you may need to send the School Folder back to the AC so that he/she can contact the school coordinator to collect the missing information.

You should not send in any School Folders containing Administration Schedules that are missing information.

Verify that the entries in the summary box are complete and correct. You should doublecheck the calculations in the summary box at the top of the Administration Schedules. Verify that the Administration Codes have been counted correctly and entered in the correct spaces.

Verify whether a makeup session needs to be held, based on the response rate for the grade (calculate all the Administration Schedules together). If a science bridge session was held, the makeup session is based on that Administration Schedule only (not combined with the others).

Complete the SD and/or LEP Summary Form and enter the results in the SCS. We are interested in gathering information about inclusions of SD and/or LEP students during the field period, so we are asking that you complete the SD/LEP Summary Form (Exhibit 5-3) and enter the results in the SCS. The form asks you to record the Administration Codes for all SD and/or LEP students for each NAEP ID, and using the completed form, enter the information in the SCS (see the *SCS User's Guide* for more information on how to make this entry).

Exhibit 5-3. NAEP 2005 SD/LEP Summary Form

NAEP 2005
SD/LEP Summary Form

Review all the Administration Schedules in each School Folder sent to you from the AC. Using the SD columns (F and G) and the LEP columns (H and I) from all the Administration Schedules for this school please complete the form below and enter the results in the SCS.

School Name: _____ NAEP ID: _____

	Assessment Codes	SD Only	LEP Only	SD and LEP
1.	Total #			
2.	# Assessed Codes 10-14, 20-24			
3.	# Assessed with Accommodations Codes 70-82			
4.	# Absent Codes 40-49			
5.	# Other Codes 51-56			
6.	# Excluded Codes 60-66			

Definitions	SD Column F or G =		LEP Column H or I =
SD Only =	1	and	2,3,9
LEP Only =	2,9	and	1
SD and LEP =	1	and	1