

NAEP 2006

National Assessment of Educational Progress



**NAEP 2006
Assessment
Administrator
Manual**



THE NATION'S REPORT CARD

NAEP 2006

Assessment Administrator Manual

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1

Introduction to NAEP

This chapter provides a brief introduction to the National Assessment of Educational Progress (NAEP) and the NAEP 2006 program. This chapter also describes the layout of this manual.

1. NAEP Overview

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

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

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

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

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

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

NAEP is:

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

NAEP provides:

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

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

A. Characteristics of NAEP

An independent body decides what is tested.

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

NAEP ensures confidentiality.

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

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

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

NAEP encourages inclusion of special needs students.

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

NAEP uses a variety of assessment formats.

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

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

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

B. NAEP Organizational Structure

The chart on the next page shows the current organizational structure of NAEP.

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

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

NCES contracts with private companies for test development and administration services.

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

2. The NAEP Program for 2005/2006

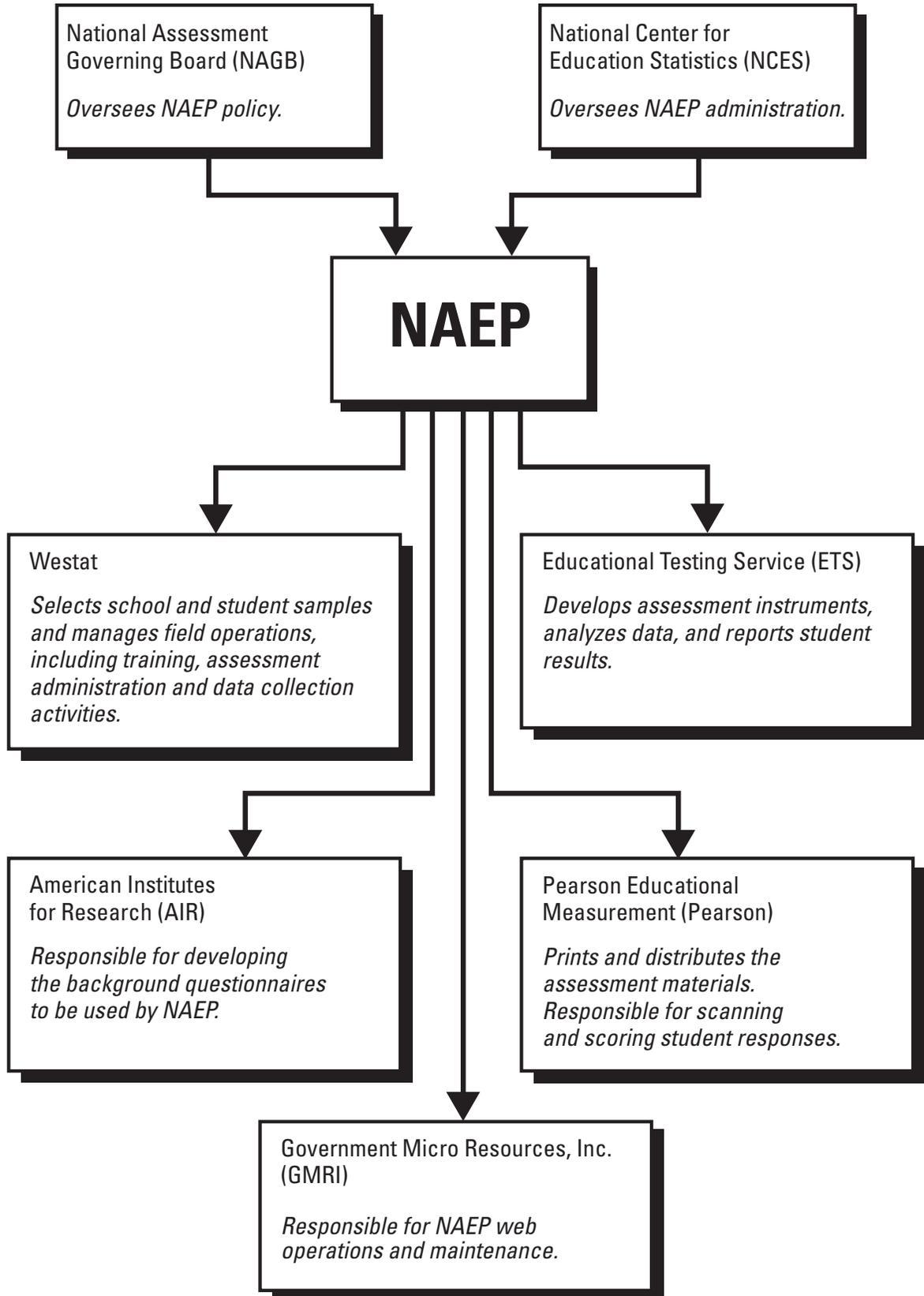
For NAEP 2006, we will be hiring and training assessment teams composed of supervisors and assessment administrators (AAs) to conduct the assessments in approximately 1,600 public and nonpublic schools. The NAEP program for the school year 2005/2006 consists of the following components:

- the operational NAEP assessment, which includes assessments in civics and U.S. history at grades 4, 8, and 12; and economics at grade 12 only,
- pilot and field test studies in reading (grades 4 and 8), mathematics (grades 4 and 8), and writing (grades 8 and 12), and
- a special study called the Sensitivity to Instruction (STI) Study (grade 8).

Page 1.6 describes these components in more detail.

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

NAEP Organizational Structure



A. NAEP 2006

The 2006 assessment will be conducted from January 30 through March 10, 2006, in a nationally representative sample of approximately 1,600 fourth-, eighth-, and twelfth-grade schools located throughout the United States. Approximately 90,000 students will participate in the assessment.

There are three types of assessments to be conducted in 2006: operational, pilot, and field test.

The 2006 operational assessment consists of National NAEP and is the only study that will produce reports. The subjects for National NAEP this year are civics and U.S. history at grades 4, 8, and 12, and economics at grade 12 only.

Pilot test and field test subjects include writing at grades 8 and 12, and reading and mathematics at grades 4 and 8. The purpose of the pilot and field tests is to test new items and procedures in preparation for the 2007 assessment.

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

All assessment subjects and components (operational, pilot test, and field test) will require approximately 90 minutes to administer to students, including the distribution and collection of materials. All subjects from all components except U.S. history will be combined and administered in the same sessions in the same schools. U.S. history must be administered in a separate session because the session scripts used for conducting the history assessment are different from all the other subjects. The NAEP 2006 training program will prepare you for handling schools with both session types.

In grade 4 schools with up to 150 students, all students will be selected to participate in NAEP. In grade 4 schools with more than 150 students, 123 students will be randomly selected. In grade 8 and grade 12 schools with up to 143 students in the sampled grade, all students will be selected to participate. In grade 8 and grade 12 schools with more than 143 students, 95 students will be randomly selected.

B. Sensitivity to Instruction (STI) Study

The STI Study will involve testing grade 7 and grade 8 students in 40 schools in four states (Arkansas, Colorado, Oregon, and Texas) that are teaching a challenging, reform-based mathematics curriculum called Connected Mathematics Project (CMP). Using the NAEP 2005 grade 8 mathematics booklets and the Balanced Assessment of Mathematics (BAM)—a reformed-based assessment—students will be assessed within the first 3 weeks of the school year (fall) and within the last 3 weeks of the school year (spring) in order to evaluate whether the NAEP eighth-grade assessment is sensitive to learning gains for students participating in the CMP.

3. The NAEP Code of Ethics

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

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

As a member of the NAEP data collection team, you are expected to abide by the NAEP Code of Ethics for Assessment Administration and Data Collection. This Code of Ethics is a set of principles that NAEP expects all staff members to follow. The Code defines principles that are the foundation for fair and accurate test administration and data collection.

If you have not previously done so during any past employment on NAEP, at the end of the in-person training, you will be asked to sign the following Oath of Office committing yourself to uphold the principles stated in the Code:

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

NAEP Code of Ethics

NAEP is firmly committed to the collection of high quality, independent, and unbiased measures of student academic performance.

This Code of Ethics defines the principles that are the foundation for fair and accurate test administration and data collection. NAEP grantees, contractors, and subcontractors must ensure that all procedures, materials, training programs, and administrative guidelines are derived from these principles.

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

The basic principles guiding NAEP data collection are accuracy, integrity, and respect.

ACCURACY

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

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

included in the assessment to the greatest extent possible.

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

- The NAEP testing environment shall be correctly structured and a positive atmosphere established so that all students have a fair chance to perform to full capacity.

INTEGRITY

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

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

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

- NAEP staff and other proctors assigned to testing sessions shall receive clear, unambiguous guidance on testing procedures.

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

RESPECT

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

- Schools shall be notified in advance of the assessment and provided all relevant information about NAEP, NAEP assessment procedures and schedules, and NAEP personnel who might be entering the school.

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

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

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

- Any complaint or concern about a NAEP assessment shall be addressed directly by testing personnel in the field and promptly reported to NCES, or its designee.

4. NAEP Guidelines for Viewing Assessment Materials

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

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

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

To fulfill the first requirement, NAEP has made sure since its inception that no information on individual students or schools is included in its data releases or reports. The names of students who have taken NAEP shall not leave the school building in which the assessment is administered, and all information collected by NAEP about individual students and schools will remain strictly confidential.

To fulfill the second requirement, NAGB adopted a strict policy on how to handle requests to see NAEP assessment booklets. All requests to view NAEP assessment booklets must be handled in the following ways:

If a request is made to view the background questions asked in the student’s assessment booklets, you must provide copies of the NAEP Sample Questions Booklets.

The Sample Questions Booklets contain the NAEP 2006 background questionnaires. Your supervisor will receive a supply of Sample Questions Booklets from Westat, and the booklets will also be posted on the MySchool and NAEP web sites.

If a request is made to view the actual test questions by school staff members, parents, or anyone else, that person or persons must submit a written request to NCES.

Under the statute, all secure cognitive questions must be made available within 45 days after a written request, provided test security is maintained. All written requests to view test questions should be sent to the NAEP State Coordinator or the Field Manager, who in turn will contact NCES.

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

Copying or duplicating actual assessment booklets is never permitted. Following each assessment, NAEP releases to the public approximately 25 percent or more of the test questions. These released questions will not be used in future assessments and appear in the NAEP reports and on the NAEP web site. You should encourage any interested party to view the previously released NAEP test questions on the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

5. NAEP Quality Control Checks

A. Quality Control Checks Conducted by Your Supervisor

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

Using the Quality Control Booklet, your supervisor will document each QC check so that at the end of the assessment, Westat can analyze the data for all AAs. This QC check is done to ensure each procedure is completed according to the standards NAEP set out.

B. School Visits by NCES, ETS, and Westat

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

C. Quality Assurance Conducted by HumRRO

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 large portion of HumRRO's quality assurance activities includes visits to training and assessment locations. The locations of assessment observations are selected from a comprehensive listing of all testing sites and the selection represents schools from across the country, as well as schools of various sizes. Particular NAEP staff members are not targeted for observation.

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

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

Observation Protocol

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

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

Observation Checklist Items

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

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

Interactions Between HumRRO and NAEP Staff Members

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

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

Observation From a Distance

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

Personal Inquiry

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

“Looking Over the Shoulder” Observation

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

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

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

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

D. School Visits by Your Field Manager

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

E. Followup Telephone Calls

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

6. Goals of the NAEP 2006 Training Program

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

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

Statistical validity means the data collected are accurate and reliable, and have been collected in a uniform manner across schools.

NAEP goals for 2006 reflect important priorities:

Ensure statistical validity through quality control.

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

Promote the NAEP Code of Ethics.

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

Protect the security and confidentiality of NAEP materials.

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

7. Manual Format

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

In addition, there are a series of icons used to help you navigate your way through the manual. The table below identifies the icons and their meanings.



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



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



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

Voices of Experience:

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

Chapter 1 Summary

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

- identify NAEP's purpose, and
- describe the NAEP program goals for 2006.

2

Understanding NAEP Materials and Accommodations

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

1. General NAEP Knowledge Requirements

There are a number of NAEP materials that you must be familiar with prior to the assessment.

A. The Administration Schedule

The Critical Role of the Administration Schedule in the NAEP Process

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

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

An example Administration Schedule is shown on page 2.4.

The Role of the Administration Schedule During the Preassessment Activities

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



Impacts Statistical Validity

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

The accuracy of the student demographic data is extremely important. The key reporting variables for the final NAEP assessment results are all obtained from the Administration Schedule. These variables include date of birth, gender, race/ethnicity, student with disability (SD) and/or English language learner (ELL) status, and National School Lunch Program (NSLP) status.

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

The Role of the Administration Schedule on Assessment Day

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

Final Administration Codes for the selected students are entered on the Administration Schedule at the conclusion of the assessment in each school. These codes are used to produce student participation reports that list the number of students assessed, absent, withdrawn/ ineligible, and excluded, as well as the number of new enrollees and refusals.

The Role of the Administration Schedule After the Assessment

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

	Grades	
	4	8
Score gaps		
Females - Males	7	11

Females Outscore Males in NAEP 2003 Reading

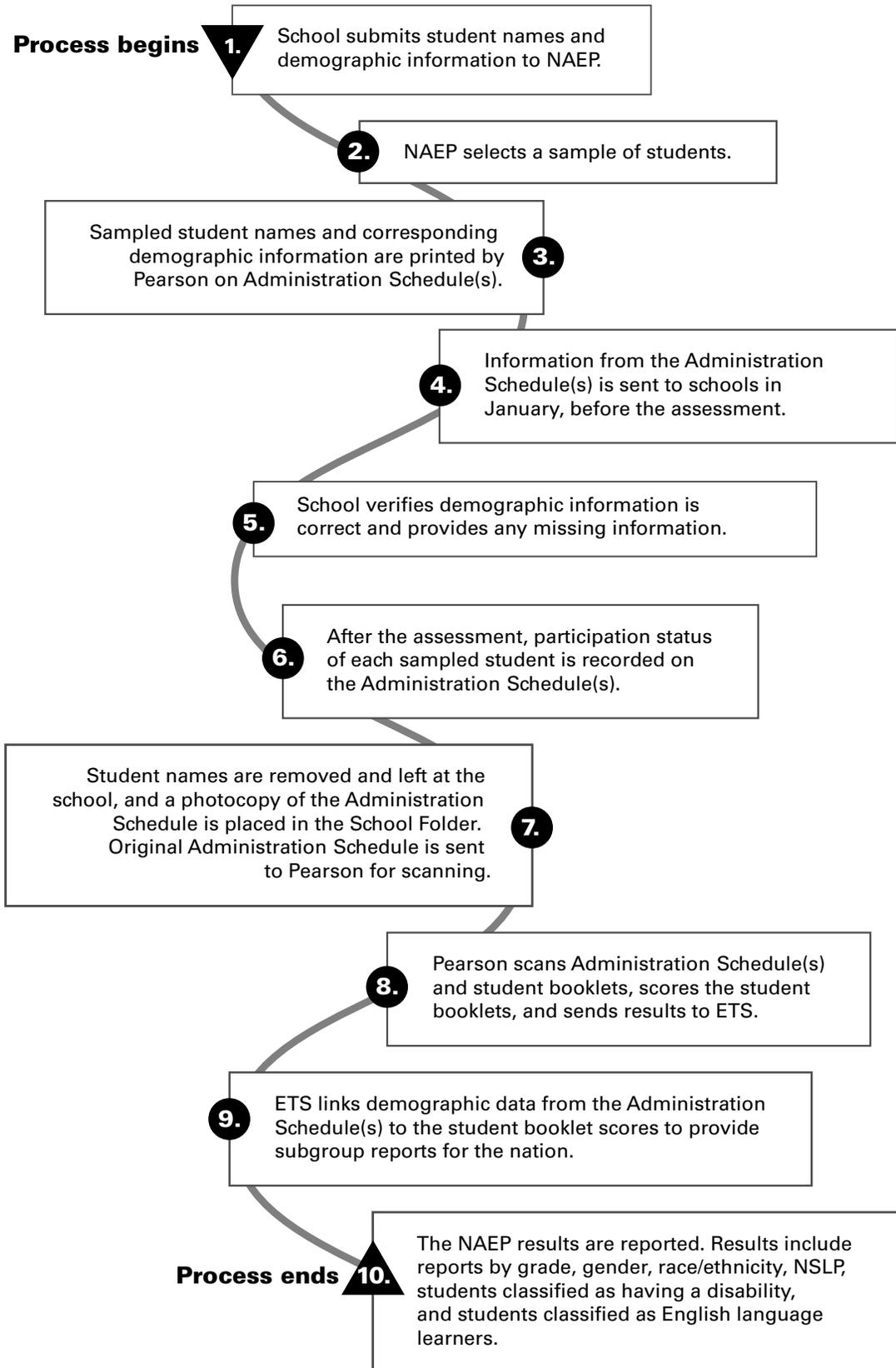
In 2003, female students continue to score higher than male students in reading, by 7 points at grade 4, and by 11 points at grade 8.

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

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

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

NAEP Administration Schedule Process



Understanding NAEP Materials and Accommodations

As part of the sampling process, your supervisor prepared an Administration Schedule for each session. An important part of your job is to record the results of each session you conduct on the Administration Schedule.

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

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

This form must be completed in No. 2 pencil.

<p>Students with Disabilities (SD)</p> <p>1 = Yes, this student has been identified as having a disability</p> <p>2 = No, this student has not been identified as having a disability</p> <p>3 = Information unavailable</p> <p>For Use in Column "F" & for "G"</p>	<p>English Language Learner (ELL)</p> <p>1 = Yes, ELL</p> <p>2 = No, not ELL</p> <p>3 = Formerly ELL (noted for AYP reporting)</p> <p>4 = Information unavailable</p> <p>For Use in Column "H" & for "I"</p>	<p>National School Lunch Program</p> <p>1 = Student not eligible</p> <p>2 = Free lunch</p> <p>3 = Reduced price lunch</p> <p>4 = School not participating</p> <p>5 = School refused</p> <p>9 = Information not available</p> <p>For Use in Column "K"</p>	<p>Race/Ethnicity</p> <p>1 = White, not Hispanic</p> <p>2 = Black, not Hispanic</p> <p>3 = Hispanic</p> <p>4 = Asian/Pacific Islander</p> <p>5 = American Indian/Alaska Native</p> <p>6 = Other</p> <p>9 = Information unavailable</p> <p>For Use in Column "J"</p>
--	---	--	--

School #: <u>101-101-1</u> Grade: <u>4</u>	Original session scheduled for: Day/Date: <u>Thurs./Feb. 9</u> Time: <u>8:05</u>	Makeup session scheduled for: Day/Date: _____ Time: _____	# Makeup Needed Makeup Held: <input type="radio"/> <input type="radio"/>	Bundle #'s 01001 01002
School Name: <u>Washington Elementary School</u>		Location: <u>Rm 121</u>		# Assessed (Original Session) _____
Administrator's Name: <u>Mary Jones</u>		# Assessed (Makeup Session) _____		
# Original Sample: <u>28</u>		# Absent (Admin. Codes 40-45, 48 & 49) _____		
# Excluded (Admin. Codes 60-66) _____		# Assessed (Makeup Session) _____		
# Selected New Excludes _____		# Refused (Admin. Codes 42 & 43) _____		
Total in Sample _____		TOTAL ASSESSED _____		

Column Indicators:	"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name	Session Letter	Line #	Month	Year	Sex	SD	ELL	ELL Code	Race	School Lunch	Title I	1-78	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Code	Admin. Codes
01 Atley, Mark	10	01	0	4	9	5	1	2	2	2	2	X	2	301 000293 4				ASSESSED IN ORIGINAL
02 Bates, Betty	10	02	0	2	9	6	2	2	2	2	1	X	2	032 054006 9				ASSESSED IN MAKEUP
03 Block, Wes	10	03	0	6	9	5	1	2	2	2	1	X	2	105 005241 1				ASSENT
04 Burns, Angela	10	04	1	0	9	5	2	2	2	2	2	X	2	311 000043 8				OTHER
05 Campbell, Nicki	12	05	0	1	9	5	2	2	2	2	1	X	2	002 006922 1				REASONS FOR EXCLUSION
06 Cordaro, Nancy	12	06	0	9	9	5	2	2	2	2	1	X	2	115 000841 2				OTHER
07 Dublin, Tim	10	07	0	1	9	6	1	1	2	2	1	X	2	315 043569 2				REASONS FOR EXCLUSION
08 Frank, Kimberly	12	08	0	5	9	5	2	2	2	2	1	X	2	007 005301 1				OTHER
09 Grahams, Carla	10	09	0	7	9	5	2	2	2	2	1	X	2	309 210021 3				REASONS FOR EXCLUSION
10 Hernandez, Paul	10	10	0	9	9	5	1	2	1	3	3	X	2	128 210001 6				OTHER
11 Hoecke, Becky	10	11	1	2	9	5	2	2	2	2	4	X	2	029 073201 2				ASSESSED WITH ACCOMMODATIONS
12 Jasmer, Daniel	12	12	1	0	9	5	1	2	2	2	2	X	2	302 002407 7				OTHER
13 Kruger, Sarah	12	13	0	6	9	5	2	2	2	2	2	X	2	138 000031 9				REASONS FOR EXCLUSION
14 Lowe, Penny	12	14	0	2	9	6	2	2	2	2	1	X	2	009 076206 0				OTHER
15 Lucas, Paul	10	15	1	0	9	5	1	2	2	2	3	X	2	308 076206 5				REASONS FOR EXCLUSION

Perforated to remove students' names

Preassigned booklet ID numbers

Administration Codes used to identify students' participation status in column P

NAEP School ID Number

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

- The first two digits are the numeric Federal Information Processing Standard (FIPS) code for the state or jurisdiction.
- The third digit is either a 1, 2, or 3 to show the grade for which the school was selected:
 - 1 = Grade 4
 - 2 = Grade 8
 - 3 = Grade 12
- The fourth, fifth, and sixth digits are a sequential number from 001-999 within the state and grade.
- The seventh digit indicates whether the school is an original or substitute school and a public or nonpublic school.
 - 0 = Original Public School
 - 1 = Substitute Public School
 - 2 = Original Nonpublic School
 - 3 = Substitute Nonpublic School

The Session Number

The Session Number consists of two letters and four numbers. The two letters indicate the session type. This year, all operational field test and pilot subjects, except U.S. history, will be assessed in the same sessions in the same schools.

Session	Session type	Subjects	School type	Grades
OP	Operational	Civics	Public/nonpublic	4, 8, 12
	Operational	Economics	Public/nonpublic	12
	Field test	Reading Mathematics	Public/nonpublic	4, 8
	Pilot	Writing	Public/nonpublic	8, 12
HI	Operational	U.S. history	Public/nonpublic	4, 8, 12

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

The last two numerals are used to identify the session, as there will likely be more than one session in a school. For example, a grade 4 public school with three sessions including the subjects of civics, reading, mathematics, and U.S. history would have three Administration Schedules: one Administration Schedule for session OP0401, the second for session OP0402, and the third for session HI0401.

Understanding NAEP Materials and Accommodations

Columns of the Administration Schedule

Column **A**, labeled **Student Name**, lists the names of the students selected for the assessment.

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

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

Various subjects will be assessed at each school. However, each student will be assessed in only one subject. Therefore, column **C**, labeled **Line #/Subject**, is used to indicate the subject of each student's assessment booklet. This column will contain one of the following codes:

- "C" for civics,
- "E" for economics,
- "M" for mathematics,
- "R" for reading,
- "W" for writing, or
- "H" for U.S. history.

This is important because there are additional materials specific to each subject, which are associated with certain test booklets. These materials are discussed in detail on pages 2.18 and 2.21-2.23. School staff will also refer to this subject indicator when determining student accommodations.

This form must be completed in No. 2 pencil.

Students with Disabilities (SD)
1 = Yes, this student has been identified as having a disability
2 = No, this student has not been identified as having a disability
9 = Information unavailable

Race/Ethnicity
1 = White, not Hispanic
2 = Black, not Hispanic
3 = Hispanic
4 = Asian/Pacific Islander
5 = American Indian/Alaska Native
6 = Other
9 = Information unavailable

National School Lunch Program
1 = Student not eligible
2 = Free lunch
3 = Reduced price lunch
4 = School not participating
5 = School refused
9 = Information not available

Session Number
OP0401

Bundle #'s
01001
01002

English Language Learner (ELL)
1 = No, not ELL
2 = Formerly ELL (monitored for AYP reporting)
9 = Information unavailable

For Use in Column "H" & for "I"

For Use in Column "K"

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Original session scheduled for: Thurs./Feb. 9
Day/Date: 8:05
Location: Rm 121

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

Original Sample: 28
Excluded (Admin. Codes 90-95): _____
Total in Sample: _____

Assessed (Original Session): _____
Assessed (Makeup Session): _____
Total Assessed: _____

Column Indicators: "A"	"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
			Line #/Subject	Month														
01	Atley, Mark	10	C	0	4	9	5	1	2	2	2	X	2	301 000293 4				ASSESSED IN ORIGINAL
02	Bates, Betty	10	R	0	2	9	6	2	2	2	1	X	2	032 054006 9				ASSESSED IN MAKEUP
03	Block, Wes	10	M	0	6	9	5	1	2	2	1	X	2	105 005241 1				ASSESSED IN ORIGINAL
04	Burns, Angela	10	C	1	0	9	5	2	2	2	2	X	2	311 000043 8				ASSESSED IN ORIGINAL
05	Campbell, Nicki	12	R	1	1	9	5	2	2	2	1	X	2	002 006922 1				ASSESSED IN MAKEUP
06	Cordaro, Nancy	12	M	0	9	9	5	2	2	2	1	X	2	115 000841 2				ASSESSED IN ORIGINAL
07	Dublin, Tim	10	C	0	1	9	6	1	1	2	1	X	2	315 043569 2				ASSESSED IN ORIGINAL
08	Frank, Kimberly	12	R	0	5	9	5	2	2	2	1	X	2	007 005301 1				ASSESSED IN MAKEUP
09	Grahams, Carla	10	C	0	7	9	5	2	2	2	1	X	2	309 210021 3				ASSESSED IN ORIGINAL
10	Hernandez, Paul	10	M	0	9	9	5	1	2	1	3	X	2	128 210001 6				ASSESSED IN ORIGINAL
11	Hoecke, Becky	10	R	1	2	9	5	2	2	2	4	X	2	029 073201 2				ASSESSED IN MAKEUP
12	Jasmer, Daniel	12	C	1	0	9	5	1	2	2	2	X	2	302 002407 7				ASSESSED IN ORIGINAL
13	Kruger, Sarah	12	M	0	6	9	5	2	2	2	2	X	2	138 000031 9				ASSESSED IN ORIGINAL
14	Lowe, Penny	12	R	0	2	9	6	2	2	2	1	X	2	009 076206 0				ASSESSED IN ORIGINAL
15	Lucas, Paul	10	C	1	0	9	5	1	2	2	3	X	2	308 076206 5				ASSESSED IN ORIGINAL

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

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

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

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

Column **H**, labeled **ELL**, is used to indicate each student's ELL status.

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

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

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

Column **L**, labeled **Title I**, will not be used for NAEP 2006. Administration Schedules will come with "X"s printed in this column, as a reminder that this column should be ignored. Title I data will be collected at the school level in the School Questionnaire, not at the student level on the Administration Schedule.

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

This form must be completed in No. 2 pencil.

Students with Disabilities (SD)
 1 = Yes, this student has been identified as having a disability
 2 = No, this student has not been identified as having a disability
 9 = Information unavailable

Race/Ethnicity
 1 = White, not Hispanic
 2 = Black, not Hispanic
 3 = Hispanic
 4 = Asian/Pacific Islander
 5 = American Indian/Alaska Native
 6 = Other
 9 = Information unavailable

National School Lunch Program
 1 = Student not eligible
 2 = Free lunch
 3 = Reduced price lunch
 4 = School not participating
 5 = School refused
 9 = Information not available

Session Number
 OP0401

Bundle #'s
 01001
 01002

English Language Learner (ELL)
 1 = Yes, ELL
 2 = No, not ELL
 3 = Formerly ELL (monitored for AYP reporting)
 9 = Information unavailable

For Use in Column "H" & for "I"

For Use in Column "F" & for "G"

For Use in Column "K"

NAEP 2006 Administration Schedule

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Original session scheduled for:
 Day/Date: Thurs./Feb. 9
 Time: 8:05
 Location: Rm 121

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

If Makeup Needed:
 Makeup Held: Makeup Not Held:

Bundle #'s:
 01001
 01002

Session Number:
 OP0401

Original Sample: 28 # Withdrawn & ineligible (Admin. Codes 40-43, 44 & 50): _____
 # Excluded (Admin. Codes 40-46): _____
 # Selected New Enrollees: _____

TO BE ASSESSED = _____

Absent (Admin. Codes 40-43, 44 & 45): _____ # Assessed (Original Session): _____
 # Refused (Admin. Codes 46 & 47): _____ # Assessed (Makeup Session): _____

TOTAL ASSESSED = _____

Column Indicators: "A"	"B"	"C"	"D" Birth Date		"E" Sex	"F" SD	"G" SD Code	"H" ELL	"I" ELL Code	"J" Race/Eth.	"K" School Lunch	"L" Title I	"M" School Lunch	"N" Original Booklet ID #	"O" Accommodation Booklet ID #	"P" Admin. Code	"Q" Admin. Code	"R" Admin. Codes				
Student Name	Line # of Student	Month	Year	Month	Year																	
01	Atley, Mark	10	01	C	0	4	9	5	1	2			2	2				301 000293 4			1	ASSESSED IN ORIGINAL
02	Bates, Betty	10	02	R	0	2	9	6	2	2			2	1				032 054006 9			2	ASSESSED IN MAKEUP
03	Block, Wes	10	03	M	0	6	9	5	1	2			2	1				105 005241 1			3	ASSESSED IN ORIGINAL
04	Burns, Angela	10	04	C	1	0	9	5	2	2			2	2				311 000043 8			4	ASSESSED IN ORIGINAL
05	Campbell, Nicki	12	05	R	1	1	9	5	2	2			2	1				002 006922 1			5	ASSESSED IN MAKEUP
06	Cordaro, Nancy	12	06	M	0	9	9	5	2	2			2	1				115 000841 2			6	ASSESSED IN ORIGINAL
07	Dublin, Tim	10	07	C	0	1	9	6	1	1			2	1				315 043569 2			7	ASSESSED IN ORIGINAL
08	Frank, Kimberly	12	08	R	0	5	9	5	2	2			2	1				007 005301 1			8	ASSESSED IN ORIGINAL
09	Grahams, Carla	10	09	C	0	7	9	5	2	2			2	1				309 210021 3			9	ASSESSED IN ORIGINAL
10	Hernandez, Paul	10	10	M	0	9	9	5	1	2			1	3				128 210001 6			10	ASSESSED IN ORIGINAL
11	Hoecke, Becky	10	11	R	1	2	9	5	2	2			2	4				029 073201 2			11	ASSESSED WITH ACCOMMODATIONS
12	Jasmer, Daniel	12	12	C	1	0	9	5	1	2			2	2				302 002407 7			12	ASSESSED WITH ACCOMMODATIONS
13	Kruger, Sarah	12	13	M	0	6	9	5	2	2			2	2				138 000031 9			13	ASSESSED WITH ACCOMMODATIONS
14	Lowe, Penny	12	14	R	0	2	9	6	2	2			2	1				009 076206 0			14	ASSESSED WITH ACCOMMODATIONS
15	Lucas, Paul	10	15	C	1	0	9	5	1	2			2	3				308 076206 5			15	ASSESSED WITH ACCOMMODATIONS

Understanding NAEP Materials and Accommodations

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

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

Column **P**, labeled **Admin. Code**, is used to record each student's participation status. The two-digit Administration Codes used in this column are listed along the right side of the Administration Schedule in column **R**. The Administration Codes are further defined on pages 4.28-4.31.

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

This form must be completed in No. 2 pencil.

Students with Disabilities (SD)
1 = Yes, this student has been identified as having a disability
2 = No, this student has not been identified as having a disability
9 = Information unavailable

English Language Learner (ELL)
1 = Yes, ELL
2 = No, not ELL
9 = Formerly ELL (monitored for AYP reporting)
9 = Information unavailable

Race/Ethnicity
1 = White, not Hispanic
2 = Black, not Hispanic
3 = Hispanic
4 = Asian/Pacific Islander
5 = American Indian/Alaska Native
6 = Other
9 = Information unavailable

National School Lunch Program
1 = Student not eligible
2 = Free lunch
3 = Reduced price lunch
4 = School not participating
5 = School refused
9 = Information not available

Session Number
OP0401

Bundle #'s
01001
01002

NAEP 2006 Administration Schedule

The Nation's Report Card

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Original session scheduled for:
Day/Date: Thurs./Feb. 9
Time: 8:05
Location: Rm 121

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

If Makeup Needed:
Makeup Held:
Makeup Not Held:

Bundle #'s
01001
01002

Original Samples: 28

Withdrawn & Ineligible (Admin. Codes 51, 54 & 55): _____

Excluded (Admin. Codes 65-66): _____

Absent (Admin. Codes 40-43, 48 & 49): _____

Assessed (Original Session): _____

Assessed (Makeup Session): _____

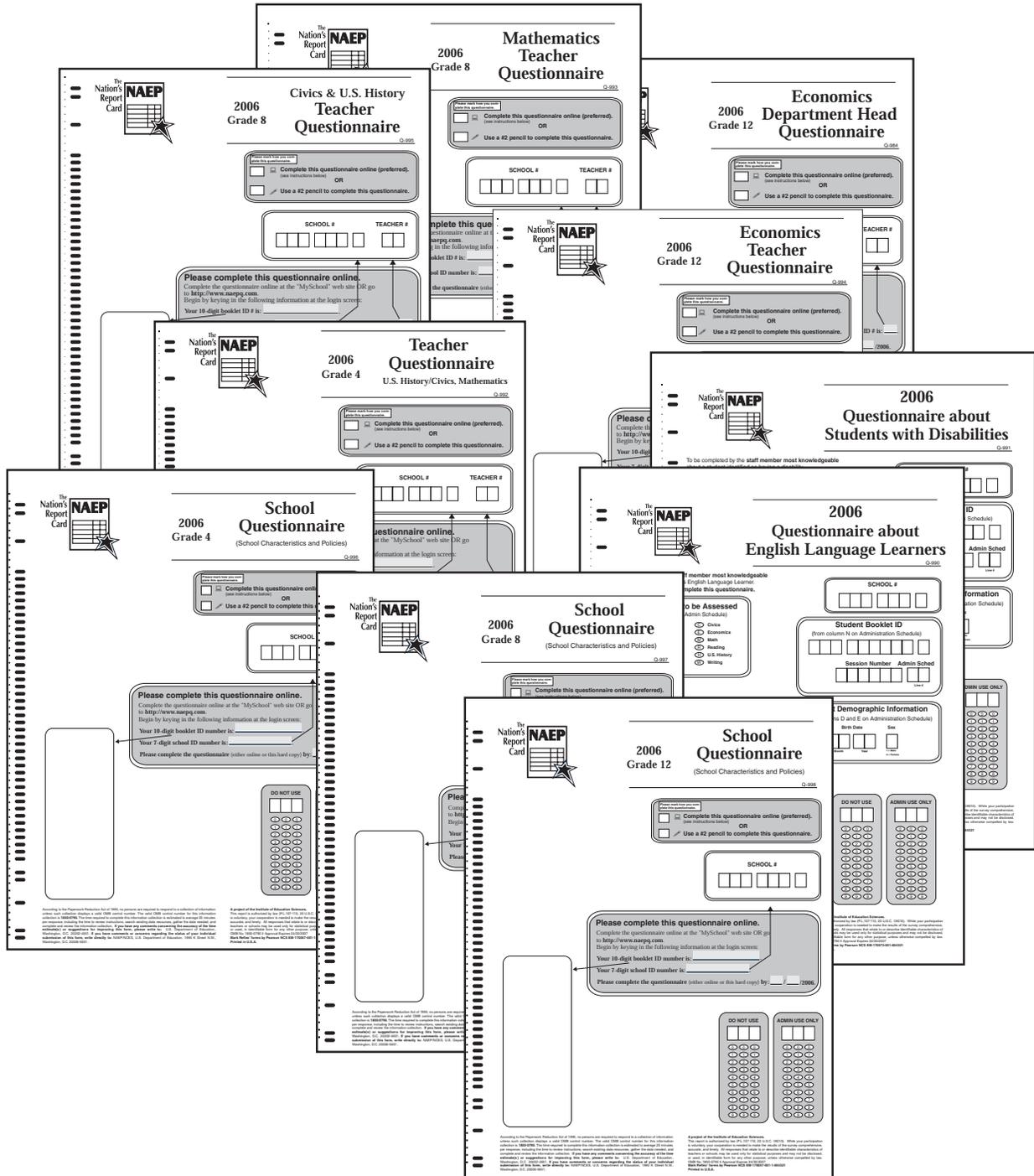
Reassessed (Admin. Codes 90 & 91): _____

Assessed (Makeup Session): _____

TOTAL ASSESSED

Column Indicators	"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name	Line #	Subject	Month	Year	Sex	SD	ELL	Race	School Lunch	ELL	School Lunch	ELL	ELL	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten.	Admin. Codes
01 Atley, Mark	10	C	0	4	9	5	1	2	2	2	2	X	2	301 000293 4			1	ASSESSED IN ORIGINAL
02 Bates, Betty	10	R	0	2	9	6	2	2	2	2	1	X	2	032 054006 9			2	ASSESSED IN MAKEUP
03 Block, Wes	10	M	0	6	9	5	1	2	2	2	1	X	2	105 005241 1			3	ASSESSED IN ORIGINAL
04 Burns, Angela	10	C	1	0	9	5	2	2	2	2	2	X	2	311 000043 8			4	ASSESSED IN MAKEUP
05 Campbell, Nicki	12	R	1	1	9	5	2	2	2	2	1	X	2	002 006922 1			5	ASSESSED IN ORIGINAL
06 Cordaro, Nancy	12	M	0	9	9	5	2	2	2	2	1	X	2	115 000841 2			6	ASSESSED IN MAKEUP
07 Dublin, Tim	10	C	0	1	9	6	1	1	2	2	1	X	2	315 043569 2			7	ASSESSED IN ORIGINAL
08 Frank, Kimberly	12	R	0	5	9	5	2	2	2	2	1	X	2	007 005301 1			8	ASSESSED IN MAKEUP
09 Grahams, Carla	10	C	0	7	9	5	2	2	2	2	1	X	2	309 210021 3			9	ASSESSED IN ORIGINAL
10 Hernandez, Paul	10	M	0	9	9	5	1	2	1	3	X	2	128 210001 6			10	ASSESSED IN MAKEUP	
11 Hoeck, Becky	10	R	1	2	9	5	2	2	2	4	X	2	029 073201 2			11	ASSESSED IN ORIGINAL	
12 Jasmer, Daniel	12	C	1	0	9	5	1	2	2	2	2	X	2	302 002407 7			12	ASSESSED IN MAKEUP
13 Kruger, Sarah	12	M	0	6	9	5	2	2	2	2	2	X	2	138 000031 9			13	ASSESSED IN ORIGINAL
14 Lowe, Penny	12	R	0	2	9	6	2	2	2	2	1	X	2	009 076206 0			14	ASSESSED IN MAKEUP
15 Lucas, Paul	10	C	1	0	9	5	1	2	2	3	X	2	308 076206 5			15	ASSESSED IN ORIGINAL	

NAEP 2006 School Staff Questionnaires



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

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

Your supervisor is provided with one or more Rosters of Questionnaires for each school to keep track of the questionnaires distributed at the school.

The four versions of the Roster for NAEP 2006 are listed below.

- Grade 4 Roster of Questionnaires
- Grade 8 Roster of Questionnaires
- Grade 12 Roster of Questionnaires
- SD/ELL Roster of Questionnaires

The front of the grade 4, 8, and 12 Rosters contains the tracking information for the School Questionnaire and the Teacher Questionnaires. The grade 12 Roster also contains the tracking information for the Economics Department Chair Questionnaire. The back of each Roster contains space for additional Teacher Questionnaires.

Your supervisor will handle most activities regarding the Rosters. As an AA, your only responsibility involving the Rosters will be to use the Roster to write the teacher names and corresponding numbers from the Roster on the chalkboard for the students on assessment day. More information about this task is presented in Section 4E in Chapter 4. You will not need to use the SD/ELL Roster at all in your activities as an AA.

Guidelines for Completing Scannable Documents

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

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

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

The following are **acceptable** writing styles:



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



Impacts Statistical Validity

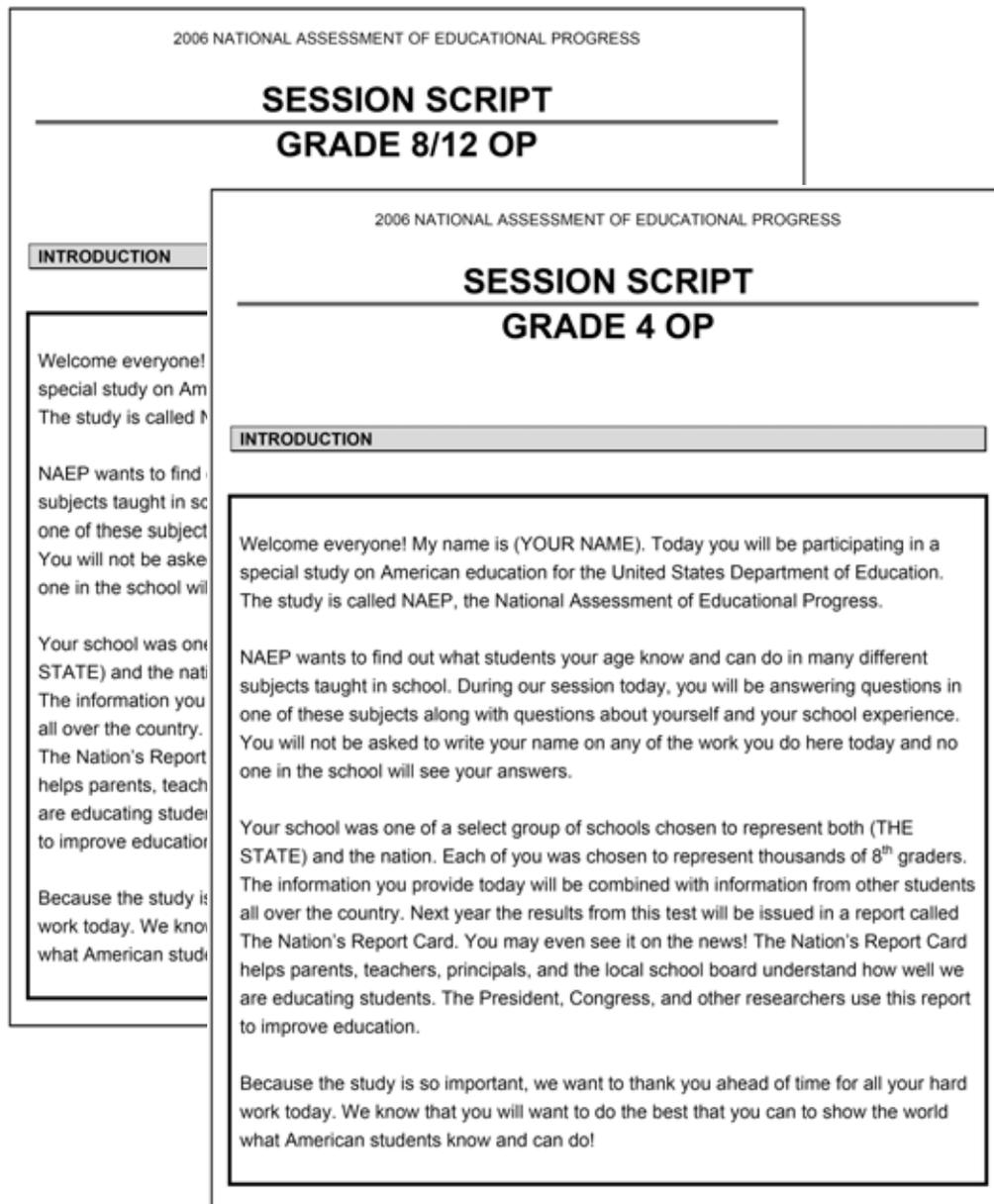
Care must always be taken when entering information on scannable documents. Remember to enter information carefully and check your entries to verify that you have entered the correct information.

C. The Session Scripts

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

- Grade 4 OP Session Script
- Grade 4 HI Session Script
- Grade 8/12 OP Session Script
- Grade 8/12 HI Session Script

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



Accommodation Scripts

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

- Grade 4 OP Accommodation Session Script
- Grade 4 HI Accommodation Session Script
- Grade 8/12 OP Accommodation Session Script
- Grade 8/12 HI Accommodation Session Script

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

General Background Question-by-Question Specifications

Question-by-Question Specifications for the general student background sections of the assessment are provided in the back of each session script. You must refer to them when helping students understand the intent of a question in the background sections. Guidelines for using the Question-by-Question Specifications are provided in Section 7C in Chapter 4.

Subject-Area Background Question-by-Question Specifications

Question-by-Question Specifications for the subject-area background sections of the assessment are provided in the back of each OP and HI session script. You must refer to them when helping students understand the intent of a question in the reading, mathematics, civics, U.S. history, writing, or economics subject-area background sections. Guidelines for using the Question-by-Question Specifications are provided in Section 7D in Chapter 4.

D. Instructions to School Staff

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

Since the staff members observing or administering the assessment sessions have access to the assessment booklets and data, the Teacher Observer Letter and the Accommodation Teacher Letter also have a nondisclosure statement for school staff to sign. Your supervisor will provide these letters to school staff observers and will collect the signed letters just prior to the assessment.

TEACHER OBSERVER LETTER

We welcome you to the NAEP assessment!

The National Assessment of Educational Progress (NAEP) is often referred to as the “Nation’s Report Card.” It is the only measure of student achievement in the United States, which compares the performance of students in the nation across time. Sponsored by the U.S. Department of Education, NAEP has been conducted for more than 30 years. Schools and students are chosen to participate in NAEP by careful random selection to accurately represent all schools and students in the nation.

We appreciate your assistance in NAEP!

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

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

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

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

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

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

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

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

AFFIDAVIT OF NONDISCLOSURE

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

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

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

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

(Signature) _____
(Job Title) _____
(Date) _____

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

ACCOMMODATION TEACHER LETTER

We welcome you to the NAEP assessment!

The National Assessment of Educational Progress (NAEP) is often referred to as the “Nation’s Report Card.” It is the only measure of student achievement in the United States which compares the performance of students in the nation across time. Sponsored by the U.S. Department of Education, NAEP has been conducted for over 30 years. A careful random selection of schools and students is selected to participate in NAEP to represent all schools and students in the nation.

We appreciate your assistance in NAEP!

By conducting or assisting with the assessment, you will help emphasize to the students the importance of their taking their test seriously. You have the advantage of knowing some or all of the students and the protocols of the school.

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

If conducting an accommodation session, you may:

- make minor modifications to the script to shorten or simplify the introductory statements;
- encourage the student to review his/her answers upon completion of a section;
- allow students to take a break between sections when the NAEP representative indicates they can; or
- answer student questions regarding the general background section of the booklet, the booklet directions, and the recording of answers.

You may not:

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

AFFIDAVIT OF NONDISCLOSURE

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

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

(Signature) _____
(Job Title) _____
(Date) _____

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

E. The Session Debriefing Form

The Session Debriefing Form has been developed to gather information about the assessments in your assignment. By accurately completing this two-page form, you will provide NAEP with documentation that the session was completed and a record of any problems that you may have encountered regarding the session. If problems arose during the session, you must use this form to document exactly what happened, how it affected the performance of students in the session, and how and by whom the situation was resolved.

A Session Debriefing Form, shown on pages 2.19 and 2.20, must be completed for each original session, each separate accommodation session, and each makeup session held in the school. Instructions for completing the form are provided in Chapter 4.

F. The Session Materials

On assessment day, your supervisor will give you the materials for each session that you are assigned to conduct in the school. The session materials that you receive will depend on the session type and grade. A complete list of session materials for each grade 4, 8, and 12 session is provided on page 4.2.

G. The Assessment Booklets

The assessment booklets are used to assess the selected students. Each booklet cover has a code in the upper-right corner (see example on pages 2.21-2.23). This code is made up of the following three components:

- a letter identifying the subject,
- a three-digit booklet version number, and
- a letter or letters identifying any ancillaries or additional materials the booklet requires.

Each operational and field test booklet will also have an “O” for operational, and each writing booklet will have a “P” for pilot in the far upper-right corner, as shown on pages 2.21-2.23.

To help further distinguish the correct booklets for a session, the booklet covers are printed in different colors: grade 4 in blue ink, grade 8 in brown ink, and grade 12 in gray ink.

H. The Ancillary Materials

Certain assessment booklets require the use of additional or ancillary materials. The materials will vary depending on the subject and grade to be assessed. Some of these materials will be individually prepackaged in clear plastic bags. A label on the bag will tell you the name of the material inside and the code letter. The charts on pages 2.21-2.23 show the ancillary materials and corresponding letter that appears on the student’s booklet cover by subject and grade.

SESSION DEBRIEFING FORM

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

Assessment Date: _____	Region #: _____
School Name: _____	School ID #: _____
Person Completing Form: _____	Supervisor: _____
Other NAEP Staff Assisting with Session: _____	
Other Observers Present: _____	
Session Number: _____ (e.g. OP0401, HI0801)	
This session was:	
<input type="checkbox"/> Regular Session	<input type="checkbox"/> Accommodation Session
<input type="checkbox"/> Makeup Regular Session	<input type="checkbox"/> Makeup Accommodation Session

SESSION SUMMARY (Be sure to provide as much detail as possible.)

ITEM	YES	NO	DETAILS
Were there any problems setting up for this session?			
Were there any problems getting students to this session?			
Were there any problems with the session timing?			
Were there any problems with the session materials (including the distribution and use of ancillary items)?			
Were there any student refusals?			
Were there any students who left the session?			
Were students cooperative and orderly during assessment?			
Were there any problems with accommodations given in this session?			
Were there any students still working when the timer rang?			
Were there any problems with the location?			
Were there any interruptions?			
Other, specify			

REACTION TO SESSION

AUDIENCE	ATTITUDE	COMMENTS/COMPLAINTS
Students	<input type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	
School Staff	<input type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	
Other Observers	<input type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	

Overall, how well did this session go?

- Very well
- Satisfactory
- Unsatisfactory

If “Unsatisfactory,” record comment:

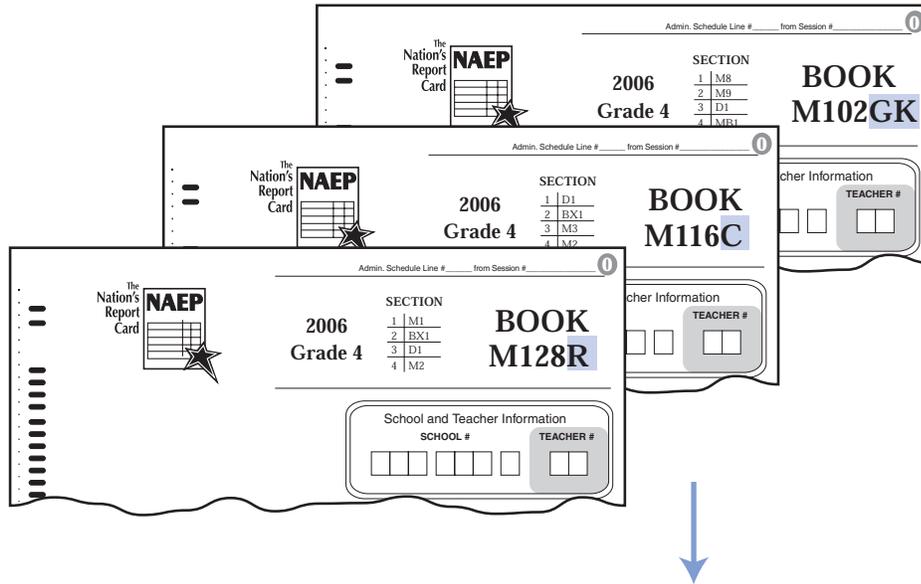
Record any UNUSUAL circumstances in this session not previously mentioned:

Record any questions that students asked during the session. Be sure to include the subject and booklet number for questions about items.

Subject	Booklet ID #	Student Question

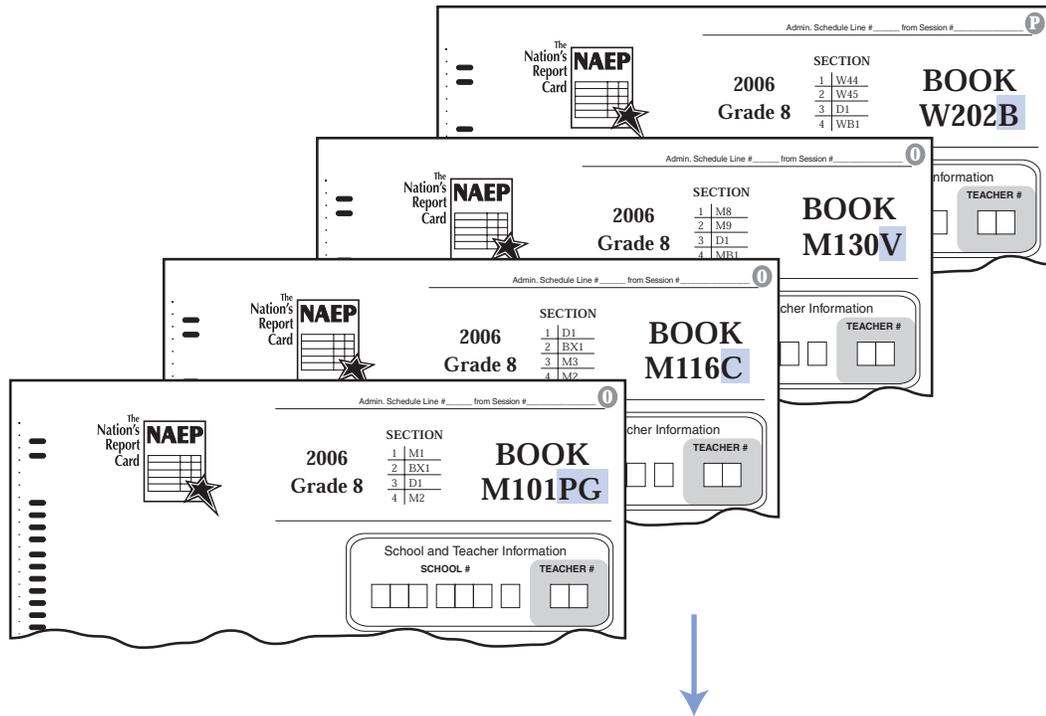
RETURN THIS COMPLETED FORM TO YOUR SUPERVISOR.

Grade 4 Booklet Cover Examples and Ancillary Materials



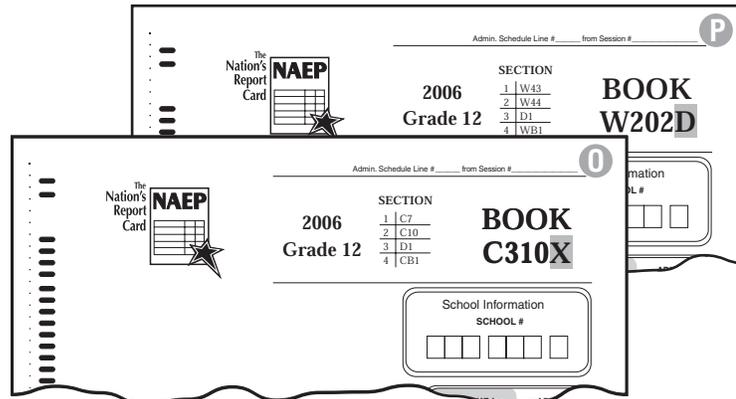
Grade 4	
Subject	Ancillary Materials
Mathematics	C = Calculator G = Manipulative Set "G" R = Ruler K = Manipulative Set "K"

Grade 8 Booklet Cover Examples and Ancillary Materials



Grade 8	
Subject	Ancillary Materials
Mathematics	C = Calculator G = Manipulative Set "G" P = Protractor/Ruler V = Manipulative Set "V"
Writing	B = Writing Brochure

Grade 12 Booklet Cover Examples and Ancillary Materials



Grade 12	
Subject	Ancillary Materials
Civics	X = Ballot
Writing	D = Writing Brochure

I. The Assessment Information Form

Effective communication between you and your supervisor is crucial to NAEP’s success. The Assessment Information Form (shown below) has been developed for supervisors to communicate specific information to the AAs about their assignment. Your supervisor will either mail your Assessment Information Forms or give the forms to you in person. This form will be distributed to you 1-2 weeks before each assessment. More detailed information on this form is provided in **Procedure 2** of Chapter 3.

SUPERVISOR: _____ PHONE #: _____ REGION/AREA: _____

ASSESSMENT INFORMATION FORM

ASSESSMENT DATE: _____ ARRIVAL TIME: _____

SCHOOL: _____ PHONE #: _____

ADDRESS: _____

SCHOOL COORD: _____ SCHOOL ID #: _____

SESSION #	ROOM	TIME	AA	ACCOMMODATIONS

DIRECTIONS TO THE SCHOOL: _____

PARKING: _____

INSTRUCTIONS FOR MEETING THE ASSESSMENT TEAM: _____

OTHER INFORMATION (POLICY FOR DISMISSING STUDENTS, HOW TO HANDLE LATECOMERS, ETC.):

*****REMEMBER – ARRIVE AT LEAST 1 HOUR BEFORE ASSESSMENT TIME*****

2. Understanding NAEP Accommodations

In all NAEP schools, accommodations will be offered, as necessary, for students with disabilities (SD) or who are English language learners (ELL), also called limited English proficient. The accommodations each student receives must be specified in his/her Individualized Education Program (IEP) and routinely used in testing the student. Decisions about inclusion and accommodations should be made by knowledgeable school staff, such as IEP teams, 504 teams, school psychologists, and teachers. These accommodations include, but are not limited to the following: extended time, one-on-one testing, small group testing, reading aloud to the student, bilingual dictionary, use of a scribe or computer to record answers, bilingual booklets, and large-print booklets. Students who require certain types of accommodations may need to use a special accommodation booklet. Brief descriptions of the accommodations most frequently provided by NAEP are given on pages 2.25-2.28. Your supervisor will review the list of SD and/or ELL students with the school coordinator during the preassessment visit to determine which students require an accommodation.

A. Accommodations Most Frequently Provided by NAEP

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

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

The bilingual booklet accommodation is only available to ELL students who are being assessed with a mathematics booklet. Therefore, if an ELL student requires a bilingual booklet as an accommodation, you must first check the subject column **C** on the Administration Schedule to be sure the student has an **M** (mathematics) next to his/her name. If the student does not have an **M** and cannot demonstrate his/her knowledge of the subject without this accommodation, then he/she must be coded with a **63 (ELL - Required accommodation not offered)** or a **65 (SD and ELL - Required accommodation not offered)**.

BILINGUAL DICTIONARY (Admin. Code 72) – An ELL student may use his/her own bilingual dictionary or one provided by the school if his/her IEP requires one. (NAEP will not provide bilingual dictionaries.) The bilingual dictionary may be in any language needed by the student. The bilingual dictionary should only contain the English translation of the word. It cannot

provide definitions. The school coordinator should enter a note on the Student Appreciation Certificate to remind the student to bring the bilingual dictionary to the session. **The bilingual dictionary accommodation is not available to students being assessed in reading or writing.** Therefore, if a student requires a bilingual dictionary as an accommodation, you must first check the subject column **C** from the Administration Schedule to be sure the student does not have an **R** (reading) or **W** (writing) next to his/her name. If the student has an **R** or a **W** and cannot demonstrate his/her knowledge of the subject to be assessed without this accommodation, then he/she must be coded with a **63 (ELL - Required accommodation not offered)** or a **65 (SD and ELL - Required accommodation not offered)**.

LARGE-PRINT BOOKLET (Admin. Code 73) – For operational and field test subjects (civics, U.S. history, mathematics, reading, and economics), NAEP has special large-print booklets available for each grade for students whose IEP requires testing with large-print materials or magnifying devices. Your supervisor will request large-print booklets from Pearson on an as-needed basis immediately following the preassessment visit. For each large-print booklet requested, Pearson will package the large-print booklet together with the same booklet in regular size print in a plastic bag. You will need to send back both booklets in the plastic bag in the Session Box after the assessment has been completed. **For writing, which is a pilot test subject, your supervisor will need to enlarge the student's booklet using the school's equipment. The original and large-print booklets should both be sent back to Pearson together.**

EXTENDED TIME IN REGULAR SESSION (Admin. Code 74) – Some students may not react well under pressure in timed scenarios or may have a disability that requires them to take longer than other students to complete tasks. Any student whose IEP requires an extended-time accommodation may be assessed during the regular session. He/she will be timed with the others but will be told that he/she may go back and continue working on the cognitive sections only following the session. The only limit for extended time is that the student may not take more than three times the regular time allocated for the cognitive sections of the booklet.

READ ALOUD (of questions and answer categories in all booklets except reading booklets). The read-aloud accommodation can be administered in three different ways, depending on the student's IEP requirements.

- **Read aloud in regular session** (Admin. Code 75) – Some students require some words, phrases, or sentences to be read to them. In most cases, a student whose IEP requires read aloud will be assessed in a regular session, but will be instructed ahead of time by you to raise his/her hand if he/she needs a word, phrase, or sentence read aloud. You will quietly read text to the student as requested. A student who requires the read-aloud accommodation in a regular session will use his/her originally assigned booklet.
- **Small group** (Admin. Code 76) – Other students will require major portions of the booklet read aloud to them. In these cases, it is better to assess these students together in a small group so that other students are not disturbed by your reading aloud.

In a small group, all students who require a read-aloud accommodation will be given the same booklet version number for ease of administration. For these cases, NAEP has special read-aloud/small group booklets to use in small group sessions. Read-aloud/small group booklets will be prepackaged in bundles of five booklets. If there is only one student who

requires the read-aloud accommodation, you will use the student's originally assigned booklet. When there is more than one student, your supervisor will assign the necessary number of booklets from the read-aloud/small group accommodation booklet bundles. A student must receive a read-aloud/small group accommodation booklet for the same subject as the original booklet assigned to him/her. The original booklet and the special read-aloud booklet for each student must be accounted for and returned to Pearson together.

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

If a student selected for any subject except reading requires the read-aloud accommodation (for questions and answer categories), you will need to be sure to assign the Administration Code for the way in which the accommodation was administered: 75 (read aloud in regular session), 76 (small group), or 77 (one-on-one). When you assign code 76 (small group) or 77 (one-on-one) as the primary Administration Code and read aloud was also required, you will record that the student received read-aloud as a secondary accommodation on the student's booklet cover (see page 2.29 and 4.34 for more information on multiple accommodations and coding accommodations on the booklet cover).

The read-aloud accommodation, in all three forms, is NOT allowed with reading booklets. Therefore, if a student requires read aloud as an accommodation, you must first check the subject column **C** on the Administration Schedule to be sure the student does not have an **R** (reading) next to his/her name. If the student has an **R** and cannot demonstrate his/her knowledge of reading without this accommodation, then he/she must be coded with one of the following codes:

- **61 (SD – Required accommodation not offered),**
- **63 (ELL – Required accommodation not offered), or**
- **65 (SD and ELL – Required accommodation not offered).**

Reading directions aloud, when asked, so that students understand where and how to record their answers is NOT considered an accommodation and should not be recorded as one on the Administration Schedule. This is allowed with all students being assessed in all NAEP subjects.

SMALL GROUP (Admin. Code 76) – A separate session may be held for students who are easily distracted or who have other difficulties in a large group setting, if their IEPs require it. The most common small group will be made up of students who also require the read-aloud accommodation in a separate session (as described on page 2.28). A small group session should not be larger than five students. If there are more than five students who need to be assessed in a small group, your supervisor will divide the students into separate sessions.

ONE-ON-ONE (Admin. Code 77) – Some students have IEPs that require testing in a one-on-one environment. These students may have physical disabilities impeding their ability to write responses to the questions. They may take tests with the aid of a facilitator who records their responses for them and perhaps reads questions to them in a non-reading subject. If a student regularly works with a facilitator provided by the school, then that person should be available

for the assessment. Otherwise, you can serve as the facilitator. **Remember that in reading sessions, the questions and passages cannot be read to the student.**

SCRIBE OR USE OF COMPUTER TO RECORD STUDENT ANSWERS (Admin. Code 78) – If a student’s IEP requires the use of a scribe or computer to record answers under regular testing situations, it will be allowed for the NAEP assessment. The student will use the computer to record his/her answers. However, the student will not be allowed to use the spell-check function on the computer. The student will need to use his/her own computer or one provided by the school. NAEP will not provide computers. You should write the booklet ID number on all pages created on the computer to ensure proper linking.

The scribe or use of computer to record student answers accommodation is not available to students being assessed in writing. Therefore, if a student requires this accommodation, you must first check the subject column **C** on the Administration Schedule to be sure the student does not have an **R** (reading) or **W** (writing) next to his/her name. If the student has an **R** or a **W** and cannot demonstrate his/her knowledge of the subject to be assessed without this accommodation, then he/she must be coded with a **61 (SD – Required accommodation not offered)**, a **63 (ELL - Required accommodation not offered)**, or a **65 (SD and ELL - Required accommodation not offered)**.

OTHER, SPECIFY ON COVER (Admin. Code 79) – Some accommodations not listed above may be required by the IEP of the students sampled for the assessment. For instance, some hearing-impaired students may require the administrator to wear a small microphone. These types of accommodations are also allowed by NAEP as long as the school can provide the required equipment and/or personnel. If a student requires an accommodation that has not been mentioned and you have some doubt as to whether to allow the accommodation, you should call your supervisor for guidance. After the session, note on the front cover of the booklet the type of accommodation offered.

BREAKS DURING TEST (Admin. Code 80) – A student is allowed to take the assessment in more than one sitting over a single day, as required by his/her IEP. However, students usually require this accommodation for state assessments that take several hours. Because NAEP takes only 90 minutes of student time, this accommodation will be required infrequently for NAEP.

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

SCHOOL STAFF ADMINISTERS (Admin. Code 82) – A school staff member administers the session after signing the Accommodation Teacher Letter. Always use code 82 as a secondary accommodation code unless it is the only accommodation required by the student.

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

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

Students who are provided testing accommodations sometimes use more than one accommodation. For example, a student requiring one-on-one testing may also require read aloud, extended time, or help recording answers. For this reason, NAEP has developed codes for the primary and the acceptable secondary accommodations we expect will be used. This means that only the primary Administration Code will be recorded for the student on the Administration Schedule even though he/she may be receiving several accommodations. The secondary accommodations will be recorded in the multiple accommodations box on the student booklet cover (as described on page 4.34).

Accommodations Most Frequently Provided by NAEP		
Admin. Code	Primary accommodation	Acceptable secondary accommodations
71	Bilingual booklet (mathematics only)	Extended time; usually small group or one-on-one
72	Bilingual dictionary (not allowed with reading or writing booklet)	Extended time
73	Large-print booklet	Magnifying equipment; extended time; usually small group or one-on-one
74	Extended time in regular session	
75	Read aloud in regular session (not allowed with reading booklet)	
76	Small group	Extended time; read aloud (not allowed with reading booklet)
77	One-on-one	Extended time; help recording answers; read aloud (not allowed with reading booklet)
78	Scribe or use of computer to record student answers (not allowed with writing booklet)	Extended time
79	Other – includes format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment (if provided by the school)	
80	Breaks during test	Extended time
81	Magnification device	Extended time
82	School staff administers	

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

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

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

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

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

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

Chapter 2 Summary

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

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

3

Preparing for Assessment Day

Preparing for assessment day occurs before assessment day. Effectively planning for assessment day is critical to the successful administration of assessments. This chapter provides an overview of the activities required to prepare for the assessment day. Your role in preparing for assessment day is one of the most important responsibilities in the NAEP assessment process.

1. Activities to Complete Before Assessment Day

Procedure 1. Receive and Review the Assessment Schedule

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

Procedure 2. Receive and Review the Assessment Information Form

You will receive a completed Assessment Information Form (see page 2.24) from your supervisor for each school in your assignment at least 1-2 weeks before the assessment. This form will provide all of the information that you need to prepare for the assessment.

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

- your supervisor's name and phone number,
- the assessment date,
- the time the AAs should arrive at the school,
- the school name,
- the school address and telephone number,
- the school coordinator's name, and
- and the school's NAEP ID Number.

Next is a table that shows the session information for all sessions in the school including:

- each session number,
- the room where each session will be held,
- the time each session will start,
- and the AA assigned to conduct each session.

If accommodation sessions will be held at the school, this table will contain any information that you'll need to know in order to conduct these sessions, including the types of accommodation sessions.

Beneath the session information you will find:

- directions to the school,
- parking information for assessment day,
- instructions for meeting the assessment team, and
- other information about school policies.

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

Finally, it is important that you are aware of the protocols that you must follow while working with the school including the policy for dismissing students at the end of the session and handling students who arrive after the session has begun. You also must know how to handle ill or persistently disruptive students. The form will also note if you will be working with students who are enrolled at the school as a result of being displaced by Hurricanes Katrina, Rita, or other disaster. If so, you will need to review Appendix C for information on working with students affected by trauma. All of this information will be recorded on the form.

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

Procedure 3. Practice Using Session Scripts

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

Voices of Experience

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

Procedure 4. Prepare the Booklets



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

4A. Check the bundles of assessment booklets.

On a schedule set by your supervisor, AAs should plan to assemble at your supervisor’s house (schedule and driving distance permitting) to prepare the assessment booklets for the upcoming week. It is important to note that once the booklets are prepared, they must remain with your supervisor until you both meet on the day of the assessment in order to protect the security of the assessment materials.

Assessment booklets will be packaged in bundles. The number of booklets in the bundle depends on the session type. The bundle sizes for OP and HI sessions are listed in the table below.

Grade	Session type	Bundle size
4, 8, 12	OP	16 booklets
4, 8, 12	HI	11 booklets

Each OP box will contain two bundles of booklets. Each HI box will contain two or three bundles of booklets. A numbered Bundle Slip will be shrink-wrapped with each bundle. The **Bundle #** on the slip should match the number printed in the **Bundle #** box in the upper-left and upper-right sections of the Administration Schedule, as shown on the following page.

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

Be sure to open the bundles in the order indicated on the Administration Schedule, and **never use booklets for any session other than those booklets specified on the Administration Schedule.**

Preparing for Assessment Day

NAEP 2006 ASSESSMENT - GRADE 4
TYPE: OP (READ/MATH/CIVICS)
BUNDLE #: 01002
INVENTORY #: NA00011618

FOAM SHAPES "K" 311
 RULER "R" 146 CR
 TI-108 CALCULATOR

NAEP 2006 ASSESSMENT - GRADE 4
TYPE: OP (READ/MATH/CIVICS)
BUNDLE #: 01001
INVENTORY #: NA00011618

FOAM SHAPES "K" 301
 RULER "R" 032
 TI-108 CALCULATOR 105 K
 TI-108 CALCULATOR 311
 TI-108 CALCULATOR 002
 TI-108 CALCULATOR 115
 TI-108 CALCULATOR 315
 TI-108 CALCULATOR 007
 TI-108 CALCULATOR 309
 TI-108 CALCULATOR 128
 TI-108 CALCULATOR 029
 TI-108 CALCULATOR 302
 TI-108 CALCULATOR 138 K
 TI-108 CALCULATOR 009
 TI-108 CALCULATOR 308 K
 TI-108 CALCULATOR 148 K

This form must be completed in No. 2 pencil.

NAEP 2006 Administration Schedule

The Nation's Report Card

Session Number: OP0401

Bundle #'s: 01001, 01002

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Original session scheduled for: Thurs./Feb. 9
 Day/Date: 8:05

Makeup session scheduled for: _____
 Day/Date: _____

Original Sample: 28
 # Selected New Booklets: 2
 Total in Sample: 30

Absent (Admin. Codes 40-45, 48 & 49): 2
 # Assessed (Original Session): 27
 # Refused (Admin. Codes 46 & 47): 1
 TO BE ASSESSED: 27

Assessed (Makeup Session): _____
 TOTAL ASSESSED: _____

Column Indicators: "A"	"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name	Homeless Indicator	Line at Subject	Birth Date Month	Birth Date Year	Sex	Hispanic	ELL	Race/ETH Code	School Title	ELL	ELL	ELL	ELL	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Codes
01 Atley, Mark	0	C	0	4	9	5	1	2	2	2	1	X	2	301 000293 4			1	ASSESSED IN ORIGINAL
02 Bates, Betty	10	R	0	2	9	6	2	2	2	1	1	X	2	032 054006 9			2	ASSESSED IN MAKEUP
03 Block, Wes	10	M	0	6	9	5	1	2	2	1	2	X	2	105 005241 1			3	ASSESSED IN MAKEUP
04 Burns, Angela	10	C	1	0	9	5	2	2	2	2	1	X	2	311 000043 8			4	ASSENT
05 Campbell, Nicki	12	R	1	1	9	5	2	2	2	1	1	X	2	002 006922 1			5	ASSENT
06 Cordaro, Nancy	12	M	0	9	9	5	2	2	2	1	1	X	2	115 000841 2			6	ASSENT
07 Dublin, Tim	10	C	0	1	9	6	1	1	2	1	3	X	2	315 043569 2			7	OTHER
08 Frank, Kimberly	12	R	0	5	9	5	2	2	2	1	1	X	2	007 005301 1			8	REASONS FOR EXCLUSION
09 Grahams, Caria	10	C	0	7	9	5	2	2	2	1	1	X	2	309 210021 3			9	REASONS FOR EXCLUSION
10 Hernandez, Paul	10	M	0	9	9	5	1	2	1	3	1	X	2	128 210001 6			10	REASONS FOR EXCLUSION
11 Hoecke, Becky	10	R	1	2	9	5	2	2	2	4	2	X	2	029 073201 2			11	ASSESSED WITH ACCOMMODATIONS
12 Jasmer, Daniel	12	C	1	0	9	5	1	2	2	2	1	X	2	302 002407 7			12	ASSESSED WITH ACCOMMODATIONS
13 Kruger, Sarah	12	M	0	6	9	5	2	2	2	2	1	X	2	138 000031 9			13	ASSESSED WITH ACCOMMODATIONS
14 Lowe, Penny	12	R	0	2	9	6	2	2	2	1	1	X	2	009 076206 0			14	ASSESSED WITH ACCOMMODATIONS
15 Lucas, Paul	10	C	1	0	9	5	1	2	2	3	1	X	2	308 076206 5			15	ASSESSED WITH ACCOMMODATIONS

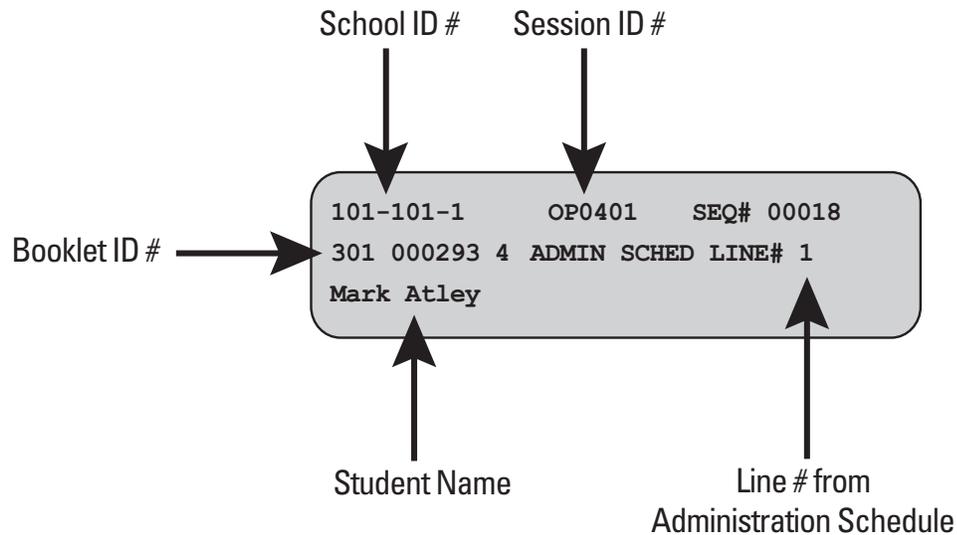
4B. Prepare and organize the assessment booklets and ancillary materials.

Materials Needed:

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

Student Identification Labels

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



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

The labels are always printed in the same order as the list of students on the Administration Schedule. Depending on when the student lists were developed, the labels will either be shipped in the Session Boxes to the supervisor with the student names preprinted on them, or the NAEP supervisor will print the labels. For the few schools that did not send student names for sampling, you will need to write the student names on the labels by hand when you prepare the booklets.

Steps for Preparing Booklets

1. Begin with the first student listed on the Administration Schedule and the first booklet in the first bundle for the session you will conduct. Check that the booklet ID number is the same on the booklet and in column **N** of the Administration Schedule. Attach the label bearing the student's name and booklet ID number to the cover of the booklet matching that ID. An example of this process is shown on the next page. If you find that you need to fix a label or create a new one, the supervisor will have blank removable labels to use for this purpose. **Never put permanent gummed labels on the booklets.**
2. If the supervisor assigned an accommodation booklet to a student, there will be a booklet ID number written in column **O** of the Administration Schedule, and the booklet(s) will be given to you with your session materials. Remove the original booklet assigned to that student from the stack of booklets, record an Administration Code of **52** on the cover, record the line and session numbers in the upper-right corner, and set it aside. Then affix the student's ID label to the accommodation booklet and write the accommodation booklet ID number on the label. Substitute the accommodation booklet for the original in the stack of booklets. If a separate accommodation session is scheduled to take place at the school, set the booklets for those students aside.
3. After you affix a label to a booklet, check the Administration Code in column **P** on the Administration Schedule. If a code of **60-65** (codes for Excluded Students), **51** (Withdrawn/Graduated), **54** (Ineligible, home schooled), **55** (Ineligible, other), or **46-47** (Parent or Student Refusal) has been recorded, write the code on the label and set the booklet aside (keeping the label attached to the booklet).
4. In the spaces provided in the upper-right corner of each booklet cover, record the student's line and session numbers from the Administration Schedule.
5. Repeat this procedure for each student whose name is listed on the Administration Schedule. As they are prepared, all booklets for students to be assessed should be stacked face down to keep them in Administration Schedule order.
6. After all booklets are prepared, band together the booklets for excluded, withdrawn, and ineligible students. These should be kept banded together (i.e., separated from) but remain with the stack of booklets for the session.
7. Then, turn over the stack of booklets to be used in the session. Place any additional materials required for each booklet, as identified by the letters next to the booklet version number, inside the front cover of the booklet. All additional materials listed in the charts on pages 2.21-2.23 should be placed inside the front cover except the calculators, which are handed out separately.
8. Then, band the booklets together and place the session Administration Schedule on top of the stack. Booklets are now ready for distribution.
9. Repeat steps 7 and 8 for any separate accommodation sessions. However, you will not place an Administration Schedule on top of these booklets.

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

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

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

After the QC check is completed, your supervisor will record the results of the QC check in the Quality Control Booklet.

NOTE: If time allows, before your supervisor conducts this check, conduct an initial QC check by switching your stack of booklets with another AA.

Procedure 5. Review Security and Confidentiality Procedures

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

- Never, under any circumstances, allow anyone to examine NAEP booklets, whether they are completed or unused. If school staff members ask to see the assessment booklets or have questions concerning their content, they are to be referred to your supervisor.
- Supervisors will provide school principals with NAEP Sample Questions Booklets for inspection by anyone interested in the study. The Sample Questions Booklets contain the NAEP 2006 background questionnaires. These booklets are also posted on the MySchool and NAEP web sites.
- Never leave any assessment booklets or other NAEP materials unattended. If you leave the school between sessions, take all of these materials with you and lock them in the trunk of your car. If you leave the preparation room provided by the school, take the materials with you.
- Only students whose names appear on the Administration Schedule may participate in the assessment (except if the school requires a nonsampled student to participate). Do not permit other students to see the assessment booklets.
- The names of the students who participate in the assessment must not be on or in assessment booklets when the booklets leave the school.

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

Procedure 6. Gather Materials to Bring to the School on Assessment Day

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

- your NAEP ID Badge,
- the Assessment Information Form for the school,
- the session scripts, and
- this manual.

Upon arriving at the school, your supervisor will give you the assessment booklets and the other session materials you will need on assessment day.

Procedure 7. Review Guidelines for Professional Dress

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

Clothing is one of the most important ingredients in effectively taking charge of a classroom and establishing authority.

NAEP recommends the following proper classroom attire:

For women:

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

For men:

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

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

Voices of Experience

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

Chapter 3 Summary

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

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

4

Conducting Assessment Day Activities

This chapter describes the activities for which you will be responsible on assessment day, including conducting sessions. This chapter also presents guidelines for supervising and monitoring the session and offers practical suggestions for how to take effective charge of a classroom and how to manage problem situations, such as disruptive student behavior.

1. Overview of Quality Control Activities on Assessment Day



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

Using the Quality Control Booklet, your supervisor will oversee and document each procedure you carry out while at the school. This QC check is a part of NAEP's quality control procedures, and is done to ensure each procedure is completed according to the standards NAEP set out. For more information about the quality control checks, please talk to your supervisor.

2. Activities to Complete Before the Assessment

Procedures 1 through 4 are to be completed before the assessment begins on the assessment day. They are as follows:

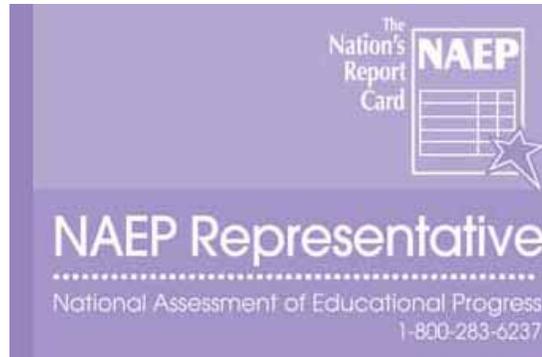
Procedure 1. Report to the School on the Day of the Assessment

On the day of your assignment, you should plan to arrive at the school at least 1 hour before the first session is scheduled. The amount of time you will need depends on the size of the assessment, whether or not the assessment booklets have been prepared in advance, and the school's schedule. Before assessment day, you should confirm your arrival time with your supervisor. He/she will instruct you where to meet, if it has not already been recorded on the Assessment Information Form.

If you live near to other AAs on your team, or to your supervisor, you are encouraged to carpool to and from your assigned schools.

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

NAEP ID Badge



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

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

Procedure 3. Receive the Session Materials

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

Materials for Each Grade 4 Session	Materials for Each Grade 8 Session	Materials for Each Grade 12 Session
<ul style="list-style-type: none"> ■ Original Administration Schedule ■ 1 copy of the Roster of Questionnaires ■ 1 box of session materials ■ Timer ■ Student Appreciation Certificates ■ Accommodation booklets, if necessary ■ Additional booklets assigned to students added to the Administration Schedule, if necessary ■ Session Debriefing Form 	<ul style="list-style-type: none"> ■ Original Administration Schedule ■ 1 copy of the Roster of Questionnaires ■ 1 box of session materials ■ Timer ■ Accommodation booklets, if necessary ■ Additional booklets assigned to students added to the Administration Schedule, if necessary ■ Session Debriefing Form 	<ul style="list-style-type: none"> ■ Original Administration Schedule ■ 1 copy of the Roster of Questionnaires ■ 1 box of session materials ■ Timer ■ Accommodation booklets, if necessary ■ Additional booklets assigned to students added to the Administration Schedule, if necessary ■ Session Debriefing Form
<p>OP sessions include:</p> <ul style="list-style-type: none"> ■ 5 blue calculators 	<p>OP sessions include:</p> <ul style="list-style-type: none"> ■ 5 gray calculators 	

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

If your session's assessment booklets were prepared in advance by an AA other than yourself, it is a good idea to quickly check the booklets to make sure they were prepared properly and are in Administration Schedule order.

In all cases, remove the stack of booklets from the Session Box to make sure that none of the ancillary items fell out of the booklets during transport.

Before sessions begin, you should also ascertain the following information from your supervisor if it has not already been included in your Assessment Information Form:

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

Procedure 4. Prepare the Room



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

4A. Arrange the desks.

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

Voices of Experience:

Organize your NAEP materials in the assessment room the best that you can without disturbing the items on the teacher's desk or other table that you are using. Never go through a classroom desk looking for or taking supplies that you might need. Always bring all of the office supplies, such as Post-it notes and rubber bands, that you might need with you to the assessment location.

4B. Set out the supplies you will need for the session.

The following materials should be set out and easily accessible:

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

The following materials should be ready for distribution:

- prepared assessment booklets with appropriate ancillary materials inserted into the front cover,
- sharpened No. 2 pencils,
- grade 4 sessions: Student Appreciation Certificates, and
- OP sessions: Number of grade appropriate calculators (grades 4 and 8) plus extra calculators and ancillary materials in the event of missing or damaged materials identified during the assessment.

4C. Erase or conceal visual materials.

If you have permission from the school, you should erase the chalkboards and, if necessary, conceal any school materials that would assist the students (e.g., multiplication tables in a mathematics session). Your supervisor will inform you whether or not you have permission to erase the chalkboards.

4D. Post the “Testing in Progress—Do Not Disturb” sign outside the room.

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

4E. For grades 8 and 12, write the School Identification Number on the board.

Write the School Identification Number from the Administration Schedule on the chalkboard at the front of the room.

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

4F. Write the teacher names and corresponding teacher numbers on the board.

On the chalkboard at the front of the room, you will need to write the appropriate teacher names and each teacher’s corresponding two-digit number. This information is located on the Roster of Questionnaires, as shown below. At the beginning of the assessment, the session script will instruct students to record on their booklet cover the two-digit number of the teacher who teaches the subject they are being assessed in, if their subject requires a teacher number.

The Nation's Report Card
NAEP
2006

Grade 4 Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)

This form must be completed in No. 2 pencil.

SCHOOL #: 101-101-1

I. School Questionnaire
Distributed to: Mr. Maxwell

I. School Questionnaire
Questionnaire ID # (Barcode ID # on Cover) **992-000875-5**

Returned
Yes No Online

SCHOOL NAME: Washington Elementary
CITY/STATE: Vienna, VA

II. Teacher Questionnaire		II. Teacher Questionnaire							Returned		
Teacher's Name	Teacher Questionnaire ID #	01	02	03	04	05	06	07	Yes	No	Online
01 Mr. Randall	01 992-003621-7								<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
02 Mr. Fisher	02 992-								<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
03 Ms. Marshall	03 992-								<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
04 Mr. Herbert	04 992-								<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
05	05 992-								<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
06	06 992-								<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
07	07 992-								<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
08	08 992-								<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
09	09 992-								<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	10 992-								<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	11 992-								<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	12 992-								<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	13 992-								<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	14 992-								<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Coordinator
Instructions for Distributing and Collecting Questionnaires

1. Give the School Questionnaire to the principal and point out the date that it is to be returned to you.
2. Distribute the Teacher Questionnaires to all teachers who teach U.S. History/Civics, or mathematics to fourth-grade students. Be sure to point out the date the questionnaires are to be returned to you.
3. As each questionnaire is returned, check for completeness and then fill in the appropriate oval in the "Returned" column on this Roster. If a questionnaire has been completed online, fill in the "Online" oval and discard the questionnaire.
4. Keep this Roster and all completed questionnaires together and return them to the NAEP field staff representative on assessment day.

Teacher Name Teacher Number

For grade 8, because civics/U.S. history teachers are listed on the Roster separately from math teachers, and each set of teachers are numbered starting with 01, you will need to write the teacher names and numbers on the board by subject, as follows:

Civics/U.S. history	Math
Teacher 01	Teacher 01
Teacher 02	Teacher 02
Teacher 03	Teacher 03
▪	▪
▪	▪
▪	▪

For grade 12, even though there is only one set of teacher names and numbers to record, it will be helpful to the students to label the list of teachers and corresponding numbers as “Economics” teachers.

Voices of Experience:

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

Voices of Experience:

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

4G. Conduct quality control check of assessment room.

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

After the QC check is completed, your supervisor will record the results of the QC check in the Quality Control Booklet.

3. Activities to Complete During the Assessment

Using the Quality Control Booklet, your supervisor 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 5 through 8**.

Procedure 5. Administer the Session



To administer the session, perform the following:

5A. 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.

5B. 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 8** 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 to you students who have made it obvious upon their arrival that they are especially likely to cause disruption. The manner in which you carry yourself, the use of direct eye contact, and your facial expressions all communicate confidence and that you intend to be taken seriously. By focusing your eyes directly on individual students, you communicate interest in them and assign an importance to the task in which they are engaged. Also, smiling at a student when you have caught his/her eye conveys an interest in that student as an individual and facilitates an atmosphere of respect and cooperation.

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

In schools where we are assessing all the students in the sampled grade, 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. Be sure to have all observers sign the Teacher Observer Letter.

5C. 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 OP, HI, and accommodation sessions. This is critical because there are differences from script to script in wording, procedures, and materials that are required.

5D. 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.

5E. 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 and pencils.
- 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 placed on the desks 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.

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.**

5F. Clearly instruct students to remove the student identification label from the cover of their booklet and place the label on the corner of their desk.

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.

5G. Check that students have removed additional materials from the inside cover and placed them on the corner of their desks.

After the students have 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 OP sessions, check that students who were required to separate math manipulatives, did so, and placed them back in the original plastic bag.

5H. 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.

5I. Check to see that all required students have properly recorded the two-digit teacher number in the correct space on their booklet covers.

The script instructs students who are being assessed in certain subjects 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.

All grade 4 students will record a teacher number on their booklet cover. For grade 8, only students being assessed in mathematics, civics, or U.S. history will have a teacher number to record on their booklet cover. For grade 12, only students who receive an economics booklet will have a teacher number to record on their booklet cover.

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.

5J. If Grade 4: Read the booklet directions aloud.

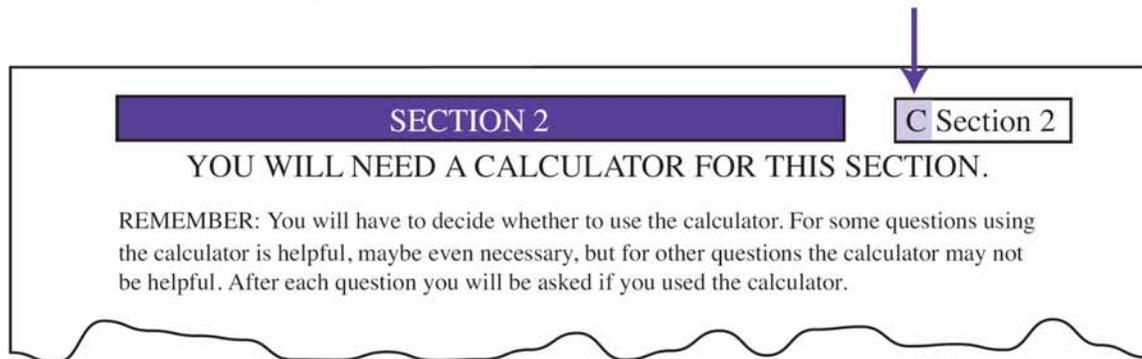
The instructions for using the assessment booklets are presented on the first two pages of each booklet and are reprinted in the script. The script instructs you to read these directions aloud to grade 4 students. You will give students in grades 8 and 12 time to read the directions to themselves.

5K. If Grade 4 or 8: 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.



5L. 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, which is read aloud to the students. The session scripts provide instructions for the timing of each section. The chart on the following page summarizes the timing for each grade and session type.

At 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 supervisor 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 your first assessments.

Booklet Section Timing by Grade and Session Type

Grade 4 – OP 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
Grade 4 – HI Booklet Sections		
Section 1	General Student Background Questions	Read aloud by AA
Section 2	History Cognitive Items	25 minutes
Section 3	History Cognitive Items	25 minutes
Section 4	History Background Questions	10 minutes
Grade 8 – OP 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
Grade 8 – HI Booklet Sections		
Section 1	General Student Background Questions	5 minutes
Section 2	History Cognitive Items	25 minutes
Section 3	History Cognitive Items	25 minutes
Section 4	History Background Questions	8 minutes
Grade 12 – OP 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
Grade 12 – HI Booklet Sections		
Section 1	General Student Background Questions	5 minutes
Section 2	History Cognitive Items	25 minutes
Section 3	History Cognitive Items	25 minutes
OR		
Sections 2 & 3 Combined	History Cognitive Items	50 minutes
Section 4	History Background Questions	8 minutes

5M. Collect student identification labels from every student's desk.

While the students are working in the last section of their booklets, the session 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 student names may 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.

5N. Collect NAEP materials at the end of the assessment.

At the end of the session, the session 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. 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 before dismissing any students from the session. 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 supervisor 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.

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.

If you are conducting the session in a large space, such as a cafeteria or auditorium, an AA should stand at each exit during booklet collection to ensure that no students leave the area with a booklet.

50. 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.

5P. 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 6. Assess Students with Disabilities or Identified as English Language Learners



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 identified as English language learners (ELL) may need one or more testing accommodations in the assessment, and others may not be able to participate at all.

6A. Conduct accommodation sessions.

Your primary role in conducting an accommodation session is to administer the assessment 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 provide assistance to students in an accommodation session only during the general background section, or when making sure they understand how to record answers.

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 in the box 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 supervisor will provide you with details on administering accommodations.

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 frequently provided accommodations in NAEP has been printed on page 2.29. 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 Program (IEP) or that are not normally used by the student during testing.

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 OP Accommodation Session Script
- Grade 4 HI Accommodation Session Script
- Grade 8/12 OP Accommodation Session Script
- Grade 8/12 HI Accommodation Session Script

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.

6B. Keep children with disabilities comfortable and on task.

Whether accommodating students in the original session or in accommodation 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; please 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 7. 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 all AAs take this responsibility seriously because effectively monitoring the session can prevent errors in administration.

7A. Answering students' questions about how to record answers.

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

7B. Answering students' questions during cognitive block (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.

7C. 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.

7D. 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, writing, civics, U.S. history, or economics Question-by-Question Specifications, found in the back of each 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 respond 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.

7E. 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, review previously completed sections of the NAEP booklet, be allowed to read, or work on his/her homework or other non-NAEP activity.

7F. 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.

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 or blank paper, indicating the name of the school coordinator, 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.

- A student has experienced a recent traumatic event:

There are scenarios that you will need to consider when dealing with schools and students that have experienced or are experiencing trauma. Most of the material covered in this chapter will prepare you for how to sensitively handle difficult situations that may arise. However, there are a few additional points that you will need to be aware of when working with such students, which are discussed in Appendix C.

7G. Handle other unexpected situations that may arise.

Listed here are two special situations that may arise.

1. 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).

2. The school's fire alarm rings:

Your first priority is safety and removal of the students and yourselves from the building. If your supervisor has informed you that this is a drill and not an emergency, 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; and
- when the students return, redistribute the booklets and adjust the timing of the assessment to account for the time that the students were gone.

Procedure 8. 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.

8A. Practice Successful Classroom Management Techniques.

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 are designed for this purpose.

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

Using Positive Reinforcement

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

Ignoring Inappropriate Behavior

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

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

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

Next, establish direct eye contact with the student. This sends a calm message to encourage the student to behave appropriately. When standing 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.

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** –verbally attacking the student or his/her behavior as a means 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.

8B. 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 supervisor 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.

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 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 9. Account for All Materials Used

You are responsible for returning all NAEP materials to the supervisor immediately following the assessment(s) in a school. Each and every assessment booklet 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 10. Complete the Administration Schedule



Your role in completing the Administration Schedule involves the following:

10A. 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.

The Administration Codes are listed on the right side of the Administration Schedule in column **R** 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.

Definitions of Administration Codes Used 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	Session incomplete. Specify the reason. Use this code when the original session was interrupted and no student was able to complete the booklet (e.g., fire drill).
14	Other, specify on cover. Use this code for any situation that is not covered by the other Assessed in Original Session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.
Assessed Students – Makeup Session	
20	In session full time. Assessed in makeup session.
21	No responses in booklet. Student was in makeup session 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	ELL – 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	ELL – 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 & ELL – Cannot be assessed. Student cannot be included in the session due to a mental/physical disability and limited English proficiency.
65	SD & ELL – 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.

Assessed with Accommodations	
Students assessed with accommodations should always be assigned these codes instead of codes 10-14 or codes 20-24.	
71	Bilingual booklet (mathematics 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 or writing 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 to record student answers. Assessed in separate accommodation session. Extended time is assumed. Used to record student answers. (Do not use with writing booklet).
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 administrators. Assign this code if a school staff member needs to read the scripts and administer the session.

10B. 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.

10C. 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**.

Conducting Assessment Day Activities

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 **71-82** 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 supervisor. The supervisor will calculate and determine whether a makeup session is needed at the school.

01-1 Grade: 4		Original session scheduled for: Day/Date: <u>Thurs./Feb. 9</u> Time: <u>8:05</u> Location: <u>Rm 121</u>		Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____		If Makeup Needed Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/>		Bundle #'s 01001 01002	
ton Elementary School									
Mary Jones									
= <u>30</u> - <u>2</u> + <u>1</u> = <u>27</u> - <u>0</u> + _____ = _____		TO BE ASSESSED		= _____ + _____ = _____		TOTAL ASSESSED		Session Number OP0401	
Total in Sample		# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) <u>2</u>		# Absent (Admin. Codes 40-45, 48 & 49) <u>2</u>		# Assessed (Original Session) <u>25</u>			
		# Excluded (Admin. Codes 60-66) <u>1</u>		# Refused (Admin. Codes 46 & 47) <u>0</u>		# Assessed (Makeup Session) _____			
"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Final ELL Code	Race/Eth.	School Lunch	Title I	New Enrollee 1 = Yes 2 = No	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (✓ / A)	Admin. Codes

"Not In Sample" Students

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

Not In Sample students should not be counted in the **# 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 11. Code the Booklet Covers

To code the booklets covers, complete the following. A checklist of these tasks is also provided in the appendix section of this manual.

11A. 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.

11B. Verify that the students recorded their teacher numbers.

All students in grade 4 must record a teacher number on their booklet. Grade 8 students with a mathematics, civics, or U.S. history booklet must record a teacher number. And grade 12 students with an economics booklet must record a teacher number. Verify that these students have entered this number on their booklet. Note that grade 8 reading booklets have a space to record a teacher number, even though grade 8 students assessed in reading will not have a teacher number to record. Therefore, **you must record a “99” in the teacher number boxes on each grade 8 reading booklet cover, if the student was assessed.**

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 number from the Roster of Questionnaires for these students.

11C. 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.

11D. 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.

11E. Code the “Accommodations” box on the booklet cover.

ACCOMMODATIONS	
none	<input type="radio"/> N
71	<input type="radio"/> Y
72	<input type="radio"/> Y
73	<input type="radio"/> Y
74	<input type="radio"/> Y
75	<input type="radio"/> Y
76	<input type="radio"/> Y
77	<input type="radio"/> Y
78	<input type="radio"/> Y
79	<input type="radio"/> Y
80	<input type="radio"/> Y
81	<input type="radio"/> Y
82	<input type="radio"/> Y

In order to collect all of the information about the students assessed with accommodations, an **Accommodations** box has been added to the student booklet cover. This box 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. Shade the appropriate “Y” oval(s) meaning “yes” in the accommodations box next to every accommodation the student received. For example, if a student requires a read-aloud accommodation in a one-on-one setting and is therefore offered extended time, darken the “Y” oval next to the **77** to indicate that the student received a primary accommodation of one-on-one and the “Y” oval next to the **75** and **74** to indicate that the student received secondary accommodations of read aloud and extended time.

When used as a secondary accommodation, code **74** can only indicate extended time in an accommodation session. When used as a primary accommodation code, **74** can only indicate extended time in a regular session. Similarly, when used as a secondary accommodation, code **75** can only indicate read aloud in an accommodation session (small group, one-one-one, etc.), but when used as a primary accommodation code, **75** can only indicate read aloud in regular session. The acceptable secondary accommodations for each primary accommodation are listed on page 2.29. **Note:** Your supervisor is responsible for determining the accommodations a student receives and for communicating that information to you in order to code the booklet covers.

The “N” oval meaning “none” in the accommodations box must be shaded for students receiving no accommodations. Each and every booklet for assessed students must have either the “N” oval shaded or one or more of the “Y” ovals shaded in the **Accommodations** box.

11F. 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 page 4.11.

11G. 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.

11H. 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, unless these students will be invited to participate in a makeup session.

11I. Remove all ancillary materials from booklets.

At the end of the assessment, the script will instruct students to place all ancillary materials, both used and unused, inside their booklets. You are responsible for removing all ancillary materials from the student booklets. Give the following used ancillary items to your supervisor to give to the school:

- rulers,
- protractors, and
- writing brochures.

Place all other used ancillaries in the Session Box to be returned to Pearson.

11J. 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.

11K. 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.

11L. Conduct a quality control check on booklet cover coding and the Administration Schedule.

After you prepare your stack of booklets and Administration Schedule, your supervisor 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 supervisor will check every third or fourth booklet in the stack and run each of these booklets through a comprehensive series of checks. If errors are found, you and the supervisor will check each booklet to make sure that the same error has not been repeated.

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

NOTE: If time allows prior to your supervisor’s check of your booklets, conduct an initial QC check by switching your stack of booklets with another AA.

Procedure 12. Pack Session Box and Return Additional Material to the Supervisor



Next, you will pack the Session Box and return the additional materials to the supervisor according to the procedures below.

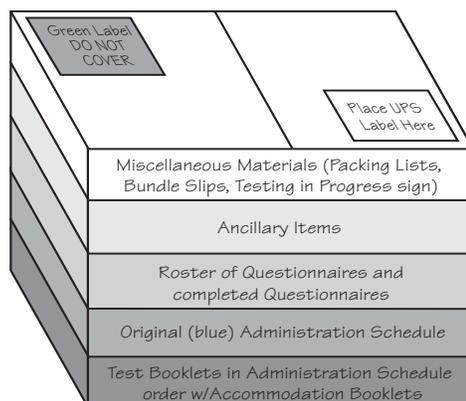
12A. Pack the Session Boxes according to Pearson procedure.

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 and on the next page.

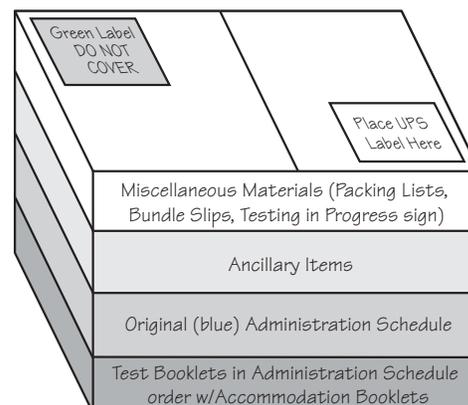
1. On the bottom of the box, place all used and unused booklets in Administration Schedule order. Used accommodation booklets should be placed with the original assessment booklets in the order in which they appear on the Administration Schedule. If a large-print accommodation booklet was used in the session, 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 student names removed in the box.
3. Next, if you have the box with the materials from the first session (i.e., the OP session number ending in 01), obtain from the supervisor the Roster of Questionnaires (without names) and the completed School, Teacher, Department Chair, SD, and/or ELL Questionnaires and place them in the box.
4. Next, place in the box all used ancillary materials that are not to be given to the supervisor. (These include mathematics manipulative sets “G,” “K,” and “V,” and the grade 12 Ballot.)
5. At the top of the shipment, place the miscellaneous materials such as packing lists and Bundle Slips. Use the pillow pack that came in the box as filler if necessary.

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

Session 01 Box



Remaining Session Box(es)



12B. Provide bulk supply session materials to the supervisor.

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

- all calculators;
- all unused ancillaries;
- used rulers, protractors, and writing brochures;
- extra pencils; and
- session timer.

12C. Provide Session Box to supervisor for final QC check of session materials.

Your supervisor 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 13. Complete the Session Debriefing Form

It is important for Westat to demonstrate that all data are collected under standard conditions and that any anomalies are carefully documented. The Session Debriefing Form was created for this purpose. An example of a completed Session Debriefing Form is shown on pages 4.39 and 4.40

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**, place a check mark in the **Yes** or **No** column for each of the 12 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 check one of the four choices:

- Positive
- Mixed/Indifferent
- Negative
- Can't say

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

On page 2 of the Session Debriefing Form, 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.

If you are in a session with any students who have been displaced by Hurricane Katrina, Hurricane Rita, or any other disaster (the New Enrollee column (M) will = 3 on the Administration Schedule) and you have any interactions (either positive or negative) with these students, please describe the interaction on page 2. Review Appendix C prior to conducting sessions for information on the types of interactions you may experience with these students.

In the table at the bottom of page 2, record any questions that students asked during the session. Include general questions about the assessment and specific questions about a particular assessment item or background questionnaire item.

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

Procedure 14. Conduct a Makeup Session, If Necessary

14A. Schedule the makeup session.

If the attendance at a session is too low (less than 90%), a makeup session must be held. The supervisor will compute the response rate and determine if a makeup session is necessary. OP and HI sessions need separate response rate calculations. If the attendance rate is below 90 percent in both OP and HI sessions, two separate makeup sessions will need to be scheduled. Your supervisor will work with the school coordinator to schedule any required makeup sessions.

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

- Hold only one makeup at a school (unless the school had assessments at more than one grade level or had both OP and HI sessions that each require a makeup session); and
- Invite all students who were absent from all OP and/or HI sessions, depending on which type(s) of makeup is (are) required.

SESSION DEBRIEFING FORM

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

Assessment Date: <u>February 9, 2006</u>	Region #: <u>VA2</u>
School Name: <u>Washington Elementary</u>	School ID #: <u>101-101-1</u>
Person Completing Form: <u>Mary Jones</u>	Supervisor: <u>Barbara Smith</u>
Other NAEP Staff Assisting with Session: _____	
Other Observers Present: _____	
Session Number: <u>OP0401</u> (e.g., OP0401, HI0801)	
This session was:	<input checked="" type="checkbox"/> Regular Session <input type="checkbox"/> Accommodation Session <input type="checkbox"/> Makeup Regular Session <input type="checkbox"/> Makeup Accommodation Session

SESSION SUMMARY (Be sure to provide as much detail as possible.)

ITEM	YES	NO	DETAILS
Were there any problems setting up for this session?		X	
Were there any problems getting students to this session?		X	
Were there any problems with the session timing?		X	
Were there any problems with the session materials (including the distribution and use of ancillary items)?		X	
Were there any student refusals?		X	
Were there any students who left the session?	X		1 student had an early dismissal from school. I recorded it on the booklet cover.
Were students cooperative and orderly during assessment?	X		
Were there any problems with accommodations given in this session?		X	
Were there any students still working when the timer rang?		X	
Were there any problems with the location?		X	
Were there any interruptions?		X	
Other, specify		X	

REACTION TO SESSION

AUDIENCE	ATTITUDE	COMMENTS/COMPLAINTS
Students	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	
School Staff	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	
Other Observers	<input type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	

Overall, how well did this session go?

- Very well
- Satisfactory
- 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 questions that students asked during the session. Be sure to include the subject and booklet number for questions about items.

Subject	Booklet ID #	Student Question
Reading	009-076-206-0	Asked for meaning of the word "conundrum"

RETURN THIS COMPLETED FORM TO YOUR SUPERVISOR.

Once the makeup session is scheduled, your supervisor will record the day, date, time, and location in the “makeup session scheduled for:” 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.

4	Original session scheduled for: Day/Date: <u>Thurs./Feb. 9</u> Time: <u>8:05</u> Location: <u>Rm 121</u>	Makeup session scheduled for: Day/Date: <u>Tues./Feb.14</u> Time: <u>8:30</u> Location: <u>Rm 310</u>	If Makeup Needed Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/>	Bundle: 010 0100																																	
# Absent (Admin. Codes 40-45, 48 & 49) <u>4</u> # Assessed (Original Session) <u>22</u> # Refused (Admin. Codes 46 & 47) <u>1</u> # Assessed (Makeup Session) _____ TO BE ASSESSED TOTAL ASSESSED				Session N OP0																																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">File</th> <th style="width: 15%;">"N"</th> <th style="width: 25%;">"O"</th> <th style="width: 10%;">"P"</th> <th style="width: 10%;">"Q"</th> <th style="width: 35%;">"R"</th> </tr> <tr> <th>Yes/No</th> <th>Original Booklet ID #</th> <th>Accommodation Booklet ID #</th> <th>Admin. Code</th> <th>Atten. (✓ / A)</th> <th>Admin. Cod</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">301 000293 4</td> <td></td> <td style="text-align: center;">1 0</td> <td style="text-align: center;">1 ✓</td> <td rowspan="4"> ASSESSED IN ORIGINAL 10 = In session full time 11 = No responses in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover ABSENT 40 = Temporary long-term </td> </tr> <tr> <td></td> <td style="text-align: center;">032 054006 9</td> <td></td> <td style="text-align: center;">5 1</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">105 005241 1</td> <td style="text-align: center;">113 000293 4</td> <td style="text-align: center;">7 6</td> <td style="text-align: center;">3 ✓</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">311 000043 8</td> <td></td> <td style="text-align: center;">4 0</td> <td style="text-align: center;">4 A</td> </tr> </tbody> </table>					File	"N"	"O"	"P"	"Q"	"R"	Yes/No	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (✓ / A)	Admin. Cod	2	301 000293 4		1 0	1 ✓	ASSESSED IN ORIGINAL 10 = In session full time 11 = No responses in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover ABSENT 40 = Temporary long-term		032 054006 9		5 1	2	2	105 005241 1	113 000293 4	7 6	3 ✓	2	311 000043 8		4 0	4 A
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14B. Secure assessment materials for makeup.

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

- Place all booklets and other materials used in the original session in the original Session Box.
- Gather together the booklets and any required materials, such as the timer and the “Testing in Progress – Do Not Disturb” sign, to be used in the makeup session, and place them on top of the original session materials.
- Protect the security of these materials following the rules outlined in **Procedure 5** in Chapter 3. The AA or supervisor assigned to conduct the makeup session should keep the materials in his/her possession until returning to the school to conduct the makeup. Before leaving the school, the student names should be removed from the original Administration Schedule and left in the NAEP Storage Envelope at the school until you return to conduct the makeup. The original Administration Schedule without student names should be kept by the AA or supervisor with the other makeup session materials until returning to conduct the makeup session.

14C. Conduct the makeup session and complete the Administration Schedule.

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

After the makeup is held, 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 assessed in makeup 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)**; and
 - add the numbers assessed in the original and makeup sessions to obtain the **TOTAL ASSESSED**.

101-101-1 Grade: <u>4</u> Washington Elementary School Name: <u>Mary Jones</u>	Original session scheduled for: Day/Date: <u>Thurs./Feb. 9</u> Time: <u>8:05</u> Location: <u>Rm 121</u>	Makeup session scheduled for: Day/Date: <u>Tues./Feb. 14</u> Time: <u>8:30</u> Location: <u>Rm 310</u>	If Makeup Needed Makeup Held <input checked="" type="radio"/> Makeup Not Held <input type="radio"/>																									
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14D. 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 11.

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

Chapter 4 Summary

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

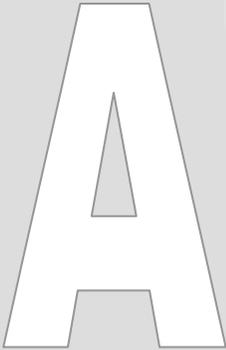
- identify what you must do at the school before, during, and after the assessment,
- describe what your responsibilities are on assessment day,
- identify the QC tasks that will take place on assessment day,
- describe how to prepare the assessment room,
- describe how to conduct regular assessment sessions,
- describe how to conduct an accommodation session,
- describe how to 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.

References

Albert, L. (1989). *A teacher's guide to cooperative discipline*. Circle Pines, MN: American Guidance Services.

Curwin, R. L., and Mendler, A. N. (1988). *Discipline with dignity*. Alexandria, VA: ASCD.

Utah State University. (1998). *Substitute teacher handbook* (3rd ed.). Logan, UT: Substitute Training Institute.



Appendix A

Glossary for Assessment Administrators

AA (Assessment Administrator)

Westat field staff member hired and trained to administer the assessment and to assist the supervisor with other NAEP activities in the school.

Accommodations

Alterations in the administration of standardized assessments such as NAEP that are provided to certain students with disabilities (SD) and/or English language learners (ELL), as specified in the student's Individualized Education Program (IEP).

Administration Code

Participation status code entered on the Administration Schedule for each selected student. This code is used to identify if and how students participated in NAEP.

Administration Schedule

The central document used to list the students in a given school selected to participate in NAEP. It links the student demographic and performance data to produce aggregate reports.

AIR (American Institutes for Research)

Contractor responsible for the development of NAEP student and school staff background questionnaires.

Assessment Booklets

Developed to assess the selected students in grades 4, 8, and 12 in various subject areas specified for 2006. Assessment booklets consist of 4 parts: 2 cognitive blocks and 2 background question blocks.

Assessment Information Form

Form used and completed by the supervisor to communicate specific information to an AA about an assignment.

Assessment Session

The period of time during which test booklets are administered to a group of students.

Bundle Slip

Form packaged with each bundle of test booklets listing session information and the first three digits of the booklet ID numbers contained in the bundle.

Sample Question Booklet

Contains NAEP 2006 background questionnaires accompanied by explanations, rationales, and sample assessment items.

ETS (Educational Testing Service)

Contractor responsible for the design, analysis, and reporting of NAEP data.

Economics Department Chair Questionnaire

NAEP grade 12 questionnaire that collects information about the department chair's background, instructional practices, and the department's staff.

Field Manager

Westat field staff member hired to coordinate all NAEP field activities with the State Departments of Education and the Westat home office staff.

Field Test

The second stage of pretesting NAEP assessments after pilot testing. Field tests are administered to a nationally representative sample of students one year before the operational assessment. Field test subjects are reading and mathematics.

GMRI (Government Micro Resources, Inc.)

Contractor responsible for the NAEP web operations and web maintenance.

HI Sessions

The HI assessment sessions consist of U.S. history assessments only. They are conducted at grades 4, 8, and 12.

HumRRO (Human Resources Research Organization)

Contractor responsible to conduct independent quality assurance activities throughout the NAEP assessment cycle.

IEP (Individualized Education Program)

Generally, each public school student who receives special education and related services should have an IEP. The IEP includes any accommodations needed in order for the student to participate in standardized tests such as NAEP.

ELL (English Language Learner)

A term used to describe students who are in the process of acquiring English language skills and knowledge. Some schools refer to these students using the term limited English proficiency (LEP).

ELL Questionnaire

NAEP questionnaire completed for each selected student identified as ELL by the school staff member most knowledgeable about the student.

MySchool

The web site that provides participating schools and districts with a convenient way to access details about the NAEP assessment.

NAEP (National Assessment of Educational Progress)

NAEP is a continuing national survey of the knowledge and skills of American students in major learning areas taught in school. It is often called the Nation's Report Card.

NAEP Code of Ethics

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

NAEP School ID Number

Unique ID number for each participating school used on all NAEP materials.

NAEP State Coordinator

Staff member at the State Department of Education who works with the Westat field manager to coordinate all NAEP activities in the state.

NAEP Storage Envelope

Used by the school to hold the NAEP material needed by the NAEP team on assessment day and for storage of the material at the school following the assessment.

NAGB (National Assessment Governing Board)

Independent organization, appointed by the U.S. Secretary of Education, that develops the content "frameworks" or test blueprints. NAGB sets policy for NAEP, selects the subject areas to be assessed and develops guidelines for reporting.

NCES (National Center for Education Statistics)

NAEP is directed by NCES of the U.S. Department of Education.

NSLP (National School Lunch Program)

A federally assisted meal program that provides low-cost or free lunches to eligible students.

OP Sessions

The OP assessment sessions contain the following subjects: reading, mathematics, and civics at grade 4, reading, mathematics, writing, and civics at grade 8, and reading, writing, civics, and economics at grade 12.

Pearson (Pearson Educational Measurement)

Contractor responsible for NAEP materials distribution and processing, and for scoring the student responses to the test questions. Formerly known as NCS Pearson.

Pilot Test

The purpose is to test new assessment items and procedures in preparation for the 2007 assessment. The pilot test subject in 2006 is writing.

Preassessment Packet

Contains important information, instructions, and materials the school coordinators need to prepare for the preassessment visit and the assessment process.

Quality Control Booklet (QCB)

Document used by the NAEP supervisor to track the work with the school throughout the entire process of planning and supervising assessment activities. The Quality Control Booklet is organized into three parts. Part 1, Preassessment Activities; Part 2, Assessment Day Activities; and Part 3, Post-Assessment Activities.

Roster (Roster of Questionnaires)

Form used to keep track of the NAEP questionnaires distributed to school staff members.

Sample

A portion of a population, or a subset from a set of units, that is selected by some probability mechanism for the purpose of investigating the properties of the population. NAEP does not assess an entire population of schools or students, but rather selects a representative sample from the population to participate in the assessment.

Sample Parent Notification Letter

A No Child Left Behind requirement, explains the assessment and its importance to parents of students selected for the assessment. May be modified to satisfy any parental notification requirements of the district and/or school.

School Coordinator

The principal or other school staff member assigned to coordinate all NAEP activities at the school.

School Folder

Contains all of the official recordkeeping documents and information relating to conducting the school assessment.

School Questionnaire

NAEP questionnaire completed for the school by the principal or other official. It is used to gather information concerning school administration, staffing patterns, curriculum, and student services.

SD (Student with a Disability)

A student with a disability needs specially designed instruction to meet his/her learning goals. A student with a disability will usually have an IEP, which guides his/her special education instruction. Students with disabilities are often referred to as special education students and may be classified by the school as learning disabled (LD) or emotionally disturbed (ED).

SD Questionnaire

NAEP questionnaire completed for each selected student identified as SD by the school staff member most knowledgeable about the student.

Session Debriefing Form

Form used by AAs to document certain details about an assessment session.

Session Number

The Session Number consists of two letters and four numbers. The two letters indicate the session type and subject(s) that are to be assessed. The first two numbers indicate the grade level of the assessment and the last two numbers uniquely identify the session from the other sessions that may be conducted at the school.

Session Scripts

Script and instructions used by AAs to conduct all NAEP assessments in a uniform manner.

Statistical Validity

For NAEP, when the analyses and reports from the assessment data precisely reflect student achievement across the nation.

Summary of Activities

Officially titled “NAEP 2006 Summary of Activities for Schools,” this document provides an overview of NAEP. It is included in the recruitment materials sent to sampled schools.

Supervisor

Westat field staff member hired to manage assessment teams, to select the samples of students to be assessed, and to oversee all NAEP activities in the schools.

Teacher Questionnaire

NAEP questionnaire completed by teachers of students in the selected subject and grade to be assessed. It is used to gather information concerning years of teaching experience, frequency of assignments, use of teaching materials, and availability and use of computers.

Title I

A federally funded assistance program for economically and educationally disadvantaged students.

Westat

Contractor responsible for NAEP sampling, data collection, and quality control monitoring activities.

C

Appendix C

Sensitivity Training for Assessment Administrators Working in Schools Affected by Traumatic Events

As an AA, you may work with students who have experienced trauma. The trauma could be the result of a family move due to the hurricanes in September, or it could be for another reason, such as a traumatic event that occurred in the school community, or even within a child's own home. NAEP has developed this guideline to help you be aware of how these students may react during the assessment and how to respond appropriately.

Trauma affects persons and communities in different ways, but the effects usually are not unique to a specific situation. For instance, the types of problems that you might see in a child who has experienced a hurricane are not unlike those seen in a child who has experienced severe physical abuse. As you might expect, frequent and more intense traumatic exposure tends to result in more severe reactions.

Children are resilient and the pain of the experience usually diminishes over time with only a few developing chronic, long-lasting problems that require extensive professional involvement. However, these severe and debilitating long-term problems can be greatly mollified by appropriate, timely intervention making certain that a child's basic physical and psychological needs are met early.

The material on communicating with school staff, monitoring and managing the classroom, and working with SD and ELL students (Chapters 2 and 4 in this manual), as well as the *Inclusion* magazine contain most of the information you need to consider when dealing with schools and students that have experienced or are experiencing trauma. You should review them often. However, there are a few other points that you will need to be aware of that are discussed on the following pages.

How to Know if a School in Your Assignment Has Been Affected by Trauma

It is important to know whether schools or individual students have been affected by trauma in order to work more effectively with them. During the preassessment visit, your supervisor will review the list of students selected for NAEP who were enrolled in the school as a result of being displaced by Hurricanes Katrina and Rita, or another natural disaster within the last year. These students will be given an Administration Code of “3” in the New Enrollee Column on the Administration Schedule. The supervisor also will ask if any other traumatic event has occurred in the school or community that the NAEP staff should be aware of. If the answer is yes, your supervisor will enter this information on the Assessment Information Form.

Your Reactions to Trauma in the School

You need to be aware of your personal reactions. It may be that you have experienced the same or similar trauma as the student and may still be suffering from the effects yourself. If you do not think that you can comfortably work in that school or with a certain student, you should discuss this with your supervisor.

NOTE: It is important to be aware that an entire school—including school staff may have experienced the trauma. Experienced NAEP staff may notice that the school environment seems different when the entire school community has experienced a traumatic event. Following a death, for instance, students and staff may be “quieter” and less active. You may also notice that everyone seems tense and stressed. Morale may be low and there may be a higher rate of absent staff and students. Although, as an AA, you are only in the school for a brief period, it is important that your interactions with students and staff NOT create additional stress or problems.

Communicating in Schools That Are Affected by Trauma

1. **Do not initiate a discussion of the event with students or school staff.** Some staff and students, however, will bring up the experience. Be sensitive and supportive, but avoid elaborate expressions of sympathy or discussions that may reactivate painful memories for them—or you. Do not burden them with your concerns. Attentive listening and simple responses like “I am sorry,” or “I understand” are all that are necessary.
2. **Watch your language.** It is particularly important to be aware of your verbal and body language in these situations. For instance, do NOT use the terms **victim, displaced person, or refugee** when referring to students who changed schools following Hurricanes Katrina or Rita. It is also important NOT to apologize for the assessment. The school’s principal has agreed to participate in NAEP and it is part of the school’s return to a normal routine.

Remember that you are not a therapist or there to help the school or a student recover.

Administering Assessments in Schools That Are Affected by Trauma

1. **Students ask more questions and need directions repeated.** Students can be distracted easily, so you may have to repeat and/or clarify directions. Refer to the Question-by-Question Specifications for responding during the student background section. If you are conducting an assessment in an area where students are living in temporary housing or with friends or families after the 2005 hurricanes, you will need to pay particular attention to questions that refer to their “home.”

2. **Students lack interest or focus.** As an AA, one of your monitoring responsibilities is keeping students on task. Following exposure to trauma, it is common for most students to experience reduced attention span, concentration problems, forgetfulness, and low motivation that make it hard for them to stay on task. Therefore, it is important for you to walk around the room and keep students focused. A way to do this is to give them a gentle reminder of the task they should be doing (e.g., “You should be working in section 1 now.”). Giving all age groups more and longer relaxation breaks may help reduce their stress and allow them to focus better.
3. **Students exhibit disruptive behavior.** While some students respond to traumatic stress and anxiety by withdrawing, many display disruptive behavior: attention seeking; impulsiveness; challenging authority; angry outbursts; or tantrums. If so, handle the students with increased sensitivity. It is better to **discretely** dismiss them from the assessment after an initial attempt to get them on task is unsuccessful.
4. **Students display other psychological or physical problems.** As a response to traumatic stress, it is very common for adults and children to develop psychosomatic symptoms such as headaches, digestive problems, or vague pains. You are likely to have more students ask to be excused from a session because of this. Although you need to avoid having the entire group copy this behavior, you will also need to be more sensitive to the fact that the assessment is an added stress and this is how they are reacting.

In younger children, you also may see regressed behavior develop after traumatic experiences. Common forms of regressed behavior that a grade 4 student might manifest are separation anxiety, “baby talk,” thumb sucking, and bladder control problems. You particularly should be sure that grade 4 students have gone to the bathroom before the assessment. Students also may be tearful, withdrawn, or even mute. If the child does not respond to reassurance and encouragement and remains distressed, unfocused, or unresponsive, dismiss them **inconspicuously** from the assessment. Do NOT belittle or attempt to stop regressed behavior.

5. **SD and ELL students are especially sensitive to stress.** These children usually will be impacted more severely than a child without a disability. This traumatic experience may have exacerbated their original disability and possibly have added others. However, you will still apply the same techniques discussed in your manual and the Inclusion magazine. (Page 25 of the magazine lists many good ideas for working with anxious students.)
6. **Document any staff or student concerns on the Session Debriefing Form.** You will always document any problems or session issues and review these with the supervisor. He/she then may review these with the school coordinator. However, if you have any specific contact with a student who enrolled in the school because of a natural disaster within the last year, be sure to note whether the interaction was positive, negative, or neutral on the Session Debriefing Form. Your supervisor and the school coordinator will be especially happy to know that NAEP has been a positive and rewarding experience for these students as well.

NAEP 2006

Quick Checks

Preparing for Assessment Day Checklist

Procedure 4: Preparing the Booklets

Assessment Day Activities Checklist

Procedure 3: Receiving the Session Materials

Procedure 4: Preparing the Room

Post-Assessment Checklist

Procedure 10: Completing the Administration Schedule

Procedure 11: Coding the Booklet Covers

Procedure 12: Packing the Session Box

Preparing for Assessment Day Checklist (Chapter 3)

Procedure 4: Preparing the Booklets	
A.	Check assessment booklet bundles.
Step 1	Verify Bundle # on bundle slip matches number in Bundle # box in upper left and upper right of Administration Schedule. <input type="checkbox"/>
Step 2	Verify prefixes on the bundle slip match prefixes printed on the Administration Schedule. <input type="checkbox"/>
B.	Prepare and organize booklets. Begin with first student listed on Administration Schedule and first booklet in first bundle for your session.
Step 1	Match booklet ID number with column N of Administration Schedule. <input type="checkbox"/>
	Check column O of the Administration Schedule. If no accommodation booklet has been assigned to the student, attach student ID label to booklet cover assigned in column N. <input type="checkbox"/>
Step 2	<p>If column O of the Administration Schedule shows an accommodation booklet:</p> <ul style="list-style-type: none"> ■ Remove original booklet from stack. ■ Record Admin. Code 52 on original booklet cover. ■ Record line and session number in upper-right corner of original booklet cover. ■ Set original booklet aside. ■ Affix student ID label to accommodation booklet. ■ Write accommodation booklet ID number on the label. ■ Substitute accommodation booklet in stack of booklets. ■ Or, if separate accommodation session, set booklet aside. <input type="checkbox"/>
Step 3	<p>Check Admin. Code in column P of Administration Schedule. If Code = 46, 47, 51, 54, 55, or 60–65 (student identified as parent refusal, student refusal, excluded, withdrawn or ineligible):</p> <ul style="list-style-type: none"> ■ Write the code on the label. ■ Add face down to separate booklet stack, keeping the label attached to the booklet. ■ Start process over with Part B, Step 1 with the next student listed on the Administration Schedule and the next booklet in the stack. <input type="checkbox"/>
	If no code listed, continue with Step 4. <input type="checkbox"/>
Step 4	Record student's line number and session number in upper-right corner of booklet cover. <input type="checkbox"/>
Step 5	Repeat Steps 1–4 of Part B for each student listed on Administration Schedule. Add booklets to booklet stack, face down (keeping in Administration Schedule order). <input type="checkbox"/>
Step 6	Band together booklets for excluded, withdrawn, and ineligible students. <input type="checkbox"/>
Step 7	Turn over stack of session booklets. <input type="checkbox"/>
	Place required ancillary materials inside the front cover of the booklet (except calculators). <input type="checkbox"/>
Step 8	Band together session booklets. <input type="checkbox"/>
	Place Administration Schedule on top of stack. <input type="checkbox"/>
Step 9	Repeat Steps 7–8 for separate accommodation sessions. Do not place Administration Schedule on top of these booklets. <input type="checkbox"/>
C.	Quality Control Check of booklets by another AA (if time allows) and supervisor. <input type="checkbox"/>

Assessment Day Activities Checklist (Chapter 4)

Procedure 3: Receiving the Session Materials		
Original Administration Schedule		<input type="checkbox"/>
1 copy of the Roster of Questionnaires		<input type="checkbox"/>
1 box of session materials		<input type="checkbox"/>
Timer		<input type="checkbox"/>
Accommodation booklets, if necessary		<input type="checkbox"/>
Additional booklets assigned to students added to the Administration Schedule, if necessary		<input type="checkbox"/>
Session Debriefing Form		<input type="checkbox"/>
If Grade 4:	Student Appreciation Certificates	<input type="checkbox"/>
If Grade 4 OP:	5 blue calculators	<input type="checkbox"/>
If Grade 8 OP:	5 gray calculators	<input type="checkbox"/>

Assessment Day Activities Checklist (Chapter 4)—continued

Procedure 4: Preparing the Room	
Step A	Arrange desks. <ul style="list-style-type: none"> ■ Verify that there are enough desks for number of students in session. ■ Verify that all students can see you. ■ Verify that you can see all students. ■ Verify that students are not facing potential distractions. <div style="text-align: right;"><input type="checkbox"/></div>
Step B	Set out supplies. <ul style="list-style-type: none"> ■ AA manual; ■ Session scripts, turned to the appropriate script; ■ Roster of Questionnaires, if required; ■ Administration Schedule plus copies of Administration Schedules for other sessions; ■ Timer; and ■ Session Debriefing Form. <div style="text-align: right;"><input type="checkbox"/></div>
	Set out materials for distribution. <ul style="list-style-type: none"> ■ Prepared assessment booklets with appropriate ancillary materials inserted into the front cover; ■ Sharpened No. 2 pencils; ■ Grade 4 sessions: Student Appreciation Certificates; and ■ OP sessions: Grade appropriate calculators (grades 4 and 8) and extra ancillary materials in the event of missing or damaged materials. <div style="text-align: right;"><input type="checkbox"/></div>
Step C	Erase board, conceal visual materials. <input type="checkbox"/>
Step D	Post “Testing in Progress—Do Not Disturb” sign outside room. <input type="checkbox"/>
Step E	Write School Identification Number on board (grades 8 and 12). <input type="checkbox"/>
Step F	Write teacher names and corresponding teacher numbers on board (All sessions except grade 12 HI). <input type="checkbox"/>
Step G	Have supervisor conduct quality control check of assessment room. <input type="checkbox"/>

Post-Assessment Checklist (Chapter 4)

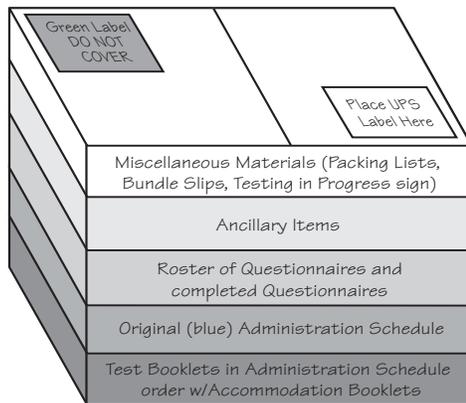
Procedure 10: Completing the Administration Schedule	
Step 1	Enter Admin. Code in column P for every student listed on the Administration Schedule. <input type="checkbox"/>
Step 2	Enter Admin. Code 52 for all unassigned booklets on Administration Schedule. <input type="checkbox"/>
Step 3	<p>Complete top of Administration Schedule.</p> <ul style="list-style-type: none"> ■ Record total number of students who did not participate in the session “# Absent” box. Include students with Admin. Codes “40-45, 48” and “49” in column P. ■ Record total number of parent/student refusals in the “# Refused” box. Will be coded “46” or “47” in column P. ■ Record total number of students assessed in the “# Assessed (Original Session)” box. This is the total of the Admin. Codes “10-14” and “70-82” in column P. <input type="checkbox"/>
Step 4	Verify that all necessary items on the Administration Schedule are completed. Give Administration Schedule to supervisor. <input type="checkbox"/>

Procedure 11: Coding the Booklet Covers	
Step A	<p>Verify that each booklet has the correct School ID Number.</p> <ul style="list-style-type: none"> ■ Record NAEP School ID Number in the School # box if box is blank. ■ Record the NAEP School ID Number on unused booklet covers. <input type="checkbox"/>
Step B	Verify that a teacher number has been recorded on booklet covers that require one (All grade 4; grade 8 mathematics, civics, U.S. history; grade 12 economics). <input type="checkbox"/>
Step C	Enter each Admin. Code from column P of the Administration Schedule in the Administration Code box on booklet cover. <input type="checkbox"/>
Step D	Write an explanation on the booklet cover for an Admin. Code that requires one (Admin. Codes “12-14,” “22-24,” “48,” and “79”). <input type="checkbox"/>
Step E	<p>Record the accommodations received in the Accommodations box.</p> <ul style="list-style-type: none"> ■ Fill in “Y” oval next to each accommodation code received. ■ Or, fill in “N” oval for no accommodations received. <input type="checkbox"/>
Step F	For students offered the extended time accommodation, record total minutes student took to complete the cognitive sections in “Total Time for Accommodation” box. This information must be recorded whether or not the extended time was used. <input type="checkbox"/>
Step G	Record Admin. Code “52” on booklet cover for all unassigned booklets. <input type="checkbox"/>
Step H	Verify student identification labels have been removed from booklet covers. Remove if necessary. <input type="checkbox"/>
Step I	Verify that ancillary materials have been removed from booklets. Remove if necessary. <input type="checkbox"/>
Step J	Put booklets, including those separated during preparation activities, back into Administration Schedule order. <input type="checkbox"/>
Step K	Band the booklets together. Place the Administration Schedule on top of the stack. <input type="checkbox"/>
Step L	Quality control check of booklets by another AA (if time allows) and supervisor. <input type="checkbox"/>

Post-Assessment Checklist (Chapter 4)—continued

Procedure 12: Packing the Session Box	
A.	Pack the boxes according to Pearson procedure.
Step 1	<p>Place all used and unused booklets, in Administration Schedule order, at the bottom of the box.</p> <ul style="list-style-type: none"> ■ Place used accommodation booklets with the original booklets. ■ Fold large-print accommodation booklets and place on top of the stack of booklets. ■ Band all booklets together.
Step 2	Place the original (blue) Administration Schedule with names removed into the box.
Step 3	If you have the box for session number ending in 01, place the Roster of Questionnaires (without names), and the completed School, Teacher, Department Chair, SD and/or ELL Questionnaires into the box.
Step 4	Place remaining ancillary materials that are not to be given to the supervisor into the box.
Step 5	Place the miscellaneous materials, such as packing lists and Bundle Slips, into the box last.
B.	Give bulk supplies and any ancillary materials that will be given to the school to the supervisor.
C.	Give Session Box to supervisor for final QC check of session materials.

Session 01 Box



Remaining Session Box(es)

