

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)

Contacting 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)

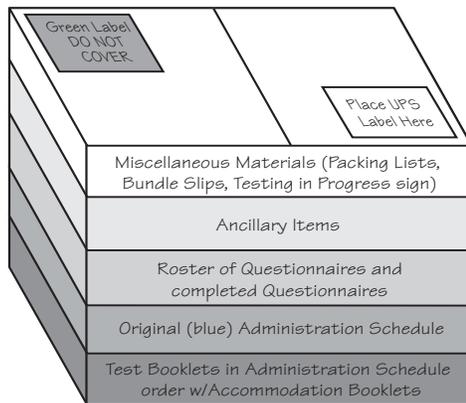
| Procedure 10: Completing the Administration Schedule | |
|--|---|
| Step 1 | Enter Admin. Code in column P for every student listed on the Administration Schedule. <input type="checkbox"/> |
| Step 2 | Enter Admin. Code 52 for all unassigned booklets on Administration Schedule. <input type="checkbox"/> |
| 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)

