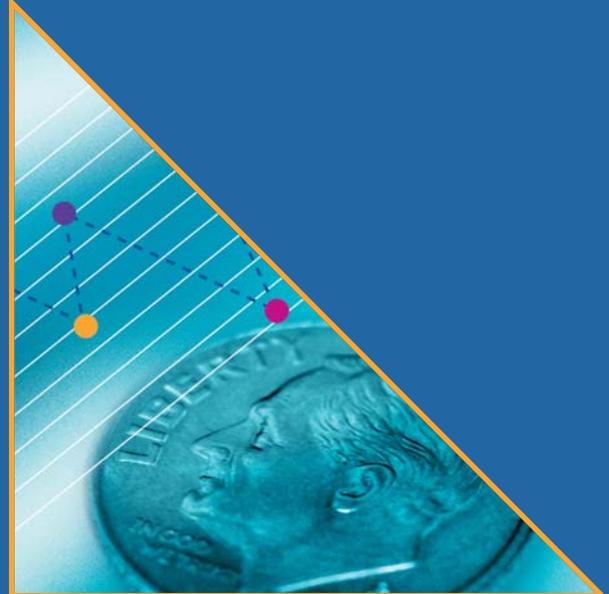


# NAEP 2006

National Assessment of Educational Progress



**NAEP 2006  
Supervisor  
Manual**



**THE NATION'S REPORT CARD**

# NAEP 2006

## Supervisor Manual

### Table of Contents

# 1

#### **Overview of NAEP and 2006 Activities ..... 1.1**

- 1. **NAEP Overview ..... 1.1**
  - A. Characteristics of NAEP ..... 1.3
  - B. NAEP Organizational Structure ..... 1.4
- 2. **The NAEP Program for 2005/2006 ..... 1.6**
  - A. NAEP 2006 ..... 1.6
  - B. Sensitivity to Instruction (STI) Study ..... 1.7
- 3. **The Security of Assessment Materials and Confidentiality Issues .... 1.8**
  - A. Guidelines for Viewing Assessment Materials ..... 1.8
  - B. Requests From News Media..... 1.9
  - C. The NAEP Code of Ethics..... 1.12
- 4. **Goals of the NAEP 2006 Training Program..... 1.12**
- 5. **This Supervisor Manual..... 1.13**
- 6. **Manual Format..... 1.14**

# 2

#### **The Supervisor Role and Activities to Date ..... 2.1**

- 1. **Overview of Supervisory Tasks ..... 2.1**
  - A. Gaining Cooperation from Dioceses/Districts and Schools..... 2.1
  - B. Hiring, Training, and Supervising AAs ..... 2.2
  - C. Setting and Maintaining a Schedule ..... 2.2
  - D. Selecting the Student Samples..... 2.2
  - E. Preparing for Assessments..... 2.3

- F. Conducting Assessments ..... 2.3
- G. Completing Post-Assessment Activities..... 2.4
- H. Maintaining the SCS ..... 2.4
- 2. Your Assignment of Schools ..... 2.5**
- 3. Materials..... 2.5**
  - A. Shipment Schedule..... 2.5
  - B. Ordering..... 2.6
  - C. Accountability..... 2.6

### **3 Quality Control Activities ..... 3.1**

- Overview of Quality Control Activities..... 3.1**
  - 1. Supervisor Quality Control Activities..... 3.1**
    - A. Quality Control Booklet ..... 3.1
    - B. Student Sampling Summary Report ..... 3.2
    - C. NAEP QC Missing Student Demographic Data Retrieval ..... 3.2
  - 2. Other Quality Control Activities ..... 3.2**
    - A. School Visits by NCES, ETS, Westat ..... 3.2
    - B. Quality Assurance Visits by HumRRO ..... 3.2
    - C. School Visits by Your Field Manager ..... 3.4
    - D. Followup Telephone Calls..... 3.4

### **4 Understanding NAEP Forms and Accommodations ..... 4.1**

- 1. General NAEP Knowledge Requirements ..... 4.1**
  - A. The Administration Schedule ..... 4.1
  - B. The School Staff Questionnaires and Roster of Questionnaires..... 4.9
  - C. The School Questionnaire ..... 4.13
  - D. The Teacher Questionnaire ..... 4.14
  - E. The SD and ELL Questionnaires ..... 4.17
  - F. The New Enrollee Listing Form..... 4.19
  - G. The Quality Control Booklet..... 4.23
  - H. The Assessment Booklet and Ancillary Materials ..... 4.23
  - I. Student Information Report..... 4.29

J. The Session Scripts .....	4.31
K. Instructions to School Staff .....	4.32
L. The Session Debriefing Form .....	4.35
M. State Information Form .....	4.35
N. Student Sampling Summary Report .....	4.35
O. SD/ELL Summary Form.....	4.41
<b>2. Understanding NAEP Accommodations .....</b>	<b>4.42</b>
A. Accommodations Most Frequently Provided by NAEP .....	4.42
B. NAEP Administration Codes for SD and/or ELL Students Who Require Multiple Accommodations .....	4.48
C. NAEP Administration Codes for SD and/or ELL Students Who Cannot Be Assessed .....	4.49

## **5 Hiring and Training Assessment Administrators ..... 5.1**

<b>1. Number of AAs to Recruit .....</b>	<b>5.1</b>
A. Recruiting Process.....	5.1
B. Determining the Number of AAs to Recruit.....	5.2
<b>2. Field Recruiting System (FRS).....</b>	<b>5.2</b>
<b>3. Employment Forms.....</b>	<b>5.3</b>
A. Mailing Paperwork .....	5.4
B. Followup on Missing Paperwork .....	5.4
<b>4. Payrate .....</b>	<b>5.5</b>
<b>5. Training.....</b>	<b>5.5</b>

## **6 Selecting the Student Sample..... 6.1**

<b>1. Prepare for Student Sampling.....</b>	<b>6.1</b>
A. Receive Information About Sampling From Your Field Manager .....	6.5
B. Determine Which Schools Have E-Filed.....	6.6
C. Suggestions for Organizing the Sample Selection Process .....	6.6
<b>2. Review the Sampling Process .....</b>	<b>6.7</b>
Procedure 1. Use the Sampling Checklist to Prepare the Student List for Sampling .....	6.10
1A. Review the List of Students.....	6.10
1B. Number the Students on the List.....	6.11

1C. Recheck the Numbering of Students.....	6.13
1D. Compare the School’s Student List and Total Enrollment .....	6.14
Procedure 2. Use the Student Data System (SDS) to Select the Student Sample .....	6.14
Procedure 3. Indicate the Sample on the List of Students.....	6.16
Procedure 4. Recheck That the Session Code is Recorded on the Correct Student Lines .....	6.16
Procedure 5. Record Sampled Students in the SDS .....	6.16
5A. Enter Information About Sampled Students in the SDS .....	6.16
5B. Demographic Variables Codes Used on NAEP 2006 Administration Schedules.....	6.16
5C. Verify the Data Entry of Student Information .....	6.18
Procedure 6. Run the Student Sampling Summary Report From the SDS .....	6.18
Procedure 7. For Schools Sampled <u>After</u> November 27, Record Information on the Administration Schedules.....	6.23
7A. Record Sampled Students’ Information on the Administration Schedules.....	6.23
7B. Verify the Recorded Student Information .....	6.23
Procedure 8. Transmit SDS Data to Westat Daily .....	6.23
<b>3. Using Data Entry Clerks to Assist in Sampling Procedures .....</b>	<b>6.24</b>
<b>4. Special Situations .....</b>	<b>6.24</b>
A. School Will Only Participate If We Assess All Students.....	6.24
B. School Will Only Participate If We Assess Fewer Students.....	6.25
C. Sampled Off-Track Students.....	6.25

## **7 Preassessment Activities..... 7.1**

### **Overview of Part 1 of the Quality Control Booklet..... 7.2**

#### **1. Activities to Complete Before Conducting the Preassessment Visit .....**

Procedure 1. Prepare the School Folders .....	7.2
1A. Overview of Preparing School Folders .....	7.2
1B. School Folder Contents.....	7.2
1C. Place the School Name Label Onto the Tab of the Folder .....	7.3
1D. Record School Information on the Front of the Folder .....	7.3

1E. Place Forms and Materials in the Folder.....	7.4
1F. Include the Sampling Information in the Folder .....	7.5
1G. Folders for Nonpublic Schools .....	7.5
Procedure 2. Prepare the Preassessment Packets for Schools.....	7.6
2A. Overview of Preparing Preassessment Packets .....	7.6
2B. Preassessment Packet Contents .....	7.6
2C. Organize the Task.....	7.7
2D. Prepare the School Coordinator Cover Letter .....	7.7
2E. Prepare the New Enrollee Listing Form .....	7.7
2F. Prepare the Accommodations Worksheet.....	7.7
2G. Prepare the SD and/or ELL Questionnaires.....	7.15
2H. Prepare the SD and/or ELL Roster of Questionnaires .....	7.16
2I. Ship Preassessment Packets to Schools .....	7.17
Procedure 3. Prepare for the Preassessment Visit Scheduling Telephone Call.....	7.18
Procedure 4. Conduct the Preassessment Visit Scheduling Telephone Call.....	7.19
Procedure 5. Prepare for the Preassessment Visit Confirmation Telephone Call.....	7.20
Procedure 6. Conduct the Preassessment Visit Confirmation Telephone Call.....	7.20
Procedure 7. Prepare for the Preassessment Visit .....	7.21
7A. Complete the Questionnaire Covers .....	7.21
7B. Complete the Roster of Questionnaires .....	7.23
7C. Prepare the Student Appreciation Certificates (Grades 8 and 12).....	7.25
7D. Prepare the Teacher Notification Letter .....	7.25
7E. Review Procedures 8A through 8J in the Quality Control Booklet.....	7.27
7F. (Grade 4 schools only) Determine If Column B on the Administration Schedule Is Complete When All Students Have Been Selected .....	7.27
7G. Determine If There Is a Student Sampling Summary Report .....	7.27
7H. Verify That the Instructions for Sampling New Enrollees Is in the School Folder .....	7.27

7I. Review the SCS for Parent Notification Information .....	7.27
7J. Gather and Organize Materials for the Visit .....	7.28
<b>2. Activities to Complete During the Visit .....</b>	<b>7.28</b>
Procedure 8. Conduct the Preassessment Visit .....	7.28
8A. Review Student Demographic Data .....	7.29
8B. Collect Homeroom Indicator (Grade 4 Schools Only) .....	7.40
8C. Review Student Sampling Summary Report .....	7.41
8D. Select Sample of Newly Enrolled Students .....	7.41
8E. Verify Parental Notification .....	7.46
8F. Review Status of SD and/or ELL Questionnaires .....	7.50
8G. Determine Student Accommodations Using the Accommodations Worksheet.....	7.52
8H. Distribute and Discuss the School and Teacher Questionnaires .....	7.55
8I. Make Assessment Arrangements .....	7.56
8J. Complete Additional Preassessment Visit Tasks Before Leaving the School.....	7.64
Procedure 9. Complete Preassessment Visit Debriefing Questionnaire7. ....	7.64
<b>3. Activities to Complete After the Preassessment Visit .....</b>	<b>7.64</b>
Procedure 10. Complete Activities After the Preassessment Visit .....	7.64
10A. Record That the Preassessment Visit Is Complete in the Record of Preassessment Contacts on the Back Cover of the QCB .....	7.64
10B. Record Callback Date(s)/Time(s) in Your Calendar .....	7.64
10C. Place the Dated Copy of the Parent Notification Letter in the School Folder .....	7.64
10D. Record the Appropriate Admin. Codes for Students Who Require Accommodations and Excluded Students in Column P on the Administration Schedule Using the Completed Accommodations Worksheet; As Follows: .....	7.65
10E. Enter the Following Information into the SCS:.....	7.65
10F. Review and Revise the Assessment Schedule .....	7.66
10G. Complete Assessment Information Form .....	7.69
10H. Verify Assessment Materials and Request Any Additional Materials from Pearson or Westat.....	7.71

Procedure 11. Complete Activities Immediately Before Assessment Day .....	7.79
11A. Review Accommodation Codes .....	7.79
11B. Assign Accommodation Booklets .....	7.82
11C. Assign Booklets to Students Newly Added to the Administration Schedule.....	7.83
11D. Gather Local AAs to Prepare Assessment Booklets for the Upcoming Week .....	7.83
11E. Perform QC Check of the Prepared Booklets.....	7.84
11F. Review the Quality Control Booklet.....	7.88
11G. Review Materials in the School Folder .....	7.88
11H. Perform a Final Check of Assessment Materials.....	7.88
11I. Review Security and Confidentiality Procedures.....	7.88
11J. Gather Materials to Bring to the School on Assessment Day.....	7.90

## 8

### **Assessment Day Activities..... 8.1**

1. Overview of Part 2 of the Quality Control Booklet .....	8.1
2. Supervisor Procedures to Complete Upon Arriving at the School.....	8.1
Procedure 1. Check in at the School.....	8.1
Procedure 2. Retrieve the NAEP Storage Envelope .....	8.1
Procedure 3. Obtain a Dated Copy of Parent Notification Letter, If Necessary.....	8.2
Procedure 4. Ask the School Coordinator If Any Parents or Students Have Refused Participation and Code the Administration Schedule, If Necessary.....	8.2
Procedure 5. Review the Administration Schedule for Incomplete or Missing Data .....	8.2
Procedure 6. Complete Part 1 of the Summary Box at the Top of the Administration Schedule .....	8.3
Procedure 7. Go to the Location Where the Assessment Team Will Work .....	8.4
Procedure 8. Give AAs Session Materials and Perform QC Check of Booklets .....	8.4
8A. Ensure that the correct ancillary materials are inside the front cover of the assessment booklets. ....	8.4

8B. Ensure that the booklets are in Administration Schedule order.....	8.5
8C. Ensure that the booklets have been banded together and the Administration Schedule is on top of the stack of booklets. ....	8.5
Procedure 9. Oversee AA Team Preparation Responsibilities .....	8.5
Procedure 10. Ask the School Coordinator to Accompany You (and Your Team) to the Assessment Locations .....	8.5
Procedure 11. Introduce Yourself (and Your Team) to the Teacher.....	8.6
Procedure 12. Provide NAEP Instructions for School Staff Observers.....	8.6
<b>3. Supervisor AA Quality Control Responsibilities .....</b>	<b>8.9</b>
A. How to Use the AA Quality Control Checklist in Part 2 of the Quality Control Booklet .....	8.9
B. Quality Control Procedures to Complete Before the Assessment.....	8.10
Procedure 13. Perform QC Check of Rooms .....	8.10
13A. Make sure that any school materials that would assist the students are concealed. ....	8.12
13B. Check to make sure that the “Testing in Progress – Do Not Disturb” Sign has been posted outside the room. ....	8.12
13C. Check to make sure all supplies needed for the session are organized and assessment materials are ready for distribution.....	8.12
13D. For grades 8 and 12, check to see that the School Identification Number is written on the board. ....	8.13
13E. When required, check to make sure that teacher names (by subject for grades 8 and 12) and their corresponding two-digit teacher number are written on the chalkboard for students to see.....	8.13
<b>4. Activities to Complete During the Assessment 8.14</b>	
Procedure 14. Verify That Each Session is Underway .....	8.14
Procedure 15. Observe and Evaluate AAs Administering Regular Assessment Sessions.....	8.15
15A. Ensured that each student is at the correct location.....	8.15
15B. Set a positive tone for the assessment session. ....	8.16
15C. Selected the correct script to conduct the assessment session.....	8.16
15D. Read the session script verbatim with fluency and expression and at an appropriate pace. ....	8.17

15E. Used the most appropriate method to distribute booklets. ....	8.17
15F. Clearly instructed students to remove the student identification label from the cover of their booklet and place the label on the corner of their desk. ....	8.18
15G. Checked that students removed additional materials from the inside cover and placed them on the corner of their desk. ....	8.18
15H. (Grade 8 or 12): Checked to see that students have properly recorded the NAEP School ID Number on their booklet covers.....	8.18
15I. Checked to see that all required students have properly recorded the two-digit teacher number in the correct area of their booklet covers. ....	8.18
15J. (Grades 4 and 8) Distributed and collected calculators appropriately, for OP sessions. ....	8.19
15K. (Grades 4 and 8) Checked to see that students who are required to use a calculator, are doing so in the correct sections. ....	8.19
15L. Timed sections appropriately. ....	8.20
15M. Collected student identification labels from every student's desk. ....	8.21
15N. Collected all NAEP materials, except pencils, following the assessment session in a manner that allowed the AA to easily account for all assessment materials. ....	8.22
15O. Accounted for all NAEP materials before dismissing students from the assessment session.....	8.22
15P. Dismissed students according to school protocol outlined on the Assessment Information Form. ....	8.23
Procedure 16. Observe and Evaluate AAs Monitoring Sessions.....	8.23
16A. Followed NAEP procedure for answering students' questions about how to record answers. ....	8.24
16B. Followed NAEP procedure for responding to students' questions during cognitive block (subject-area) sections of the assessment. ....	8.24
16C. Followed NAEP procedure for responding to students' questions during the general background section.....	8.24
16D. Followed NAEP procedure for answering students' questions during the subject-area background section.....	8.25

16E. Verified that students who have finished sections early have not gone back to previous sections or worked ahead in the booklets.....	8.25
16F. Appropriately handled difficult situations pertaining to students’ behaviors or attitudes.....	8.25
16G. Appropriately handled unexpected situations that arose during the session. ....	8.27
Procedure 17. Observe and Evaluate AAs Conducting Accommodation Sessions .....	8.28
17A. Administered appropriate accommodation(s) according to standard NAEP procedure. ....	8.28
17B. Encouraged the student(s) to review his/her answers upon completion of a section. ....	8.29
<b>4. Supervisor Activities to Complete Following the Assessment</b>	
<b>8.30</b>	
A. Quality Control Procedures to Complete After the Assessment.....	8.30
Procedure 18. Verify That the Administration Schedule Has Been Completed Accurately.....	8.30
18A. Verify that each student listed on the Administration Schedule has an Administration Code entered in column P.....	8.30
18B. Verify that an Administration Code of 52 has been entered for all unassigned or unused booklets on the Administration Schedule. ....	8.33
18C. Verify that the top of the Administration Schedule has been completed accurately. ....	8.33
Procedure 19. Verify That the Booklet Covers Have Been Completed Accurately .....	8.34
19A. Ensure that each booklet has the correct School ID Number....	8.34
19B. Verify that the students recorded their teacher numbers.....	8.35
19C. Verify that the correct Administration Codes were transferred from the Administration Schedule to the student booklet covers.....	8.35
19D. Verify that any Administration Code requiring an explanation, has one on the front cover.....	8.35
19E. Verify that the “Accommodations” box on the front cover has been coded. ....	8.35
19F. Verify that students who required the extended time accommodation have the total time recorded on the front cover. ....	8.36

19G. Verify that any unused booklets were coded 52.....	8.36
19H. Verify that Student Identification Labels are removed from booklets.....	8.36
19I. Verify that ancillary materials are removed from booklets. ....	8.37
19J. Ensure all booklets, including those separated during preparation activities, are in Administration Schedule order.....	8.37
19K. Ensure the booklets have been banded together and the Administration Schedule is on top of the stack of booklets. ....	8.37
Procedure 20. Perform Final Check of Session Box Materials.....	8.37
20A. Receive Session Box from AA. ....	8.38
20B. Place completed questionnaires in Session Box.....	8.38
20C. Verify the boxes are packed according to Pearson procedure. ....	8.38
20D. Complete final QC check of session materials. ....	8.38
20E. Receive bulk supply session materials from the AA.....	8.39
B. Supervisor Procedures to Complete After the Assessment.....	8.39
Procedure 21. Complete School Staff Questionnaire Activities.....	8.39
21A. If necessary, gather questionnaires from school staff. ....	8.39
21B. Update the status of questionnaires on the Roster of Questionnaires. ....	8.40
21C. Verify that the covers of the questionnaires have been completed accurately and completely. ....	8.40
21D. Remove the label on the front cover of each questionnaire. ....	8.41
21E. Verify that each Roster of Questionnaires has been completed accurately and completely. ....	8.41
Procedure 22. Determine Whether or Not a Makeup Session Must Be Held .....	8.42
Procedure 23. Organize the NAEP Storage Envelope .....	8.44
23A. Make a set of copies of the Roster of Questionnaires and all completed original Administration Schedules with student names. ....	8.44
23B. Prepare the NAEP Storage Envelope. ....	8.44
23C. Record the NAEP School ID Number on the “Destroy by” postcard. ....	8.45
23D. Staple the “Destroy by” card to the front of the NAEP Storage Envelope.....	8.46

Procedure 24. Complete School Debriefing Activities ..... 8.47

    24A. Review Session Debriefing Form with the AA. .... 8.47

    24B. Debrief school coordinator. .... 8.47

    24C. Schedule a makeup session with school coordinator, if  
        necessary..... 8.50

    24D. Record the date, time, and location of the makeup session in  
        the box at the top of the Administration Schedule. .... 8.50

Procedure 25. Arrange and Conduct Makeup Session, If Necessary ..... 8.51

    25A. Assign AA to conduct session. .... 8.51

    25B. Notify AA about conducting makeup session. .... 8.51

    25C. Give AA the session materials to conduct the makeup  
        session..... 8.51

    25D. Conduct the makeup session and complete the  
        Administration Schedule..... 8.53

    25E. Code the booklet covers..... 8.53

Procedure 26. Repack the Session Box..... 8.54

# 9

## **After the Assessment ..... 9.1**

Procedure 1. Ship Materials to Pearson..... 9.1

    1A. Complete the return labels and secure them to the boxes. .... 9.1

    1B. Arrange for UPS to pick up the boxes. .... 9.2

    1C. Destroy the remaining labels..... 9.3

Procedure 2. Enter Tracking Information on the School Folder and  
    Quality Control Booklet ..... 9.3

Procedure 3. Complete the SD/ELL Summary Form ..... 9.4

Procedure 4. Enter Makeup Session, Assessment Results, SD/ELL Form  
    and Shipment Information Into the SCS/MTS ..... 9.4

Procedure 5. Finalize School Folders ..... 9.5

Procedure 6. Ship School Folders to Your Field Manager ..... 9.6

**A****Appendices****Appendix A**

Glossary .....A.1

**Appendix C**

Preassessment Package Contents ..... C.1

**Appendix D**

Student Sampling Summary Report Error Messages..... D.1

**Appendix E**

SDS User's Guide .....E.1

**Appendix F**

SCS User's Guide .....F.1

**Appendix G**

Other Systems Uer's Guides..... G.1

**Appendix H**

NAGB Policies..... H.1

**Appendix I**

Procedures for Grade 4 "Assess All" with No Homeroom Indicator.....I.1

**Appendix J**

Sensitivity Training for Supervisors Working in Schools Affected  
Traumatic Events .....J.1

# 1

## Overview of NAEP and 2006 Activities

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

### 1. NAEP Overview

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

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

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

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

State NAEP occurs every 2 years in reading and mathematics, and in either science or writing at the fourth and eighth grades. Federal legislation titled “No Child Left Behind” was enacted requiring any state receiving Title I funds to participate in fourth- and eighth-grade reading and mathematics. 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, foreign language, world history, and economics;
- long-term trends in national student performance in reading, mathematics, and science over the past 30 years; and
- comparisons in student performance based on factors such as race/ethnicity, gender, public and nonpublic schools, level of parental education, prior course-taking, and classroom and school conditions and practices.

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

## A. Characteristics of NAEP

### **An independent body decides what is tested.**

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

### **NAEP ensures confidentiality.**

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

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

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

### **NAEP encourages inclusion of special needs students.**

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

### **NAEP uses a variety of assessment formats.**

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

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

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

### B. NAEP Organizational Structure

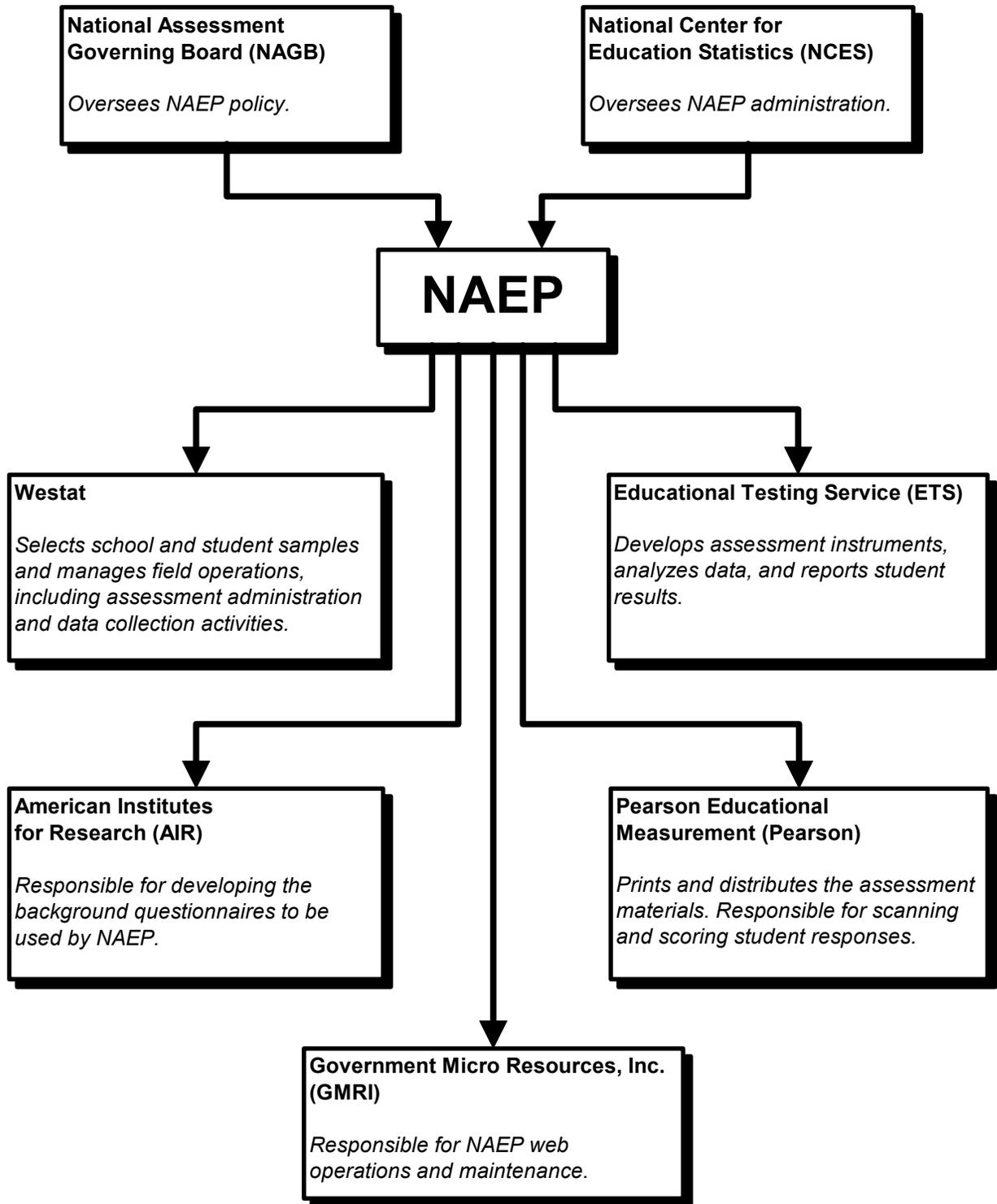
The chart on the next page shows the current organizational structure of NAEP. The Commissioner of Education Statistics, who heads NCES in the U.S. Department of Education, is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations. The Associate Commissioner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

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

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

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

NAEP Organizational Structure



### 2. The NAEP Program for 2005/2006

For NAEP 2006, we will be hiring and training assessment teams composed of supervisors and assessment administrators 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: Sensitivity to Instruction (STI) Study (grade 8).

#### A. NAEP 2006

The NAEP 2006 main study will involve operational assessments in civics, U.S. history, economics, and pilot/field test assessments in reading, mathematics, and writing in approximately 1,300 public schools and 300 nonpublic schools in 41 states. Westat field managers and supervisors work closely with NAEP State Coordinators who are responsible for implementing NAEP in the public schools in their respective states.

Assessments will be conducted from January 30 – March 10, 2006. The assessment requires approximately 90 minutes to administer, including distribution and collection of materials. All subjects 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 are different.

Principals at grades 4, 8, and 12 will be asked to complete a questionnaire about school characteristics. Grade 4 and 8 civics; U.S. history and mathematics teachers will be asked to complete a questionnaire about their background and teaching practices. At Grade 12, there are Economics Department Chair and Economics Teacher Questionnaires. There are also questionnaires about Students with Disabilities (SD) and/or English Language Learners (ELL) that the staff most knowledgeable about the sampled SD and/or ELL students will be asked to complete. Subject area teachers and principals will have the option of completing the questionnaires either online or in the hard-copy booklet format. SD and/or ELL Questionnaires can be completed only in the hard-copy booklet format.

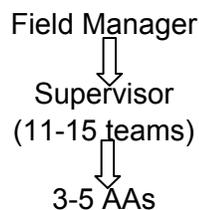
Schools will be encouraged to access a web site called MySchool. The web site will give school staff information about their specific school assessment including the date of the assessment, the NAEP representative's name and email address, and instructions for preparing and submitting a list of grade-eligible students from which the sample will be selected. The school will receive emails periodically—one after they agree to participate in the assessment and the School Control system is updated; one about 2 weeks before they are visited or sent the preassessment materials; one a few days before the assessment; and the last after the

assessment has been completed in their school. Schools may continue indefinitely to visit their MySchool web site page to access links to NAEP resources. The MySchool web site is detailed in the MySchool brochure.

Dedicated NAEP State Coordinators in participating states gained the cooperation of public schools in the sample. They are also responsible for: receiving the sample of schools and reviewing it for inconsistencies; contacting sampled public schools and securing their participation; confirming the assessment date with each cooperating public school; and receiving a list of all grade-eligible students from each cooperating public school and verifying that the lists are complete. As a supervisor, you will be responsible for these responsibilities in the nonpublic school sample.

If a school is able to send an electronic file (E-File) by the November 18, 2005 due date, including student name (or ID), birth date, gender, race, and SD and/or ELL status to the state or home office, they will be encouraged to do so. The Westat home office will process the E-File and draw a sample of students to be assessed. Westat supervisors will draw all other samples and enter data for selected students into the Student Data System (SDS). The file will then be sent to Pearson to produce the Administration Schedules with preprinted data. In small nonpublic schools, you may be able to do the sampling during the preassessment visit.

The NAEP field staff structure will consist of six field managers, each overseeing between 11 and 15 assessment teams.



## 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 Security of Assessment Materials and Confidentiality Issues

NAEP student data is strictly confidential. To ensure confidentiality, students' names are removed at the school from all completed assessment materials before they are shipped to Pearson for processing. NCES enforces strict confidentiality standards to ensure that no personally identifiable information is ever released to third parties. In order to protect the confidentiality of **all** NAEP materials, you must strictly observe NAEP rules and guidelines at all times.

#### A. 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 Booklet.** The Sample Questions Booklet, formerly titled the Demonstration Booklet, contain the NAEP background questionnaires. You 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 approximately 25 percent or more of the test questions. The questions appear in the NAEP reports and on the NAEP web site. You should encourage any interested party to view the previously released NAEP test questions on the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

## B. Requests From News Media

A press release (shown on the following page) is available to superintendents or school principals who wish to publicize participation in NAEP, either in the local press or in a school newsletter. You will receive copies of the press release in your bulk materials and can distribute them to interested school staff upon request. There is also the possibility that representatives of local news media will ask you for information about the national assessment and the local school's involvement. **All such inquiries should be referred to school officials who are responsible for handing out any press releases.** If a reporter wants more information than is provided in the release, refer them to the name and telephone number on the press release.

**UNDER NO CIRCUMSTANCES ARE WESTAT STAFF TO MAKE COMMENTS REGARDING THE NATIONAL ASSESSMENT FOR PUBLICATION OR BROADCAST.** This is to ensure that a uniform statement on the national assessment is being presented in all parts of the country.

**NO ASSESSMENT SESSION MAY BE HELD IF MEDIA ARE PRESENT AT THE SESSION.**

Occasionally, school personnel or the media have requested to photograph or videotape NAEP sessions. Under no circumstances will NAEP permit videotaping or photographs to be taken of any part of an actual assessment. Newspaper or broadcast reporters and photographers are not permitted to observe a NAEP session. To accommodate the needs of the media without disrupting the assessment, a videotape and photographs simulating the assessment are available upon request. Media coverage of NAEP after the assessment is completed is the prerogative of local school officials. You should leave all arrangements and/or interviews to the school officials who grant the media permission to enter the school. Reporters requesting more information should be referred to Sherran Osborne at NCES (202-502-7420).

**PRESS RELEASE**

**FOR IMMEDIATE RELEASE**

Contact: Sherran Osborne  
202-502-7420

**LOCAL SCHOOL CHOSEN TO PARTICIPATE IN  
NATIONAL CIVICS, HISTORY, AND ECONOMICS TEST**

**Enter City and State (Date)** – *(Insert name of local school)* today announced that it will participate in the 2006 National Assessment of Educational Progress (NAEP). NAEP, also known as the Nation’s Report Card, is designed to measure what American students know and can do in a variety of school subjects. *(Insert name of school)* is one of only 1,900 schools nationwide asked to participate.

*Feel free to insert a quote from the school principal here. Sample:*

*“NAEP is important in that it provides a snapshot of student performance. We are happy to play our part in helping our state and the country know where we stand,” said Joe P. Public, principal, School Name. “I know that our students will do their best and show what they can do.”*

The 2006 NAEP assessments will test students on their knowledge of civics, U.S. history and economics. Students will be randomly selected to participate in one of the three subjects and participation will take about 90 minutes. Students will be asked to respond to both multiple-choice and short answer as well as extended response types of questions.

The civics assessment focuses on students’ knowledge of, their attitudes toward, and interest in civics, as well as their intellectual and participatory skills. The U.S. history assessment centers on major themes of U.S. history, chronological periods, and the ways students think about history; and the economics assessment tests students on the market economy, the national economy and the international economy. In addition to these assessments, field tests in reading, mathematics, and writing that include questions to be used in the spring of 2007 may be given at the school.

Since 1969, NAEP has been the country’s nationally representative and continuing survey of students’ educational achievement. NAEP protects the confidentiality of participating students, teachers, and schools. NAEP does not report individual or school scores but provides results for major demographic groups and, using information gathered on student, teacher, and school questionnaires, reports on classroom and instructional programs and practices in reading and mathematics.

NAEP is authorized by Congress and is directed by the U.S. Department of Education’s National Center for Education Statistics. For more information, please visit

<http://nces.ed.gov/nationsreportcard/>.

###

**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		
<p><b>Accuracy ensures that NAEP results precisely reflect student achievement across the nation.</b></p> <ul style="list-style-type: none"> <li>■ Sampled schools and sampled students who are eligible for the assessment are to be</li> </ul>	<p>included in the assessment to the greatest extent possible.</p> <ul style="list-style-type: none"> <li>■ Students shall be assessed using accommodations as specified in their education plans and offered by NAEP.</li> </ul>	<ul style="list-style-type: none"> <li>■ 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.</li> </ul>
INTEGRITY		
<p><b>Integrity ensures that rigorous, ethical, and consistent procedures are used for NAEP test administration and data collection.</b></p> <ul style="list-style-type: none"> <li>■ Persons administering and monitoring NAEP assessments shall comply with standard NAEP procedures for administering and monitoring the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>■ Persons authorized by NAEP to have access to NAEP testing materials shall follow the NAEP Guidelines for Viewing Assessment Materials.</li> <li>■ NAEP staff and other proctors assigned to testing sessions shall receive clear, unambiguous guidance on testing procedures.</li> </ul>	<ul style="list-style-type: none"> <li>■ Deviations from proper procedures shall be documented, and those affecting student performance shall be reported immediately.</li> </ul>
RESPECT		
<p><b>Respect ensures that students, school staff, and others affected by NAEP test administration and data collection are treated with professionalism, openness, and courtesy.</b></p> <ul style="list-style-type: none"> <li>■ 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.</li> </ul>	<ul style="list-style-type: none"> <li>■ Test takers and other stakeholders shall have access to information about NAEP, including sample items and NAEP reports.</li> <li>■ Persons administering and monitoring NAEP assessments shall be sensitive to the needs of students, teachers, and the school in administering NAEP.</li> </ul>	<ul style="list-style-type: none"> <li>■ NAEP staff members are to ensure the confidentiality of all information provided by students and school staff in response to assessment and questionnaire items.</li> <li>■ 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.</li> </ul>

### C. The NAEP Code of Ethics

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

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

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

At the end of the in-person training, you will be asked to sign the following Oath of Office committing yourself to uphold the principles stated in the Code: "I acknowledge that I have been instructed in and understand the NAEP Code of Ethics. I do solemnly swear (or affirm) that I will adhere to this Code of Ethics; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office upon which I am about to enter."

### 4. 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 a supervisor, 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 someone in addition to you 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. As a supervisor, you are responsible for supervising assessment administrators (AAs) and ensuring the accuracy of their work by conducting a series of QC checks throughout each assessment. Your field manager is responsible for the quality control of the work you do, and will conduct a series of QC as well.

**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.

## 5. This Supervisor Manual

The purpose of this manual is to describe the main responsibilities for Westat Supervisors for the NAEP 2006 program, which include:

- gaining cooperation from dioceses/districts and schools,
- hiring, training, and supervising AAs,
- selecting the student samples,
- preparing materials for assessment team and schools,
- performing quality control activities,
- completing staff evaluations, and
- performing other supervisory activities.

## 6. Manual Format

There are a series of icons used throughout the manual. The table below identifies the icons and their meanings.



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



This icon indicates a quality control check or “QC check” will be required. All the QC checkpoints are identified in the Quality Control Booklet.



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



This icon indicates the data must be entered in the School Control System (SCS) web site. Details for entering data in the SCS are provided in a separate document titled *SCS User's Guide*.

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### Voices of Experience:

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

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## Chapter 1 Summary

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

- identify NAEP's purpose as an organization, and
- describe the NAEP program for 2006.

# 2

## The Supervisor Role and Activities to Date

This chapter introduces your responsibilities and tasks as a supervisor. This chapter also describes your assignment of schools and provides information on when you can expect to receive materials from Westat and Pearson.

### 1. Overview of Supervisory Tasks

Your job as a NAEP assessment supervisor involves a number of tasks and responsibilities at each stage of the project. The tasks may be outlined under the following categories:

- gaining the cooperation of nonpublic schools,
- hiring and training assessment administrators who will assist you with administering (AAs) the assessment,
- scheduling and conducting preassessment visits and facilitating requests for changes to assessment dates,
- selecting the student sample,
- preparing for assessments,
- conducting assessments,
- completing post-assessment activities, and
- maintaining the School Control System (SCS).

The various chapters of this manual are organized to give you step-by-step instructions for completing the tasks involved in all phases of data collection.

#### A. Gaining Cooperation from Dioceses/Districts and Schools

In most states, NAEP State Coordinators are responsible for informing and securing the cooperation of the public school sample in their states and updating the schools' participation status in the SCS. Gaining cooperation supervisors are responsible for gaining the cooperation of the dioceses and nonpublic schools in their assignment and for documenting their participation status in the SCS. Gaining cooperation supervisors also assist the NAEP State Coordinator as necessary with recruiting public schools.

Gaining cooperation supervisors, brought on in September, have completed a home-study package designed to guide them through the process of contacting dioceses and nonpublic schools over the telephone and to outline the procedures and techniques used for gaining the

cooperation of the diocese and nonpublic schools in their assignment. The first component of the home study is a training document called the **Gaining Cooperation** magazine. It contains informative articles about NAEP activities, instruction on procedures and techniques for contacting and gaining the cooperation of schools in their assignment, and tips from experienced field staff. The second component of the home study is a CD that provides interactive experience with situations commonly encountered in the recruitment process and allows users to practice and evaluate their skills. The remaining component is a DVD that allows trainees to view a group of experienced supervisors discussing the recruiting and refusal conversion techniques they have used successfully.

### B. Hiring, Training, and Supervising AAs

You will hire and train three to five AAs to administer assessment sessions. AAs should be hired locally in each of your Primary Sampling Units (PSUs) so that overnight travel is avoided. There may be special circumstances for exceptions to these travel restrictions. Please discuss these situations individually with your field manager. Chapter 3 provides detailed instructions on hiring, training, and supervising AAs.

### C. Setting and Maintaining a Schedule

Field managers preplanned the dates for the nonpublic schools in your assignment to fit into the calendar with the preplanned public school dates. Gaining cooperation supervisors contacted the nonpublic schools in their assignment to confirm assessment dates and facilitate requests for date changes in such a way that the calendar remains workable and cost efficient. They used the Gaining Cooperation Listings of Schools and the SCS to track changes to assessment dates. All preplanned dates for the public and nonpublic schools in each region have been loaded into the SCS and can be viewed on an online assessment calendar accessible by the supervisor assigned to the region. NAEP State Coordinators have access to the calendar for assessments in their state. An assessment calendar link allows you to view and print updated versions of the assessment calendar. The *School Control System User's Guide* (Appendix F) provides more detail about using the SCS and a calendar for monitoring your schedule.

You are responsible for creating the schedule for preassessment visits to schools in your region. All the visits should occur between January 4 and January 27, 2006 and must be completed before assessments begin on January 30, 2006.

### D. Selecting the Student Samples

States or districts may submit lists of eligible students for the sampled schools using the E-Filing function in the SCS. These lists will be sampled by Westat statisticians and data processors. Individual schools may also submit their list of eligible students through the MySchool web site for electronic sampling. Alternatively, they may provide a hard-copy list for supervisor sampling with the Student Data System (SDS). The SCS will allow you to enter the

sampling option selected by schools, you or the gaining cooperation supervisor recruited and to view the option selected by schools recruited by the NAEP State Coordinator.

Beginning right after supervisor training, you will use the SDS to select samples in individual schools during the preassessment visit. Chapter 6 provides an overview of the sampling process. Detailed step-by-step instructions for using the SDS computer program to draw school samples are provided in the *Student Data System User's Guide* (Appendix E).

## E. Preparing for Assessments

In early December 2005, you'll begin preparing the Preassessment Packet that you'll send to schools and the School Folders that you'll use to track all activities for each school (see section 3 for the materials shipment schedule). From December 12 to December 21, you should call all the schools in your assignment and schedule the preassessment visit with school coordinators. On December 30, you will send the Preassessment Packet by Fed Ex to the school so the packages are delivered on the first day back from the winter holiday.

From January 4 to January 27, 2006, you will visit the school to prepare for assessment day. During this preassessment visit, you will use the Quality Control Booklet to guide and record the results of the preassessment visit activities. These activities will include:

- Reviewing and updating the Administration Schedule, the primary control document used to track information about the assessment.
- Distributing a School Questionnaire and various Teacher Questionnaires.
- Reviewing the completed SD and/or ELL Questionnaires to determine if and how SD and/or ELL students will be assessed..
- Establishing the procedures for notifying teachers and students.
- Finalizing logistical arrangements for the assessments.

Once the preassessment visit has been completed, you'll enter all required information in the SCS; prepare an Assessment Information Form for the AAs whom you will assign to administer sessions; and assemble and prepare the materials that you will take to the school on the day of the assessment. Preassessment tasks are detailed in Chapter 7.

## F. Conducting Assessments

Chapter 8 outlines how to conduct assessments from your arrival at the school until students are dismissed from the assessment session. Under your supervision, AAs will prepare the assessment booklets, prepare the rooms, and administer sessions using a script specific to the grade level and session type.

There are two session types: OP and HI. The table below shows the subjects assessed in each session type at each grade. As the supervisor, you are responsible for ensuring that enough AAs have been assigned to conduct all original and accommodations sessions, and that AAs report to the school in time to complete all pre-session activities: preparing the booklets (if not

already done) and preparing the room. You will circulate among the sessions to monitor the AAs and verify that they are using the script and timer to correctly administer sessions, troubleshoot any problems that may arise, and assist with getting students to and from the sessions. You will record your observations about the sessions in the Quality Control Booklet (QCB).

Session Type	Subjects	Grade
OP	Civics	4, 8, 12
	Economics	12
	Writing	8, 12
	Reading	4, 8
	Mathematics	4, 8
HI	U.S. History	4, 8, 12

### G. Completing Post-Assessment Activities

After sessions have concluded, you are responsible for accounting for all assessment materials taken into the school. You will complete the Administration Schedule(s) and determine whether a makeup session is required; oversee AAs as they code booklet covers; edit and prepare materials for shipping; and perform routine edits of their work. Each AA is responsible for completing a Session Debriefing Form, which you will collect and review before using the School Coordinator Debriefing Interview section of the QCB to conduct a short debriefing interview with the school coordinator.

As soon as possible after leaving the school, you will ship the school Session Boxes to Pearson and update the SCS with summary information from the Administration Schedule(s).

Chapters 8 and 9 discuss post-assessment activities in detail.

### H. Maintaining the SCS

The SCS has been designed to provide immediate, up-to-date information on the progress of recruiting, scheduling, and assessing schools that have been selected to participate in NAEP. The SDS will be used to draw student samples and enter student information. During the assessment window, the SCS will be used to track progress, measure assessment results, and monitor the shipment and receipt of assessment materials.

Supervisors can use the SCS report features to run reports for tracking progress and as quality control checks to verify that critical information has been entered into the SCS. The calendar feature allows you to print out a current calendar whenever changes to assessment dates have been entered into the system.

It is critical that you make entries to the SCS promptly and regularly so that you have up-to-date information on your progress and the project can produce current and reliable reports about field activities. Detailed instructions for using the SCS are provided in Appendix F of this manual.

## 2. Your Assignment of Schools

A typical supervisor region will consist of 22-24 eligible and cooperating schools for the field period. Schools are clustered in geographical PSUs of varying size. Field managers have assigned the schools from one or more PSUs to a supervisor region.

Your field manager will work with you to create a Log of Schools using the Data Selection feature in the SCS. You will use this Log of Schools to track and report on your activities during report calls with your field manager. Detailed instructions for using Data Selection in the SCS are provided in Appendix F of this manual.

## 3. Materials

### A. Shipment Schedule

Assessment materials are shipped to supervisors from both Pearson and Westat. Pearson will ship all test booklets and other required session and bulk materials. Westat will ship general supplies and publications. See the table below for the shipment schedule:

#### NAEP Materials Shipment Schedule

From	Items	Date Shipped
Pearson	SD/ELL Rosters and SD Questionnaires ELL Questionnaires.	November 28, 2005
Westat	Student Information Reports from the SDS	December 9, 2005
Westat	Bulk Supplies	December 11, 2005
Pearson	Session Materials	January 9-11, 2006
Pearson	Bulk Session Materials	January 9-11, 2006
Pearson	Administration Schedules School/Teacher Questionnaires Rosters of Questionnaires	December 19, 2005

Pearson materials will be shipped via UPS Ground. Materials will be sent first to supervisors living the farthest away from Pearson (Iowa City, IA). Pearson has established the following shipping guidelines:

- Materials sent to supervisors living in the west, lower FL, and upper northeast will go out first and take 4 to 5 days to arrive.
- Materials sent to supervisors living in MT, WY, UT, CO, NM, TX, LA, MS, AL, GA, SC, NC, VA, MD, NJ, PA, NY, and parts of northern FL will take 3 days to deliver.

## The Supervisor Role and Activities to Date

- Materials sent to supervisors living in ND, SD, NE, KS, OK, AR, MO, MN, WI, IL, MI, IN, OH, KY, TN, and parts of MS, AL, and WV will take 2 days to deliver.
- Materials sent to supervisors living in IA, southwestern WI, and western IL will take 1 day to deliver.

You should not count the day that the materials are shipped.

### B. Ordering

If you discover that you need additional materials, you should first use the extra materials sent in your bulk supplies. If you deplete your bulk supplies, you should contact either Pearson or Westat depending on the material you need. Each company maintains a Materials Ordering Site (MOS), which can be accessed from the MyNAEP web site and will enable you to order materials by completing an electronic ordering form. Detailed instructions for using the Materials Ordering Sites for both Pearson and Westat are provided in Appendix G of this manual.

In addition to the Materials Ordering Sites, you may also order supplies by calling, or emailing Pearson and Westat as indicated below:

Contact method	Westat	Pearson
Telephone	301-330-7079 (Warehouse) 1-888-499-6237 (Help Desk)	1-888-627-6237
E-mail	<a href="mailto:NAEPWarehouse@Westat.com">NAEPWarehouse@Westat.com</a>	<a href="mailto:NAEP@pearson.com">NAEP@pearson.com</a>

The Pearson Help Desk is available between 7:00 a.m. and 4:30 p.m. CT. Overnight orders for short shipments must be in by 3:00 p.m. CT. The Westat Warehouse is available between 9:00 a.m. and 5:30 p.m. EST. The Westat Help Desk is available between 8:00 a.m. and 8:00 p.m. EST.

### C. Accountability

You are responsible for returning all NAEP session materials immediately following the assessment(s) in a school. Each and every assessment booklet, whether completed by a student or blank, 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 and ensure confidentiality.

When you receive the session and bulk session materials from Pearson, you will access the Pearson Materials Tracking Site (MTS) from the MyNAEP web site and record the date you received the boxes. Similarly, when you return completed Session Boxes after the assessments have been completed in a school, and return the Pearson bulk supply boxes at the end of the field period, you will access the MTS and record the date you shipped the boxes. When the boxes are received at Pearson, they will record the date received. Detailed

instructions for using the MTS are provided in Appendix G of this manual. It is your responsibility to make sure that all Session Boxes you've shipped are received at Pearson.

### Chapter 2 Summary

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

- describe your supervisory responsibilities; and
- identify the shipping schedule for materials.

# 3

## Quality Control Activities

This chapter provides an overview of the quality control activities for the NAEP 2006 main study. Each NAEP team member is vital in ensuring the quality of student data. A comprehensive process is in place to ensure checking and rechecking of all team members' work. Other checks permit you, your field manager, and other Westat staff to identify, diagnose, and resolve potential data or personnel problems.

### Overview of Quality Control Activities

Westat has established a detailed quality assurance (QA) program for all stages of NAEP 2006 beginning with the selection of the school and student samples and extending to data collection. As part of our overall focus on obtaining high-quality data, we have implemented quality control (QC) procedures to ensure that NAEP 2006 field staff members are performing their duties according to the established protocols and to allow for timely identification of potential data or personnel problems. The QC procedures can be grouped into two categories of activities: (1) activities that you perform to ensure data quality and (2) activities conducted by others for the purpose of monitoring field staff performance.

### 1. Supervisor Quality Control Activities

Supervisors play an important role in ensuring the statistical validity of student data, which includes student demographic information as well as completed student assessment booklets. You will use the Quality Control Booklet to record the completion of tasks that must be accomplished prior to assessment day, to gauge your AAs assessment day performances and to conduct the School Coordinator Debriefing Interview. You will verify with school coordinators during the preassessment visit any student demographic data that has been flagged by computer-generated statistical checks. Finally, you will assist Westat as necessary to obtain student demographic data missing from Administration Schedules returned to Pearson.

#### A. Quality Control Booklet

The Quality Control Booklet is an important document used throughout the assessment process. It is the only document that tracks your work with the school throughout the entire process of planning and supervising assessment activities. The Quality Control Booklet has been developed to ensure that accurate and consistent data are collected for each school. Chapter 4 contains additional information about the Quality Control Booklet.

### B. Student Sampling Summary Report

Once listings of students have been E-Filed through the MySchool web site or manually entered using the Student Data System (SDS), the student demographic data undergo a series of statistical checks. Any checks that result in a warning message are printed on a Student Sampling Summary Report, which you will review with the school coordinator during the preassessment visit. You will record notes about major revisions to student demographic data in the Quality Control Booklet. Chapter 4 provides more detailed instructions for reviewing the Student Sampling Summary Report.

### C. NAEP QC Missing Student Demographic Data Retrieval

It is our goal that all data on the Administration Schedule be complete. Throughout the field period Westat will send you, and your field manager, messages specifically identifying the students at each school for whom you will need to follow up with the school coordinator to obtain information. Detailed procedures for responding to these messages will be provided prior to the beginning of assessments.

## 2. Other Quality Control Activities

### A. School Visits by NCES, ETS, Westat

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

### B. Quality Assurance Visits by HumRRO

NCES has contracted with Human Resources Research Organization (HumRRO) to conduct independent quality assurance activities throughout the NAEP test cycle. A large portion of HumRRO's QA 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.

School visits are an integral and necessary part of NAEP's quality control program, and this check has been 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 via telephone to inform him/her the site had been selected for QA observation. At that time, he/she will discuss the details of the visit and make arrangements to meet the team on the day of the administration.

### **Observation Protocol**

A team of two observers conducts most HumRRO site visits. Observation teams are instructed to split up during the visit, to observe all session types being conducted in a given school (e.g., regular and accommodation sessions), and to remain as unobtrusive as possible. HumRRO staff members may need to ask questions of NAEP staff to ascertain whether certain activities have been performed, but should do so only when it will not disrupt the assessment administration activities. Anytime a task is not observed being performed correctly, 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, such as booklet preparation, were performed prior to the arrival of the HumRRO team, or were simply not directly observable. If the opportunity arises, a HumRRO staff member may approach a member of the administration team to verify that a given task was indeed performed.

### **“Looking Over the Shoulder” Observation**

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

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

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

At the end of each site visit, time permitting, HumRRO observers will ask NAEP staff 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.

## **C. 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 you in advance. The purpose of the field manager visit is similar to that of the NAEP staff visits. The field manager 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.

## **D. Followup Telephone Calls**

As an additional QC check, your field manager and other Westat staff 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.

## Chapter 3 Summary

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

- identify the quality control activities you will perform; and
- identify the quality control activities NCES, ETS, Westat, HumRRO and your field manager will perform.