

8

Assessment Day Activities

This chapter provides step-by-step procedures for your responsibilities on assessment day, including how to conduct quality control (QC) checks of your AAs' work.

1. Overview of Part 2 of the Quality Control Booklet

You will use Part 2 of the Quality Control Booklet (QCB) to document and help guide your assessment day activities with each school. Part 2 is divided into three distinct components: (1) assessment day checklists, similar to those in Part 1 (for both before and after the assessments take place); (2) the AA Quality Control Checklist, which you will use to monitor and evaluate AAs conducting their assessment day responsibilities; (3) and the School Coordinator Debriefing Interview, which you will conduct with the school coordinator to obtain feedback about the NAEP experience at the school. Part 2 also contains the Makeup Session Worksheet that you will use after the assessment to determine if a makeup session is needed at the school. This chapter provides detailed instructions for using Part 2 of the QCB to conduct all of your activities on assessment day.

2. Supervisor Procedures to Complete Upon Arriving at the School

Procedure 1. Check in at the School

Whenever possible, arrive at the school 1½ hours before the assessment begins. This will give you a half hour to get organized and obtain the information that you need from the school coordinator before your AA team arrives.

Follow the school's protocol for visitor check-in. Be sure to have your NAEP Identification Badge on before you enter the school.

Procedure 2. Retrieve the NAEP Storage Envelope

You will need to retrieve the NAEP Storage Envelope from the school coordinator upon your arrival. The NAEP Storage Envelope contains the Student Information Report, a copy of the Roster of Questionnaires, and completed questionnaires. If the school coordinator is not readily available, refer to your QCB for the location of the NAEP Storage Envelope.

Procedure 3. Obtain a Dated Copy of Parent Notification Letter, If Necessary

If you have not done so in the preassessment visit, you will need to ask the school coordinator for a dated copy of the Parent Notification Letter prior to the assessment start time.

If parents have not been notified, you must postpone the assessment and reschedule for another day.



Reminder!

If you have not previously done so, you will need to place a dated copy of the parent notification letter into the School Folder and, after the assessment, update the parent notification information in the SCS.

Procedure 4. Ask the School Coordinator If Any Parents or Students Have Refused Participation and Code the Administration Schedule, If Necessary

If the school coordinator indicates that students or parents have refused participation, you will need to code refusals on the Administration Schedule.

If a parent has refused to allow his/her child to participate, enter an Administration Code of **46** in column **P** on the Administration Schedule next to the student's name.

If a student has refused to participate, enter an Administration Code of **47** in column **P** on the Administration Schedule next to the student's name.

Voice of Experience:

Use the Attendance Column, column **Q**, to write the letter of the Administration Code if the student will not be assessed. Use **W** for withdrawn & Ineligible (codes **51, 54 & 55**), **E** for Excluded (codes **60-66**), and **R** for Refused (codes **46 & 47**). Then when you are counting up to see what numbers to put in the blanks in the summary box at the top of the Administration Schedule you know how many to put in each blank.

Procedure 5. Review the Administration Schedule for Incomplete or Missing Data

Review the Administration Schedule for any missing data.

At this point, it is critical that columns D through M on the Administration Schedule are complete.

If you find that data are missing, you will need to ask the school coordinator to provide the data as soon as possible.

Columns **D** through **M** cannot have **any** missing data. The only columns where it is acceptable to have empty boxes are in column **G**, labeled **Final SD Code**, and column **I**, labeled **Final ELL Code**.

Procedure 6. Complete Part 1 of the Summary Box at the Top of the Administration Schedule

There is a summary box at the top of the Administration Schedule. This box contains summary information about the students selected for the assessment.

At this point, you will need to complete the first part of the summary box:

- The number of students in the original sample should have been preprinted by Pearson or already entered by you on the line labeled **# Original Sample**. If not, enter the total number of students originally listed on the Administration Schedule.
- On the line labeled **# Selected New Enrollees**, enter the number of students you added to the Administration Schedule coded as a **1** or **3** in column **M**.
- Add the **# Selected New Enrollees** to the **# Original Sample**. Enter the sum on the line labeled **Total in Sample**.
- On the line labeled **# Withdrawn and Ineligible**, enter the total number of selected students who have withdrawn from the school (Admin. Code = **51**), and any students who are ineligible (Admin. Codes = **54** and **55**)
- On the line labeled **# Excluded**, enter the total number of selected students who were excluded from the assessment by the school (Admin. Codes = **60-66**).

2006 Administration Schedule

NAEP

| | | | |
|--|---|---|--|
| School #: <u>101-101-1</u> | Grade: <u>4</u> | Original session scheduled for: Day/Date: <u>Thurs./Feb. 9</u> | Makeup session scheduled for: Day/Date: _____ |
| School Name: <u>Washington Elementary School</u> | Administrator's Name: <u>Mary Jones</u> | Time: <u>8:05</u> | Time: _____ |
| | | Location: <u>Rm 121</u> | Location: _____ |

| | | | |
|--------------------------|------------------------|--|-----------------------|
| # Original Sample | <u>28</u> | # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) | <u>2</u> |
| | + | | = |
| # Selected New Enrollees | <u>2</u> | # Excluded (Admin. Codes 60-66) | <u>1</u> |
| | = | | = |
| | <u>30</u> | | <u>27</u> |
| | Total in Sample | | TO BE ASSESSED |

| | | | |
|---|-------|----------------------------------|-------|
| # Absent (Admin. Codes 40-45, 48 & 49) | _____ | # Assessed (Original Session) | _____ |
| # Refused (Admin. Codes 46 & 47) | _____ | # Assessed (Makeup Session) | _____ |

- Subtract the **# Withdrawn and Ineligible**, and the **# Excluded** from the **Total in Sample**, and enter the difference on the line labeled **TO BE ASSESSED**.

If you do not have to collect missing information on the assessment day, you may complete this activity prior to arriving at the school. If withdrawals have occurred since the preassessment visit, the totals will need adjusting accordingly.

Voice of Experience: Reminder!

When calculating entries for the summary box, don't forget to count the students listed on the back of the Administration Schedule!

Procedure 7. Go to the Location Where the Assessment Team Will Work

The AAs should organize the assessment materials in one location before it's time to go to the separate assessment locations. Remain in this location with your team as much as possible so you are available to oversee activities before the assessment and answer questions from your AAs.

Procedure 8. Give AAs Session Materials and Perform QC Check of Booklets

Your team of AAs will have already prepared the booklets the week prior to the assessment. However, all assessment materials will remain in your possession until assessment day. You will give each AA his/her Session Box, containing the prepared booklets and other session materials, before the session begins on assessment day.

After the AAs arrive at the school, the first task they are required to do is to open their Session Box and check to see that the booklets have been prepared correctly. This procedure is important because in some cases the AA who will be administering the session was not the AA who prepared the booklets. In these cases, reviewing the booklet preparation on assessment day is not only a quality control check on another AA's work, but also a way for the administering AA to become familiar with the specifics of the session (i.e., students who have withdrawn, refused, or who need accommodations).

AAs will also need to check to make sure that during transport to the school no ancillary materials have slipped out of the inside front covers of the booklets where they were placed during booklet preparation.

As supervisor, you will also need to conduct a final QC check of the booklets. Although you will have conducted a thorough QC check of the booklets at the time they were prepared, it is still useful to conduct a second cursory check of the booklets once they are in the hands of the AA who will be conducting the session. To conduct this final booklet check, do the following:

8A. Ensure that the correct ancillary materials are inside the front cover of the assessment booklets.

Any additional or ancillary materials needed for each booklet are identified by the letter(s) next to the booklet version number. The ancillary materials are identified on pages 4.25 - 4.27.

You must verify that the booklets that require ancillary materials contain the correct ones, and they are placed in the inside front cover of the assessment booklet. If calculators are required, they will be handed out separately in the session. You must verify that the AAs have the correct number and type of calculators.

8B. Ensure that the booklets are in Administration Schedule order.

AAs should have recorded each student's line number and session number in the upper-right corner of the booklet. Use these numbers to conduct a spot check of the booklets to make sure that they are in the proper Administration Schedule order.

8C. Ensure that the booklets have been banded together and the Administration Schedule is on top of the stack of booklets.

This will ensure that the booklets will not get mixed up or separated. Most importantly, this will help the AA to efficiently and correctly distribute the assessment booklets to the students at the beginning of the assessment session.

The process of helping the AAs organize for the sessions and the QC checks you must perform will take up most of the time before the assessment begins. Therefore, it is important to give your AAs their session materials as soon as possible after they arrive at the school.

Procedure 9. Oversee AA Team Preparation Responsibilities

At this point, your AA team will begin completing its responsibilities immediately before the assessment. It is your job to oversee these responsibilities and ensure they are conducted according to standard NAEP procedure.

What Are AA responsibilities?

AAs are responsible for completing the following two tasks prior to the assessment:

- to check the assessment booklets ensuring they have been prepared correctly, and
- to prepare the room.

Standard NAEP procedures for how to prepare the booklets and how to prepare the room can be found in the *AA Manual*, should you need to review them.

Here you should check to make sure:

- AAs are on task, and
- AAs have all materials they need.

Procedure 10. Ask the School Coordinator to Accompany You (and Your Team) to the Assessment Locations

Ask the school coordinator to accompany you and the AAs to the assessment locations in time for the rooms to be prepared. The school coordinator can quickly identify the assessment rooms, and his/her presence will help with the introductions to teachers.

Procedure 11. Introduce Yourself (and Your Team) to the Teacher

As you locate each room, if possible, introduce yourself to the teacher or other school staff member present. An important time to create a positive rapport with the school and its students occurs when you meet a teacher. One way to create a positive rapport with the school is to introduce yourself and your team.

The following is an example of how you might introduce yourself and your team to a teacher.

“Hello, (TEACHER NAME). On behalf of the NAEP team, thank you very much for welcoming us at your school and allowing us to use your classroom (OR OTHER ROOM). My name is (YOUR NAME), and I will be supervising NAEP activities at your school today. I have a team of (# OF AAs), who will be working closely with me to administer NAEP. We look forward to working with you and your students.”

Procedure 12. Provide NAEP Instructions for School Staff Observers

Following your introduction, encourage the teacher and/or the school coordinator to remain in the classroom during the assessment to observe and assist in classroom control. However, make sure to tell the teacher that the AA will conduct the session reading from a script. Also explain to the teacher that all responses to student questions are scripted to ensure standardization in the process across the nation, and it is critical that AAs respond to each student’s concern or question in this way.

In addition to explaining why it is important for the AA to conduct the session using the scripts, you need to distribute the Teacher Observer Letter, shown on the next page, to any school staff members who will be present during the assessment. It provides instructions to them on their role during the assessment.

Since the staff member has access to the assessment booklets and data, the form also has a nondisclosure statement that he/she will have to sign. You need to collect the signed forms from the staff members and place them in the School Folder.

Teachers who will be assisting in an accommodation session should be given the Accommodation Teacher Letter to read and sign. This form, shown on page 8.8, includes directions to teachers who will be assisting with students in the accommodation session. As with the Teacher Observer Letter, after a teacher has signed the form, place it in the School Folder.

It needs to be stressed to any observers that they cannot read the actual test booklets. See pages 1.8 - 1.9 in Chapter 1 for information on how to handle requests to view assessment materials.

TEACHER OBSERVER LETTER

We welcome you to the NAEP assessment!

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

We appreciate your assistance in NAEP!

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

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

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

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

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

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

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

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

AFFIDAVIT OF NONDISCLOSURE

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

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

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

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

ACCOMMODATION TEACHER LETTER

We welcome you to the NAEP assessment!

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

We appreciate your assistance in NAEP!

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

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

If conducting an accommodation session, you may:

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

You may not:

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

AFFIDAVIT OF NONDISCLOSURE

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

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

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

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

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

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

3. Supervisor AA Quality Control Responsibilities



On assessment day, your principal role is to be available to perform quality control checks on the work of your team of AAs. Although you will have other important responsibilities on assessment day, as long as assessments are proceeding, none are as important as the quality control task.

A. How to Use the AA Quality Control Checklist in Part 2 of the Quality Control Booklet

As mentioned earlier in this chapter, you will use Part 2 of the QCB to document the assessment day procedures completed by you and the AAs. The AA Quality Control Checklist divides the AA procedures for assessment day as follows:

- Quality Control Procedures to Complete Before the Assessment (Procedures 12D – 13)
- Quality Control Procedures to Complete During the Assessment (Procedures 15 – 16)
- Quality Control Procedures to Complete After the Assessment (Procedures 18 – 20)

The procedures listed are the AAs' responsibilities and it is your job to use this form to evaluate the performance of your team of AAs and to ensure that any errors or omissions are corrected.

As shown in the example on page 8.11, the AA Quality Control Checklist provides a grid for you to evaluate each AA on all of the procedures that he/she is to perform.

Directions for using the AA Quality Control Checklist are as follows:

- There are eight identical pages of the AA Quality Control Checklist, that list the tasks for which you should evaluate each AA.
- **Use one checklist per AA for each regular and accommodation session.**
- If you need additional pages, make copies of these pages as necessary, and keep the additional pages with the QCB.
- Record an AA's name at the top of each page.
- Check if it is a regular or accommodation session.
- Record your evaluation of the AA for each task in the spaces provided on the page by circling an answer category of 1 through 5. The answer categories are defined as follows:
 1. **AA Met:** The AA conducted **all** tasks associated with the procedure according to NAEP standards, in a professional manner, with no or only very minor deviations.
 2. **AA Partially Met:** The AA conducted **some**, but not all of the tasks associated with the procedure according to NAEP standards. Performance of tasks, while adequate, had rough spots that needed improvement.

3. **AA Did Not Meet:** The AA conducted **few or no** tasks associated with the procedure according to NAEP standards. Whenever it is necessary for you to intervene, a “3” rating should be assigned. Ratings of “3” must be explained in the adjacent “Comments” column. Describe the problem and the action you took to correct the problem.
4. **Did Not Observe:** Use this code when you were not able to observe the AA conducting the procedure.
5. **Not Conducted:** Use this code when the procedure was not applicable or did not have to be completed for the given session.

The Sequence of Monitoring AAs:

- Provide an evaluation of each AA for the procedures completed before the session (Procedure 12D from Chapter 7 and Procedure 13 from Chapter 8), during the session (Procedures 15 and 16), and after the session (Procedures 18, 19, and 20).
- When multiple sessions are held concurrently at a school, you will not be able to observe each AA conducting an entire session. In these cases, do the following:
 - Observe the first AA reading the introduction and distributing materials.
 - Observe the second AA timing and monitoring the session.
 - Observe the third AA collecting booklets and dismissing students.
 - If there are more than three AAs at a school, modify this sequence so that you observe each AA for part of a session.
 - Across schools, rotate the AA on which you start observing so that you equally observe each AA doing each set of tasks.
- If all sessions are combined into one large room, all AAs must be in the room and you must observe the entire session.

B. Quality Control Procedures to Complete Before the Assessment

Procedure 13. Perform QC Check of Rooms

Once AAs have finished preparing the room, you are responsible for conducting a final QC check of the room. Once you have conducted a check of each assessment room, report the status in the AA Quality Control Checklist. If the requirement has not been met, please provide an explanation in the Comments column.

AA Quality Control Checklist

| AA Name: | | <input type="checkbox"/> Regular Session <input type="checkbox"/> Accommodation Session | |
|---|--|---|------------------|
| Procedure # <small>(from SV Manual)</small> | AA Task | Rating | Comments* |
| 12D Chapter 7 | Prepared Assessment Booklets According to Procedure | 1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted | |
| 13 (13A – 13E) Chapter 8 | Prepared Assessment Room According to Procedure | 1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted | |
| 15 (15A – 15E) Chapter 8 | Appropriately Used Script: Introduction and Materials Distribution | 1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted | |
| 15 (15F – 15I) Chapter 8 | Appropriately Used Script: Label Removal, Additional Materials, and Booklet Cover Coding | 1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted | |
| 15 (15J – 15K) Chapter 8 | Appropriately Used Script: Calculator Distribution (Grades 4 & 8 only) | 1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted | |
| 15 (15L) Chapter 8 | Appropriately Used Script: Timed Sections Appropriately | 1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted | |
| 15 (15M – 15P) Chapter 8 | Appropriately Used Script: Ending the Session | 1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted | |
| 16 (16A – 16G) Chapter 8 | Monitored the Session According to Procedure | 1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted | |
| 18 (18A – 18C) Chapter 8 | Completed Administration Schedule According to Procedure | 1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted | |
| 19 (19A – 19K) Chapter 8 | Completed Assessment Booklet Covers According to Procedure | 1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted | |
| 20 (20A – 20E) Chapter 8 | Prepared Session Box According to Procedure | 1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted | |

* You **must** enter a comment if category 3 is circled in the Rating column. You **may** enter a comment for all other ratings if desired.

To conduct a QC check of the rooms, walk around to each assessment location, and check for the following:

13A. Make sure that any school materials that would assist the students are concealed.

The AA is responsible for concealing any items that could assist the student in taking the assessment. These items could be information on the chalkboard, multiplication tables, or other items related to the subjects being assessed. AAs should not erase anything written on chalkboards unless given specific approval to do so from the school.

13B. Check to make sure that the “Testing in Progress – Do Not Disturb” Sign has been posted outside the room.

This sign should be posted on the room door, if possible. If this sign is not posted clearly, the testing could be disrupted.

13C. Check to make sure all supplies needed for the session are organized and assessment materials are ready for distribution.

Look for the following materials to be set out and easily accessible:

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

Look for the following materials to be ready for distribution:

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

Voice of Experience:

The NAEP materials need to be organized in the assessment room *without* disturbing the items on the teacher's desk or other table that is being used. Similarly, no one should go through a classroom desk looking for or taking supplies that might be needed. Always bring all of the office supplies that might be required with you to the assessment location.

13D. For grades 8 and 12, check to see that the School Identification Number is written on the board.

The script for grades 8 and 12 will instruct students to record the School Identification (ID) Number on their booklet covers.

To reduce the possibility for error, the AA will enter the School ID Number on all grade 4 booklets after the assessment.

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.

The script will instruct all grade 4 students, grade 8 students with mathematics, civics, and U.S. history assessment booklets, and grade 12 students with economics assessment booklets to record their teacher's two-digit number on their booklet covers. Therefore, the AA will need to write two items on the chalkboard in the front of the room:

- teacher names (by subject for grades 8 and 12), and
- corresponding two-digit teacher number.

The teacher names and corresponding two-digit numbers are on the Roster of Questionnaires, as shown in the example on the following page.

Voice of Experience:

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


NAEP 2006
Grade 4 Roster of Questionnaires
 (School and Teacher Questionnaire Tracking Form)

SCHOOL #: 1 0 1 - 1 0 1 - 1

I. School Questionnaire I. School Questionnaire
 Questionnaire ID # Questionnaire ID #
 (Barcode ID # on Cover) 996-000875-5

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

| II. Teacher Questionnaire | | II. Teacher Questionnaire | | Returned | | |
|---------------------------|----------------------------|---------------------------|-----------------------|-----------------------|--|--|
| Teacher's Name | Teacher Questionnaire ID # | Yes | No | Online | | |
| 01 Mr. Randall | 01 992- 0 0 3 6 2 1 - 7 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | |
| 02 | 02 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | |
| 03 | 03 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | |
| 04 | 04 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | |
| 05 | 05 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | |
| 06 | 06 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | |
| 07 | 07 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | |
| 08 | 08 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | |
| 09 | 09 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | |
| 10 | 10 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | |
| 11 | 11 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | |
| 12 | 12 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | |
| 13 | 13 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | |
| 14 | 14 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | |

School Coordinator

Instructions for Distributing and Collecting Questionnaires

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

↑ Teacher Name ↑ Teacher Number

Voice of Experience:

If a session is being conducted in a room without a board, make arrangements with the school coordinator to have a portable board or easel in place. If this is not possible, write the School ID and teacher number information in marker on a large piece of paper and post it at the front of the room.

4. Activities to Complete During the Assessment

The next procedures for assessment day are to be completed during the assessment.

Procedure 14. Verify That Each Session is Underway

When AAs have begun to administer assessment sessions, walk around to each session to verify that the sessions started on time.

If the session has not begun, assist the AA with whatever is needed to start the session as quickly as possible.

Procedure 15. Observe and Evaluate AAs Administering Regular Assessment Sessions

Use the AA Quality Control Checklist in Part 2 of the QCB as your guide to monitor the sessions. In many ways, your role of monitoring during the assessment is a challenging one. Without being intrusive or overbearing, you will need to allow each AA the latitude to conduct the assessment in a way he/she prefers, as long as he/she is still operating within the parameters of the procedures. If an AA does something or omits something that could jeopardize the statistical validity of the assessment, you must tactfully and privately bring it to his/her attention. If immediate intervention is required, approach the AA and speak softly so that observers and students do not hear.



To conduct a thorough QC check, observe that the AA has performed the following:

15A. Ensured that each student is at the correct location.

As the session is beginning, the AA will verify that students are in the correct session. AAs should use their copies of all the Administration Schedules to determine in which session, if any, the student belongs.

If four or more students listed on the Administration Schedule have not arrived after the AA has taken attendance, he/she should wait a few minutes before beginning the session. Rarely should the wait exceed 5 minutes.

How Are Latecomers Handled?

Standard NAEP procedures address two different “latecomer” scenarios:

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

It is important that the AA follow these procedures to ensure the assessment is standardized by giving all students the same booklet directions and the same amount of time to take the assessment.

15B. Set a positive tone for the assessment session.

Verify that the AA has set a positive tone by greeting students when they walk into the room, standing close to the door, and showing a pleasant attitude.

This is important because the AA's effectiveness as a test administrator will depend largely on his/her ability to immediately convey to students what is expected of them.

15C. Selected the correct script to conduct the assessment session.

There are eight different session scripts depending on the grade and type of session being conducted. They are as follows:

- Grade 4 OP Session Script,
- Grade 4 HI Session Script,
- Grade 4 OP Accommodation Session Script,
- Grade 4 HI Accommodation Session Script,
- Grade 8/12 OP Session Script,
- Grade 8/12 HI Session Script,
- Grade 8 OP Accommodation Session Script, and
- Grade 8 HI Accommodation Session Script.

In addition, the session scripts contain the Question-by-Question Specifications for the student background questions.

You need to check that the AAs are using the correct scripts. This is critical because there are differences from script to script in wording, procedures, and materials that are required.

Review the scripts to ensure that you know which script should be used for each assessment session.



Impacts Statistical Validity

Under no circumstance should the AA allow another student to substitute for a sampled student who is absent from the session. It is your responsibility to make sure this is clear to your assessment team.

It is critical that this procedure is followed so that NAEP can collect accurate data about student achievement.

15D. Read the session script verbatim with fluency and expression and at an appropriate pace.

It is important to read the script with fluency and expression. Fluency means that it is evident the AA has practiced the script ahead of time and is familiar with its syntax. Expression means that the AA reads the script naturally and comfortably, so that students easily understand it.

This is a skill that will be practiced during AA training. It is your responsibility to ensure that AAs are able to read a script according to standard NAEP procedure.

AAs need to read all sections of the scripts verbatim.

For the background section you should verify that the AA has:

- if grade 4, read aloud the directions for using the assessment booklet; and
- if grades 8 and 12, instructed students to read the directions for using the assessment booklet.



Impacts Statistical Validity

The script must be read word for word to ensure that all sessions are administered in the same way throughout the country. This is absolutely critical to protect the statistical validity of the assessment.

15E. Used the most appropriate method to distribute booklets.

There are two ways that AAs can choose to distribute booklets. Both methods are written into the script. The AA must decide ahead of time which method to use. A smooth assessment session will be defined from the beginning if the AA selects the most appropriate method for booklet distribution.

You are evaluating the AA to see that this decision has been made ahead of time and that the AA has selected the most appropriate method.

The following are NAEP guidelines for booklet distribution:

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

Voice of Experience:

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

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.

You are evaluating the AA to ensure that he/she has checked to see that every student has removed the student identification label from the cover of his/her booklet and placed this label on the corner of the desk.

This procedure is critical for protecting the confidentiality of students because the names of students must never leave the school on the booklets.

The AA will collect and destroy these labels before dismissing students from the session.

15G. Checked that students removed additional materials from the inside cover and placed them on the corner of their desk.

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

For grade 8 OP sessions, the AA should also have checked that students who were required to separate additional materials, did so, and placed them back into the original packet.

15H. (Grade 8 or 12): Checked to see that students have properly recorded the NAEP School ID Number on their booklet covers.

Each booklet must have a School ID Number recorded on the cover. The script instructs students to enter this information on the front cover of their booklets prior to beginning the assessment.

To collect accurate data, it is critical that students enter the correct School ID Number. Prior to the assessment, the AA should write this number clearly on the board so that students can easily reference it.

Check to ensure that AAs are verifying that students have properly recorded the School ID Number on their booklet covers. You should also observe the AA walking around the classroom and conducting a spot check of students' booklets.

Students in grade 4 are not asked to enter the school identification themselves; the AA assumes responsibility following the assessment for entering it on the front cover of grade 4 booklets.

15I. Checked to see that all required students have properly recorded the two-digit teacher number in the correct area of their booklet covers.

For all grades 4 and 8 sessions, and grade 12 OP sessions, the session script read by the AA instructs students to enter teacher information on the front cover of their booklets. All grade 4 students will be instructed to record a teacher number. Only grade 8 students with mathematics, civics, and U.S. history assessment booklets, and grade 12 students with

economics assessment booklets will be asked to record their teacher number for the subject of their booklet.

To collect accurate data, it is critical that students enter the correct teacher number. Data analysts match these two-digit teacher numbers to the Teacher Questionnaires for each school. Prior to the assessment, the AA should print these numbers clearly on the board so that students can easily reference them.

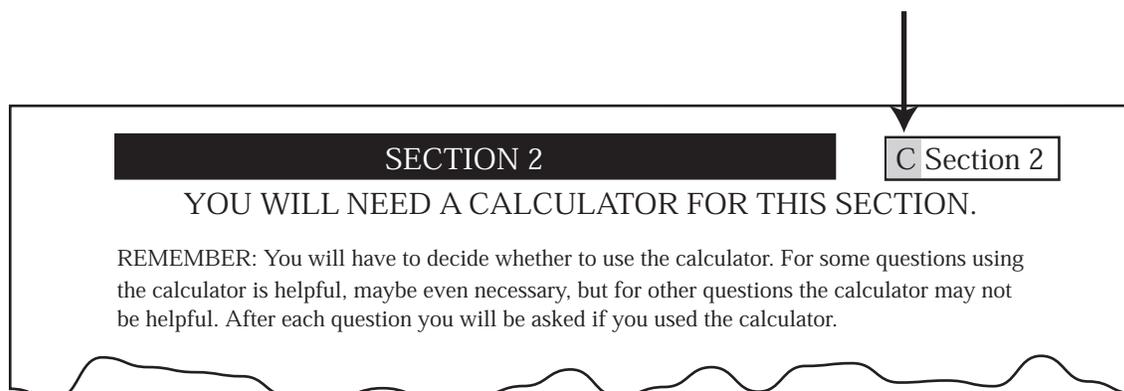
You should observe the AA walking around the classroom and conducting a spot check of students' booklets to ensure that they are verifying that students have: (1) entered this information on the front cover of their booklet and (2) entered the number correctly.

15J. (Grades 4 and 8) Distributed and collected calculators appropriately, for OP sessions.

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

15K. (Grades 4 and 8) Checked to see that students who are required to use a calculator, are doing so in the correct sections.

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



Students are to have a calculator for only those sections of the booklet that require one. Not all booklets require a calculator and not all sections within a booklet will require a calculator.

The purpose of the "C" is to allow the AA to walk around the room and glance at the student's booklet to verify whether the student should be using a calculator or not. You should observe the AAs doing this during the course of an assessment session.

It is critical that the AA check to see that students have been provided the correct materials. In order to provide an accurate picture of what students know and can do, students must be given equal access to materials.

15L. Timed sections appropriately.

After the booklet directions, each assessment booklet contains several blocks of cognitive questions and background questions for students to answer. There are subject area background questions and general background questions.

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



Impacts Statistical Validity

Timing is a critical component of standardizing an assessment across the country. This check can be conducted by making sure your team has practiced using the timers provided in your bulk supplies and are using them during each assessment session.

The following charts display the timings for the session types:

| Grade 4 – OP Booklet Sections | | |
|-------------------------------|--------------------------------------|------------------|
| Section 1 | Subject-Area Cognitive Items | 25 minutes |
| Section 2 | Subject-Area Cognitive Items | 25 minutes |
| Section 3 | General Student Background Questions | Read aloud by AA |
| Section 4 | Subject-Area Background Questions | 10 minutes |
| Grade 4 – HI Booklet Sections | | |
| Section 1 | General Student Background Questions | Read aloud by AA |
| Section 2 | History Cognitive Items | 25 minutes |
| Section 3 | History Cognitive Items | 25 minutes |
| Section 4 | History Background Questions | 10 minutes |
| Grade 8 – OP Booklet Sections | | |
| Section 1 | Subject-Area Cognitive Items | 25 minutes |
| Section 2 | Subject-Area Cognitive Items | 25 minutes |
| Section 3 | General Student Background Questions | 5 minutes |
| Section 4 | Subject-Area Background Questions | 8 minutes |

| Grade 8 – HI Booklet Sections | | |
|---------------------------------------|--------------------------------------|------------|
| Section 1 | General Student Background Questions | 5 minutes |
| Section 2 | History Cognitive Items | 25 minutes |
| Section 3 | History Cognitive Items | 25 minutes |
| Section 4 | History Background Questions | 8 minutes |
| Grade 12 – OP Booklet Sections | | |
| Section 1 | Subject-Area Cognitive Items | 25 minutes |
| Section 2 | Subject-Area Cognitive Items | 25 minutes |
| Section 3 | General Student Background Questions | 5 minutes |
| Section 4 | Subject-Area Background Questions | 8 minutes |
| Grade 12 – HI Booklet Sections | | |
| Section 1 | General Student Background Questions | 5 minutes |
| Section 2 | History Cognitive Items | 25 minutes |
| Section 3 | History Cognitive Items | 25 minutes |
| OR | | |
| Sections 2 & 3 combined | History Cognitive Items | 50 minutes |
| Section 4 | History Background Questions | 8 minutes |

Upon request of a school, the AA may allow the students to take a break between sections of the assessment. The time that the AA should allow for a break will vary by grade and by school. You should inform the AA when and how long a break should be and any special procedures that he/she should follow as instructed by the school.

15M. Collected student identification labels from every student’s desk.

Before the end of the assessment session, verify that the AA has collected the student identification labels from the corner of every student’s desk along with other materials, according to the instructions provided in the session scripts.

Student identification labels must be properly disposed of to maintain the confidentiality of students. Therefore, it is critical that the names of students be removed from the booklets.

Once the AA has collected the student identification labels, it is important that the AA destroys them. You should observe the AA tearing up the ID labels and placing them in the trash.



Security and Confidentiality Alert

No names leave the school on assessment day. It is your responsibility to make sure that your AA team destroys the student identification labels. Failure to remove all names from booklets violates NAEP Security and Confidentiality.

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.

After the AA has finished reading the script, you should observe him/her selecting an appropriate booklet collection method and counting the booklets to ensure that all of them have been accounted for. The following are two suggested collection methods—one for small and one for large sessions. However, the AA may find it necessary to devise another method depending on time constraints and grade level. Be prepared to give suggested collection methods to AAs in unique situations.

For small sessions (30 students or less):

The AA should call students to the front of the room in Administration Schedule order and verify that each student has returned an assessment booklet with used ancillary materials included inside the booklet cover. As the booklets are collected, look to see that the AA has placed the booklets face down, one on top of the other.

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

If there is insufficient time to follow this collection method, the AA should follow the instructions for large sessions.

For large sessions (more than 30 students):

Verify that the AA has instructed students to place the assessment booklet in the upper-left corner of their desk or workspace. You should observe the AA collecting a booklet from each student in Administration Schedule order. As the AA collects the booklet, you should also observe the AA verifying that all used ancillary materials are included inside the booklet cover.

If testing in a cafeteria or auditorium, verify that an AA is stationed at each exit during booklet collection to ensure that a student does not leave the testing area with a booklet.

15O. Accounted for all NAEP materials before dismissing students from the assessment session.

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

After collecting NAEP materials, you should observe the AA counting the number of used booklets to ensure that the number matches the number of students present at the session.

You should also observe the AA counting the blank booklets to ensure that the number he/she had before the session is consistent with the number after the session.

If the AA finds any NAEP booklets missing, including blank booklets, students are not to be dismissed until the missing booklets have been located.

You should also observe the AA counting the number of calculators collected to ensure that these numbers match the number the AA had before the session began.

If the AA finds that he/she is missing any items such as calculators, you should observe the AA explaining to the students what is missing and asking students to check their belongings to see if the missing items have been misplaced. If the missing items cannot be produced, it should be reported to you.

15P. Dismissed students according to school protocol outlined on the Assessment Information Form.

The AA should dismiss students at the conclusion of the assessment session in the manner you have outlined on the Assessment Information Form.

Here you are looking to see that the AA has read this information ahead of time and is implementing the correct procedure for the particular school.

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

Procedure 16. Observe and Evaluate AAs Monitoring Sessions



While conducting the QC checks of the AAs using the session scripts and administering the sessions described in Procedure 16, you will also conduct QC checks to ensure the AAs are effectively monitoring the sessions.

While students are taking the assessment, check that the AA is walking up and down the aisles and moving through the classroom. The AA's presence and behavior should be unobtrusive and professional.

On occasion, you should observe the AA standing at the rear of the room to observe students inconspicuously. The AA's attention must always be focused on the students.

The AA should be performing many of the checks outlined in this chapter, such as the calculator and materials check. The AA should also be following standard NAEP procedures for responding to students' concerns or questions and handling special situations that may arise as described in the *AA Manual*.

Finally, an AA should not be completing paperwork during the assessment.

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

16A. Followed NAEP procedure for answering students' questions about how to record answers.

The AA may, and should, clarify students' questions about how or where to record answers. Questions about where and how to record answers are the only type of questions that the AA may answer in his/her own words.

16B. Followed NAEP procedure for responding to students' questions during cognitive block (subject-area) sections of the assessment.

Under no circumstance is the AA to help students respond to any item in a cognitive section. The AA may not provide any specific information, answers, instructions about any question, or assistance in reading or spelling.

Instead, you should observe the AA replying with this scripted response:

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

However, the AA can read and provide clarification of directions to a student.

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

16C. Followed NAEP procedure for responding to students' questions during the general background section.

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

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

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

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



Impacts Statistical Validity

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

16D. Followed NAEP procedure for answering students' questions during the subject-area background section.

The AA must respond to students' questions during the subject-area background section by referring to the mathematics, reading, writing, civics, U.S. history, or economics background section Question-by-Question Specifications, found in the back of each session script.

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

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

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

It is important that you observe the AAs using the Question-by-Question Specifications when responding to students about subject-area background questions. Failure of the AA to do so could jeopardize the validity of data collected.

16E. Verified that students who have finished sections early have not gone back to previous sections or worked ahead in the booklets.

If students finish a section early, they may not go back to previous sections or work ahead in the booklet. Observe the AA team to verify that this procedure is being followed.

If a student is working in the wrong section of the booklet, a gentle reminder from the AA of the correct section will suffice as an effective prompt (e.g., "**You should be working on Section 2 now**"). The AA should continue to stand near the student until he/she sees that the student is working on the correct section. A student who completes a section of the booklet before time is called should be encouraged to review his/her work in that section only. The student should neither be allowed to work ahead in the NAEP booklet nor be allowed to work on his/her homework or other non-NAEP activity.

16F. Appropriately handled difficult situations pertaining to students' behaviors or attitudes.

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

Listed here are several difficult scenarios that may arise. It is your job to verify that when an AA responds to a situation, he/she is responding appropriately.

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

If all attempts to correct an inappropriate behavior fail, the AA should seek the immediate assistance of school personnel. If the AA feels the situation is becoming out of control, he/she should contact the principal's office and ask for assistance.

- **A student who is reluctant to participate:**

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

- **A student refuses to participate:**

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

Voice of Experience:

Responses to Students Who Do Not Want to Participate

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

- **A student becomes emotionally upset:**

Occasionally, a student, particularly in the lower grades, may feel so overwhelmed that he/she will begin to cry. The AA needs to be understanding, but should not reinforce this behavior by giving the child excessive attention or sympathy. The AA might suggest that the student skip the question that is bothering him/her and that he/she may think of the answer later. Also, telling the student that we do not expect him/her to know everything

may lessen his/her anxiety. If the crying is seriously disruptive, the AA should seek assistance from school personnel. The incident needs to be noted on the student's booklet.

- **A student asks to leave the session early:**

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

- If a student leaves and returns, the AA should record on the booklet cover the section number when the student left, the section number when the student returned, the total amount of time the student was gone, and the reason the student left the session. The appropriate Administration Code needs to be used in these instances.
- If a student cannot complete the session (e.g., he/she has become ill), the AA should collect the booklet and other materials and record on the booklet cover the reason the student left the session.
- If a student requests to leave the session before it is over for reasons other than illness or going to the restroom, the AA should try to determine the reason for the request. The student may need to be elsewhere in the school (such as sports practice or a class activity) and feel concerned about being late. In this case, the AA needs to make an effort to persuade the student to remain in the session and give an estimate of the remaining time required to finish. However, students who will miss transportation home if they remain in the session should be excused. Sessions should never continue beyond the school day dismissal time.
- Students who are concerned about being late for other activities should be told to explain to their teachers that they have been participating in NAEP and that the teacher can contact the school coordinator for verification. The AA may consider writing a "To Whom It May Concern" note on a Student Appreciation Certificate for the student to take to his/her next activity.
- On occasion, a student may be asked to leave the session by a teacher or school official. If this happens, the AA should quietly try to determine the reason the student is being asked to leave and, if possible, try to obtain permission for the student to complete the session.

- **A student becomes ill:**

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

16G. Appropriately handled unexpected situations that arose during the session.

Listed here are two special situations that may arise. Verify that the AA responds to each situation appropriately.

- **A student has received defective assessment materials:**

If a student discovers a defective booklet after beginning to work, the AA should replace the booklet with another booklet of the same version number, if possible. (Extra booklets

will be available if there are leftovers at the end of a bundle.) He/she should record the booklet ID number of the defective booklet on the front cover of the replacement booklet, record the booklet ID number of the replacement booklet on the cover of the defective booklet, and write a brief note on the defective booklet cover explaining the problem. If a booklet of the same version number is not available, the AA should have the student skip the defective portion and continue working on the remaining portions of the booklet. When the booklets are collected, the AA should be sure to write a note on the front cover explaining the problem.

For assessment booklets that require additional materials, if the material is found to be defective, the AA should replace it with another of the same material.

- **The school's fire alarm rings:**

The AA's first priority is safety and removal of the students and themselves from the building. If you learn from the school that this is just a fire drill, communicate this to the AA and the AA should follow these guidelines:

The AA will need to stop the timer, collect all of the assessment booklets from the students, and take the booklets and the timer when he/she exits the school. When the AA is safely outside the school, he/she should check the timer and note the time remaining in the session. When the students return, the AA will need to redistribute the booklets and adjust the timing of the assessment to account for the time that the students were gone.

Procedure 17. Observe and Evaluate AAs Conducting Accommodation Sessions

Whether in a regular assessment session or a separate accommodation session, you should observe the AA being aware of and addressing the needs of the students according to standard NAEP procedure. The AA should make an extra effort to interact positively with SD and ELL students and be understanding of their limitations and frustrations. Consult the *Inclusion* magazine for tips on how to promote positive interactions with SD and ELL students.

Accommodations for SD and ELL students include use of special materials and modifications, and timing. These students may or may not require a separate accommodation session. For those students who do, you should observe the AA providing the student the appropriate accommodations that are noted on the Assessment Information Form for the school. You should observe and evaluate the accommodation session(s) and record your evaluations in the AA Quality Control Checklist in Part 2 of the QCB.

When observing and evaluating AAs conducting separate accommodation sessions, you use the following guidelines:

17A. Administered appropriate accommodation(s) according to standard NAEP procedure.

Verify that the AA is prepared to conduct the accommodation session and is administering the specified accommodation(s) according to standard NAEP procedure.

You should observe the AA using the appropriate script when administering the session. The following are the accommodations scripts that NAEP provides:

- Grade 4 OP Accommodations Session Script,
- Grade 4 HI Accommodations Session Script,
- Grade 8/12 OP Accommodations Session Script, and
- Grade 8/12 HI Accommodations Session Script.

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

The AA's primary role is to administer the assessment session and to clarify the directions for the students. To truly assess the students' knowledge, it is important for the AA to refrain from giving and/or prompting answers. Here are some basic guidelines for the AA to follow and for you to observe.

The AA may:

- answer student questions regarding the general background section of the booklet, the booklet directions, and the recording of answers;
- allow students to take a break between booklet sections;
- schedule the assessment to start at any time; and
- allow the student(s) to use accommodations/adaptations on the assessment if they have been deemed necessary by the school.

The AA may NOT:

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

To ensure standardization within the assessment process, it is critical that accommodations be administered in a uniform manner nationwide.

17B. Encouraged the student(s) to review his/her answers upon completion of a section.

In every accommodation session, verify that the AA has encouraged the student or students to review his/her answers upon completing a booklet section.

4. Supervisor Activities to Complete Following the Assessment

The last procedures that must be completed on assessment day will happen after the assessment has ended and all of the materials have been collected and organized. They include documentation in the QCB of both your responsibilities and QC of AA procedures.

A. Quality Control Procedures to Complete After the Assessment

Procedure 18. Verify That the Administration Schedule Has Been Completed Accurately

The AA team should have conducted its own QC check to make sure the Administration Schedules were completed properly, but you are responsible for the final check of the Administration Schedules for each session.

Once you have conducted this check, report the status of each AA's Administration Schedule in the AA Quality Control Checklist of Part 2 of the QCB. If the requirement has not been met, please provide an explanation in the Comments column.

To conduct a thorough QC check of the Administration Schedules, perform the following checks:

18A. Verify that each student listed on the Administration Schedule has an Administration Code entered in column P.

In column **P** of the Administration Schedule (labeled Admin. Code), the AA enters an Administration Code for each student listed on the Administration Schedule. This is the AA's first responsibility after students have been dismissed.

A two-digit Administration Code needs to be recorded on blank lines as well. Blank lines mean that booklets were never assigned to students and should be assigned the code of **52**.

It is your job during this final review of session materials to check that the AA has recorded an Administration Code on every line of the Administration Schedule. Run your finger down column **P** and verify that there is an entry on every line. Also, double-check that the code the AA has entered is consistent with what you have observed during the course of the assessment session.

The Administration Codes and the guidelines for using them are printed on the following pages.

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

| Other Student Codes | |
|-----------------------|---|
| 51 | Withdrawn/Graduated. Student is no longer enrolled in the school. |
| 52 | Unassigned book (unused). Use this code for any booklet not used because the booklet was not assigned to a student. If the student is assigned an accommodation booklet, the AA should record code 52 on the original preassigned booklet but the code recorded on the Administration Schedule should be the one that reflects the student's participation status in the assessment. |
| 54 | Ineligible, home schooled. Use this code for students who are not physically attending the school, but completing their assignments through the school. |
| 55 | Ineligible, other. Use this code for a student who was not eligible for the assessment for any other reason (e.g., never enrolled and attended in the sampled grade; not in the grade being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible. |
| 56 | Not in Sample (NIS). Use this code for any student not sampled but assessed at the convenience of the school. |
| Reasons for Exclusion | |
| 60 | SD – Cannot be assessed. Use for any student whose IEP states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation. |
| 61 | SD – Required accommodation not offered. Use for any student requiring an accommodation that could not be offered, such as reading the assessment items to a student selected for a reading assessment. |
| 62 | ELL – Cannot be assessed. Use for any student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation. |
| 63 | ELL – Required accommodation not offered. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation could not be offered, such as a bilingual booklet for a student selected for the reading assessment. |
| 64 | SD & ELL – Cannot be assessed. Student cannot be included in the session due to a mental/physical disability and limited English proficiency. |
| 65 | SD & ELL – Required accommodation not offered. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not offered. |
| 66 | Excluded, but assessed. Use this code for students that the school deemed should be excluded from the assessment but the school requested that they participate anyway. |

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

18B. Verify that an Administration Code of 52 has been entered for all unassigned or unused booklets on the Administration Schedule.

Verify that unused booklets have an Administration Code of 52 entered on the Administration Schedule.

18C. Verify that the top of the Administration Schedule has been completed accurately.

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

The AA will record the number of students who were to be assessed but who did not participate in the assessment session at all in the **# Absent** space. This includes students with

Administration Codes **40-45, 48** and **49** in column **P**. Next the AA will enter the total number of parent and student refusals, coded **46** and **47**, in column **P**. This total is entered in the **# Refused** space. The last value that the AA needs to enter at the top of the Administration Schedule is the **# Assessed (Original Session)**. This is the total of the Administration Codes **10-14** in column **P**.

| | | | | | | | | | |
|-----------------------|------------------|---|----------------|--|------------------------------|---|--------------------|---|---------------------|
| 01-1 Grade: 4 | | Original session scheduled for: Day/Date: <u>Thurs./Feb. 9</u> Time: <u>8:05</u> Location: <u>Rm 121</u> | | Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____ | | If Makeup Needed Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/> | | Bundle #s 01001 01002 | |
| ton Elementary School | | | | | | | | | |
| Mary Jones | | | | | | | | | |
| = <u>30</u> - | | # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) <u>2</u> | | + = <u>27</u> - | | # Absent (Admin. Codes 40-45, 48 & 49) <u>2</u> | | # Assessed (Original Session) <u>25</u> | |
| Total in Sample | | # Excluded (Admin. Codes 60-66) <u>1</u> | | TO BE ASSESSED | | # Refused (Admin. Codes 46 & 47) <u>0</u> | | # Assessed (Makeup Session) _____ | |
| | | | | | | | | TOTAL ASSESSED | |
| | | | | | | | | Session Number OP0401 | |
| "I" Final ELL Code | "J" Race/Eth. | "K" School Lunch | "L" Title I | "M" New Enrollee 1/2 = Yes | "N" Original Booklet ID # | "O" Accommodation Booklet ID # | "P" Admin. Code | "Q" Atten. (✓ / A) | "R" Admin. Codes |

You will need to verify these totals before performing the calculations to determine if a makeup session is necessary.

Procedure 19. Verify That the Booklet Covers Have Been Completed Accurately

The AA team should have conducted its own QC check to make sure the booklets were completed properly, but you are responsible for the final check of the booklets for each session.

To conduct this final QC check, thumb through the booklets and “spot” check that the booklet covers have been completed correctly. As a general rule, check every third or fourth booklet in the stack and run each of these booklets through the comprehensive series of checks provided below.

This procedure will help you to identify if the AA is making any major errors with booklet completion. If you find any errors, consult the AA immediately and jointly check each booklet to make sure that the same error has not been repeated.

Once you have conducted this check, report the status of each AA’s materials in the AA Quality Control Checklist in Part 2 of the QCB. If the requirement has not been met, provide an explanation in the Comments column.

To conduct a thorough QC check of booklets, perform the following checks:

19A. Ensure that each booklet has the correct School ID Number.

For grade 4 students, on each booklet, the AA should have entered the seven-digit NAEP School ID Number from the Administration Schedule in the boxes labeled **School #**. Grade 8 and grade 12 students should have entered the school number; if not, the AA should have entered it.

19B. Verify that the students recorded their teacher numbers.

All grade 4 students, grade 8 students with mathematics, civics, and U.S. history assessment booklets, and grade 12 students with economics assessment booklets must record a teacher number on their booklet. Grade 8 students with reading booklets should have left the teacher number boxes blank on the booklet covers. The AA should record a “99” in these spaces. Grade 8 students with writing booklets and Grade 12 students with civics, U.S. history, or writing booklets should not have recorded teacher numbers on the booklet covers since there are no teacher number boxes on the covers.

While there is no way you or the AA can know if the student entered the correct teacher number, it is the AA’s responsibility to verify that the students required to enter a teacher number on their booklets have done so.

Students in accommodation sessions may have written their teacher’s name on the front cover of the booklet. AAs are responsible for recording the corresponding teacher numbers for these students and erasing the teacher names from the booklet covers. Some of these students may have teachers who were not originally given a number and a Teacher Questionnaire. In this case, you will have to add the teacher to the Roster and provide the appropriate additional questionnaire for the school coordinator to give to the teacher.

19C. Verify that the correct Administration Codes were transferred from the Administration Schedule to the student booklet covers.

On the Administration Schedule, the AA will have recorded an Administration Code for each student. Immediately after the assessment, the AA is responsible for entering the correct Administration Code on the front cover of the corresponding booklet.

19D. Verify that any Administration Code requiring an explanation, has one on the front cover.

The Administration Codes **12-14**, **22-24** and **79** all require, by definition, an explanation of the individual situation. You need to verify that each student given one of these codes on the Administration Schedule or booklet cover has a clear explanation written on their booklet front cover.

19E. Verify that the “Accommodations” box on the front cover has been coded.

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

In order to collect all of the information about the students assessed with accommodations, an **Accommodations** box has been added to the student booklet cover. This box will be used to obtain a more comprehensive record of student accommodations. If a student receives at least one accommodation, the AA will need to code the accommodation(s) on the student booklet cover. The AA will shade the appropriate “Y” oval(s), meaning “yes,” in the **Accommodations** box next to every accommodation the student received. For example, if a student requires a read aloud accommodation in a one-on-one setting and is therefore offered extended time, darken the “Y” oval next to the **77** to indicate that the student received a primary accommodation of one-on-one and the “Y” oval next to

the **75** and **74** to indicate that the student received secondary accommodations of read aloud and extended time.

When used as a secondary accommodation, code **74** can only indicate extended time in an accommodation session. When used as a primary accommodation, code **74** can only indicate extended time in a regular session. Similarly, when used as a secondary accommodation, code **75** can only indicate read aloud in an accommodation session (small group, one-on-one, etc.), but when used as a primary accommodation code, **75** can only indicate read aloud in a regular session. The acceptable secondary accommodations for each primary accommodation are listed on page 4.48.

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

19F. Verify that students who required the extended time accommodation have the total time recorded on the front cover.

If a student has been given the extended time accommodation, the AA is responsible for entering the total number of minutes the student took to complete the cognitive sections in the **Total Time for Accommodation** boxes on his/her booklet cover. If a student who has been offered extended time does not require more than the standard 50 minutes of time to complete the cognitive sections, the AA should enter **050** in the box. Remember that the limit for extended time is that the student may not take more than three times the regular time allocated for the cognitive section of the booklet.

19G. Verify that any unused booklets were coded 52.

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

The original booklet for a student receiving an accommodation booklet should also be coded **52**. The accommodation booklet and Administration Schedule should be coded with the primary accommodation code for the student.

19H. Verify that Student Identification Labels are removed from booklets.

All student identification labels must be removed from the booklets. Following the session script, the AA should have instructed students to do this before they were dismissed from the assessment session. AAs will need to remember to remove the labels from booklets belonging to students who did not participate in the assessment, unless those students will be invited to participate in a makeup session.

Voice of Experience:

NAEP procedure states that names of students may not leave the school on the student booklets. Therefore, when preparing for a makeup session, it is best that all student ID labels on booklets for students who will be invited to participate in a makeup session be removed before leaving the school on the original assessment day. Before removing the ID labels from the booklet covers, obtain a sheet of blank removable labels from your supervisor. Prepare a new student ID label on a blank label for each of these students. Include all the information on the original label, including anything written on it by hand by the original AA, such as an administration code. Then remove and destroy all the original student ID labels from the booklets. Leave the entire sheet of newly prepared labels in the NAEP Storage Envelope at the school. The labels will be available for you to apply on the necessary booklets when you return to the school to conduct the makeup session.

19I. Verify that ancillary materials are removed from booklets.

At the end of the assessment, students will be asked to place all ancillary materials, both used and unused, inside their booklets.

Following the assessment, the AA is responsible for removing all ancillary materials from the student booklets.

19J. Ensure all booklets, including those separated during preparation activities, are in Administration Schedule order.

There should be one booklet for each selected student regardless of whether or not the student was assessed. If the booklets were collected in the same order as they appear on the Administration Schedule, only the booklets for absent students, excluded students, withdrawn and ineligible students, and those assessed with a special accommodation booklet will need to be inserted.

Ensure that all booklets are in Administration Schedule order.

19K. Ensure the booklets have been banded together and the Administration Schedule is on top of the stack of booklets.

Verify that the correct Administration Schedule is placed on top of each stack. The AA should not band the Administration Schedule with the booklets. This will tear the edges.

Procedure 20. Perform Final Check of Session Box Materials

To conduct a final check of the Session Box materials, perform the following:

20A. Receive Session Box from AA.

When the AA has completed his/her tasks immediately following the session and you have completed your QC checks, the AA will pack the session materials in the Session Box and give the box to you.

It is your job to make sure that the AA packs the Session Box properly and returns it to you.

20B. Place completed questionnaires in Session Box.

Once you have received the Session Boxes from the AAs, place the school staff questionnaires you have collected from the school coordinator in the first Session Box along with the completed original Roster of Questionnaires. The questionnaires should be placed underneath the ancillary materials and the miscellaneous materials, such as packing lists, bundle slips, and signs, which are the first items found in the Session Box.

Note that you will have to prepare the NAEP Storage Envelope before completing this task. See Procedure 23 on page 8.43.

20C. Verify the boxes are packed according to Pearson procedure.

Next, check to make sure the materials are packed according to the examples shown in the diagrams below.

Grade 12 OP01 Session

| |
|--|
| Session Packing List, Testing in Progress Sign, Bundle Slips |
| Ancillary Materials |
| School, Teacher, SD, and ELL Questionnaires, and completed Rosters of Questionnaires |
| Original Administration Schedule |
| Test Booklets in Administration Schedule Order |

Grade 12 OP02 Session

| |
|--|
| Session Packing List, Testing in Progress Sign, Bundle Slips |
| Ancillary Materials |
| Original Administration Schedule |
| Test Booklets in Administration Schedule Order |
| |

20D. Complete final QC check of session materials.

Here, you are conducting a final comprehensive check of the Session Box(es) that will be sent to Pearson to verify that the AA has properly completed all his/her responsibilities following the assessment.

Double-check that there is an original Administration Schedule without names in each Session Box. **Verify that the AA has included the original (blue) Administration Schedule and**

NOT a photocopy. You will need to place any copies of the Administration Schedule(s) in the NAEP Storage Envelope.

Following the assessment, the AA is responsible for making sure the ancillary materials are included in the box to be mailed to Pearson, except as noted below.

Leave the **mathematics foam shapes**, any **used rulers** and **protractors**, and any **used writing brochures** at the school.

Note: If a school refuses to allow a session to be conducted, all assigned booklets listed on the Administration Schedule should be coded 49 for session refused. After completing the top of the Administration Schedule and making photocopies, open the refused Session Box and place the Administration Schedule for that session inside the box on top of the materials. The bundles of booklets should remain sealed. The refused Session Box of materials should be returned to Pearson with the other Session Boxes.

20E. Receive bulk supply session materials from the AA.

Following the assessment, the AA will have a number bulk supply materials that should be returned to you. These materials include:

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

During this final QC check if you have not received these materials from the AA, ask the AA specifically for these materials.

B. Supervisor Procedures to Complete After the Assessment

Procedure 21. Complete School Staff Questionnaire Activities

To complete questionnaire activities, do the following:

21A. If necessary, gather questionnaires from school staff.

Collecting any outstanding school staff questionnaires is your first responsibility immediately following the assessment. If a questionnaire has been completed online, you do not need to collect the hard-copy version. SD and/or ELL Questionnaires can be completed only in hard-copy form. You should have collected them at the preassessment visit. If you did not collect them prior to the assessment, collect them now.

At this point, if you find that there are questionnaires that have not been completed, arrange to collect the completed questionnaires from the appropriate school staff members as soon as possible. If this is not possible, a postage-paid Supplemental Shipping Envelope (included in your bulk supplies) must be left with the school coordinator so that the completed questionnaires can be returned directly to Pearson.

21B. Update the status of questionnaires on the Roster of Questionnaires.

As completed questionnaires are returned to you, you should fill in the “Yes” ovals in the **Returned** column on the Roster.

For questionnaires completed electronically, you should shade the “Online” oval in the **Returned** column on the Roster.

You will need to shade the “No” oval in the **Returned** column on the Roster for any questionnaires not completed online or returned, as shown in the following exhibit.

| <p>This form must be completed in No. 2 pencil.</p> |  <p>NAEP 2006 Grade 4 Roster of Questionnaires (School and Teacher Questionnaire Tracking Form)</p> | <p>SCHOOL #: 101 - 101 - 1</p> <p>SCHOOL NAME: <u>Washington Elementary</u></p> <p>CITY/STATE: <u>Vienna, VA</u></p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|----------------------------------|-----------------------|----------------------------------|------------------------------|-----------------------------|--|-----|----|--------|----|-------------|-----------------------|----------------------------------|-----------------------|-----------------------|----|------------|-----------------------|-----------------------|-----------------------|----------------------------------|----|--------------|-----------------------|----------------------------------|-----------------------|-----------------------|----|------------|-----------------------|-----------------------|-----------------------|----------------------------------|----|--|---------|-----------------------|-----------------------|-----------------------|----|--|---------|-----------------------|-----------------------|-----------------------|----|--|---------|-----------------------|-----------------------|-----------------------|----|--|---------|-----------------------|-----------------------|-----------------------|----|--|---------|-----------------------|-----------------------|-----------------------|----|--|---------|-----------------------|-----------------------|-----------------------|----|--|---------|-----------------------|-----------------------|-----------------------|----|--|---------|-----------------------|-----------------------|-----------------------|----|--|---------|-----------------------|-----------------------|-----------------------|----|--|---------|-----------------------|-----------------------|-----------------------|--|
| <p>I. School Questionnaire Distributed to: Mr. Maxwell</p> | <p>I. School Questionnaire Questionnaire ID # (Barcode ID # on Cover) 996-000875 - 5</p> | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="3">Returned</th> </tr> <tr> <td style="text-align: center;">Yes <input type="radio"/></td> <td style="text-align: center;">No <input type="radio"/></td> <td style="text-align: center;">Online <input checked="" type="radio"/></td> </tr> </table> | Returned | | | Yes <input type="radio"/> | No <input type="radio"/> | Online <input checked="" type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Returned | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes <input type="radio"/> | No <input type="radio"/> | Online <input checked="" type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Index</th> <th colspan="2">II. Teacher Questionnaire</th> <th colspan="3">Returned</th> </tr> <tr> <th>Teacher's Name</th> <th>Teacher Questionnaire ID #</th> <th>Yes</th> <th>No</th> <th>Online</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>Mr. Randall</td> <td>01 992- 0 0 3 6 2 1 7</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>02</td> <td>Mr. Fisher</td> <td>02 992- 0 0 1 2 5 3 1</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> <tr> <td>03</td> <td>Ms. Marshall</td> <td>03 992- 0 1 4 3 9 8 7</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>04</td> <td>Mr. Herber</td> <td>04 992- 0 2 1 4 6 7 3</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> <tr> <td>05</td> <td></td> <td>05 992-</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>06</td> <td></td> <td>06 992-</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>07</td> <td></td> <td>07 992-</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>08</td> <td></td> <td>08 992-</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>09</td> <td></td> <td>09 992-</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>10</td> <td></td> <td>10 992-</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>11</td> <td></td> <td>11 992-</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>12</td> <td></td> <td>12 992-</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>13</td> <td></td> <td>13 992-</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>14</td> <td></td> <td>14 992-</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </tbody> </table> | Index | II. Teacher Questionnaire | | Returned | | | Teacher's Name | Teacher Questionnaire ID # | Yes | No | Online | 01 | Mr. Randall | 01 992- 0 0 3 6 2 1 7 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 02 | Mr. Fisher | 02 992- 0 0 1 2 5 3 1 | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | 03 | Ms. Marshall | 03 992- 0 1 4 3 9 8 7 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 04 | Mr. Herber | 04 992- 0 2 1 4 6 7 3 | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | 05 | | 05 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 06 | | 06 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 07 | | 07 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 08 | | 08 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 09 | | 09 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10 | | 10 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11 | | 11 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12 | | 12 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13 | | 13 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14 | | 14 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <p style="text-align: center;">School Coordinator Instructions for Distributing and Collecting Questionnaires</p> <ol style="list-style-type: none"> 1. Give the School Questionnaire to the principal and point out the date that it is to be returned to you. 2. Distribute the Teacher Questionnaires to all teachers who teach U.S. History/Civics, or mathematics to fourth-grade students. Be sure to point out the date the questionnaires are to be returned to you. 3. As each questionnaire is returned, check for completeness and then fill in the appropriate oval in the “Returned” column on this Roster. If a questionnaire has been completed online, fill in the “Online” oval and discard the questionnaire. 4. Keep this Roster and all completed questionnaires together and return them to the NAEP field staff representative on assessment day. |
| Index | | II. Teacher Questionnaire | | Returned | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Teacher's Name | Teacher Questionnaire ID # | Yes | No | Online | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 01 | Mr. Randall | 01 992- 0 0 3 6 2 1 7 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 02 | Mr. Fisher | 02 992- 0 0 1 2 5 3 1 | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 03 | Ms. Marshall | 03 992- 0 1 4 3 9 8 7 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 04 | Mr. Herber | 04 992- 0 2 1 4 6 7 3 | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | | 05 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | | 06 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | | 07 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08 | | 08 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 09 | | 09 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | | 10 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | | 11 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | | 12 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | | 13 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | | 14 992- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

21C. Verify that the covers of the questionnaires have been completed accurately and completely.

For completed hard-copy questionnaires, verify that the covers have been completed accurately and fully.



You will need to:

- enter any missing information on the questionnaire cover, and
- review all information entered on the questionnaire cover to make sure that it is accurate.

For information on how to complete the front covers of all questionnaires, refer to Chapter 7.



Impacts Statistical Validity

It is absolutely critical that you stop and perform a QC check at this point. If the covers of the School, Teacher, Economics Department Chair, SD, and ELL Questionnaires have not been completed accurately, it will seriously affect the quality of data collected for the school.

21D. Remove the label on the front cover of each questionnaire.

Before giving the questionnaires to the school coordinator you affixed a removable label to the front cover of each SD, ELL, School, Economics Department Chair, and Teacher Questionnaire. You will need to remove this label from each questionnaire and destroy the label.

Remember: No names may leave the school on the assessment materials.

21E. Verify that each Roster of Questionnaires has been completed accurately and completely.

Verify that each Roster has been completed accurately and fully by:



- entering any missing information on the Roster(s), and
- reviewing all information that is entered on the Roster(s) to make sure that it is correct.

For information on how to complete the Roster(s), refer to Chapter 7.

All questionnaires must have a completed Roster when they are returned to Pearson.

Procedure 22. Determine Whether or Not a Makeup Session Must Be Held

When assessment attendance at a school is below 90 percent, a makeup session will need to be scheduled. The AAs are responsible for recording on the Administration Schedule the **# Assessed (Original Session)**, **# Refused**, and **# Absent**. It is your responsibility to compute the response rate for the school and determine if a makeup is necessary.

To calculate the assessment attendance use a Makeup Session Worksheet located in Part 2 of the QCB (see sample on the next page).

Note that you must calculate separate response rates for OP and HI sessions. If both session types require makeups, two separate makeups must be scheduled with the school coordinator.

If a makeup session is not required, complete the **# Assessed (Makeup Session)**, and **TOTAL ASSESSED** blanks on the top of the Administration Schedules. **#Assessed (Makeup Session)** would be "0" and **TOTAL ASSESSED** would be the same number as **# Assessed (Original Session)**.

If a makeup session is required, these blanks will be filled in after the makeup session has been completed.

Makeup Session Worksheet

Assessment Date _____ School _____

If the assessment attendance at a school is too low (less than 90%), a makeup session must be held. Compute the percentage assessed across all sessions and determine if a makeup session is necessary at the school.

Follow the guidelines for holding makeup sessions listed below.

- Hold only one makeup per session type (OP, HI) at a school (unless the school had assessments at more than one grade);
- Invite all students who were absent (not refused) from the sessions for which you will hold a makeup (OP and/or HI); and
- Hold all materials until makeup session is complete.

Use the steps listed below to calculate the assessment attendance percent and determine if a makeup session needs to be scheduled.

| | <u>OP Sessions</u> | <u>HI Sessions</u> |
|--|---|---|
| 1. Calculate the total of the "TO BE ASSESSED" values of all sessions. | TO BE ASSESSED Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Total _____ 1. _____ | TO BE ASSESSED Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Total _____ 1. _____ |
| 2. Calculate the total of the # Refused values of all sessions. | # Refused Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Total _____ 2. _____ | # Refused Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Total _____ 2. _____ |
| 3. Subtract the total of the # Refused from the total of the TO BE ASSESSED. Subtract Line 2 from Line 1 | 3. _____ | 3. _____ |
| 4. Calculate the total of the # Assessed (Original Session) values for all sessions. | # Assessed (Original Session) Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Total _____ 4. _____ | # Assessed (Original Session) Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Total _____ 4. _____ |
| 5. Calculate the assessment attendance percent. Divide line 4 by line 3 and then multiply by 100. | 5. _____ | 5. _____ |
| 6. Does a makeup session need to be scheduled? Does line 5 equal 89 percent or less? (Rounded to the nearest whole percent.) | 6. Yes <input type="checkbox"/> No <input type="checkbox"/> <i>Check One</i> | 6. Yes <input type="checkbox"/> No <input type="checkbox"/> <i>Check One</i> |

Procedure 23. Organize the NAEP Storage Envelope

In order to properly organize the NAEP Storage Envelope, perform the following:

23A. Make a set of copies of the Roster of Questionnaires and all completed original Administration Schedules with student names.

After verifying that information entered on the Administration Schedules is complete and accurate, you will need to make one copy of each of the original Administration Schedules, one copy of each of the Rosters, and one copy of each of the Accommodations Worksheets.

Remove names from Administration Schedules, Rosters, and Accommodation Worksheet.

- tear off the list of student names (columns A and B) at the perforated edge of each Administration Schedule;
- after verifying that all information on each Roster is complete and accurate, remove the list of teacher names from each Roster by tearing at the perforated edge; and
- remove the list of student names from the Accommodation Worksheets (scissors are best used for this task, as the paper is not perforated).

Make one more set of copies for the School Folder.

Now make one more copy of each of the Administration Schedules without the student names and one more copy of each of the Rosters without the names. Keep these copies for the School Folder. Keep the original Accommodation Worksheet, without student names, in the School Folder.

23B. Prepare the NAEP Storage Envelope.

Place the following documents into the NAEP Storage Envelope to be left at the school:

- the teacher name list(s) from each Roster of Questionnaires,
- the student name list(s) from the Administration Schedule(s),
- the student name list(s) from the Accommodations Worksheet(s),
- a copy of each Roster of Questionnaires (with names),
- a copy of all original Administration Schedules (with names),
- a copy of the Accommodations Worksheet(s) (with names), and
- all other copies of the Administration Schedules used by the NAEP team for the assessment.

Note for Procedure 23A and 23B: If a makeup session will be held at the school, leave the names attached to the Administration Schedule and Roster of Questionnaires. Fold back the names and make one copy of the Administration Schedule and Roster of Questionnaires for your School Folder. Be sure to leave the Administration Schedules and Roster with the names attached in the NAEP Storage Envelope at the school to be accessed on the day of the makeup session(s). After the makeup session(s), the AA will finalize the NAEP Storage Envelope and provide you with final copies of the Administration Schedule and Roster of Questionnaires for the School Folder.

23C. Record the NAEP School ID Number on the “Destroy by” postcard.

Obtain the School ID Number from the Administration Schedule and record it in the space provided on the “Destroy by” postcard.

GA W20
7707.06.52.06

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY CARD
FIRST CLASS PERMIT NO. 433 ROCKVILLE, MD

POSTAGE WILL BE PAID BY ADDRESSEE

NAEP
C/O WESTAT
1650 Research Boulevard
Rockville, MD 20850-9973

1 0 1 - 1 0 1 - 1

The Nation's Report Card **NAEP**

1-800-283-6237

School ID 1 0 1 - 1 0 1 - 1

School Name _____

City, State _____

As requested, the NAEP Storage Envelope containing the Administration Schedule(s), student lists and other NAEP material was destroyed on:

_____ (Date Destroyed)

Signed _____

Title _____

Print Name _____

23D. Staple the “Destroy by” card to the front of the NAEP Storage Envelope.

Staple the “Destroy by” card to the front of the NAEP Storage Envelope, as shown here:

| | |
|--|--|
|  <p style="text-align: center;">STORAGE ENVELOPE</p> <p style="text-align: center; font-size: small;">(Use for Administration Schedule(s), Student List(s), and other assessment materials.)</p> |  <p style="font-size: small;">School ID <u>1 0 1 - 1 0 1 - 1</u> School Name _____ City, State _____</p> <p style="font-size: x-small;">As requested, the NAEP Storage Envelope containing the Administration Schedule(s), student lists and other NAEP material was destroyed on:</p> <p style="text-align: center; font-size: x-small;">_____ (Date Destroyed)</p> <p>Signed _____ Title _____ Print Name _____</p> |
| <p>School Coordinator: _____</p> | |
| <p>Your NAEP Representative: _____</p> | <p>Assessment Date & Time: _____</p> |
| <p>Your NAEP Representative's Phone: _____</p> | <p>Time NAEP Team will Arrive: _____</p> |
| <p><u>NAEP Help Desk</u> Phone: 1-800-283-NAEP (6237) Email: NAEPHelp@Westat.com</p> | <p>After June 1 or the end of your school year:</p> <ul style="list-style-type: none"> ✘ Complete the NAEP Return Postcard, ✘ Remove the postcard from this envelope, ✘ Mail the postcard, and ✘ Destroy the contents of this envelope. |

Procedure 24. Complete School Debriefing Activities**24A. Review Session Debriefing Form with the AA.**

The Session Debriefing Form is the written record of the conduct of each session. It also serves as a resource for answering any questions raised after the assessment.

The AA is responsible for completing the Session Debriefing Form. A Session Debriefing Form must be completed for each assessment session, including makeup sessions and accommodation sessions.

After the AA completes the form, you will need to review it with him/her. Speak with the AA about any problems or unusual situations that arose during the administration of the assessment session. It is important to document exactly what happened, how it affected the students, and how and by whom the situation was resolved.

24B. Debrief school coordinator.

You will use the debriefing questionnaire in Part 2 of the QCB to conduct a debriefing interview with the school coordinator. You arranged this interview during the preassessment visit. In this short interview, you will obtain the school coordinator's reaction to assessment activities. Ask about any special preparations undertaken before the assessment, and obtain feedback about how NAEP can improve participation. At the end of the interview, you are prompted to thank the school coordinator, leave the NAEP Storage Envelope, and present the School Certificate of Appreciation. The debriefing interview should take no more than 5 to 10 minutes.

Use the script on pages 2-17 and 2-18 in the QCB to conduct the interview and record the school coordinator's answers to the questions.

After the debriefing interview, give the school coordinator any used rulers, protractors, math foam shapes, and used writing brochures.

The debriefing interview with the school coordinator should be conducted only on the day of the original assessment. However, if you are unable to meet with the school coordinator before leaving the school, leave the NAEP Storage Envelope and the School Certificate of Appreciation with the school secretary. Call the school coordinator as soon as possible to conduct the debriefing interview over the telephone and to confirm that he/she has received the NAEP Storage Envelope.

For makeup session(s) only, contact the school coordinator following the makeup session(s) if something unusual happened during the session.

SESSION DEBRIEFING FORM

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

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

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

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

REACTION TO SESSION

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

Overall, how well did this session go?

- Very well
- Satisfactory
- Unsatisfactory

If "Unsatisfactory," record comment:

Record any UNUSUAL circumstances in this session not previously mentioned:

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

| Subject | Booklet ID # | Student Question |
|---------|--------------|------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

RETURN THIS COMPLETED FORM TO YOUR SUPERVISOR.

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

At the end of the debriefing interview, if necessary, schedule a makeup session with the school coordinator.

Use the following standard NAEP guidelines for scheduling makeup sessions:

- hold one makeup for each session type (OP, HI) requiring a makeup session at a school (unless the school had assessments at more than one grade), and
- invite all students who were absent (not refused) from the sessions for which you will hold a makeup (OP and/or HI).

If the school is reluctant to schedule a makeup session, stress the importance of a high participation rate for the accuracy of the assessment results. If the school is still reluctant, be sure to record the situation and discuss the matter with your supervisor immediately. In some situations, a makeup may be difficult (e.g., in the case of chronically absent students).

If a makeup session is needed, but the school refuses to allow a member of the assessment team to return and conduct the makeup, shade in the **Makeup Not Held** oval at the top of the Administration Schedule.

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

Once the makeup session is scheduled, record the date, time, and location of the session in the box provided at the top of the Administration Schedule:

| | | | | |
|---|---|---|---|---|
| 4 | Original session scheduled for: Day/Date: <u>Thurs./Feb. 9</u> Time: <u>8:05</u> Location: <u>Rm 121</u> | Makeup session scheduled for: Day/Date: <u>Tues./Feb. 14</u> Time: <u>8:30</u> Location: <u>Rm 310</u> | If Makeup Needed Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/> | Bundle: 010 0100 |
| # Absent (Admin. Codes 40-45, 48 & 49) <u>4</u> # Assessed (Original Session) <u>22</u> # Refused (Admin. Codes 46 & 47) <u>1</u> # Assessed (Makeup Session) _____ TO BE ASSESSED <u>27</u> TOTAL ASSESSED _____ | | | | Session N OP0 |
| 2 | 301 000293 4 | 1 0 | 1 ✓ | ASSESSED IN ORIGINAL 10 = In session full time 11 = No responses in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover ABSENT 40 = Temporary excused term |
| 2 | 032 054006 9 | 5 1 | 2 | |
| 2 | 105 005241 1 | 7 6 | 3 ✓ | |
| 2 | 311 000043 8 | 7 6 | 4 A | |



Record the date of the makeup session in the SCS so that Pearson knows when to expect the session box. See the *SCS User's Guide* for more information.

Procedure 25. Arrange and Conduct Makeup Session, If Necessary

If a makeup session is required, complete the following:

25A. Assign AA to conduct session.

Look at your scheduling materials to see what AA is most available to conduct the makeup session. Follow the guidelines for scheduling AAs, outlined on pages 7.66 - 7.69.



Security and Confidentiality

Be sure that the AAs know how to protect the security of these materials in the interim by following the security and confidentiality guidelines outlined on pages 1.8 - 1.9 and 7.88 - 7.89. Review these procedures with the AA before handing the materials to him/her.

25B. Notify AA about conducting makeup session.

Before your assessment team leaves the school on assessment day, notify the AA you have scheduled to conduct the makeup session. Be sure to give an Assessment Information Form to the AA that provides the time, date, and location where the makeup will take place and other pertinent information. If the AA is not present at the school on the original assessment day, email and call the AA with their new assignment. Especially when it comes to makeup sessions, the school does not want to have to reschedule a third time, so be sure not to rely on any one method of communicating with the AA.

Also review with the AA the one-page checklist on conducting makeup sessions shown on the following page. You will receive copies of this checklist in your bulk supplies to give to each AA conducting a makeup session.

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

The AA assigned to conduct the makeup session should keep the materials in his/her possession until returning to the school to conduct the makeup. Be sure to give the AA assigned to conduct the session the materials he or she needs before leaving the school on assessment day and remind the AA about security and confidential procedures. If the AA assigned to conduct the makeup session is not with you that day, make a note to give the materials to him/her as soon as possible.

AA _____ School Name _____ School ID _____

AA Checklist for Makeup Sessions

Place a checkmark in the box as you complete each step.

UPON ARRIVAL AT THE SCHOOL:

- Locate school coordinator and retrieve the NAEP Storage Envelope. Ask if there are any new parent or student refusals.
- Organize the booklets needed for the makeup session. Re-label the booklets using blank student ID labels.
- Prepare the room.
- Distribute the Teacher Observer Letter and/or Accommodation Teacher Letter, if necessary.

ADMINISTER THE MAKEUP SESSION:

- Conduct session using the appropriate script.

AFTER MAKEUP SESSION:

- Enter Administration Codes in column **P** of the Administration Schedule and on booklet covers:
 - Use codes 20-24 for students assessed without accommodations in makeup session;
 - Use codes 40-49 for absent students and refusals;
 - Use code 52 for unassigned booklets; and
 - Use codes 70-82 for students assessed with accommodations.
- Review and complete information in the summary box at the top of the Administration Schedule.
- Verify that all information is coded correctly on booklet covers and that all labels have been removed. Place all booklets (original and accommodation) in Administration Schedule order and band together.
- Collect any outstanding questionnaires from the school coordinator. Remove and destroy any labels with names. Shade in the *Yes/No/Online* bubble on the Roster(s) for each questionnaire listed. If any questionnaires have not been completed, leave a Postage Paid envelope with the school coordinator and instruct the school coordinator to mail the completed questionnaires.
- Make one copy of the completed Administration Schedule (front and back) and the completed Roster(s) (front and back) **with names still attached**. Place these copies in the NAEP Storage Envelope.
- Remove names (tear at perforation) from the Administration Schedule and Roster(s) and store name columns in the NAEP Storage Envelope.
- Use the originals **without names** to make a copy of the Administration Schedule (front and back) and Roster(s) (front and back). Store these copies in the School Folder.
- Use the diagrams in Chapter 4 of your AA manual to pack the Session Box.
- Staple the “Destroy by” postcard (inside NAEP Storage Envelope) to outside flap of the NAEP Storage Envelope.
- Return the NAEP Storage Envelope to the school coordinator to retain until the destroy date printed on the envelope. Ask the school coordinator to make a note in his/her calendar to destroy the materials and send the postcard.
- Give the school coordinator the NAEP Certificate of Appreciation. Thank the school coordinator and leave.
- Place this form in the School Folder.
- Return the Session Box and School Folder to your Supervisor.

NOTE: Remember to make one copy of the Administration Schedule and Roster(s) **WITH** names and one copy **WITHOUT** names. Names and copies with names are always left in the NAEP Storage Envelope stored at the school.

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

You and your AA are responsible for making every attempt to get the students who were absent to attend the makeup session.

You will instruct the AA assigned to conduct the makeup session to follow the same procedures used to administer the original session.

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

- Shade in the **Makeup Held** oval at the top of the Administration Schedule.
- Mark students attending the makeup session by putting a check mark below the diagonal line in the **Atten (✓/A)** column.
- Change the Administration Code for participating students to the appropriate Assessed in Makeup Session codes (**20–24**) on the Administration Schedules. However, accommodation codes should still be used instead of the makeup session codes if they apply. Do this by erasing the initial code and entering the makeup session code.
- Complete the summary box at the top of the Administration Schedule as follows:
 - enter the number of students assessed on the line labeled **# Assessed (Makeup Session)**,
 - add the numbers assessed in the original and makeup sessions to obtain the **TOTAL ASSESSED**, and
 - fill in the **Makeup Held** circle.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|--|----------------|-------------------------------------|----------|--------------------|-------|-----------|-----|-----------|-----|----------|----------|---|----------------|-----------|-----------------|------------------------------------|-----------------------------------|--|--------------------|----------------------------------|------|--|--|--|--|--|----------|--|--|--|--|--|--|--------------------------------|--|--|--|--|--|--|----------|--|--|--|--|--|--|-------------------------------------|--|--|--|--|--|--|----------|--|--|--|--|--|--|-----------|--|--|--|--|--|--|----------------|
| 101-101-1 Grade: <u>4</u> Washington Elementary School Name: <u>Mary Jones</u> | Original session scheduled for: Day/Date: <u>Thurs./Feb. 9</u> Time: <u>8:05</u> Location: <u>Rm 121</u> | Makeup session scheduled for: Day/Date: <u>Tues./Feb.14</u> Time: <u>8:30</u> Location: <u>Rm 310</u> | If Makeup Needed Makeup Held <input checked="" type="radio"/> Makeup Not Held <input type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;"><u>28</u></td> <td style="width: 10%;"></td> <td style="width: 20%; text-align: center;"><u>2</u></td> <td style="width: 10%;"></td> <td style="width: 20%; text-align: center;"><u>4</u></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;"><u>22</u></td> </tr> <tr> <td style="text-align: center;">=</td> <td style="text-align: center;"><u>30</u></td> <td style="text-align: center;">-</td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;">+</td> <td style="text-align: center;">=</td> <td style="text-align: center;"><u>27</u></td> </tr> <tr> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;">Total in Sample</td> <td style="text-align: center;"># Excluded (Admin. Codes 60-66)</td> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"># Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)</td> <td style="text-align: center;">TO BE ASSESSED</td> <td style="text-align: center;"># Assessed (Original Session)</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"># Assessed (Makeup Session)</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"># Refused (Admin. Codes 46 & 47)</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"><u>1</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"><u>26</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">TOTAL ASSESSED</td> </tr> </table> | | | | <u>28</u> | | <u>2</u> | | <u>4</u> | | <u>22</u> | = | <u>30</u> | - | <u>2</u> | + | = | <u>27</u> | <u>2</u> | Total in Sample | # Excluded (Admin. Codes 60-66) | <u>1</u> | # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) | TO BE ASSESSED | # Assessed (Original Session) | | | | | | | <u>4</u> | | | | | | | # Assessed (Makeup Session) | | | | | | | <u>4</u> | | | | | | | # Refused (Admin. Codes 46 & 47) | | | | | | | <u>1</u> | | | | | | | <u>26</u> | | | | | | | TOTAL ASSESSED |
| <u>28</u> | | <u>2</u> | | <u>4</u> | | <u>22</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| = | <u>30</u> | - | <u>2</u> | + | = | <u>27</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>2</u> | Total in Sample | # Excluded (Admin. Codes 60-66) | <u>1</u> | # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) | TO BE ASSESSED | # Assessed (Original Session) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | <u>4</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | # Assessed (Makeup Session) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | <u>4</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | # Refused (Admin. Codes 46 & 47) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | <u>1</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | <u>26</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | TOTAL ASSESSED | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">"C"</td> <td style="width: 10%; text-align: center;">"H"</td> <td style="width: 10%; text-align: center;">"I"</td> <td style="width: 10%; text-align: center;">"J"</td> <td style="width: 10%; text-align: center;">"K"</td> <td style="width: 10%; text-align: center;">"L"</td> <td style="width: 10%; text-align: center;">"M"</td> <td style="width: 10%; text-align: center;">"N"</td> <td style="width: 10%; text-align: center;">"O"</td> <td style="width: 10%; text-align: center;">"P"</td> <td style="width: 10%; text-align: center;">"Q"</td> </tr> <tr> <td style="font-size: 8px;">Final SD</td> <td style="font-size: 8px;">L</td> <td style="font-size: 8px;">Final ELL Code</td> <td style="font-size: 8px;">Race/Eth.</td> <td style="font-size: 8px;">School</td> <td style="font-size: 8px;">Total</td> <td style="font-size: 8px;">New Enrollee 1 = Yes 2 = No</td> <td style="font-size: 8px;">Local Be</td> <td style="font-size: 8px;">Accommodation P</td> <td style="font-size: 8px;">Admin</td> <td style="font-size: 8px;">ID #</td> </tr> </table> | | | | "C" | "H" | "I" | "J" | "K" | "L" | "M" | "N" | "O" | "P" | "Q" | Final SD | L | Final ELL Code | Race/Eth. | School | Total | New Enrollee 1 = Yes 2 = No | Local Be | Accommodation P | Admin | ID # | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| "C" | "H" | "I" | "J" | "K" | "L" | "M" | "N" | "O" | "P" | "Q" | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Final SD | L | Final ELL Code | Race/Eth. | School | Total | New Enrollee 1 = Yes 2 = No | Local Be | Accommodation P | Admin | ID # | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

25E. Code the booklet covers.

Using the information from the Administration Schedule, the AA should also code the covers of the booklets for all students invited to attend the makeup session, using the same steps for regular sessions described earlier in this chapter.

After completing these tasks, the AA will return the assessment materials to you. You will be responsible for shipping the Session Box(es) to Pearson as soon as possible after the makeup session.

Procedure 26. Repack the Session Box

Once all makeup sessions have been conducted, all assessment materials must be repacked in their original boxes and returned to Pearson.

Use the example diagram on page 8.38 to repack the Session Boxes according to Pearson procedure.

Chapter 8 Summary

Upon completing this chapter, you should be able to:

- identify what you must do at the school before, during, and after the assessment;
- describe what your supervision responsibilities are on assessment day;
- identify the QC tasks for which you are responsible on assessment day;
- describe how to observe/evaluate AAs conducting regular assessment sessions;
- describe how to observe/evaluate AAs conducting an accommodation session;
- identify how to conduct a QC check of completed session materials;
- list the steps required to prepare the NAEP Storage Envelope;
- determine if a makeup session is required;
- describe how to conduct a debriefing interview with the school coordinator; and
- describe how to pack and return assessment materials.