ADMINISTER

A MANUAL FOR ASSESSMENT ADMINISTRATORS

NAEP National Assessment of Educational Progress

NAEP 2007 TRAINING PACKAGE

PART 3

NAEP 2007

ASSESSMENT ADMINISTATOR MANUAL

Table of Contents

1

UNDERSTANDING NAEP MATERIALS 1.1

1. NAEP Materials 1.1

A. Assessment QC Record and Booklet Preparation QC Record..... 1.2
B. Accommodation Teacher Letter 1.4
C. Administration Schedule..... 1.5
D. Assessment Booklets 1.12
E. Assessment Information Form..... 1.13
F. School Staff Questionnaires and Rosters of Questionnaires..... 1.14
G. Session Debriefing Form 1.18
H. Session Materials 1.19
I. Session Scripts..... 1.20
J. Student Appreciation Certificates 1.23
K. Teacher Observer Letter 1.24

2

PREPARING FOR ASSESSMENT DAY 2.1

1. Activities to Complete Before the Assessment Period 2.1
Procedure 1. Receive and Review the Assessment Schedule..... 2.1
Procedure 2. Practice Using Session Scripts 2.1

2. Activities to Complete Before Assessment Day 2.2
Procedure 3. Receive and Review the Assessment Information Form 2.2
Procedure 4. Meet With Team to Prepare the Booklets 2.4

4A. Check the bundles of assessment booklets. 2.4
4B. Verify the booklet ID number and attach the student ID label. 2.6
4C. Prepare ESBQs, if necessary..... 2.7
4D. Prepare accommodation booklets. 2.9
4E. Check column P on the Administration Schedule for Withdrawn/ Ineligible/Excluded Students and Refusals. 2.11
4F. Record the line number and Session Number on the booklet cover. . 2.12
4G. Insert required ancillary materials inside the booklets..... 2.12
4H. Band together booklets. 2.14
4I. Conduct a quality control (QC) check on the prepared booklets.... 2.14

Procedure 5. Gather Materials to Bring to the School on Assessment Day.... 2.14

3 COMPLETING ACTIVITIES UPON ARRIVAL AT THE SCHOOL 3.1

Procedure 1. Report to the School on Time 3.1
Procedure 2. Meet NAEP Observers, If Necessary, and Follow Guidelines for Interacting With Observers 3.2

2A. Meet NAEP observers. 3.2
2B. Follow guidelines for interacting with observers. 3.2

Procedure 3. Go to the Location Where the Assessment Team Will Meet 3.5
Procedure 4. Receive the Session Materials 3.5
Procedure 5. Adhere to Security and Confidentiality Guidelines 3.6
Procedure 6. Prepare the Room 3.9

6A. Set out the supplies you will need for the session. 3.9
6B. Erase or conceal visual materials. 3.9
6C. Post the “Testing in Progress—Do Not Disturb” sign outside the room. 3.10
6D. For grades 8 and 12, write the school ID number on the board. 3.10
6E. For grades 4 and 8, write the teacher names and corresponding teacher numbers on the board. 3.11
6F. For grades 4 and 8, post the booklet cover poster at the front of the room. 3.12

4 ADMINISTERING AND MONITORING THE SESSION 4.1

Procedure 1. Administer the Session 4.1

1A. Ensure that each student is at the correct location. 4.1
1B. Begin the session on time. 4.1
1C. Use the correct session script to conduct the session. 4.1
1D. Read the session script verbatim. 4.2
1E. Use the most appropriate method to distribute booklets. 4.2
1F. Instruct students to remove the student ID label from the cover of their booklets. 4.3
1G. Check that students have removed additional materials from the inside cover. 4.3
1H. For grades 8 and 12, verify that students have properly recorded the school ID number on their booklet covers. 4.4
1I. For grades 4 and 8, verify that all required students have properly recorded the two-digit teacher number on their booklet covers. 4.4
1J. For grade 4, read the booklet directions aloud. 4.5
1K. For grades 4 and 8, distribute and collect calculators appropriately. 4.5
1L. Time sections appropriately. 4.6
1M. Collect student ID labels. 4.8
1N. Administer the ESBQ, if necessary. 4.8
1O. Collect NAEP materials at the end of the assessment. 4.9

1P. Account for all NAEP materials before dismissing students..... 4.9
1Q. Dismiss students according to school protocol. 4.10

Procedure 2. Monitor the Session 4.10

2A. Answer students' questions about how to record answers. 4.10
2B. Answer students' questions during cognitive block (subject-area) sections of the assessment. 4.11
2C. Answer students' questions during the general background section 4.11
2D. Answer students' questions during the subject-area background section 4.11
2E. Ensure that students who have finished sections early have not gone back to previous sections or worked ahead in the booklets. 4.13
2F. Handle difficult situations pertaining to students' behaviors or attitudes. 4.13
2G. Handle other unexpected situations that may arise. 4.14

5 ADMINISTERING ACCOMMODATION SESSIONS 5.1

Procedure 1. Understand Accommodations Most Frequently Provided by NAEP 5.1
Procedure 2. Administer Separate Accommodation Sessions 5.10

2A. Use the accommodation scripts when conducting separate accommodation sessions. 5.10
2B. Ensure that school staff assisting in the administration adhere to the guidelines described in the Accommodation Teacher Letter. 5.10
2C. Follow the same standard NAEP procedures for monitoring the session. 5.10

Procedure 3. Administer Accommodations Within the Regular Session 5.10
Procedure 4. Recognize Accommodations NOT Allowed by NAEP..... 5.11

4A. Code students who cannot be assessed – accommodation not permitted. 5.11
4B. Code students who cannot be assessed – accommodation not available. 5.12
4C. Code students who cannot be assessed – cannot be assessed. 5.12
4D. Code students who cannot be assessed – accommodation scheduling problem. 5.12

Procedure 5. Understand How to Code Accommodations According to the NAEP Hierarchy 5.13

6 COMPLETING ACTIVITIES AFTER THE ASSESSMENT 6.1

Procedure 1. Account for All Materials Used 6.1
Procedure 2. Complete the Administration Schedule 6.1

2A. Enter an Administration Code in column P..... 6.1
2B. Enter an Administration Code of 52 for all unassigned booklets. 6.4
2C. Complete the Summary Box. 6.5

Procedure 3. Code the Booklet Covers 6.7

3A. Organize all booklets back into Administration Schedule order. 6.7
3B. Remove ESBQs from booklets and record the Administration Codes, if necessary..... 6.7
3C. Ensure that each booklet has the correct school ID number..... 6.7
3D. Verify that the students recorded their teacher numbers. 6.7
3E. Transfer the Administration Codes to the student booklet covers. .. 6.7
3F. Write an explanation on the booklet cover. 6.8
3G. Code the additional accommodations on the booklet cover..... 6.8
3H. Code the “Total Time for Accommodation (74-EXT)” boxes for extended time accommodations..... 6.9
3I. Verify that student ID labels are removed from booklets..... 6.10
3J. Remove all ancillary materials from booklets. 6.10
3K. Band the booklets together and place the Administration Schedule on top of the stack. 6.10
3L. Provide materials to your AC for quality control check..... 6.11

Procedure 4. Pack Session Box and Return Additional Materials to Your AC 6.11

4A. Pack the Session Boxes according to Pearson procedure. 6.11
4B. Provide leftover session materials to your AC..... 6.12
4C. Provide Session Box to your AC for final QC check of session materials..... 6.12

Procedure 5. Complete the Session Debriefing Form 6.13

7 CONDUCTING A MAKEUP SESSION 7.1

Procedure 1. Secure Assessment Materials for the Makeup Session.... 7.1
Procedure 2. Retrieve the NAEP Storage Envelope 7.1
Procedure 3. Organize the Booklets..... 7.1
Procedure 4. Prepare the Room..... 7.2
Procedure 5. Conduct the Makeup Session 7.2
Procedure 6. Complete the Administration Schedule 7.2
Procedure 7. Code the Booklet Covers 7.3
Procedure 8. Prepare the NAEP Storage Envelope 7.3
Procedure 9. Repack the Session Box and Return to Your AC..... 7.3
Procedure 10. Complete the Session Debriefing Form and Return to Your AC 7.3

1 UNDERSTANDING NAEP MATERIALS

1. NAEP Materials

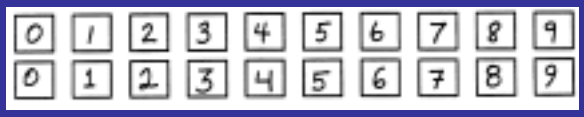
There are a number of NAEP materials you must be familiar with prior to the assessment. Several of these are scannable documents. Care must always be taken when entering information on these documents.

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

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

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

The following are **acceptable** writing styles:

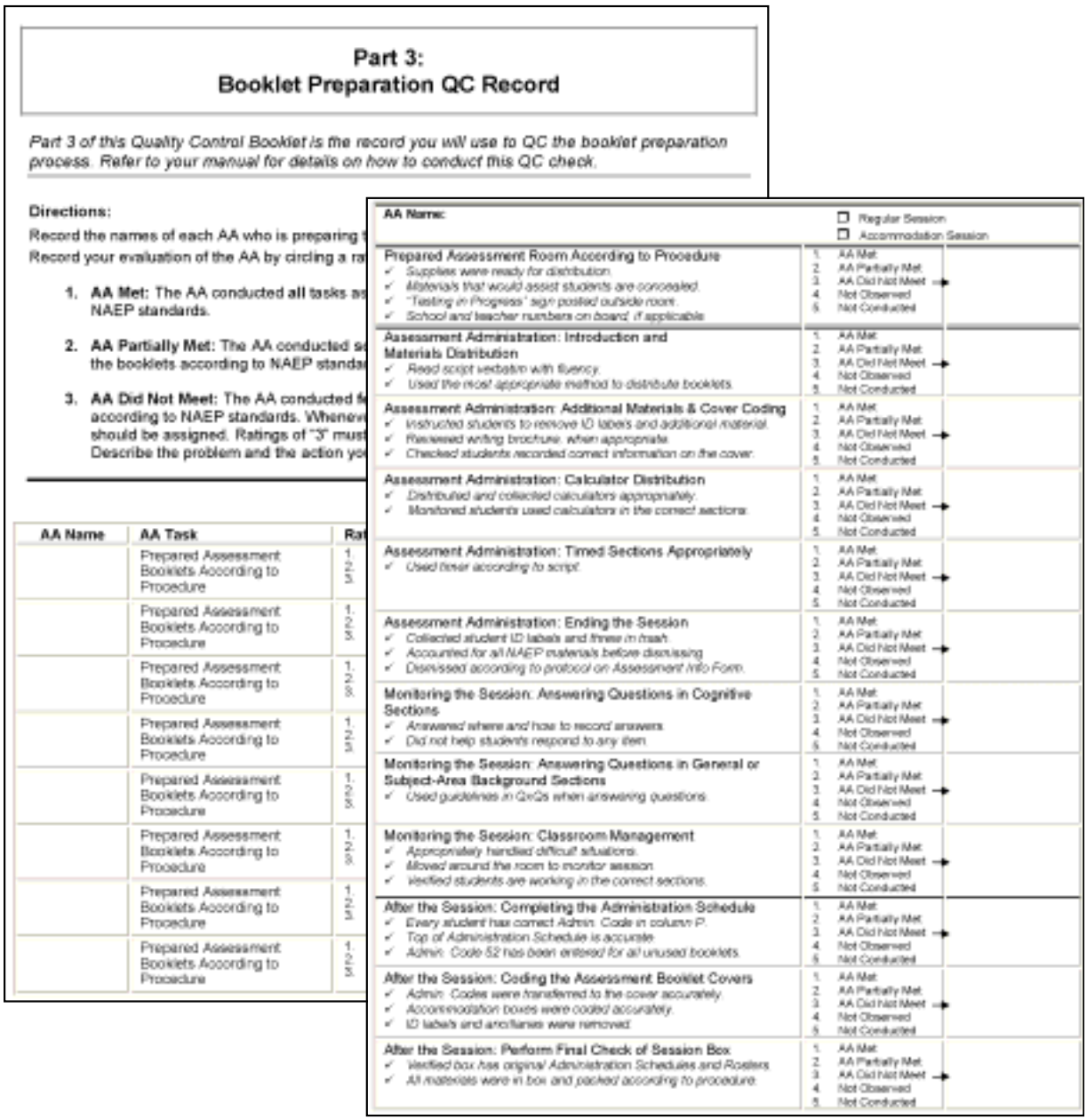


The following examples are **unacceptable** due to edges touching the sides of the box and extraneous loops on characters:

A. Assessment QC Record and Booklet Preparation QC Record

As part of the overall quality control procedures for NAEP, your assessment coordinator (AC) will use the Booklet Preparation QC Record and the Assessment QC Record to document student booklet preparation and assessment day procedures completed by each AA for each school. This includes evaluating AAs administering and monitoring the session to ensure it is being conducted according to the standards described in chapter 4.

This checklist serves as documentation that assessments are administered in a standardized manner and according to NAEP procedure. The results are reported to the National Center for Education Statistics (NCES) and the other NAEP contractors.



Part 3:
Booklet Preparation QC Record

Part 3 of this Quality Control Booklet is the record you will use to QC the booklet preparation process. Refer to your manual for details on how to conduct this QC check.

Directions:

Record the names of each AA who is preparing t
Record your evaluation of the AA by circling a ra

1. **AA Met:** The AA conducted all tasks as NAEP standards.
2. **AA Partially Met:** The AA conducted se the booklets according to NAEP standar
3. **AA Did Not Meet:** The AA conducted fe according to NAEP standards. Whenev should be assigned. Ratings of "3" must Describe the problem and the action yo

AA Name	AA Task	Rat
	Prepared Assessment Booklets According to Procedure	1. 2. 3.
	Prepared Assessment Booklets According to Procedure	1. 2. 3.
	Prepared Assessment Booklets According to Procedure	1. 2. 3.
	Prepared Assessment Booklets According to Procedure	1. 2. 3.
	Prepared Assessment Booklets According to Procedure	1. 2. 3.
	Prepared Assessment Booklets According to Procedure	1. 2. 3.
	Prepared Assessment Booklets According to Procedure	1. 2. 3.
	Prepared Assessment Booklets According to Procedure	1. 2. 3.

AA Name: ☐ Regular Session ☐ Accommodation Session

Prepared Assessment Room According to Procedure ✓ *Supplies were ready for distribution* ✓ *Materials that would assist students are concealed* ✓ *"Testing in Progress" sign posted outside room* ✓ *School and teacher numbers on board, if applicable*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted
Assessment Administration: Introduction and Materials Distribution ✓ *Read script verbatim with fluency* ✓ *Used the most appropriate method to distribute booklets*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted
Assessment Administration: Additional Materials & Cover Coding ✓ *Instructed students to remove ID labels and additional material* ✓ *Reviewed writing brochure, when appropriate* ✓ *Checked students recorded correct information on the cover*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted
Assessment Administration: Calculator Distribution ✓ *Distributed and collected calculators appropriately* ✓ *Monitored students used calculators in the correct sections*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted
Assessment Administration: Timed Sections Appropriately ✓ *Used timer according to script*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted
Assessment Administration: Ending the Session ✓ *Collected student ID labels and threw in trash* ✓ *Accounted for all NAEP materials before dismissing* ✓ *Dismissed according to protocol on Assessment Info Form*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted
Monitoring the Session: Answering Questions in Cognitive Sections ✓ *Answered where and how to record answers* ✓ *Did not help students respond to any item*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted
Monitoring the Session: Answering Questions in General or Subject-Area Background Sections ✓ *Used guidelines in Q+Qs when answering questions*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted
Monitoring the Session: Classroom Management ✓ *Appropriately handled difficult situations* ✓ *Moved around the room to monitor session* ✓ *Verified students are working in the correct sections*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted
After the Session: Completing the Administration Schedule ✓ *Every student has correct Admin. Code in column P* ✓ *Top of Administration Schedule is accurate* ✓ *Admin. Code 52 has been entered for all unused booklets*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted
After the Session: Coding the Assessment Booklet Covers ✓ *Admin. Codes were transferred to the cover accurately* ✓ *Accommodation boxes were coded accurately* ✓ *ID labels and ancillaries were removed*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted
After the Session: Perform Final Check of Session Box ✓ *Verified box has original Administration Schedules and Rosters* ✓ *All materials were in box and packed according to procedure*	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted

The rating categories for each task 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 need 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 the AC to intervene, a “3” rating should be assigned. Ratings of “3” must be explained in the adjacent “Comments” column. The AC will describe the problem and the action taken to correct it.

4. **Did Not Observe:** The AC will use this code when he/she was not able to observe the AA conducting the procedure.

5. **Not Conducted:** The AC will use this code when the procedure was not applicable or did not have to be completed for the given session.

If your AC has any concerns about your performance while completing any of your responsibilities, he/she will discuss it with you one on one.

B. Accommodation Teacher Letter

NAEP has developed an Accommodation Teacher Letter that school staff who assist or administer an accommodation session must sign. This letter provides instructions to school staff on their role during the assessment.

Since the staff members assisting or administering the assessment sessions have access to the assessment booklets and data, the Accommodation Teacher Letter also contains a nondisclosure statement. Your AC will provide these letters to school staff and collect the signed letters just prior to the assessment.

NAEP 2007 ACCOMMODATION TEACHER LETTER

We welcome you to the NAEP assessment!

NAEP monitors what American students know and can do in key subject areas at the elementary, middle, and high school levels and provides reliable student achievement profiles to American educators and citizens. NAEP is the only ongoing nationally representative assessment to chart trends in students' achievement across our nation. For more than 35 years, NAEP has been successful because of the support of teachers whose students participated in the assessment.

We appreciate your assistance in NAEP!

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

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

If conducting an accommodation session, you may:

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

You may not:

- provide assistance on assessment items. (Students may seek validation on certain items; you may not indicate verbally or nonverbally your recommendations. Instead you are encouraged to remind them to answer the questions to the best of their ability.) Or,
- allow any student to use accommodations/adaptations on the assessment 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.)

07-G-G-0-232

C. Administration Schedule

The Administration Schedule is used throughout the three stages of the NAEP process: preassessment, assessment, and post-assessment. It is the only document that links selected students to the student demographic data and their performance on the assessment. Consequently, if incorrect or missing student demographic data are shown on the Administration Schedule and not corrected, the validity of the NAEP reports is jeopardized.

You will use the Administration Schedule to prepare, distribute, and collect the assessment booklets. It is important that each selected student receives the booklet assigned to him/her on the Administration Schedule. This ensures students are assessed in their assigned subject and the scored assessment booklets are linked to the correct students' demographic data.

After the assessment, the completed Administration Schedules (with student names removed) are sent to Pearson Educational Measurement (Pearson) along with the completed assessment booklets and other materials. Pearson's machine scans the Administration Schedules, scores the assessment booklets, and sends the results to Educational Testing Service (ETS). ETS analyzes the scores and links them and the demographic data from the Administration Schedule to provide subgroup results for the nation. The NAEP results for the nation include reports by grade, gender, race/ethnicity, students classified as having a disability (SD) or as English language learners (ELL), and National School Lunch Participation (NSLP) status.

The importance of the Administration Schedule can be seen in the diagram on the next page.

The tables below show how data collected on the Administration Schedule are linked to the results to produce the reports.

	Grades 4	Grades 8
Score gaps Females - Males	6	10

Females Outscore Males in NAEP 2005 Reading

In 2005, female students continue to score higher than male students in reading, by 6 points at grade 4 and by 10 points at grade 8.

	Year '90	Year '05
Percent at or above Basic level, Black 4th Graders	18	73

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

The percentage of Black fourth-grade students at or above the Basic level in mathematics quadrupled from 18 percent in 1990 to 73 percent in 2005.

NAEP Administration Schedule Process

Preassessment

Process begins

1. School submits student names and demographic information to NAEP.
2. NAEP selects a sample of students.
3. Sampled student names and corresponding demographic information are printed by Pearson on Administration Schedule(s).
4. Information from the Administration Schedule(s) is sent to schools in January, before the assessment.
5. School verifies demographic information is correct and provides any missing information.

Assessment

6. After the assessment, participation status of each sampled student is recorded on the Administration Schedule(s).
7. Student names are removed and left at the school. The Administration Schedule is then sent to Pearson.

Post assessment

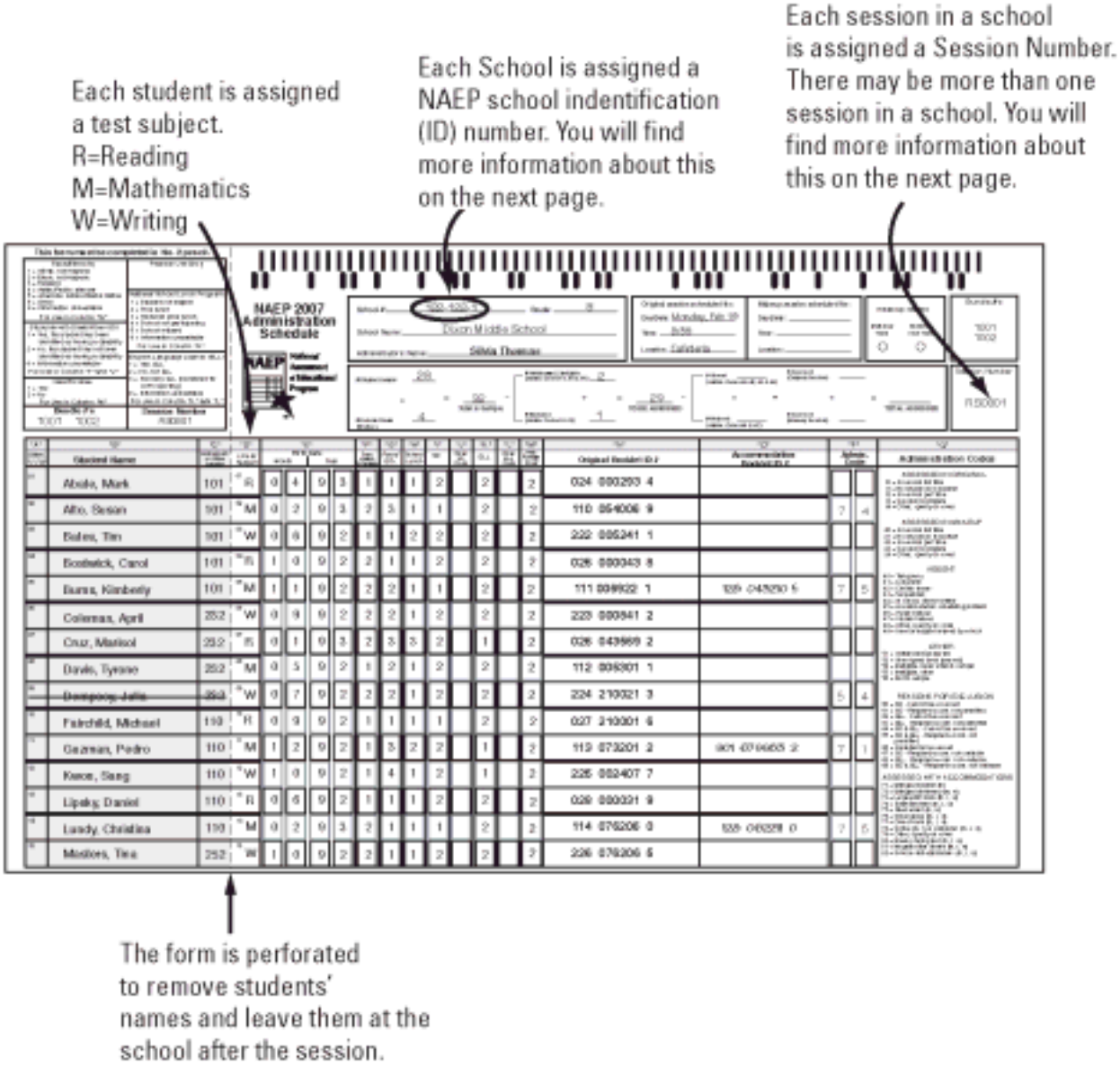
8. Pearson scans Administration Schedule(s) and student booklets, scores the student booklets, and sends results to ETS.
9. ETS links demographic data from the Administration Schedule(s) to the student booklet scores to provide subgroup reports for the nation.
10. The NAEP results are reported. Results include reports by grade, gender, race/ethnicity, NSLP, students classified as having a disability, and students classified as English language learners.

Process ends

A Closer Look at the Administration Schedule

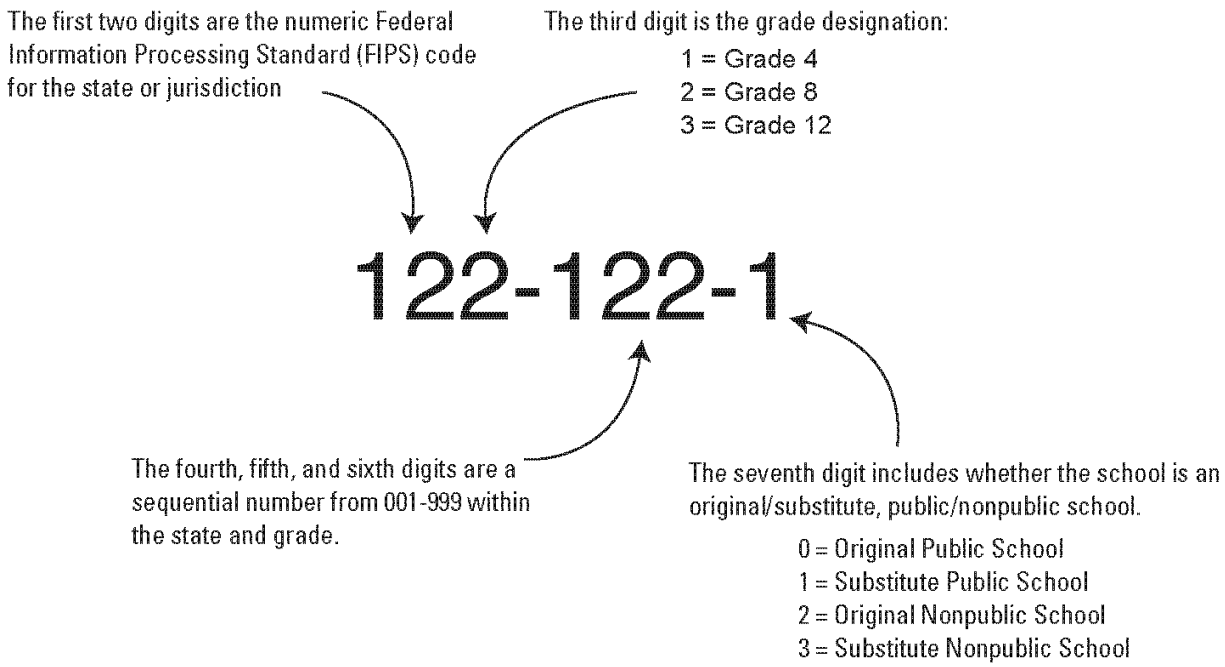
There is one Administration Schedule per session. Only students whose names appear on the Administration Schedules may participate in the assessment, unless the school requests a nonsampled student to participate for the convenience of the school. If a student listed on the Administration Schedule cannot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

Below is an illustration of some of the important features of the Administration Schedule.



The NAEP School ID Number

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



The Session Number

The Session Number consists of two letters and four numbers. The two letters indicate the subjects being assessed.

Session	Subjects	Grades	School type
RM	Reading/Mathematics	4	Public, Nonpublic
RS	Reading/Mathematics/Writing	8	Public, Nonpublic
RN	Reading/Mathematics/Writing	8[1]	Public
RE	Reading	8	Public, Nonpublic
RW	Reading/Writing	12	Public
WT	Writing	12	Nonpublic

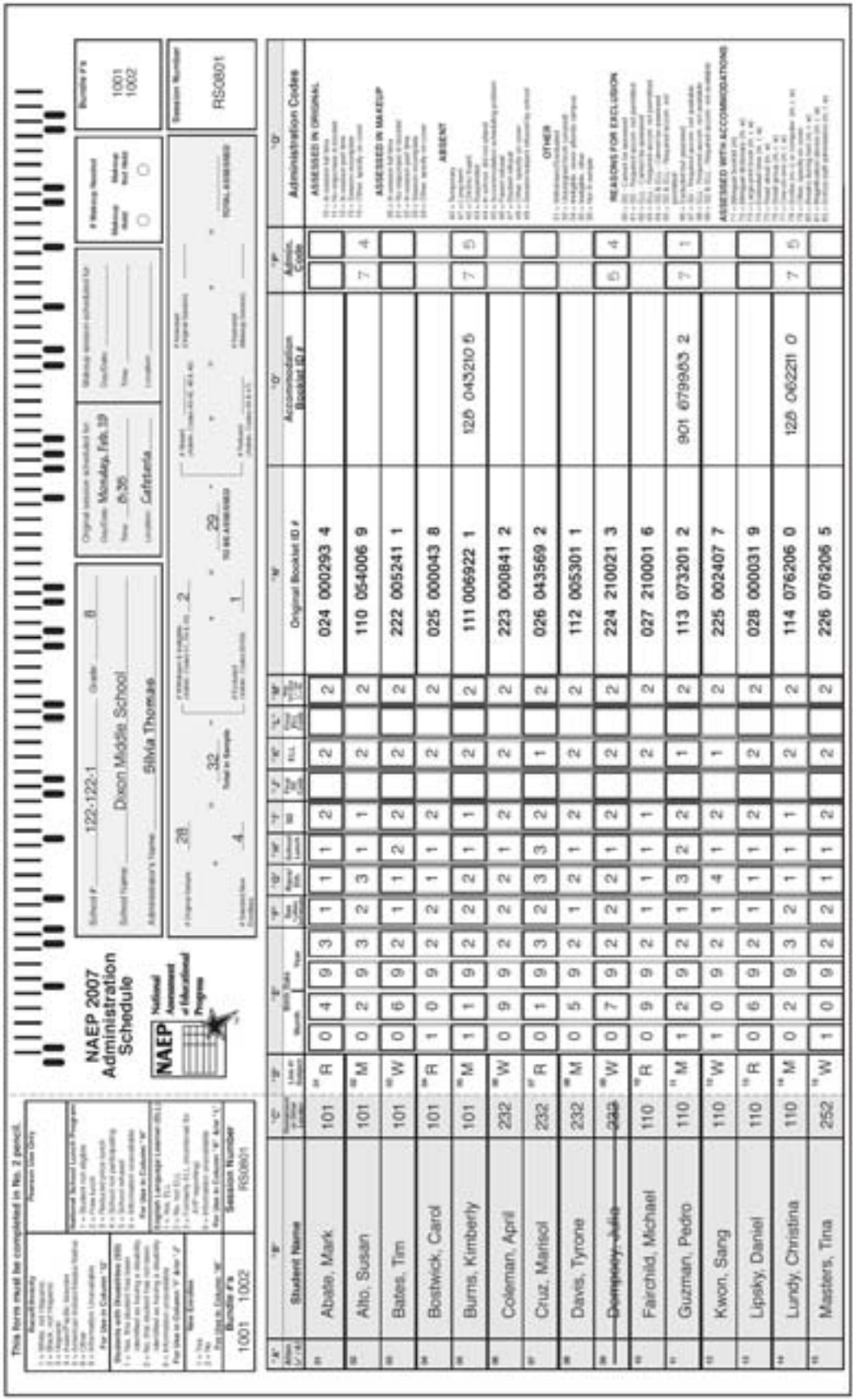
[1] This session type will appear in AK, DC, MD, NE, OR, SD and BIA schools because these states/jurisdictions opted out of NAEP State writing. One of nineteen students sampled will be assessed in writing for the NAEP National sample.

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

The last two numerals are used to identify the session, as there will likely be more than one session in a school. For example, a grade 8 public school with three sessions in a state that opted to participate in writing, would have three Administration Schedules: one for session RS0801, the second for session RS0802, and the third for session RS0803.

The Columns of the Administration Schedule

Column	Title	Use
A	Atten. (for "attendance")	To indicate whether a student was present or absent for the assessment.
B	Student Name	To list the names of the students selected for the assessment.
C	Homeroom or Other Locator	To help locate the selected students on assessment day. This column is followed by a perforated line, so student names can be removed before the Administration Schedule is sent to NAEP after the assessment. Due to NAEP's pledge of confidentiality, under no circumstances should a student's name appear on any assessment materials leaving the school.
D	Line #/Subject	To indicate the subject of each student's assessment booklet: "R" for reading, "M" for mathematics, or "W" for writing.
E	Birth Date	To indicate each student's month and year of birth.
F	Sex	To indicate each student's gender.
G	Race/Eth.	To indicate each student's race/ethnicity.
H	School Lunch	To indicate each student's eligibility status in the National School Lunch Program.
I	SD	To indicate each student's disability status.
J	Final SD Code	To record a student's SD status if it has changed since it was originally recorded.
K	ELL	To indicate each student's English language learner status.
L	Final ELL Code	To record a student's ELL status if it has changed since it was originally recorded.
M	New Enrollee	To identify whether a student was in the original sample or selected from the list of new enrollees during the preassessment visit.
N	Original Booklet ID #	To indicate the assessment booklet the student must receive. Each student has been assigned an assessment booklet with a unique booklet ID #, which is used to track the booklet from the time it leaves the Pearson warehouse until it is returned and processed.
O	Accommodation Booklet ID #	To record when a student identified as SD or ELL must be reassigned an accommodation booklet (not all accommodated students require an accommodation booklet).
P	Admin. Code	To record each student's participation status. The two-digit Administration Codes used in this column are listed along the right side of the Administration Schedule in column Q.
Q	Administration Codes	To reference the two-digit Administration Codes required in column P.



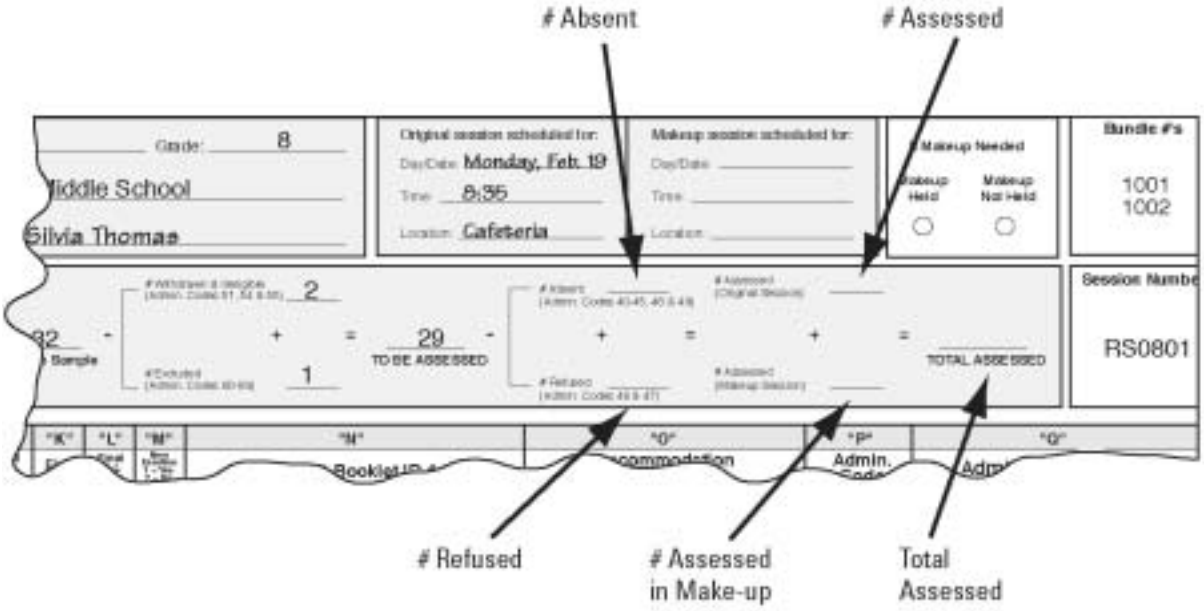
NAEP 2007 Administration Schedule

National Assessment of Educational Progress

Student Name	Original Booklet ID #	Accommodation Booklet ID #	Admin. Codes	Administration Codes
Abate, Mark	024 000293 4			
Alto, Susan	110 054006 9		7 4	
Bates, Tim	222 005241 1			
Bostwick, Carol	025 000043 8			
Burns, Kimberly	111 006922 1	126 043210 6	7 5	
Coleman, April	223 000841 2			
Cruz, Marisol	026 043569 2			
Davis, Tyrone	112 005301 1			
~~Dempsey, Julia~~	224 210021 3		6 4	
Fairchild, Michael	027 210001 6			
Guzman, Pedro	113 073201 2	901 679963 2	7 1	
Kwon, Sang	225 002407 7			
Lipsky, Daniel	028 000031 9			
Lundy, Christina	114 076206 0	126 062211 0	7 5	
Masters, Tina	226 076206 5			

The Summary Box at the Top of the Administration Schedule

The summary box (the long rectangular box below the school information boxes) is used to summarize attendance data that you will record in column **P** after the assessment. The formula in this box calculates the total number of students assessed.



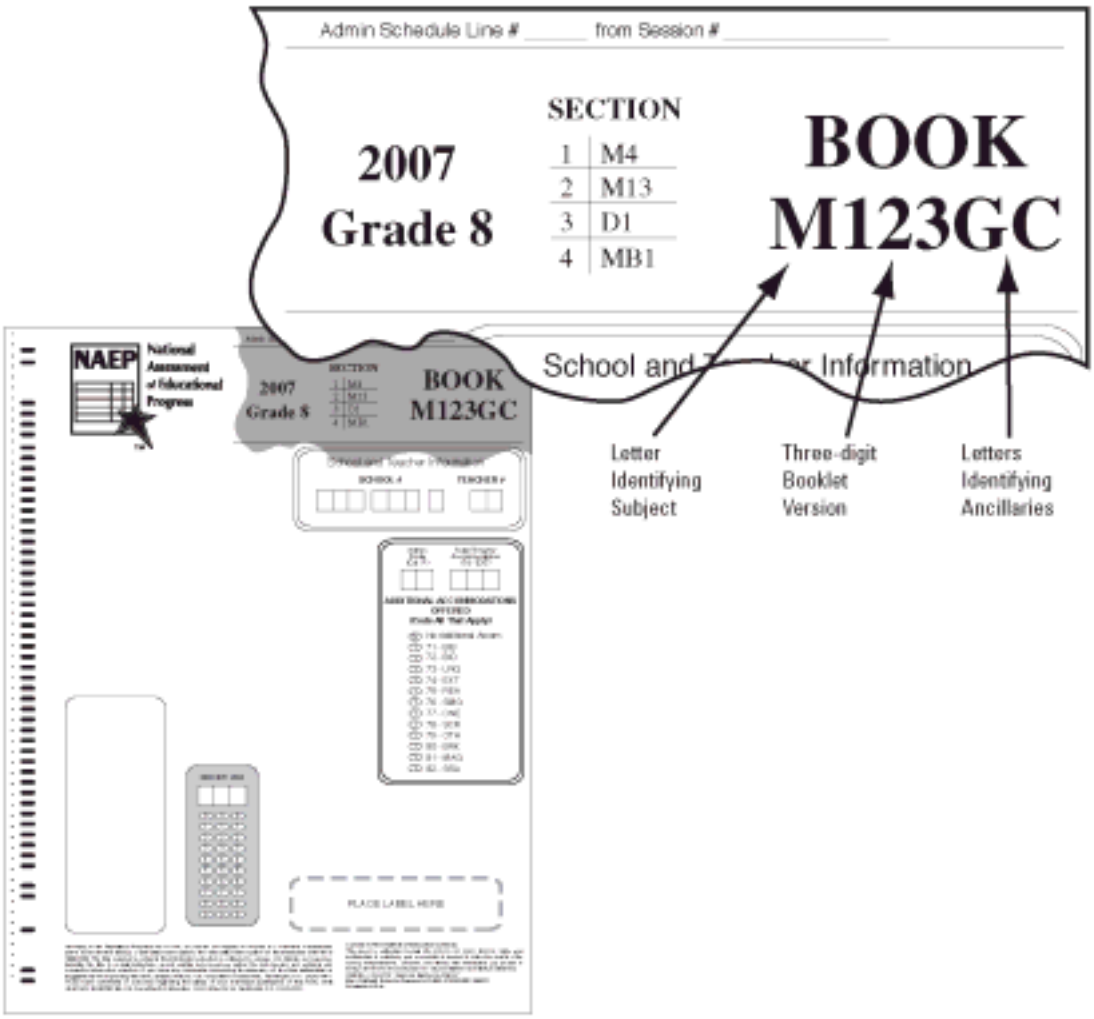
D. Assessment Booklets

The assessment booklets are used to assess the selected students. Each booklet cover has a code in the upper-right corner. This code is made up of the following three components:

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

The placement of these booklet identifiers is the same for all grade 4, 8, and 12 booklets.

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



E. Assessment Information Form

Effective communication between you and your AC is crucial to NAEP's success. The Assessment Information Form has been developed for ACs to communicate specific information to the AAs about their assignment. Your AC will either mail your Assessment Information Forms or give them to you in person 1-2 weeks before each assessment. More detailed information on this form is provided in Procedure 3 of chapter 2.

AC: _____ PHONE#: _____ REGION/AREA: _____

ASSESSMENT INFORMATION FORM

ASSESSMENT DATE: _____ ARRIVAL TIME: _____

SCHOOL: _____ SCHOOL ID #: _____

ADDRESS: _____

SCHOOL COORD: _____ PHONE #: _____

PRINCIPAL: _____ ☐ ESBQ ☐ NIES

SESSION # OR ACCOMM. GROUP #	REGULAR/ ACCOMMODATIONS	ROOM	TIME	AA	ACCOMMODATIONS IN REGULAR SESSION (ADMIN. STANDARD/ REGULAR/ ACCOMMODATIONS)
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				

DIRECTIONS TO THE SCHOOL: _____

PARKING: _____

INSTRUCTIONS FOR MEETING THE ASSESSMENT TEAM: _____

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

IF NIES, INSTRUCTIONS FOR DISMISSING STUDENTS: _____

F. School Staff Questionnaires and Rosters of Questionnaires

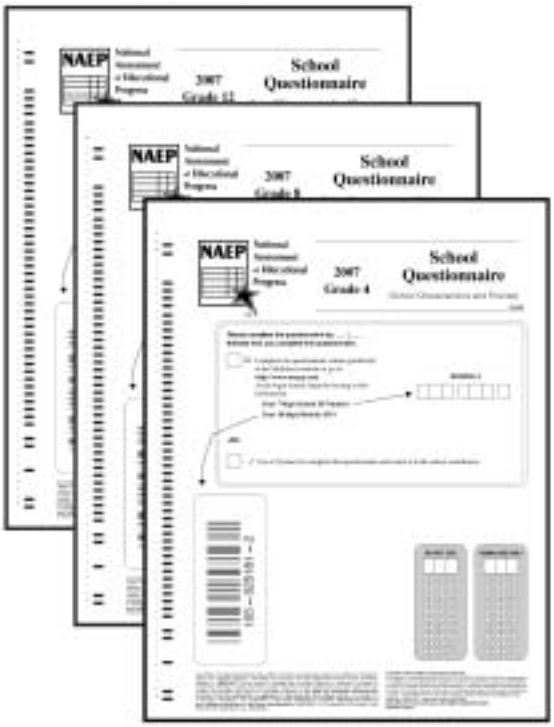
School Staff Questionnaires

The NAEP school staff questionnaires are the only documents used to collect detailed background information from teachers and principals or other school administrators. The background information is used to produce NAEP subgroup results that help put the selected students' achievement on the NAEP assessment in context. These results address the relationship between student performance on the assessment and various teacher and school factors.

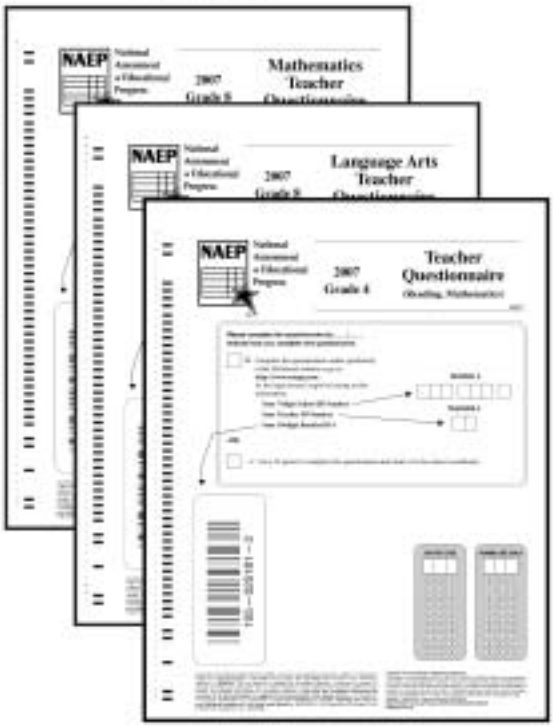
This year, there are four types of questionnaires—School, Teacher, Student with Disabilities (SD), and English Language Learner (ELL).

The information about the school staff questionnaires is provided here for you as background information. Your AC will handle all activities involving the questionnaires.

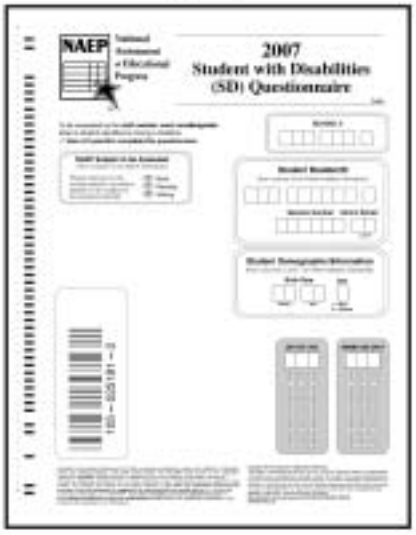
School



Teacher



SD



ELL

Rosters of Questionnaires

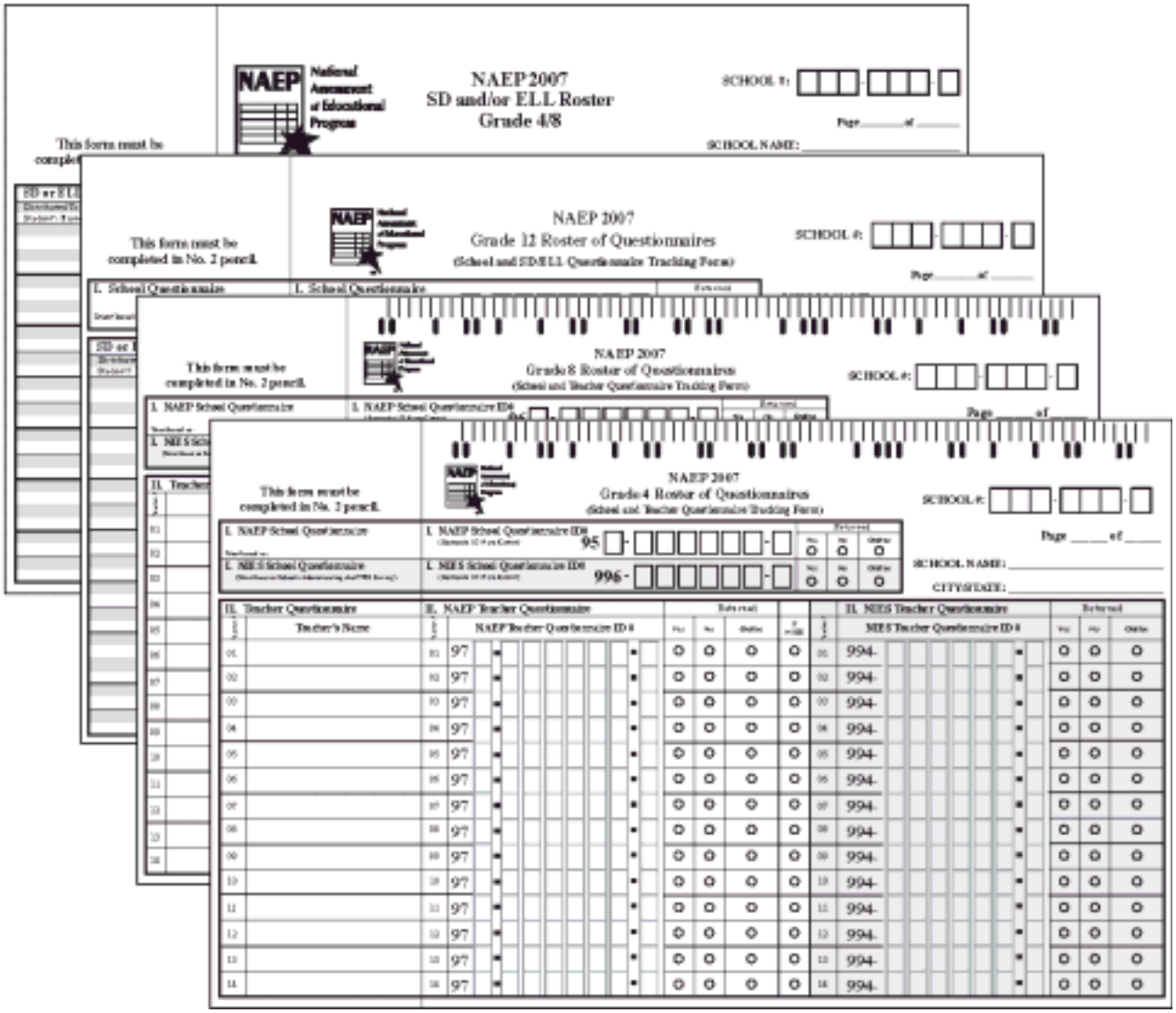
The Roster of Questionnaires is the document that links the completed NAEP questionnaires to the students and school staff members. Your AC is provided with one or more Rosters of Questionnaires for each school to keep track of the questionnaires distributed at the school.

The four versions of the Roster for NAEP 2007 are listed below.

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

The front of the grade 4 and 8 Rosters contains the tracking information for the School Questionnaires and the Teacher Questionnaires. The back of each Roster contains space for additional Teacher Questionnaires. The front of the grade 12 Roster contains the tracking information for the School Questionnaires and the SD and/or ELL Questionnaires. The back of the Roster contains space for additional SD and/or ELL Questionnaires.

Your AC will handle most activities regarding the Rosters. As an AA, your only responsibility involving the Rosters will be to use them to write the teacher names and corresponding numbers from the Roster on the chalkboard for the students on assessment day. More information about this task is presented in Procedure 6E in chapter 3. You will not need to use the SD/ELL Roster in any of your activities as an AA.


NAEP 2007
SD and/or ELL Roster
Grade 4/8
SCHOOL #:
SCHOOL NAME:
NAEP 2007
Grade 12 Roster of Questionnaires
(School and SD/ELL Questionnaire Tracking Form)
NAEP 2007
Grade 8 Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)
NAEP 2007
Grade 4 Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)
This form must be completed in No. 2 pencil.
CITY/STATE:
Teacher's Name

G. Session Debriefing Form

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

This form must be completed for each original session, each separate accommodation session, and each makeup session held in the school. Instructions for completing the form are provided in chapter 6.

AC initials _____

SESSION DEBRIEFING FORM

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

Session Date: _____ Region #: _____
School Name: _____ School ID #: _____
Person Completing Form: _____ AC: _____
Other NAEP Staff Assisting with Session: _____
Other Observers Present: _____
Session Number: _____ (e.g. RM0401, RS0801)
This session was: ❑ Regular Session ❑ Accommodation Session ❑ NIES Survey Session
❑ Makeup Regular Session ❑ Makeup Accommodation Session ❑ Makeup NIES Survey Session

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

ITEM	YES	NO	N/A	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 the session?				
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	❑ Positive ❑ Mixed/Indifferent ❑ Negative ❑ Can't say	
School Staff	❑ Positive ❑ Mixed/Indifferent ❑ Negative ❑ Can't say	
Other Observers	❑ Positive ❑ Mixed/Indifferent ❑ Negative ❑ Can't say	

H. Session Materials

On assessment day, your AC will give you the materials for each session you are assigned to conduct in the school. The session materials you receive will depend on the session type and grade. A complete list of session materials for each grade 4, 8, and 12 session is also provided in chapter 3.

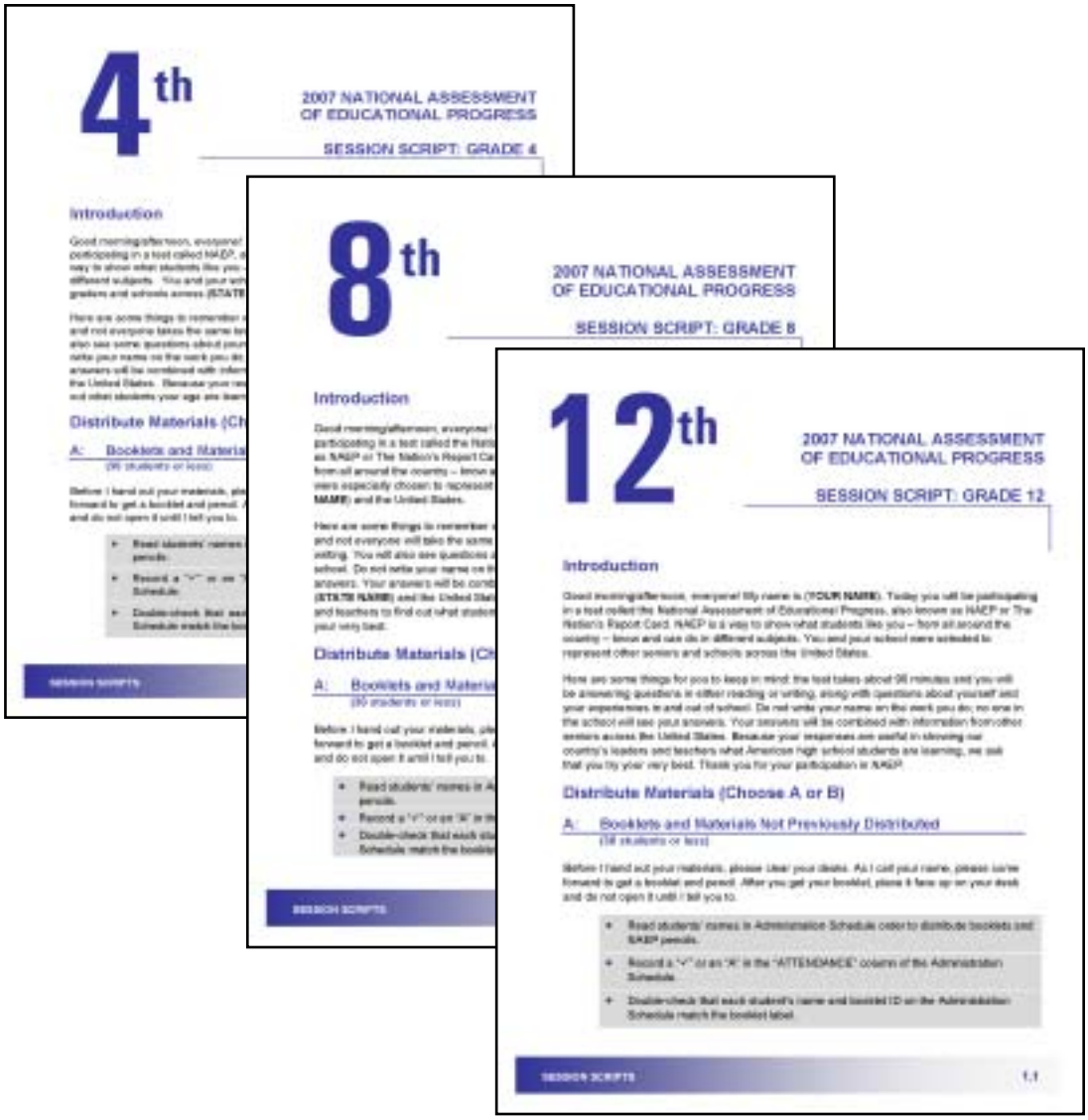
I. Session Scripts

Session scripts are used to administer each assessment in a standardized manner.

Regular Scripts
This year, there are three different scripts for regular assessment sessions as indicated below.

- Grade 4 Session Script
- Grade 8 Session Script
- Grade 12 Session Script

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



Accommodation Scripts

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

- Grade 4 Accommodation Session Script
- Grade 8 Accommodation Session Script
- Grade 12 Accommodation Session Script

The procedure for conducting separate accommodation sessions is provided in chapter 5.

General Background Question-by-Question Specifications
Question-by-Question Specifications (QxQs) for the general student background sections of the assessment are provided in the back of each session script. You must refer to them when helping students understand the intent of a question in the general background sections. Guidelines for using the QxQs are provided in Procedure 2C in chapter 4.

Subject-Area Background Question-by-Question Specifications
QxQs for the subject-area background sections of the assessment are provided in the back of the session scripts. You must refer to them when helping students understand the intent of a question in the reading, mathematics, and writing subject-area background sections. Guidelines for using the QxQs are provided in Procedure 2D in chapter 4.

Extended Student Background Questionnaire (ESBQ) Question-by-Question Specifications
QxQs for the ESBQ section of the assessment are provided in the back of each session script. You must refer to them when helping students understand the intent of a question in the EQ section. Guidelines for using the QxQs are provided in Procedure 1N in chapter 4.

J. Student Appreciation Certificates

NAEP has created Student Appreciation Certificates as a way to thank each student for his/her participation. In grade 4 schools, you will hand out these certificates to the students at the conclusion of the assessment session. In most grade 8 and 12 schools, the AC will give a supply of these certificates to the school coordinator to use as appointment cards. In grade 8 and 12 schools that elect not to hand out these certificates in advance, you will be responsible for distributing them at the end of the session.

K. Teacher Observer Letter

NAEP encourages the teacher and/or the school coordinator to remain in the classroom during the assessment to observe and assist in classroom control. NAEP has developed a Teacher Observer Letter that provides instructions to school staff observers on their role during the assessment.

Since the staff members observing the assessment sessions have access to the assessment booklets and data, there is a nondisclosure statement located at the bottom of the letter for school staff to sign. Your AC will provide these letters to school staff observers and collect the signed letters just prior to the assessment.

NAEP 2007 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." NAEP monitors what American students know and can do in key subject areas at the elementary, middle, and high school levels and provides reliable student achievement profiles to American educators and citizens. NAEP is the only ongoing nationally representative assessment to chart trends in students' achievement across our nation. For more than 35 years, NAEP has been successful because of the support of teachers whose students participated in the assessment.

We appreciate your assistance in NAEP!

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

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

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

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

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

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

3. **Please do not look at the students' test booklets.**

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

AFFIDAVIT OF NONDISCLOSURE

I, _____, do solemnly swear (or affirm) that when given access to the subject NCES database or file, I will not –
(i) use or reveal any individually identifiable information furnished, acquired, retrieved, or assembled by me or others, under the provisions of Sections 408 and 411 of the National Education Statistics Act of 1994 (20 U.S.C. 9001 et seq.) for any purpose other than statistical purposes specified in the NCES survey, project, or contract;

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

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

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

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

07-G-G-0-233

Test Your Knowledge

Instructions: Match the description of the document with the document title.

1. The ____ links completed NAEP Questionnaires to the students and school staff members

2. The ____ is used by ACs to communicate specific assessment information to AAs.

3. The ____ provides documentation that the session was completed and records any problems encountered.

4. The ____ is the only document that links selected students to the student demographic data and their participation on NAEP.

5. The ____ provides instructions to school staff observers on their role during the assessment.

6. The ____ is used by ACs to document assessment day procedures completed by each AA.

a. Administration Schedule

b. Roster of Questionnaires

c. Teacher Observer Letter

d. Assessment Information Form

e. Assessment QC Record

f. Session Debriefing Form

Answers: 1. b, 2. d, 3. f, 4. a, 5. c, 6. e