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LEADING ASSESSMENT DAY ACTIVITIES: BEFORE THE SESSION

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

Arrive at the school at least 1 hour before the assessment begins.

Follow the school's protocol for visitor check-in. Be sure to have your NAEP ID Badge on before you enter the school. Have a photo ID with you also in case one is required by the school.

Procedure 2. Meet NAEP Observers, If Necessary, and Follow Guidelines for Interacting With Observers

As explained in the *Overview* magazine, as part of NAEP's comprehensive quality assurance (QA) program, observers from the government (federal and state) and the NAEP contracting organizations (HumRRO, ETS, Pearson, Westat), as well as your supervisor and field manager, will schedule visits to a sample of NAEP schools on assessment day throughout the field period. These visits are for the purpose of monitoring field staff performance and observing first hand how well established assessment administration procedures work in the schools.

While this is the overall purpose of site visits, each type of observer will have a slightly different focus. For example, observers from NCES will be visiting to see overall how the assessments happen in schools; observers from Pearson will want to learn how the materials and the packaging and shipping processes are functioning; and observers from the Westat home office will be interested in assuring that all field procedures are working as planned and getting feedback from ACs and AAs on what might be improved in future years. In addition, your supervisor is required to observe each assessment team during the field period, and will be evaluating the team's performance using a standardized in-person observation form. And finally, HumRRO has been contracted by NCES to conduct independent quality assurance activities throughout the NAEP test cycle. HumRRO has set protocols for conducting site visits to meet their contractual obligation to NCES. Detailed information on HumRRO observations is provided on page 7.4.

All site visits by any of these groups will be scheduled in advance with your supervisor. A staff member from the observing organization will contact the supervisor affiliated with each selected school to inform him/her the site has been selected for QA observation. At that time, he/she will discuss the details of the visit and make arrangements to meet the team on the day of the administration. Your supervisor will inform you prior to assessment day if you are expected to have observers at a given school in your assignment.

2A. Meeting NAEP Observers

If observers will be present, plan to meet them at the school office or other arranged location after you check in with the school. Observers will typically plan to arrive at the same time as the assessment team so they can observe all assessment day activities. Treat the observers as if they are your guests and you are the host. They will want to follow and watch you and your AAs as you prepare for and conduct the assessment.

2B. Guidelines for Interacting With Observers

Please carefully study the following guidelines for your interactions with NAEP observers before you begin the assessments in your assignment. Most importantly, remember your interactions with NAEP observers represent staff across the nation. Courtesy and professionalism should be shown at all times.

Interactions Between Observers and NAEP Staff Members

Observers and NAEP assessment administration teams may experience a variety of interactions, including the following:

- **Observation From a Distance**

The majority of assessment day activities will be easily visible by observers. It should be possible for NAEP staff to perform job tasks while taking little or no notice of the observations. Observers generally try to find a seat from which they can watch all activities while maintaining a comfortable distance between themselves and the assessment administration team.

- **Personal Inquiry**

In some instances, job tasks, such as booklet preparation, were performed prior to the arrival of the observers, or were simply not directly observable. If the opportunity arises, observers may approach a member of the administration team to verify that a given task was indeed performed.

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

Observers will likely want to observe detailed job tasks, including the proper completion of testing materials and paperwork. In some situations, observers may quietly walk amongst team members and view their work.

Observer Expectations

A collegial atmosphere can emerge between some observers and NAEP staff during site visits. As a result, it may seem that when observers are present, they are working with NAEP staff. It is important, however, to note that observers, except supervisors and field managers, are not present to advise NAEP staff on proper procedure. Examples of what should and should not be expected of observers are presented in the following table. Allowable actions are checkmarked. Actions that are not allowed are marked with an “X.”

Action by Observer	Observers				
	HumRRO	NCES	ETS, Pearson	State Dept. of Education	Westat (Supervisor, FM, Home Office Staff)
Look at student booklets (used and unused)	✓	✓	✓	✓	✓
Answer general student questions about NAEP	✓	✓	✓	✓	✓
Answer questions about assessment booklet items (using QxQs)	X	X	X	X	✓
Talk during the assessment	X	X	X	X	X
Assist in assessment day activities	X	X	X	X	✓
Provide booklet security	X	X	X	X	✓
Action by ACs and AAs					
Answer questions upon being asked by:	✓	✓	✓	✓	✓
Ask procedural questions of:	X	X	X	X	✓

Observations by HumRRO

NCES has contracted with HumRRO to conduct independent QA activities throughout the NAEP test cycle. A large portion of HumRRO's QA activities involves visits to training and assessment locations. The locations of assessment observations are selected from among all testing sites and the selections represent schools of various sizes from across the country. Individual NAEP staff members are not targeted for observation.

Observation Protocol

A team of two observers conducts most HumRRO site visits. Observation teams are instructed to split up during the visit, to observe all session types being conducted in a given school (e.g., regular and accommodation sessions), and to remain as unobtrusive as possible. HumRRO staff members may need to ask questions of NAEP staff to ascertain whether certain activities have been performed, but should do so only when it will not disrupt the assessment administration activities. Anytime a task is not observed being performed correctly, HumRRO observers are trained to provide full documentation of the specifics of the situation (for example, any extenuating circumstances that may have prevented the task from being performed).

Observation Checklist Items

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

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

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

Procedure 3. Retrieve the NAEP Storage Envelope

You will need to retrieve the NAEP Storage Envelope from the school coordinator upon your arrival at the school. At this stage in the assessment process, 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, which you recorded during the preassessment visit.

Procedure 4. Obtain a Dated Copy of the Parent/Guardian Notification Letter, If Necessary

If you were not able to obtain a dated copy of the Parent/Guardian Notification Letter from the school coordinator during the preassessment visit, you will need to do so prior to the assessment start time.

If you are not able to secure this documentation that the parents/guardians have been notified, you must postpone the assessment and reschedule for another day.



Reminder!

If you receive the dated copy of the Parent/Guardian Notification Letter for the first time on assessment day, place it into the School Folder and, after the assessment, update the parent notification information in the SCS.

Procedure 5. Ask the School Coordinator If Any Parents or Students Have Refused Participation and Code the Administration Schedule, If Necessary

If the school coordinator reports that students or parents have refused participation, code the refusals on the Administration Schedule(s).

If a parent/guardian 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 Attend. Column, column **A**, to write the letter of the Administration Code if the student will not be assessed. Use "W" for Withdrawn & Ineligible (codes **51**, **54**, and **55**), "E" for Excluded (codes **60-66**), and "R" for Refused (codes **46** and **47**). Then when you are determining what numbers to put in the blanks in the summary box at the top of the Administration Schedule, you will quickly know how many to put in each blank.

Procedure 6. 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 E through M on the Administration Schedule are complete. If there are data still missing at this point, ask the school coordinator to provide the data as soon as possible.

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

If any new data gathered, such as withdrawals, affect the totals in part 1 of the summary box at the top of the Administration Schedule, recalculate the numbers you entered here after the preassessment visit.

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

The AAs should organize the assessment materials in one location before it is 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 Their Session Materials

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 the appropriate Session Box, containing the prepared booklets and other session materials, before the session begins on assessment day.

Also, give each AA a Session Debriefing Form to complete.

After the AAs arrive at the school, the first task they are required to perform is to open the Session Box and verify 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 QC 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 confirm that, during transport to the school, no ancillary materials slipped out of the inside front covers of the booklets where they were placed during booklet preparation.

The process of helping the AAs organize for the sessions 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. 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 10. 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.

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 11. Provide NAEP Instructions for School Staff Observers

Following your introduction, encourage the teacher and/or the school coordinator to remain in the assessment location during the session to observe and assist in classroom control.

For any teacher or other school staff members who will remain in the assessment room, you must also do the following:

- Tell him/her that the AA will conduct the session by reading from a script and explain 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.
- Distribute the Teacher Observer Letter, which provides instructions on the staff member’s role during the assessment and contains a nondisclosure statement to sign because he/she will have access to the assessment booklets and data.
- Collect the signed forms from the staff members and place them in the School Folder.

It needs to be stressed to any observers that they cannot read the actual test booklets. See pages 1.63-1.65 in chapter 1 for information on how to handle requests to view assessment materials.

Teachers who will be assisting in an accommodation session should be given the Accommodation Teacher Letter to read and sign. This form 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.

Procedure 12. Conduct QC Check of Assessment Rooms

Once AAs have finished preparing the room, you are responsible for conducting a final QC check. This QC check is the first one you will perform on assessment day, and the first one you will document using the Assessment QC Record. For instructions on how to use the checklist, see the boxed text and example shown on pages 7.11 and 7.12.

Once you have conducted a check of each assessment room, report the status on the Assessment QC Record. If the requirement has not been met, please provide an explanation in the Comments column.

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

12A. Check that 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, turned to the appropriate session script;
- grades 4 and 8 sessions: copy of the Roster of Questionnaires;
- 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;
- grades 4 and 8 sessions: number of grade-appropriate calculators plus extras; and
- extra ancillary materials in the event of missing or damaged materials identified during the assessment.



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 being used. Similarly, no one should go through a classroom desk looking for or taking supplies that might be needed. AAs should always bring to the assessment location all of the office supplies that might be required.

12B. Make sure any visual 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.

12C. Check 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 prominently, the testing could be disrupted.



Voice of Experience:

If tape is not available, AAs should use extra “removable labels” to tape the sign to the door.

12D. For grades 8 and 12, check that the school ID number is written on the board.

The script for grades 8 and 12 will instruct students to record the school 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.



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 numbers in marker on a large piece of paper and have the AA post it at the front of the room.

12E. For grades 4 and 8, check that teacher names (by subject for grade 8) and their corresponding two-digit teacher number are written on the board.

The script will instruct all grade 4 and grade 8 students to record their teacher’s two-digit number on their booklet covers. Therefore, the AA will need to write the:

- teacher names (by subject for grade 8), and
- corresponding two-digit teacher numbers on the chalkboard in front of the room.

The teacher names and corresponding two-digit numbers are found on the Roster of Questionnaires, as shown below.



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.

This form must be completed in No. 2 pencil.

NAEP 2007
Grade 4 Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)

SCHOOL #: 101-101-1

Page ____ of ____

SCHOOL NAME: Ryker Elementary
CITY/STATE: Oakland, IL

I. NAEP School Questionnaire		I. NAEP School Questionnaire ID#		Returned		
Distributed to: Mr. Moyes		958-213452-1		Yes	No	Online
I. NIES School Questionnaire		I. NIES School Questionnaire ID#		Yes	No	Online
(Distribute to School/Adm. (including the NIES) (Form 4))		996- - - - -		Yes	No	Online

II. Teacher Questionnaire	Teacher's Name	II. NAEP Teacher Questionnaire							Returned			II. NIES Teacher Questionnaire	Returned		
		NAEP Teacher Questionnaire ID #	Yes	No	Online	If NIES	Yes	No	Online	Yes	No		Online		
01	Ms. Vale	01 97 7 - 1 3 2 0 1 9 - 1									01	994-			
02	Mr. Bonneti	02 97 7 - 0 0 0 0 5 9 - 1									02	994-			
03	Mr. Ryan	03 97 7 - 0 3 5 9 7 7 - 2									03	994-			
04	Ms. Reichert	04 97 7 - 0 8 0 8 0 0 - 0									04	994-			
05		05 97 - - - - -									05	994-			
06		06 97 - - - - -									06	994-			
07		07 97 - - - - -									07	994-			
08		08 97 - - - - -									08	994-			
09		09 97 - - - - -									09	994-			
10		10 97 - - - - -									10	994-			
11		11 97 - - - - -									11	994-			
12		12 97 - - - - -									12	994-			
13		13 97 - - - - -									13	994-			
14		14 97 - - - - -									14	994-			

↑ Teacher Name
↑ Teacher Number

12F. For grades 4 and 8, check that the booklet cover poster has been posted at the front of the room.

AAs will use the booklet cover poster to help instruct students where to record the school ID number and the teacher number on the booklet cover. This poster should be hung at the front of the room next to these numbers.

How to Use the Assessment Quality Control Record in Part 4 of the QCB



On assessment day, your principle role is to manage the assessment and to perform quality control checks on the work of your team of AAs.

The Assessment Quality Control (QC) Record is the official documentation that you have conducted the required QC checks for each AA at each school. As shown in the example on the next page, the Assessment QC Record provides a grid for you to evaluate each AA on all of the procedures that he/she is to perform.

The Assessment QC Record divides the AA procedures as follows:

- Quality Control Procedures to Complete Before the Assessment
- Quality Control Procedures to Complete During the Assessment
- Quality Control Procedures to Complete After the Assessment

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.

Directions for Using the Assessment QC Record:

- There are six identical pages of the Assessment QC Record that list the tasks for which you should evaluate each AA.
- **Use one Record per AA for each regular and accommodation assessment session.**
- If you need additional pages, make copies of these pages as necessary, and keep the additional pages with the QCB.
- Record the AA's name at the top of each page.
- Check the box for regular or accommodation session.
- Record your evaluation of the AA for each task in the spaces provided on the page by circling a rating of 1 through 5. The ratings 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 it.
 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.
- Follow these steps also for school staff members administering an accommodation session. However, do not write the staff member's name at the top of the QC Record. Instead, write "school staff." Be sure to evaluate his/her performance and make comments just as you would for an AA.

Assessment QC Record

AA Name:	<input type="checkbox"/> Regular Session <input type="checkbox"/> Accommodation Session	
Prepared Assessment Room According to Procedure ✓ <i>Supplies are ready for distribution</i> ✓ <i>Materials that would assist students are concealed</i> ✓ <i>Testing In Progress sign posted outside room</i> ✓ <i>School and Teacher Number on board, if applicable</i>	1. AA Met 2. AA Partially Met 3. AA Did Not Meet 4. Not Observed 5. Not Conducted	→
Assessment Administration: Introduction and Materials Distribution ✓ <i>Read script verbatim with fluency</i> ✓ <i>Used the most appropriate method to distribute booklets</i>	1. AA Met 2. AA Partially Met 3. AA Did Not Meet 4. Not Observed 5. Not Conducted	→
Assessment Administration: Additional Materials Cover Coding ✓ <i>Instructed students to remove ID labels & additional material</i> ✓ <i>Reviewed writing brochure, when appropriate</i> ✓ <i>Checked students recorded correct information on the cover.</i>	1. AA Met 2. AA Partially Met 3. AA Did Not Meet 4. Not Observed 5. Not Conducted	→
Assessment Administration: Calculator Distribution ✓ <i>Distributed and collected calculators appropriately</i> ✓ <i>Monitored students used calculators in the correct sections.</i>	1. AA Met 2. AA Partially Met 3. AA Did Not Meet 4. Not Observed 5. Not Conducted	→
Assessment Administration: Timed Sections Appropriately ✓ <i>Used timer according to script</i>	1. AA Met 2. AA Partially Met 3. AA Did Not Meet 4. Not Observed 5. Not Conducted	→
Assessment Administration: Ending the Session ✓ <i>Collected student ID labels and threw in trash</i> ✓ <i>Accounted for all NAEP materials before dismissing</i> ✓ <i>Dismissed according to protocol on AIF</i>	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 ✓ <i>Answered where and how to record answers</i> ✓ <i>Did not help students respond to any item</i>	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 ✓ <i>Referred to QxQs when answering questions</i>	1. AA Met 2. AA Partially Met 3. AA Did Not Meet 4. Not Observed 5. Not Conducted	→
Monitoring the Session: Classroom Management ✓ <i>Appropriately handled difficult situations</i> ✓ <i>Moved around the room to monitor session</i> ✓ <i>Verified students are working in the correct sections</i>	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 ✓ <i>Every student has correct Admin Code in column P</i> ✓ <i>Top of Administration Schedule is accurate</i> ✓ <i>Code 52 has been entered for all unused booklets</i>	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 ✓ <i>Admin Codes were transferred to the cover accurately</i> ✓ <i>Accommodation boxes are coded accurately</i> ✓ <i>ID labels and ancillaries are removed</i>	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 ✓ <i>Verify the box has original Administration Schedules and Rosters</i> ✓ <i>All materials are in box and packed according to procedure</i>	1. AA Met 2. AA Partially Met 3. AA Did Not Meet 4. Not Observed 5. Not Conducted	→

Test Your Knowledge



Instructions: Fill in the blank with the correct word or words.

1. The _____ is used to monitor and evaluate AAs conducting their assessment day activities.
2. The assessment will have to be postponed and rescheduled if you are not able to obtain copies of the dated _____.
3. When you arrive at the school, pick up the _____ from the school coordinator.
4. NCES has contracted with _____ to conduct independent QA activities throughout the NAEP cycle of assessments.
5. The _____ contains the prepared booklets and other materials for the assessment.
6. Teachers and other staff members who are present during the assessment must sign the _____ that gives instructions about their role and contains a nondisclosure statement.

Answers: 1-Assessment Quality Control Record, 2-Parent/Guardian Notification Letter, 3-NAEP Storage Envelope, 4-HumRRO, 5-Session Box, 6-Teacher Observer Letter

8

LEADING ASSESSMENT DAY ACTIVITIES: DURING THE SESSION

The activities in this chapter focus on Part 4 of the QCB, the Assessment Quality Control Record, which you will use to observe and evaluate AAs conducting their assessment day responsibilities.

Procedure 1. Observe and Evaluate AAs Administering Regular and Accommodation Assessment Sessions

Use the Assessment Quality Control Record in Part 4 of the QCB as your guide to overseeing the sessions. In many ways, your role of oversight during the assessment is a challenging one. Without being intrusive or overbearing, you 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 standard NAEP 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 observers and students do not hear.

The following, also printed in the QCB, provides instructions for monitoring all of your AAs at each school.

The Sequence of Monitoring AAs:

- Provide an evaluation of each AA for the procedures completed during the session (Procedures 1 and 2 in this chapter).
- 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 the previous sequence so you observe each AA for part of a session.

- Across schools, rotate which AAs you start observing so 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.
- If a school staff member is administering an accommodation, you must include him/her in your QC observations. Just write “School Staff” as the AA name at the top of the Assessment QC Record.



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

1A. 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.

1B. Began the session on time.

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

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

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.



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.

1C. Selected the correct script to conduct the session.

As described in chapter 1, there are six different session scripts depending on the grade and type of session being conducted. They are:

- Grade 4 Session Script,
- Grade 4 Accommodation Session Script,
- Grade 8 Session Script,
- Grade 8 Accommodation Session Script,
- Grade 12 Session Script, and
- Grade 12 Accommodation Session Script.

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

During your observation, confirm the AAs are using the correct scripts. This is critical because there are differences between scripts in wording, procedures, and required materials.

1D. Read the session script verbatim.

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

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

AAs need to read all sections of the scripts verbatim, except during an accommodation session. Depending on the type of accommodation being offered, it may be necessary for the AA to make modifications to the accommodation session script. The script should be used as a guide for the type of modifications NAEP allows.



Impacts Statistical Validity

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

1E. Used the most appropriate method to distribute booklets.

There are two methods written into the script that AAs can choose to distribute booklets. 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 verify this decision has been made ahead of time, and 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 should place the booklet and a pencil on each student's desk prior to the students' arrival. If the session is very large, give the AAs a set of the alphabetical table tents provided in your bulk supplies to use to assist the students in locating their booklets. As the students enter the room, AAs should ask them to find their booklet and take a seat.



Voices of Experience

For large sessions, here is another way the alphabetical table tents can be used: the AA can distribute the booklets alphabetically on each desk or workspace. Then they can place the table tents on appropriate desks. Students will gravitate to the areas where they belong and booklet distribution will go much faster.

How Are Latecomers Handled?

Standard NAEP procedures address two different "latecomer" scenarios:

1. If a student arrives at the assessment location 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 to a seat.
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.

1F. Clearly instructed students to remove the student ID label from the cover of their booklet.

You are evaluating the AA to ensure that he/she has confirmed that every student has removed the student ID 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.

1G. Checked that students removed additional materials from inside the booklet cover.

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 sessions, the AA should also have checked that students who were required to separate mathematics manipulatives, did so, and placed them back into the original packet.

For grades 8 and 12, the session script provides instructions to the AA for reviewing the contents of the writing brochure with the students. If you are observing a grade 8 or 12 session, be sure the AA conducts this step.

1H. For grades 8 and 12, verified 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 in grades 8 and 12 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 students can easily reference it.

AAs should verify that students have properly recorded the school ID number on their booklet covers by walking around the classroom and conducting a spot check of students' booklets.

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

1I. For grades 4 and 8, verified that all required students properly recorded the two-digit teacher number on their booklet covers.

For grades 4 and 8, the session script read by the AA instructs students to enter teacher information on the front cover of their booklets.

To collect accurate data, it is critical 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 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 students have entered this information on the front cover of their booklet.

1J. Provided the booklet directions appropriately for the grade level.

Verify that the AA has

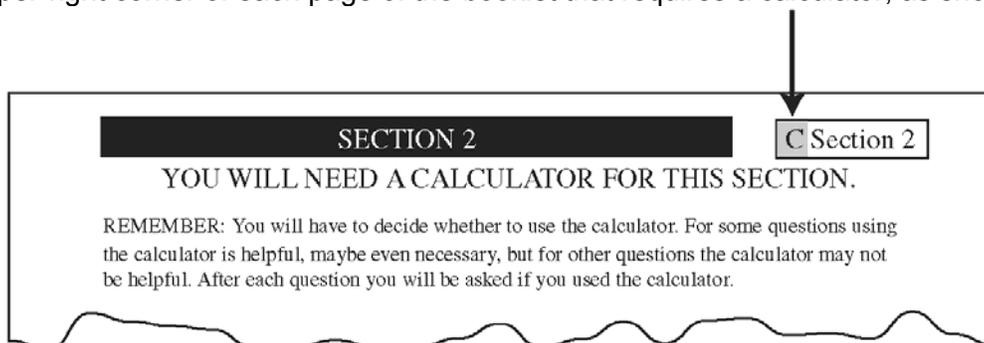
- if grade 4, read aloud the directions for using the assessment booklet; or
- if grades 8 and 12, instructed students to read to themselves the directions for using the assessment booklet.

1K. For grades 4 and 8, distributed and collected calculators appropriately.

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.

Observe the AA verifying that students who are required to use a calculator are doing so in the correct section of the booklet.

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 should have a calculator for only those sections of the mathematics 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.

1L. Timed sections appropriately.

After the booklet directions, each assessment booklet contains several blocks of cognitive questions for students to answer. These are followed by subject-area 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 grade 4 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. Instructions for using the timers are provided in the AA manual.

The following chart displays the timings for the session:

Section #	Content	Timing
Section 1	Subject-Area Cognitive Items	25 minutes
Section 2	Subject-Area Cognitive Items	25 minutes
Section 3	General Student Background Questions	5 minutes (grades 8 & 12) (in grade 4, read aloud by AA)
Section 4	Subject-Area Background Questions	10 minutes (grade 4) 8 Minutes (grades 8 and 12)
Section 5	Extended Student Background Questions (if necessary)	5 minutes

Upon request of a school, the AA may allow the students to take a break between sections of the assessment. The time 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 he/she should follow as instructed by the school.

1M. Collected student ID labels.

Before the end of the assessment session, verify that the AA has collected the student ID labels from the corner of every student's desk, according to the instructions in the session scripts.

Student ID 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 ID labels, it is important that the AA destroys them. You should observe the AA tearing up the labels and placing them in the trash.



Security and Confidentiality Alert

No names on the completed booklets and questionnaires are to leave the school on assessment day. It is your responsibility to make sure your AA team destroys the student ID labels. Failure to remove all names from booklets violates NAEP security and confidentiality.

1N. Administered the ESBQ, if necessary.

This section is not required for all sessions. If the ESBQ is required at the school, you should observe the AA administering this extra section that the AAs inserted into the regular assessment booklets during booklet preparation.

Verify that AAs responded to student questions during this section by referring to the ESBQ QxQs, found in the back of the session scripts.

1O. Collected NAEP materials at the end of the assessment.

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 all of them have been accounted for. The following are two suggested collection methods—one for small and another 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, confirm 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.

1P. Accounted for all NAEP materials before dismissing students.

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 used booklets to confirm the number matches the number of students present at the session. You should also observe the AA counting the blank booklets to confirm the number he/she has after the session is the same as the number the AA had before 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.

For grades 4 and 8, you should also observe the AA counting the calculators to confirm the number collected matches 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 them 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.

1Q. Dismissed students according to school protocol.

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

Here you are confirming 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.



If the school is participating in the NIES, and the school has elected to conduct the NIES student survey immediately following the NAEP assessment, the AA will need to ask the students selected to participate to remain in the classroom (the NAEP session script contains instructions for this process). When all of the other students have left the room, the AA will escort those students to the location where the NIES student survey will be administered (unless they will remain in the same classroom as the NAEP session).

Verify that the AA has carried out this transition in an orderly and timely manner, and according to the instructions in the NAEP session script.

Procedure 2. 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 1, 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 ancillary 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* and *Strategies* magazine.

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.

The following are the items you will observe and evaluate the AAs on while they are monitoring the session.

2A. Followed NAEP procedure for answering students' questions about how 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. Verify the AA has clarified students' questions about how or where to record answers, if necessary.

2B. Followed NAEP procedure for responding to students' questions during cognitive block (subject-area) sections of the assessment.

Ensure that the AA has not helped 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.

- If a student asked a question about a cognitive block item (other than about how or where to record an answer), ensure the AA replied with this scripted response: "I'm sorry. I cannot answer any questions in this section. Please reread the question and do the best you can."
- The AA has read and provided clarification of directions to students, as necessary.

2C. Followed NAEP procedure for responding to students' questions during the general background section.

The NAEP procedure for responding to student questions during the background sections is different than the NAEP procedure for responding to student questions during the cognitive blocks. Ensure that:

- The AA responded to students' questions during the general background section by referring to the Question-by-Question Specifications (QxQs) within each session script.
- The AA answered questions asked by students by walking to the student's desk and responding quietly to the question.
- If several students had the same question, the AA advised all students in the session of the question and answer.
- The AA advised students that they may skip any general background question they do not feel comfortable answering.

2D. Followed NAEP procedure for answering students' questions during the subject-area background section.

Ensure that:

- The AA responded to students' questions during the subject-area background section by referring to the mathematics, reading, or writing background section QxQs found in the back of each session script.
- The AA answered questions asked by students by walking to the student's desk and responding quietly to the question.
- The AA has not attempted to advise all students in the session of the answers to questions asked by individual students. Unlike in the general background section, students' questions in the subject-area background sections will vary depending on the subject area of their assessment booklet.
- The AA advised students that they may skip any subject-area background question they do not feel comfortable answering.



Impacts Statistical Validity

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

2E. Ensured that students who finished sections early did not go back to previous sections or work ahead in the booklets.

Verify that:

- The AA has told students who finish a section early that they may not go back to previous sections or work ahead in the booklet.
- If a student is working in the wrong section of the booklet, the AA used a gentle reminder of the correct section as a prompt (e.g., "**You should be working on Section 2 now**"). The AA should continue to stand near the student until he/she sees the student working on the correct section.
- The AA encouraged any student who completes a section of the booklet before time is called 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.

Special Considerations When Evaluating AAs Administering Separate Accommodation Sessions

The AA's primary role is to administer the session and 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:

- make modifications to the accommodation session script, depending on the type of accommodation being offered;
- 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; 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.
- 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.

2F. Appropriately handled difficult situations pertaining to students' behaviors or attitudes.

Many different situations may arise during the course of administering an assessment. Verify that the AA responds to each situation in an appropriate manner, as necessary.

- The AA should use the classroom management techniques described in the *Strategies* magazine to help avoid many difficult situations involving students' behaviors and attitudes. This magazine also provides guidelines on the NAEP standard procedures for handling such situations if they do arise. Make sure to read this section of the magazine to familiarize yourself with these procedures. It is your job to verify that when an AA responds to a situation, he/she is doing so appropriately.
- The table below provides information on how the AA should document specific situations and code the student booklet covers.

Behavior	Coding and Notes of Explanation
Behavior becomes disruptive and out of control	<ul style="list-style-type: none"> • If the student does not remain in the session, write Disruptive behavior on the booklet cover. • Use Admin. Code 12.
Reluctant or refuses to participate	<ul style="list-style-type: none"> • If the student continues to refuse, collect the booklet and materials and dismiss him/her according to the school's instructions. • Write Student refused to work on the booklet cover. • Use Admin. Code 12.
Emotionally upset	<ul style="list-style-type: none"> • If the student does not remain in the session, write Emotionally upset on the booklet cover. • Use Admin. Code 12.
Asks to leave the session	<ul style="list-style-type: none"> • If a student leaves and returns for any reason, record on the booklet cover the time and section number when the student left and the time and section number when the student returned. • If a student cannot complete the session, collect the booklet and other materials. • Write the reason the student left the session on the booklet cover. • Use Admin. Code 12.
Becomes ill	<ul style="list-style-type: none"> • If the student does not remain in the session, write Student became ill on the booklet cover. • Use Admin. Code 12.

2G. Appropriately handled unexpected situations that arose during the session.

Listed below are three special situations that may arise, guidelines for how the AA should respond, and instructions for how the AA should document the situation and code the student booklet covers. If any of these situations happened, ensure that the AA responded appropriately.

Situation	Guidelines	Coding and Notes of Explanation
Student received defective assessment materials	<ul style="list-style-type: none"> ● If a student discovers a defective booklet after beginning work, replace the booklet with another of the same version number, if possible. ● If a booklet of the same version number is not available, have the student skip the defective portion and continue working on the remaining portions of the booklet. ● In the event an ancillary material is found to be defective, replace it with another (of the same material), if possible. 	<ul style="list-style-type: none"> ● 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. ● Write Defective booklet on the defective booklet cover. ● Use Admin. Code 14.
School fire alarm	<ul style="list-style-type: none"> ● Your first priority is safety and removal of the students and yourselves from the building. If your AC has informed you that this is a drill and not an emergency, follow these guidelines: <ul style="list-style-type: none"> - stop the timer; - collect all of the assessment booklets from the students; - take the booklets and the timer with you when you exit the school; - when you are safely outside the school, check to make sure the correct number of students are with you. Then check the timer and note the time remaining in the session; and - when the students return, redistribute the booklets and adjust the timing of the assessment to account for the time the students were gone. 	<ul style="list-style-type: none"> ● Write a brief note explaining the fire drill and place it at the top of the Session Box. ● If you cannot continue the session, use Admin. Code 13.
School lockdown	<ul style="list-style-type: none"> ● Your first priority is the safety of the students and yourselves. <ul style="list-style-type: none"> - Generally, a school staff member will advise you of the school protocol in this situation. - Be sure to first follow their instructions. Then, if necessary, stop the timer and collect all the assessment booklets from the students. - Although in most cases, the assessment can proceed through a lockdown, if the session was interrupted, when a school staff member has indicated it is okay to proceed with the assessment, redistribute the booklets and adjust the timing to account for the lost time. 	<ul style="list-style-type: none"> ● Write a brief note explaining the lockdown and place it at the top of the Session Box. ● If you cannot continue the session, use Admin. Code 13.



Test Your Knowledge

Instructions: Select the answer that best completes the statements below.

1. If after all session materials have been collected the AA finds that a booklet is missing, the AA should _____.
 - a. dismiss students and note on the Administration Schedule that one booklet is missing
 - b. determine which student's booklet is missing by checking the labels against the Administration Schedule
 - c. subtract 1 from the total number of students assessed
 - d. not dismiss any students until the missing booklet is located

2. For small assessment sessions (30 students or less) NAEP guidelines for booklet distribution are to _____.
 - a. pass the booklets and pencils out row by row
 - b. have a booklet on each desk when the students arrive
 - c. give students their booklets as they enter the room
 - d. call the students in Administrative Schedule order to the front of the room to receive their booklets

3. Students are given _____ to complete subject-area background questions.
 - a. 20 minutes
 - b. 10 minutes
 - c. 5 minutes
 - d. as long as they need

4. Before the end of the assessment session, the AA should collect the student ID labels from the corner of every student's desk and _____.
 - a. dispose of them
 - b. put them in the School Folder
 - c. put them in the plastic bag marked "used labels"
 - d. check them against the Administrative Schedule

5. If you discover that a calculator is missing when you collect materials at the end of the assessment, you should _____.
 - a. tell the students' teacher
 - b. keep the students in the room until the calculator is located
 - c. ask students to check their belongings for the missing item
 - d. send a student to find the school coordinator

Answers: 1-d, 2-d, 3-b, 4-a, 5-c

9

CONDUCTING NIES SURVEY SESSION ACTIVITIES

You will conduct the activities described in this chapter if the school is participating in the National Indian Education Study (NIES) survey. Generally, schools that have at least one American Indian (AI) or Alaska Native (AN) student sampled for NAEP will participate in the NIES. Approximately 30 percent of the schools selected for NAEP are expected to be eligible to participate in the NIES.

These procedures consist of administering and monitoring the NIES student survey session, and completing the NIES Student Questionnaire covers and NIES Linking Form after you have completed the session. These activities will be your responsibilities as an AC. For more information on the NIES, see the *Overview* magazine and other chapters of this manual.

Procedure 1. Assemble the Students Selected to Participate in the NIES Survey

As you learned in chapter 4, each school participating in the NIES had the option of having the NIES student survey conducted after the NAEP assessment on assessment day or on another day within a week following the assessment. It is expected that most schools will choose to conduct the NIES student survey on the same day NAEP is administered.

1A. NIES Survey on Assessment Day

If the school has elected to conduct the NIES student survey on assessment day following the NAEP assessment, follow the protocol you arranged with the school coordinator during the preassessment visit to transition the students from the NAEP sessions to the NIES student survey session.

- If the NIES student survey will be held immediately following the NAEP sessions, as a rule, the AA will ask the NAEP students selected to participate in the NIES survey to remain in the assessment room after the other students have been dismissed. When all of the other students have left the room, the AA will escort participants to the location where the NIES student survey will be administered (unless they will remain in the same classroom as the NAEP session).

- Most schools sampled for the NIES will have very few students selected for the survey, so this “handoff” of students from the AAs will be a simple process.
- If most or all of the students selected to participate in NAEP will also be participating in the NIES student survey, they will probably remain in the same location.
- If the NIES student survey session will take place later on assessment day, e.g., after lunch, the AA will dismiss all students from the NAEP session as usual. The school will instruct those students sampled for the NIES survey where and when to re-assemble.

1B. NIES Survey Not on Assessment Day

If the school has chosen to have the NIES student survey administered on a day following the NAEP assessment, you will follow similar procedures as those for arriving at the school on the day of the NAEP assessment and preparing the session room.

Procedure 2. Administer the NIES Student Survey

2A. Use the script to conduct the NIES student survey session

For grade 4 sessions, you will read the entire survey to the students. After all students have arrived at the survey location and have been seated, you will conduct the survey by following the NIES Survey Script for the appropriate grade level. There is one grade 4 script and one grade 8 script. For grade 8 sessions, check the QCB to determine if the school wants you to read all of the survey questions and answer choices aloud to the students.

The NIES session scripts are located in the back of this manual in Appendix F. The Question-by-Question Specifications (QxQs) for each grade’s NIES Student Questionnaire are located in Appendix G.

If you will be conducting NIES student survey sessions, you must become thoroughly familiar with each script and be able to read each fluently. The script should be read word for word (with expression) to make sure that all survey sessions for a given grade are administered the same throughout the country.

The sections of the script common to both grades are discussed below.

2B. Introduction

The scripts begin by introducing you and the NIES to the students and giving an overview of the session.

2C. Questionnaire distribution and taking attendance

After you read the introduction, the script instructs you to distribute the NIES Student Questionnaires and pencils. There are special NIES pencils to give the students in these sessions. Do not use the NAEP pencils.

There are several methods for distributing the NIES Student Questionnaires. The first is to call the students to the front of the room individually in the order they are listed on the NIES Linking Form. Hand each student his/her preassigned questionnaire and an NIES pencil. In most schools, this is how you will distribute the questionnaires since you will have very few students in the session. The other methods for distributing materials are to either place a preassigned questionnaire and a pencil at each student's desk, or for grade 8, to use the alphabetical table tents from your bulk supplies to arrange questionnaires alphabetically by student name for students to pick up they enter the room. These procedures are described in the scripts and work well for larger sessions.

As you distribute the questionnaires, record each student's attendance status for the survey by writing a ✓ for present or an **A** for absent in the **Attendance** column on the NIES Linking Form. If a student is absent, also record an **A** on the student's questionnaire cover and place the booklet to the side to avoid giving an assigned questionnaire to the wrong student. (At the conclusion of the survey, you will enter the appropriate NIES Administration Code for each student in the column labeled **NIES Admin. Code** on the NIES Linking Form and on the student's questionnaire cover.)

“Who me? I’m not American Indian.”

If a student arrives at the survey session and tells you that he/she is neither of American Indian nor Alaska Native heritage, ideally you should inquire with the school before the session begins to determine whether or not the student's race/ethnicity was coded correctly on both the NIES Linking Form and in the school records. If it is not possible to determine this before you need to begin the session, you can ask the student if he/she would mind completing the survey anyway, and then determine the student's correct race/ethnicity after the session.

If you and the school find that the student's race was coded incorrectly on the NIES Linking Form, and the student is not American Indian or Alaska Native, give the student an Administration Code of “Ineligible, not AI/AN” on both the NIES Linking Form and the student's questionnaire cover. If the school determines that the student's race is correctly recorded as American Indian/Alaska Native but the student refuses to complete the survey, give the student an Administration Code of “Student refusal.” Administration Codes for the NIES survey are discussed in detail later in this chapter.

2D. Remove the student ID labels

After all students have received a questionnaire, the script instructs you to tell the students to remove the student ID label from the cover of their questionnaire and place it on the corner of their desk. This will assist you in monitoring the session because you will be able to ascertain the student's name simply by glancing at the label on the desk.

2E. Questionnaire directions

The directions for using the NIES Student Questionnaires are presented on the first page of the student questionnaire and are also printed for you in the session script. Read these directions aloud to the students in all grade 4 and grade 8 survey sessions, as instructed by the script.

How to Handle Latecomers to NIES Sessions

- Ask students who arrive during questionnaire distribution to wait at the front of the room while you finish. Then, check in the students; give each his/her assigned questionnaire and pencil; and direct each student to a seat.
- If you have a large session and four or more students listed on the NIES Linking Form are not present after you have checked in students who have arrived, wait a few minutes before beginning the session. While you are waiting, you may informally ask those present if the missing students are absent from school that day. If a school staff member is present, discuss the possibility of finding the missing students. Proceed with the survey if it is determined that missing students are, in fact, absent or after 5 minutes have passed. Do not, under any circumstances, allow another student to substitute for a sampled student who is absent from the session.
- Students may be admitted to the survey session at any time. Because the survey is not timed and we want to include as many selected students as possible, do not turn away a student who arrives after the other students have begun answering the questionnaire items. If a student arrives late to a grade 4 session or a grade 8 session where you are reading all the questions aloud, ask the student to begin working on the question the rest of the students are on. If the school schedule allows, the late student may stay after the others have been dismissed to complete the questionnaire. If a student arrives late to a grade 8 session where students are working at their own pace, direct the late student to begin working from the beginning of the questionnaire. If the student needs extra time to complete the questionnaire after the other students have finished and the school schedule allows, he/she may stay after the others have been dismissed.

2F. Student Questionnaire

The Grade 4 NIES Survey Script contains all of the questions and answer choices you must read aloud to students in grade 4 sessions.

The Grade 8 survey script is written so that it can be used to administer a grade 8 session in which students work at their own pace or a session in which the entire questionnaire is read to the students.

In the NIES session scripts, there are instructions for reading a special type of question called “matrix” questions. These are questions 1, 2, 5, 7, 8, 9, 12, and 14 in the grade 8 questionnaire, and questions 8, 9, and 14 in the grade 4 questionnaire. Matrix questions may be confusing for students if not read aloud properly. Please familiarize yourself with these instructions before conducting your first survey session.

Grade 4 NIES student survey sessions are expected to require about 30 minutes from beginning to end, and grade 8 survey sessions are expected to require 20-25 minutes, depending on whether or not the questions are read aloud. This includes distributing materials and checking attendance; administering the questionnaire; collecting materials; and dismissing the students. The actual set of survey questions is not timed. You should allow all the time needed, within reason, for all students in a session to complete the questionnaire in order to obtain the best possible data on the survey. In past years of NIES, most students completed the set of survey questions within 10 to 15 minutes.

2G. Ending the session

Once all students have finished answering the questions, the script instructs you to collect the questionnaires and remove the student ID labels from every desk. After the labels are collected, tear them up and throw them away. **Remember:** Names of NIES participants must never leave the school on the completed questionnaires or on other NIES survey documents.

If time allows, call the students by name in NIES Linking Form order to bring their questionnaires to you so you can easily account for all of them. In large sessions, or if time is not sufficient for students to individually return their questionnaires, instruct the students to pass them to the end of their row for collection. Regardless of the collection procedure you choose, you must strive to maintain control of the classroom. This may be a difficult task as students will most likely be eager to leave once the survey is over. Students may keep the NIES pencils as a thank you gift for participating in the NIES survey.

When you have accounted for all questionnaires, the script instructs you to thank the students and release them according to the school’s preference.

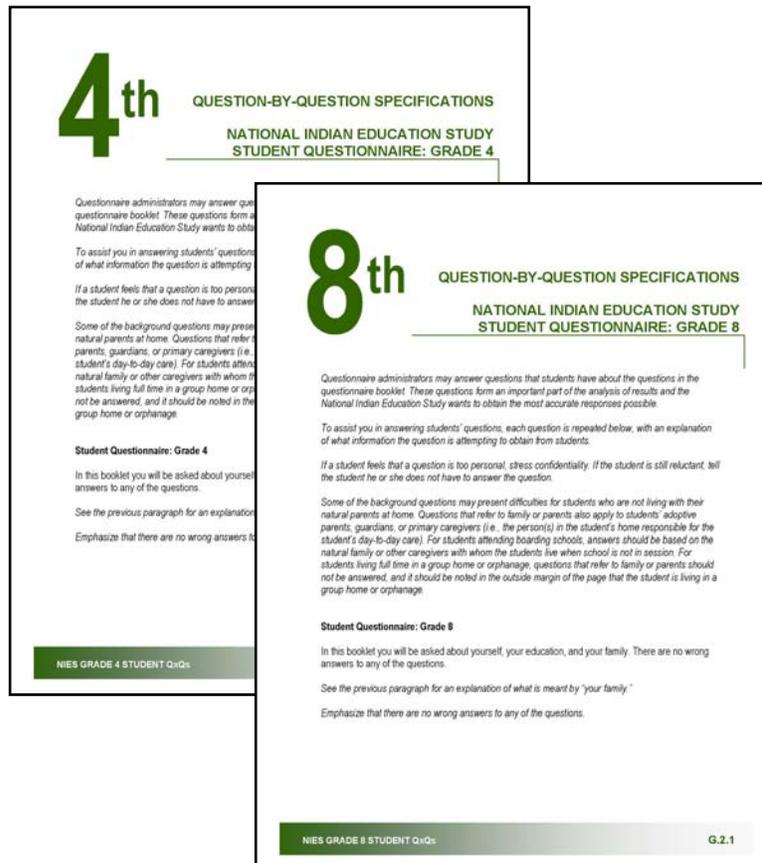
Procedure 3. Monitor the NIES Student Survey Session

The following are rules and guidelines to observe while monitoring the NIES student survey session. Some of these are similar to those used for NAEP sessions, but many are different.

3A. Answering students' questions

Once students have begun the questionnaire you may answer certain student questions, as described below:

- A student may skip any question he/she does not feel comfortable answering.
- To assist you in answering questions about the questionnaire items, Question-by-Question Specifications (QxQs) are found in Appendix G. They are to be referred to in helping students understand the intent of a question. The purpose of the QxQs is to allow you to respond to these questions in a standardized manner. You must do so only by referring to the QxQs. There is a different set of QxQs for each grade, and you should become thoroughly familiar with each one prior to your first NIES survey session.
- Questions asked about the survey items should be answered individually. If a student has a question, go to his/her desk to respond quietly to the question so as not to disrupt the other students. Only if several students ask the same question should you advise the entire class of the question and answer.



3B. Assisting students who need help reading/recording answers

Because the NIES student survey instrument is a questionnaire and not a cognitive test (as is NAEP), there is no need to offer students testing accommodations. However, since we do want to obtain the best possible data from the survey, students should be offered any help they need in reading, understanding, and answering the questions. The following are some suggestions for how to accomplish this.

- **Student needs questions and answer categories read aloud:** For grade 4 sessions, the script instructs you to read all survey questions and answer categories to all of the students as a group. At grade 8, if there are a number of students who will require the questions to be read aloud, the school coordinator will have likely chosen the option of having all of the questions read aloud to all the students in the session. If there are only a few grade 8 students who require this and the school coordinator does not want you to read the questions aloud to all of the students, you may conduct a separate read-aloud session (this will be rare). If there are students in a regular grade 8 session who need certain words or passages read aloud for them, you may do so quietly at each student's desk.
- **Student needs extended time:** Because the student survey is not timed, this will be a non-issue in most cases. Allow as much time as needed within reason and the school's schedule for all students in a session to complete the questionnaire. If the school identifies one or more students who may need substantially more time to complete the questionnaire than others to be surveyed, during the preassessment visit you will have arranged with the school coordinator for the student(s) to stay after the others have been dismissed to finish the questionnaire, or to administer the survey to the student(s) that require the extra time in a one-on-one or small group setting.
- **Student has limited English proficiency:** If a student's English skills are such that the school believes that the student cannot understand the questionnaire items written or spoken in English, the student may use a bilingual dictionary of his/her own or provided by the school. We cannot offer students a translation of the entire questionnaire into another language. If the student needs a word translated now and then and a school staff member is available to translate, that is acceptable.
- **Student needs help physically recording answers:** If the school can provide a scribe, a computer, or other assistance to help the student record his/her answers, allow this to take place. If the help the student needs is better suited to a one-on-one or small group setting, you will have already arranged for such a session during the preassessment visit.
- **Student needs large-print booklet:** If the student needs enlarged text in order to adequately read and record answers to the NIES student survey questions, you may enlarge the student's questionnaire (or ask the school to do so). Standard enlargement size is 129 percent of the original size, but you may enlarge the questionnaire to any size the student requires. Be sure to band together the enlarged version with the original NIES Student Questionnaire when you prepare the survey materials for shipping to Pearson.

- **Student needs a one-on-one or small group environment:** If the school determines that a student needs the survey to be administered in a one-on-one or small group setting in order to participate, you will have scheduled such sessions during the preassessment visit.

The bottom line is that we want as many students to participate in the NIES student survey as possible. Only if the student's disability or limited English proficiency is so severe that the school requests the student not take part will the student be excluded. You will have made this determination with the school coordinator during the preassessment visit.

Remember, since this is not an assessment, it is not necessary to administer the NIES student survey in the same way that the student is tested on NAEP or on the state assessment.

Procedure 4. Complete the NIES Linking Form and Student Questionnaire Covers



After conducting the NIES student survey session, you will be responsible for completing the NIES Linking Form and NIES Student Questionnaire covers, as described below.

4A. Enter an Administration Code for each student on the NIES Linking Form in column G.

Based on the results of the session, record an Administration Code for every student listed on the NIES Linking Form.

The NIES Administration Codes are somewhat different than the NAEP Administration Codes. The NIES Administration Codes and the guidelines for using them are printed on the following pages.

Note that because you will have entered some Administration Codes on the NIES Linking Form during your preassessment activities, the Administration Codes you will need to enter based on the session results are limited to the surveyed student codes (**10-14**), and the absent student codes (**40-48**). However, all NIES Administration Codes are listed here for your ease of reference.

NIES Administration Codes

Surveyed Students–Original Session	
10	In session full time. Surveyed in original session.
11	No responses in booklet. Student was in original session full time, but there were no responses in the questionnaire.
12	In session part time. Student left the original session and did or did not return. Specify the reason on the questionnaire cover.
13	Session incomplete. Original session was interrupted and no student was able to complete the questionnaire (e.g., fire drill). Specify the reason on the questionnaire cover.
14	Other, specify on cover. Use this code for any situation covered by the other surveyed-in-original-session codes (e.g., the discovery of a page missing from a questionnaire). Explain fully on the questionnaire cover.

Surveyed Students–Makeup Session	
20	In session full time. Surveyed in makeup session.
21	No responses in booklet. Student was in makeup session full time, but there were no responses in the questionnaire.
22	In session part time. Student left the makeup session and did or did not return. Specify the reason on the questionnaire cover.
23	Session incomplete. Makeup session was interrupted and no student was able to complete the questionnaire (e.g., fire drill). Specify the reason on the questionnaire cover.
24	Other, specify on cover. Use this code for any situation covered by the other surveyed-in-make-up-session codes (e.g., the discovery of a page missing from a questionnaire). Explain fully on the questionnaire cover.

Absent Student Codes	
40	Temporary. Student is not in school temporarily (less than 2 weeks) due to illness, disability, or excused absence.
41	Long-term. Student has been absent from school 2 weeks or more due to an illness or disability.
42	Chronic truant. Student attends school occasionally, if ever.
43	Suspended. Includes in-school suspension.
44	In school, did not attend session. Student was known to be in school on day of survey but, for example, was not released by teacher, or the school would not allow to participate due to disruptive behavior.
46	Parent refusal. Parent/guardian officially notified school that he/she refused to allow student to participate in the survey.
47	Student refusal. Student officially notified school or NAEP staff that he/she refused to participate in the survey before being given a questionnaire.
48	Other, specify on cover. Use this code for any absence not covered by codes 40-47. Specify reason on questionnaire cover.

4C. Enter or confirm NAEP School ID Number on student questionnaire covers.

On each Grade 4 NIES Student Questionnaire cover, enter the seven-digit NAEP School ID Number from the NIES Linking Form in the boxes labeled **School #**. Grade 8 students should have entered the school number during the session; check each cover to confirm each student entered the correct number. If any Grade 8 NIES Student Questionnaires are missing the school ID number, enter it now.

4D. Transfer the NIES Administration Codes to the NIES Student Questionnaire Covers.

On the NIES Linking Form, you will have recorded an Administration Code in column **G** for each student. Transfer each code from the NIES Linking Form to the **Admin. Code** boxes located on the front cover of the corresponding NIES Student Questionnaire.

NIES 2007 Linking Form Form 1 of 1

School # <u>122-122-1</u> Grade <u>8</u>		Original Session Scheduled For: Day/Date: <u>Feb. 19</u> Time: <u>1:00 p.m.</u> Location: <u>Library</u>		Makeup Session Scheduled For: Day/Date: _____ Time: _____ Location: _____	
School Name: <u>Dixon Middle School</u>		Administrator Name: <u>Sally Richardson</u>			

# Original Sample <u>5</u>	# Withdrawn (Admin. Code 51) <u>0</u>	# Ineligible, not AI/AN (Admin. Code 53) <u>0</u>	# Ineligible, NAEP/Other (Admin. Code 55) <u>0</u>	# Excluded (Admin. Codes 60, 62, 64) <u>0</u>	# Absent (Admin Codes 40-45, 48 & 49) <u>0</u>	# Refused (Admin Codes 46 & 47) <u>0</u>	# Surveyed (Original Session) <u>5</u>	# Surveyed (Makeup Session) <u>0</u>	TOTAL <u>5</u>
# Selected New Enrollees <u>0</u>	Total in Sample <u>5</u>				TO BE SURVEYED <u>5</u>				

"A" Atten. (✓ / A)	"B" Student Name	"C" NAEP Session AS Line #	"D" NAEP Booklet ID (from column N of the Admin. Schedule)	"E" L.A. NAEP Teacher #*	"F" Math NAEP Teacher #*	"G" NIES Admin. Code	"H" NIES Admin Codes
01 ✓	Coleman, April	0801 6	223 000841 2	15	03	10	SURVEYED 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
02 ✓	Masters, Tina	0801 15	226 076206 5	15	03	10	SURVEYED 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
03 ✓	Ojomo, Edwin	0801			03	10	ABSENT 40 = Temporary 41 = Long-Term 42 = Chronic truant 43 = Suspended or expelled 44 = In school, did not attend 45 = Disruptive behavior 46 = Parent refusal 47 = Student refusal 48 = Other, specify on cover 49 = Session Refused
04 ✓	Qualls, Chris				03	10	OTHER 51 = Withdrawn/Graduated 52 = Unassigned booklet (unused) 53 = Ineligible, not AI/AN 55 = Ineligible, NAEP/Other 56 = Not in sample
05 ✓	Thomas, Jan				03	10	REASONS FOR EXCLUSION 60 = SD - Cannot be surveyed 62 = ELL - Cannot be surveyed 64 = SD and ELL. Cannot be surveyed
06							
07							
08							
09							
10							
11							
12							
13							
14							
15							

National Indian Education Study

Grade 8 Student Questionnaire

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

School #
1 2 2 1 2 2 1

Teacher(s) # NIES Admin Code Del

LA 1 5 M 0 3 1 0

NIES 122-122-1 RS0801 SEQ# 00001
223 000841 2 ADMIN CODED LINE# 6
COLEMAN, APRIL

122-122-1 SEQ# 00001
NIES Admin School Line 6
223 000841 2

PLACE WHITE LABEL IN BOX

DO NOT USE ADMIN USE ONLY

on the NAEP Roster of Questionnaires*

Admin Codes

4E. Code when the Survey Session was conducted.

It is important for the data analysts to know if the survey was conducted on the same day as NAEP or on a day other than assessment day.

In the box with the school number, teacher numbers, and NIES Administration Code are two ovals under the heading labeled “Date.” If the survey was conducted on assessment day, shade in the “A” oval, for “assessment day.” If the survey was conducted on a day following assessment day, shade in the “O” oval, for “other day.”

4F. Verify that student ID labels are removed from NIES Student Questionnaires.

All student ID labels must be removed from the NIES Student Questionnaire. Verify that the students completed this. If any were left on the covers, including those NIES Student Questionnaires assigned to students who did not attend the assessment, remove them now, unless these students will be invited to participate in a makeup session.

4G. Organize all NIES Student Questionnaires back into NIES Linking Form order and band them together.

Put all NIES Student Questionnaires back in NIES Linking Form order, including those for absent, excluded, withdrawn, and ineligible students. While you are doing this, check to see that you have one questionnaire for each student listed on the NIES Linking Form regardless of whether or not the student was surveyed.

Then, using a rubber band, band together all the questionnaires for the school. If there are more questionnaires for a school than will fit in one rubber band, band them together by NIES session.

Instructions for packing and shipping the completed NIES Student Questionnaires are covered in chapters 10 and 11, respectively.

4H. Complete Session Debriefing Form.

Complete the Session Debriefing Form and place it in the School Folder.

Test Your Knowledge



Instructions: Determine if the statements below are true (t) or false (f).

- _____ 1. If a school participating in the NIES does not want to schedule that survey on the same day NAEP is administered, the school may schedule NIES anytime within two weeks of the NAEP assessment date.
- _____ 2. If a student who is scheduled for NIES tells you he/she is not of American Indian or Alaska Native heritage, and there is not time before the assessment begins to check with the school to determine whether or not the student's race/ethnicity was coded correctly, you should ask the student if he/she would mind completing the survey anyway, then determine whether the coding was correct after the session.
- _____ 3. Absent student codes include separate codes for student refusal, temporary absence, chronic truants, suspended, and parent refusal.
- _____ 4. The NIES Administration Codes are preprinted on the NIES Linking Form and on the NIES Questionnaire; you are responsible for verifying that these numbers match.
- _____ 5. On the NIES Student Questionnaire, a student may skip any questions he/she does not feel comfortable answering.
- _____ 6. NIES student survey sessions are expected to require about 20 minutes of student time.
- _____ 7. Students who arrive late for the NIES survey maybe be admitted at any time because the survey is not timed, and we want to include as many selected students as possible.
- _____ 8. Student ID labels on the NIES Student Questionnaire will be removed by Pearson after the questionnaires are linked with students' NAEP assessment results.

Answers: 1-f, 2-t, 3-t, 4-f, 5-t, 6-f, 7-t, 8-f