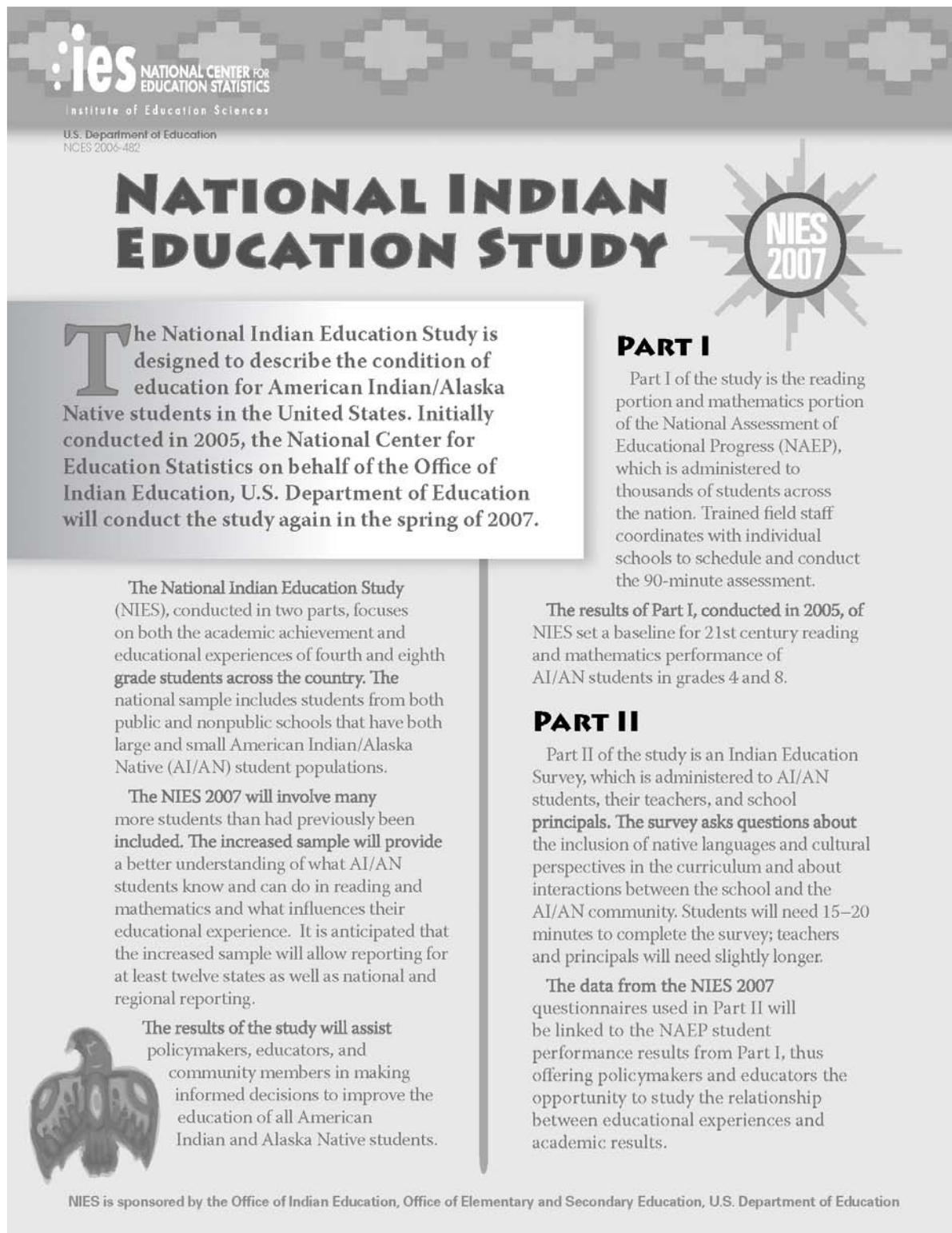


NIES Brochure



The brochure cover features a decorative border at the top with a repeating geometric pattern. The NIES logo is in the top left, and the title 'NATIONAL INDIAN EDUCATION STUDY' is prominently displayed in the center. A 'NIES 2007' logo is on the right. The main text is arranged in columns, with a large introductory paragraph on the left and detailed sections for Part I and Part II on the right. A small illustration of a Native American bird is at the bottom left.

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences
U.S. Department of Education
NCES 2006-482

NATIONAL INDIAN EDUCATION STUDY



The National Indian Education Study is designed to describe the condition of education for American Indian/Alaska Native students in the United States. Initially conducted in 2005, the National Center for Education Statistics on behalf of the Office of Indian Education, U.S. Department of Education will conduct the study again in the spring of 2007.

PART I

Part I of the study is the reading portion and mathematics portion of the National Assessment of Educational Progress (NAEP), which is administered to thousands of students across the nation. Trained field staff coordinates with individual schools to schedule and conduct the 90-minute assessment.

The results of Part I, conducted in 2005, of NIES set a baseline for 21st century reading and mathematics performance of AI/AN students in grades 4 and 8.

PART II

Part II of the study is an Indian Education Survey, which is administered to AI/AN students, their teachers, and school principals. The survey asks questions about the inclusion of native languages and cultural perspectives in the curriculum and about interactions between the school and the AI/AN community. Students will need 15–20 minutes to complete the survey; teachers and principals will need slightly longer.

The data from the NIES 2007 questionnaires used in Part II will be linked to the NAEP student performance results from Part I, thus offering policymakers and educators the opportunity to study the relationship between educational experiences and academic results.

The National Indian Education Study (NIES), conducted in two parts, focuses on both the academic achievement and educational experiences of fourth and eighth grade students across the country. The national sample includes students from both public and nonpublic schools that have both large and small American Indian/Alaska Native (AI/AN) student populations.

The NIES 2007 will involve many more students than had previously been included. The increased sample will provide a better understanding of what AI/AN students know and can do in reading and mathematics and what influences their educational experience. It is anticipated that the increased sample will allow reporting for at least twelve states as well as national and regional reporting.

The results of the study will assist policymakers, educators, and community members in making informed decisions to improve the education of all American Indian and Alaska Native students.



NIES is sponsored by the Office of Indian Education, Office of Elementary and Secondary Education, U.S. Department of Education

NIES Brochure (continued)



PURPOSE OF STUDY

The study is intended to assist the United States in continuing its relationship with, and fulfilling its responsibility to, American Indian and Alaska Native (AI/AN) peoples with respect to the education of their children.

In 1991, the report from the Indian Nations at Risk Task Force of the U.S. Department of Education called for research-based strategies for addressing educational needs. It presented a comprehensive set of recommendations that were responsive to the complexities of improving American Indian schools and schooling toward the end of the 20th century.

In 2004, an executive order signed by the president asked for the establishment of an Interagency Working Group on AI/AN education. The order also called for a study and report on the current status of AI/AN students, including a compilation of comprehensive data on the academic achievement and progress of this group.

The National Indian Education Study was designed in consultation with a Technical Review Panel whose members include

NIES 2007 SCHEDULE

May – June, 2006

Selected schools are asked to participate, a school coordinator is appointed, and a date is reserved for early 2007.

September – October, 2006

School coordinators complete the 4th and 8th grade student information materials and arrange logistics for conducting the assessment.

January – March, 2007

Experienced field staff visits the schools to conduct the NAEP assessment (NIES Part I) and administer the survey (NIES Part II).

American Indian and Alaska Native educators and researchers from across the country. It is the collaborative efforts between Indian tribes and organizations, the Bureau of Indian Affairs (BIA), and state and local education agencies to ensure that AI/AN students are receiving a quality education that meets their unique cultural needs.

WHERE CAN I GET MORE INFORMATION?

NIES Information Line	1-800-592-9923
National Indian Education Study (NCES)	http://nces.ed.gov/nationsreportcard/nies
Office of Indian Education (OIE)	http://www.ed.gov/about/offices/list/oese/oie
National Center for Education Statistics (NCES)	http://nces.ed.gov
National Assessment of Educational Progress (NAEP)	http://nces.ed.gov/nationsreportcard

For more information about this brochure, contact Taslima Rahman, NCES, at 202-502-7316 or taslima.rahman@ed.gov



NIES Linking Form

NIES 2007 Linking Form

Form 1 of 1

School # <u>122-122-1</u> Grade <u>8</u> School Name <u>Dixon Middle School</u> Administrator Name _____	Original Session Scheduled For: Day/Date: _____ Time: _____ Location: _____	Makeup Session Scheduled For: Day/Date: _____ Time: _____ Location: _____
--	--	--

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

"A" Atten. (✓ / A)	"B" Student Name	"C" NAEP Session A/S 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				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 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 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 OTHER 51 = Withdrawn/Graduated 52 = Unassigned booklet (unused) 53 = Ineligible, not AI/AN 55 = Ineligible, NAEP/other 56 = Not in sample REASONS FOR EXCLUSION 60 = SD - Cannot be surveyed 62 = ELL - Cannot be surveyed 64 = SD and ELL, Cannot be surveyed
02	Masters, Tina	0801 15	226 076206 5				
03	Ojomo, Edwin	0801 18	227 000234 5				
04	Qualls, Chris	0801 22	031 025007 7				
05	Thomas, Jan	0801 28	033 340215 2				
06	Ryan, Sean	0802 15	116 523121 0				
07	Mickaw, Alicia	0803 15	119 007315 8				
08							
09							
10							
11							
12							
13							
14							
15							

As recorded on the NAEP Roster of Questionnaires

U.S. Department of Agriculture Letter



United States
Department of
Agriculture

August 9, 2004

Food and
Nutrition
Service

3101 Park
Center Drive
Alexandria, VA
22302-1500

SUBJECT: Re-issuance of Policy on Limited Disclosure of Children's Eligibility Information to the National Assessment of Educational Progress (NAEP)

TO: Regional Directors
Special Nutrition Programs
All Regions

State Agencies
Child Nutrition Programs
All States

As a reminder, school food authorities may disclose, without parent/guardian consent, children's names and eligibility status (whether they are eligible for free meals or free milk or reduced price meals) to persons *directly* connected with the administration or enforcement of a Federal or State education program, as permitted by section 9(b)(2)(C)(iii) of the Richard B. Russell National School Lunch Act. Persons directly connected to the administration or enforcement of NAEP are authorized recipients of children's free and reduced price meal eligibility status because NAEP is a Federal education program. Additionally, school food authorities may disclose children's names and eligibility status to persons directly connected with the administration or enforcement of State educational assessment programs to the extent that the State assessment is part of the NAEP or the assessment program is established at the State, not local level. Other State education programs also are eligible to have access to participants' names and eligibility status, without parent/guardian consent, but the program must be established at the State, not local level.

The term "persons directly connected" for the purpose of disclosure to NAEP includes Federal, State and local program operators responsible for NAEP program administration or program compliance and their contractors. This does not imply that these persons have routine access to participants' eligibility status. There must be a "need to know" for legitimate NAEP purposes.

We recommend that school food authorities inform households if they plan to disclose or use eligibility information outside the originating program. We also recommend that the school food authority enter into a written agreement with NAEP officials. We suggest that the agreement be signed by both the school food authority and NAEP officials, as appropriate, that the agreement identify the entity receiving the information, describe the information to be disclosed and how it will be used, describe how the information will be

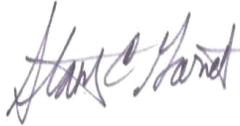
U.S. Department of Agriculture Letter (continued)

Regional Directors
State Agencies
Page 2

protected from unauthorized uses and disclosures, and describe the penalties for unauthorized disclosure.

In accordance with the statute, school food authorities are not *required* to disclose eligibility information. This is a State and local decision.

Sincerely,

A handwritten signature in black ink, appearing to read "Stanley C. Garnett". The signature is written in a cursive, slightly slanted style.

STANLEY C. GARNETT
Director
Child Nutrition Division

Parent/Guardian Notification Letter

WINTER 2007 PARENT/GUARDIAN NOTIFICATION LETTER

NOTE: Please circle the appropriate words: "your child may be/has been randomly selected to take the assessment."

(School Letterhead)

Dear Parent or Guardian:

We are pleased to tell you that our school has been selected to represent schools across our state by participating in the National Assessment of Educational Progress (NAEP). NAEP is given by the U.S. Department of Education and tells us what American students know and can do in key subject areas. It is the only ongoing nationally representative assessment that provides this valuable information.

NAEP has been given in schools nationwide for more than 35 years. You may have taken the test yourself when you were in school. The results are published in a report called *The Nation's Report Card* which provides reliable student achievement information to educators, parents, and other citizens.

In our school, the NAEP assessment will be given on _____ in (reading, mathematics, and writing—*select appropriate subject(s)*). Your child (may be/has been) selected to take the assessment. In addition to subject area questions, students will be asked some background questions such as how often they use computers and what types of classes they take.

It will take approximately 90 minutes for students to complete NAEP. The results are completely confidential, and your child's grades will not be affected. Your child may be excused from participation for any reason, is not required to finish the assessment, and is not required to answer any test question. While NAEP is voluntary, without student participation we can not collect information on student achievement to make improvements in education. **Your child will represent many other students, so participation is very important.** However, if you do not want your child to participate, please notify me in writing by (insert date).

There is no need to study in preparation for NAEP. We do ask parents to encourage their children's best efforts and to have them get plenty of rest the night before the assessment.

If you would like to have additional information about NAEP, please visit the web site at: <http://nationsreportcard.gov>. You may also contact me at (insert telephone number) or via email at (insert email address).

We are excited that our school will be participating in NAEP, and we are pleased that your child (may be/has been) selected. **We know that (school name)'s students will help us to show the achievement of American students!**

Sincerely,

School Principal

07-G-G-0-110

NAEP Storage Envelope

The
Nation's
Report
Card



**STORAGE
ENVELOPE**

(Use for Administration Schedule(s),
Student List(s), and other assessment materials.)

Staple NAEP Return Postcard
(with school name & id completed and facing out)

HERE

School Coordinator: _____

Your NAEP Representative: _____	Assessment Date & Time: _____
Your NAEP Representative's Phone: _____	Time NAEP Team will Arrive: _____

NAEP Help Desk
Phone: 1-800-283-NAEP (6237)
Email: NAEPHelp@Westat.com

After June 1 or the end of your school year:

- Complete the NAEP Return Postcard,
- Remove the postcard from this envelope,
- Mail the postcard, and
- Destroy the contents of this envelope.

Logistics Questionnaire

NAEP 2007 Logistics Questionnaire

Please complete the following questions to help us plan for the upcoming NAEP assessment in your school.

On assessment day, the other NAEP assessment team members and I will arrive at the school 1 hour before the assessments are scheduled to begin to prepare for the assessments. Where should we park?

We will wear our NAEP identification badges and check in at the main office. Are there other procedures or protocols specific to your school that we need to follow?

Is there a room where the assessment team may work until it is time to go the assessment locations?

Once the students in the assessment session have begun reading the booklet directions, students cannot be admitted to the session. How should we handle students who arrive too late to be assessed?

(OVER)

Logistics Questionnaire (continued)

How should we contact the office from the assessment locations if we need assistance should a student become ill or disruptive?

How should we dismiss students when the assessment session is over and the materials have been collected and accounted for?

So that we may be more sensitive to the needs of your students, could you please tell us if there have been any traumatic events that have affected your school, students, or community in the past year?

Is there anything scheduled that might interrupt the assessment session, such as a fire drill or assembly?

**NAEP 2007
ASSESSMENT TEAM QUALITY CONTROL FORM
IN-PERSON VERSION**

QUESTION-BY-QUESTION SPECIFICATIONS (QxQs)

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ASSESSMENT TEAM QUALITY CONTROL FORM (QCF)

To the extent possible, each team must be observed once during the assessment window. Teams that are identified as needing additional observations should be observed as soon as possible. The QCF is completed during the observations you will be making at the schools you select. There are three basic parts to the form.

- The front cover: Specifications for completing entries on the cover are provided in this appendix.
- Section A: This contains observations you will make about the AC's coordination of all the assessment activities at the school;
- Section B: This contains observations you will make about a specific session conducted by each AA. Five copies of Section B are included in each form, which will accommodate almost all multi-session schools you encounter.

The form uses a simple three-column format.

- **Column A** specifies the observation you are to make.
- **Column B** provides an area for you to code your evaluation of the observation you make. You will typically code "Met," "Partially Met," "Did Not Meet," "Cannot Determine," or "Not Applicable."
- When you have assigned "Did Not Meet" or otherwise indicated that the AC's or AA's performance has been deficient, you must record a description of the problem in **Column C**. (This may include observations in which ratings of "Partially Met" were assigned.)

Most of the observation items require that you assign a rating of "1" to "5." The following descriptions are given to provide a frame of reference:

1 - Met: The AA/AC conducted all procedures according to NAEP standards, in a professional manner, with no or only very minor deviations.

2 - Partially Met: The AA/AC conducted some, but not all procedures according to NAEP standards. Performance of procedures, while adequate, had rough spots that need improvement.

3 - Did Not Meet: The AA/AC conducted few, if any procedures according to NAEP standards. Whenever it is necessary for the supervisor or FM to intervene, a "3" rating should be assigned. Ratings of "3" must be elaborated upon in the adjacent Column C.

4 - Cannot Determine: Should be used for situations where you were not able to observe the AA/AC completing a procedure.

5 - Not Applicable: Use when the procedure did not have to be completed for the particular session.

NOTE: Not all rating numbers will be available for all observations. You may only choose from the rating numbers provided.

Please consult the specifications on the following pages for additional guidelines on what you should consider when assigning these ratings.

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Front Cover

Complete the top portion of the front cover prior to the start of the assessment including:

- School ID
- School Name
- School Address
- Name of the school coordinator
- Telephone number
- Territory
- State
- Region
- Area
- Session numbers with date and time and type
- Form __ of __

Complete the middle section of the form including:

- Names of staff assigned to each session – be sure to check the box if the person is the AC
- Session numbers
- Type of session observed
- How much of the session was observed
- Overall rating assigned

Complete the bottom section of the form including:

- Name of the AC
- Your name and title as the observer
- Date of the observation
- Your arrival time

It is very important to include all of the information.

Once the assessment is complete, you will indicate how much of each of the AA sessions you observed and assign a rating for each AA observed. You will also assign a rating for the supervisor and an overall team rating. The rating values range from “1,” signifying “excellent,” to “5”, meaning the performance was “unacceptable.” You will assign a rating of 8 “could not rate” if due to the session scheduling, you were unable to observe any portion of the AA’s performance or enough to rate the AA.

- | | |
|-----------|--|
| Excellent | (1) The AA was totally prepared, initiated all stages of assessment, followed the script verbatim, and worked with a high degree of accuracy. Almost all observation items are coded “1.” The AA or AC should not have received any “3”s (“Did Not Meet”) throughout the observation section. |
| Good | (2) AA was prepared, knew the material, worked accurately but there were a few small missteps or hesitations that kept this from being an “excellent” session. The AA or AC received a majority of “1”s and a few “2”s throughout the observation section. The AA or AC should not have received any “3”s (“Did Not Meet”) throughout the observation section. |
| Adequate | (3) AA was adequate, got the job done, but was weak in one or more areas of the |

assessment. AA needs to spend some time studying the materials. The AA or AC received more “2’s” than “1’s” in the observation section. The AA or AC may have received a small number of “3’s” (“Did Not Meet”) throughout the observation section.

Needs Improvement (4) AA acted unprepared and/or unprofessional at times. You may have had to intervene with minor reminders such as posting the ‘DO NOT DISTURB’ sign. The AA may have requested your help with the routine procedures or asked questions that AAs are expected to address without assistance.

The AA’s performance definitely requires improvement. Additional briefing or training may be in order. The AA or AC may have received “2”s and “3”s throughout the observation section.

Unacceptable (5) AA was totally unprepared and you had to intervene at critical points to get the AA through the session. This performance was unacceptable and remedial action is definitely required. The AA or AC received mainly “3’s” (“Did Not Meet”) throughout the observation section.

Could Not Rate (8) Due to the session scheduling, you were unable to observe any portion of the AA’s performance or enough to rate the AA.

Record your departure time as you leave the school.

SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT

PREPARING FOR THE ASSESSMENT		
Item #	Observation	Factors to Consider As You Assign a Rating
1	Arrived on time	<ul style="list-style-type: none"> ■ Arrived at school at least one hour before the first scheduled session ■ Checked in at the school office or otherwise followed protocol
2	Proper attire	<ul style="list-style-type: none"> ■ Followed suggestions in the AC Manual ■ Neat and clean
3	General demeanor	<ul style="list-style-type: none"> ■ Polite and pleasant attitude towards school and NAEP staff
4	Wore the NAEP ID badge upon arrival	<ul style="list-style-type: none"> ■ NAEP ID badge worn where it could be easily seen Enter an explanation if AC was not wearing badge.
5	Collected a signed and dated copy of the parent notification letter before the sessions began	<ul style="list-style-type: none"> ■ If AC received the letter but does not have it, enter an explanation (rating of "1 –met"). ■ If supervisor did not receive the letter, enter an explanation (rating of "3 – did not meet").
6	Brought a copy of AC and AA Manuals with session scripts into the school	<ul style="list-style-type: none"> ■ Brought manuals and session scripts to the school
7	Session scheduling, workload management, and general organization	<ul style="list-style-type: none"> ■ Arrived sufficiently in advance of the team to complete responsibilities ■ Adequately briefed AAs before assessment (i.e., no confusion about arrival time, location, sessions they would be responsible for, accommodations sessions, special requirements, etc.) ■ Effective in getting AAs to work together as a team during the preparatory stages of the assessment ■ Made arrangements for bilingual staff, if needed ■ Made arrangements for staff to cover predetermined accommodation sessions, if needed
8	Interaction with school coordinator and other school staff	<ul style="list-style-type: none"> ■ AC and school coordinator have a good working relationship ■ Appeared that all of the objectives of the preassessment call were accomplished ■ Followed the correct protocol for visiting this school ■ Used the correct tone with other school staff
9	Level of preparedness (<i>i.e., team had sufficient materials for all sessions and problem situations</i>)	<ul style="list-style-type: none"> ■ Had all the Session Boxes, ancillaries, and bulk supplies ■ Materials appeared to be in good condition

PREPARING FOR THE ASSESSMENT (continued)		
Item #	Observation	Factors to Consider As You Assign a Rating
10	Completion of the activities just prior to the assessment including: <ul style="list-style-type: none"> ▪ Reviewed Administration Schedule(s), ▪ Gave out session materials 	<ul style="list-style-type: none"> ■ Reviewed the Administration Schedule(s) for missing information ■ Missing information added correctly ■ Reviewed the Administration Schedule(s) to verify any Administration Codes for SD or ELL students requiring accommodations ■ Administration Codes assigned correctly ■ Any accommodation booklets assigned correctly and the necessary recordkeeping completed ■ Correctly completed the computations in the first Summary Box of the Administration Schedule(s) ■ Prepared the AAs with everything they needed to conduct sessions ■ Informed AAs about dismissal and emergency procedures
11	Inquired about any parent or student refusals and updated the Administration Codes appropriately on the Administration Schedule(s)	<ul style="list-style-type: none"> ■ Obtained the parent or student refusals from the school coordinator and recorded the information on the Administration Schedule(s) ■ Added information correctly
12	Provided instructions for school staff observers and collected signed copies of the Affidavit of Nondisclosure	<ul style="list-style-type: none"> ■ Provided and collected signed copies of the Affidavit of Nondisclosure prior to the observation.
13	Interaction with AAs: <ul style="list-style-type: none"> ▪ AAs informed of procedures for dismissing students and summoning help in an emergency ▪ AA questions answered correctly and courteously 	<ul style="list-style-type: none"> ■ Informed the AAs of procedures for dismissing students and summoning help in an emergency ■ Answered all AA questions correctly and courteously

RESPONSIBILITIES DURING THE SESSION		
Item #	Observation	Factors to Consider As You Assign a Rating
14	Completed QC check after room was prepared	<ul style="list-style-type: none"> ■ If school gave permission, blackboards were erased of any extraneous information ■ Concealed any school materials (e.g., multiplication tables) that might assist students during the test ■ Desks arranged to maximum advantage given the room layout (i.e., facing away from sources of distraction), without students facing each other ■ All necessary supplies and materials set out in proper order ■ For grades 4 and 8: calculators set out ■ Teacher names and two-digit teacher numbers written on the blackboard ■ For all sessions, grades 8 and 12, school ID number written on board
15	Assisted the AAs in locating and accounting for all students	<ul style="list-style-type: none"> ■ Helped the AAs round up the students for the assessment ■ If there were missing students, located them or identified that they were absent

RESPONSIBILITIES DURING THE SESSION (continued)		
Item #	Observation	Factors to Consider As You Assign a Rating
16	Conducted QC check of each session/AA	<ul style="list-style-type: none"> ■ Checked to be sure all AAs started on time ■ Observed part of the assessment for all AAs during the session
17	Identified and managed problem situations	<ul style="list-style-type: none"> ■ Appeared observant about potential problems during the assessment ■ Handled problem situations appropriately ■ If necessary, sought help from school personnel
18	Answered questions appropriately	<ul style="list-style-type: none"> ■ Correctly responded to questions

RESPONSIBILITIES AFTER THE SESSION		
Item #	Observation	Factors to Consider As You Assign a Rating
19	Conducted QC check of the completed Administration Schedule(s) for accuracy and correctly determined whether a makeup was needed	<ul style="list-style-type: none"> ■ Reviewed the entries made by AAs to the Summary Box of the Administration Schedule ■ If there are absent students, correctly made the response rate calculation ■ Correctly determined whether a makeup for each session type was needed
20	Conducted QC check of booklet covers	<ul style="list-style-type: none"> ■ Reviewed the booklet cover entries as specified in the AC Manual
21	IF MAKEUP NEEDED: Negotiated makeup schedule with school coordinator	<ul style="list-style-type: none"> ■ If a makeup was necessary, worked with the school coordinator to schedule it ■ If the school coordinator is reluctant to schedule a makeup, attempted to convince him/her of its importance ■ Correctly completed the entries at the top of the Administration Schedule(s) that pertain to a makeup ■ Demonstrated understanding of how materials were to be secured until the makeup is completed
22	Collected questionnaires and completed/reviewed the Rosters	<ul style="list-style-type: none"> ■ Initiated effort to obtain questionnaires from the school coordinator ■ Roster entries made correctly ■ Reviewed the cover entries to the questionnaires and made any necessary corrections ■ Verified that all names were removed from the questionnaire and detached from the Roster ■ All booklets (used and unused) were accounted for
23	Reviewed the Session Debriefing Form and discussed with AAs	<ul style="list-style-type: none"> ■ Reviewed completed Session Debriefing Form ■ Discussed comments on the Session Debriefing Form with AAs
24	Conducted QC check of the packing of materials	<ul style="list-style-type: none"> ■ Made sure booklet IDs were checked against the Administration Schedule(s) ■ All used and unused booklets accounted for ■ All SD and/or ELL Questionnaires accounted for ■ All Teacher and School Questionnaires accounted for ■ Packing order appeared to be correct ■ All other packing guidelines followed

RESPONSIBILITIES AFTER THE SESSION (continued)		
Item #	Observation	Factors to Consider As You Assign a Rating
25	Maintained security of NAEP materials at all stages of the assessment process	<ul style="list-style-type: none"> ■ All teachers who observed or assisted signed the Affidavit of Nondisclosure ■ All observers were instructed that they cannot read the actual test booklets ■ Student identification labels were used properly ■ Did not leave the booklets unattended
26	Correctly prepared the NAEP Storage Envelope	<ul style="list-style-type: none"> ■ Arranged for the Administration Schedule(s) and Rosters to be photocopied ■ All the appropriate materials, including all student and teacher name lists, were placed in the NAEP Storage Envelope ■ “Destroy by” date recorded on the postcard
27	Debriefed the school coordinator	<ul style="list-style-type: none"> ■ Effectively introduced debriefing interview to school coordinator and arranged to conduct it immediately after the assessment ■ Asked all questions as written ■ Probed as necessary ■ Recorded comments clearly and word-for-word ■ Discussed all flagged items from the Session Debriefing Forms ■ Gave the school coordinator the NAEP Storage Envelope at the end of the interview

EVALUATION OF AC’S COORDINATION OF THE ASSESSMENT		
Item #	Observation	Factors to Consider As You Assign a Rating
28	Use the space at this item to pull together a summary of the deficiencies that you observed in the AC’s performance in terms of coordinating the assessment sessions. This should include what you noticed as you went through the preceding checklist of observations, as well as anything else not specifically covered by the observation items. Take this opportunity to pull together what the common threads of the performance might be, such as “AC is still not familiar with the material,” “AC was oblivious to agitation of school coordinator and needs to be more aware of the school staff”, etc. You should focus on the AC’s activities as supervisor. (Problems you witnessed while the AC conducted a specific session should be covered in Section B.) You will want to review the problems you record here with the AC, and depending on the situation, you may need to discuss them with your field manager. Use the additional comments section below or additional sheets of paper as necessary.	
29	We also want you to record the details of anything that you feel the AC did particularly well in the area of coordinating the assessment activities. Be sure to mention the positive aspects to the AC after the assessment. Use the additional comments section below or additional sheets of paper as necessary.	
30	Record any additional comments or details about the AC/Team Ratings. Be sure to reference the corresponding observation item number.	

RESPONSIBILITIES FOR NIES – DURING NIES ADMINISTRATION		
Item #	Observation	Factors to Consider As You Assign a Rating
31	Assembled the students selected to participate in the NIES Survey	<ul style="list-style-type: none"> ■ If there were missing students, located them or identified that they were absent

RESPONSIBILITIES FOR NIES – DURING NIES ADMINISTRATION (continued)		
Item #	Observation	Factors to Consider As You Assign a Rating
32	Checked in students, handled latecomers, accounted for all NIES students	<ul style="list-style-type: none"> ■ Checked students in efficiently ■ Followed the protocol for handling latecomers outlined in the AC Manual ■ If late students, AC was proactive in determining their status ■ Checked NIES Linking Form to make sure all students on the schedule were present or accounted for ■ Allowed sufficient time for latecomers to arrive
33	Read the NIES script verbatim	<p>CODE WHETHER THE SCRIPT WAS READ:</p> <ul style="list-style-type: none"> ■ Word-for-word: not counting unintentional slips (rating of “1 – met”) ■ With Minor revisions: AC missed words or phrases, inserted material (rating of “2 – partially met”) ■ With Major revisions: Omitted entire sentences or made substantial additional comments. (rating of “3 – did not meet”) NOTE: IF AC READS SCRIPT WITH “MAJOR REVISIONS,” YOU WILL NEED TO INTERVENE. <p>Also note in comments area if AC:</p> <ul style="list-style-type: none"> ■ Did not begin with the correct script. ■ Did not appear knowledgeable about the contents of the script. ■ Did not read the script clearly or at the right pace
34	Read the NIES questions and answer categories verbatim (GRADE 4 OR GRADE 8 READ ALOUD ONLY)	<p>CODE WHETHER THE QUESTIONS AND ANSWERS WERE READ:</p> <ul style="list-style-type: none"> ■ Word-for-word: not counting unintentional slips (rating of “1 – met”) ■ With Minor revisions: AC missed words or phrases, inserted material (rating of “2 – partially met”) ■ With Major revisions: Omitted entire sentences or made substantial additional comments. (rating of “3 – did not meet”) NOTE: IF AC READS SCRIPT WITH “MAJOR REVISIONS,” YOU WILL NEED TO INTERVENE. <p>Also note in comments area if AC:</p> <ul style="list-style-type: none"> ■ Did not appear knowledgeable about the contents of the questions and answers. ■ Did not read the questions and answers clearly or at the right pace
35	Monitored the session and walked around the room	<ul style="list-style-type: none"> ■ Made sure students were working in the correct booklet sections ■ Checked that students were not moving ahead in the booklet or returning to previous sections ■ Walked up and down the aisles during the session ■ Appeared observant about student behavior during the assessment
36	Answered student questions appropriately	<ul style="list-style-type: none"> ■ Followed the QxQs in the NIES Session Scripts to answer questions ■ Assisted students needing help with reading/recording answers
37	Allowed sufficient time for the students to complete the NIES Student Questionnaire	<ul style="list-style-type: none"> ■ Ensured that all students had completed the survey before ending the session

RESPONSIBILITIES FOR NIES – DURING NIES ADMINISTRATION (continued)		
Item #	Observation	Factors to Consider As You Assign a Rating
38	Ended the session, collected materials, and dismissed students	<ul style="list-style-type: none"> ■ Collected all materials in an orderly fashion, most appropriate for the size of the session and room layout ■ Allowed students to keep the pencils ■ Accounted for all booklets before dismissing students ■ Followed school procedures for dismissing students

RESPONSIBILITIES FOR NIES – AFTER NIES ADMINISTRATION		
Item #	Observation	Factors to Consider As You Assign a Rating
39	Correctly assigned NIES Administration Codes on the NIES Linking Form	<ul style="list-style-type: none"> ■ Recorded the correct Administration Code for each student listed on the NIES Linking Form ■ Appeared to have a good understanding of how to assign these codes
40	Correctly completed the summary information at the top of the NIES Linking Form	<ul style="list-style-type: none"> ■ Demonstrated a good understanding of this process ■ Correct numbers entered for absent and surveyed students
41	Correctly coded the NIES Student Questionnaire covers	<ul style="list-style-type: none"> ■ Had a booklet for every student on the NIES Linking Form ■ If Grade 4: Entered NAEP school ID number ■ Checked that grade 8 students entered school ID numbers ■ Correctly coded when the NIES survey was administered ■ NIES Codes correctly transferred to booklets ■ All student ID labels removed from booklets ■ Booklets in correct order
42	Packed NIES Questionnaires in the correct order and followed all packing procedures	<ul style="list-style-type: none"> ■ Materials packed in the order described in the manual ■ Activity was well organized and conducted with minimum confusion
43	Record any additional comments or details about the AC's administering of NIES. Be sure to reference the corresponding observation item number.	

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION

AA #1		
	TOP ROW	<ul style="list-style-type: none"> ■ Enter the Session # ■ Circle the session type (regular, makeup, or accommodation) ■ Enter the name of the staff member conducting the session ■ Check the box if the individual conducting the session is the AC

AA #1: PREPARING FOR THE SESSION		
Item #	Observation	Factors to Consider As You Assign a Rating
1	Arrived on time	<ul style="list-style-type: none"> ■ Arrived at school at least 1 hour before the first scheduled session ■ Checked in at the school office or otherwise follow protocol
2	Proper attire	<ul style="list-style-type: none"> ■ Followed suggestions in the AA Manual for the style of clothing to wear ■ Neat and clean ■ Anything about AA's appearance that would be distracting to the students
3	General demeanor	<ul style="list-style-type: none"> ■ Set a positive tone for the assessment session ■ Anything about AA's demeanor that would be distracting to the students
4	Wore the NAEP ID badge upon arrival	<ul style="list-style-type: none"> ■ NAEP ID badge worn where it could be easily seen <p>Enter an explanation if AA was not wearing badge.</p>
5	Brought the Assessment Information Form into the school	<ul style="list-style-type: none"> ■ Had Assessment Information Form <p>Enter an explanation if AA did not bring the Assessment Information Form into the school.</p>
6	Brought a copy of AA Manual with scripts into the school	<ul style="list-style-type: none"> ■ Had AA Manual and session scripts
7	Correctly prepared the room	<ul style="list-style-type: none"> ■ If school gave permission, blackboards were erased of any extraneous information ■ Concealed any school materials (e.g., multiplication tables) that might assist students during the test ■ Desks arranged to maximum advantage given the room layout, i.e., facing away from sources of distraction, without students facing each other ■ All necessary supplies and materials set out in proper order ■ For grades 4 and 8: calculators set out ■ Teacher names and two-digit teacher numbers written on the blackboard ■ For all sessions, grades 8 and 12, school ID number written on board

AA #1: ADMINISTERING THE SESSION		
Item #	Observation	Factors to Consider As You Assign a Rating
8	Checked students in, handled latecomers, accounted for all students	<ul style="list-style-type: none"> ■ Checked students in efficiently ■ Followed the protocol for handling latecomers outlined in the AA Manual ■ If late students, AA was proactive in determining their status ■ Checked Administration Schedule to make sure all students on the schedule were present or accounted for ■ Allowed sufficient time for latecomers to arrive
9	Started the session without undue delay	<ul style="list-style-type: none"> ■ Made an effort to start the session at the scheduled time ■ If there were missing students, AA successfully balanced the need for a timely start with that of maximizing participation
10	Passed out booklets and materials	<ul style="list-style-type: none"> ■ Recorded the attendance status on the Administration Schedule ■ Distributed booklets and other materials according to the manual protocol and session script ■ Completed with minimum confusion and disruption
11	Read the script verbatim	<p>CODE WHETHER THE SCRIPT WAS READ:</p> <ul style="list-style-type: none"> ■ Word-for-word: not counting unintentional slips (rating of “1 – met”) ■ With Minor revisions: AA missed words or phrases, inserted material (rating of “2 – partially met”) ■ With Major revisions: Omitted entire sentences or made substantial additional comments. (rating of “3 – did not meet”) NOTE: IF AA READS SCRIPT WITH “MAJOR REVISIONS,” YOU WILL NEED TO INTERVENE. <p>Also note in comments area if AA:</p> <ul style="list-style-type: none"> ■ Did not begin with the correct script. ■ Did not appear knowledgeable about the contents of the script. ■ Did not read the script clearly or at the right pace
12	Distributed and collected calculators (MATH ONLY)	<ul style="list-style-type: none"> ■ Followed script for distributing calculators for appropriate sections of the assessment ■ Walked around room to be certain students were using calculators when they were supposed to ■ Collected calculators as directed by the script
13	Correctly timed the assessment session(s)	<ul style="list-style-type: none"> ■ Familiar with the use of the timer and its operation ■ Gave all warnings (e.g., “10 minutes left”) at the correct time ■ Stopped all sections at the correct time <p>NOTE: IF AA ALLOWS SESSION TO RUN TOO LONG OR STOPS SESSION PREMATURELY, YOU WILL NEED TO INTERVENE.</p>

AA #1: ADMINISTERING THE SESSION (continued)		
Item #	Observation	Factors to Consider As You Assign a Rating
14	Engaged and interacted appropriately with students, observers, and school staff	<ul style="list-style-type: none"> ■ Assumed control of the classroom so that interruptions were kept to a minimum ■ Used strategies described in the manual for managing the classroom and engaging the students ■ Appeared to have the attention of the majority of students ■ Used respectful behavior with students ■ Used behavior and language appropriate to the age group of the students ■ Appropriately interacted with school staff and observers to ensure minimal disruption to the assessments.
15	Monitored the session and walked around the room	<ul style="list-style-type: none"> ■ Made sure students were working in the correct booklet sections ■ Checked that students were not moving ahead in the booklet or returning to previous sections ■ Walked up and down the aisles during the session ■ Appeared observant about student behavior during the assessment
16	Managed disorderly students and problem situations	<ul style="list-style-type: none"> ■ Effectively handled disruptive students ■ Used strategies outlined in <i>Strategies</i> magazine ■ Handled any other problem situation appropriately (e.g., a student becoming ill or having to leave the classroom for some other reason) ■ If behavior problem was out of control, sought help from school personnel
17	Answered cognitive questions appropriately	<ul style="list-style-type: none"> ■ Correctly responded to questions about how and where to record answers ■ Provided the “I’m sorry, I can’t...” response for other questions
18	Answered background questions by reviewing the appropriate QxQs	<ul style="list-style-type: none"> ■ Followed the QxQs in the session scripts for answering questions about the general background section ■ Answered questions individually as opposed to unnecessarily addressing entire group
19	IF ESBQ: Appropriately administered the questionnaire	<ul style="list-style-type: none"> ■ Followed the correct session script to administer the ESBQ.
20	IF NIES CONDUCTED AFTER SESSION: Dismissed students according to AC’s instruction	<ul style="list-style-type: none"> ■ Asked NAEP students selected for NIES to remain in the assessment room after the other students have been dismissed <p>After all of the other students left the room, AA escorted NIES students to the predetermined spot, as instructed by the AC.. (However, if most or all of the students selected to participate in NAEP will also be receiving NIES, they will probably remain in the same location.)</p>

AA #1: ADMINISTERING THE SESSION (continued)		
Item #	Observation	Factors to Consider As You Assign a Rating
21	IF ACCOMMODATED STUDENTS IN REGULAR SESSION: Handled accommodated students appropriately	<ul style="list-style-type: none"> ■ If school provided staff member to assist with accommodation students, worked effectively with this person ■ Gave instructions both orally and visually ■ Was attuned to any problems or needs of the students ■ Avoided providing assistance on assessment items ■ Avoided providing special accommodations not on the student's IEP or not normally used by the student during testing ■ Kept track of time taken for cognitive sections for students requiring "extended time"
22	IF ACCOMMODATED STUDENTS IN SEPARATE SESSION: Used the appropriate accommodation script	<ul style="list-style-type: none"> ■ Adjusted the script to handle the special needs of the students in this session ■ Was attuned to any problems or needs of the students ■ Took advantage of information available about the student(s) from school personnel ■ Provided aid to accommodation students who seemed to need it without singling them out ■ Employed strategies outlined in the manual to keep the student on task and manage disruptive behavior
23	Ended the session, collected materials, and dismissed students	<ul style="list-style-type: none"> ■ Collected all materials in an orderly fashion, most appropriate for the size of the session and room layout ■ Allowed students to keep the pencils ■ If Grade 4: distributed Student Appreciation Certificates ■ Accounted for all booklets before dismissing students ■ Followed school procedures for dismissing students

AA #1: AFTER ADMINISTERING THE SESSION		
Item #	Observation	Factors to Consider As You Assign a Rating
24	Correctly assigned Administration Codes to the Administration Schedule	<ul style="list-style-type: none"> ■ Recorded the correct Administration Code for each student listed on the Administration Schedule ■ Appeared to have a good understanding of how to assign these codes ■ Included parent refusal codes
25	Correctly completed the top portion of the Administration Schedule	<ul style="list-style-type: none"> ■ Demonstrated a good understanding of this process ■ "Not in Sample students" excluded from "# Assessed" ■ Correct numbers entered for absent and assessed students ■ If a makeup session to be held, were "# Assessed (Makeup Session)" and "TOTAL ASSESSED" left blank ■ If a makeup: "# Assessed (Makeup Session)" and "TOTAL ASSESSED" entered correctly
26	Coded booklet covers accurately	<ul style="list-style-type: none"> ■ Had a booklet for every student on the Administration Schedule ■ If Grade 4: entered NAEP school ID number ■ Checked that grade 8 and 12 students entered school ID numbers and the grade 4 and appropriate grade 8 and 12 students entered teacher ID numbers ■ Administration Codes correctly transferred to booklets ■ All student ID labels removed from booklets ■ Booklets sorted in correct order

AA #1: AFTER ADMINISTERING THE SESSION (continued)		
Item #	Observation	Factors to Consider As You Assign a Rating
27	IF ACCOMMODATIONS WERE OFFERED: Entered time in the extended time box on the booklet cover for any students receiving that accommodation; recorded additional accommodations offered, if necessary	<ul style="list-style-type: none"> ■ If extended time accommodation, Total Time entered ■ Correctly coded only the additional accommodations (not including the primary accommodation indicated by the Administration Code) on the booklet covers
28	Quality of scannable entries made by AA	<ul style="list-style-type: none"> ■ Used only No. 2 pencil ■ Entered all information in an acceptable writing style for scanning
28	Completed the Session Debriefing Form	<ul style="list-style-type: none"> ■ Filled out the Session Debriefing Form accurately, based on what you had observed ■ If there were problems or unusual circumstances, they were described completely ■ Had the form completed and ready for the supervisor in a timely manner
29	Reviewed materials prior to packing	<ul style="list-style-type: none"> ■ All used and unused booklets accounted for ■ All SD and ELL Questionnaires accounted for ■ All Teacher and School Questionnaires accounted for ■ All identifiers removed
30	Maintained security of NAEP materials at all stages of the assessment process	<ul style="list-style-type: none"> ■ Followed NAEP guidelines for maintaining security of materials at all times ■ Did not leave materials unattended at any time
31	Packed shipment in correct order and followed all packing procedures	<ul style="list-style-type: none"> ■ Materials packed in the order described in the manual ■ Activity was well organized and conducted with minimum confusion
32	Interaction with AC and other AAs (willingness to receive direction from AC, work as a team member, assist other AAs with QCing documents and other materials)	<ul style="list-style-type: none"> ■ Demonstrated willingness to receive direction from the AC ■ Worked well with the other team members
33	Use the space at this item to pull together a summary of the deficiencies that you observed in the AA's (or AC's) handling of all the tasks associated with conducting this specific session. This should include what you noticed as you went through the preceding checklist of observations, as well as anything else not specifically covered by the observation items. Take this opportunity to pull together what the common threads of the performance might be, such as "AA is unsure of herself in the classroom, and it shows" or "AA is having difficulties with the recordkeeping," etc. For AC's conducting sessions, you should focus on the AC's activities as assessment administrator. (Problems you witnessed in the way the AC coordinated the assessment should be covered in Section A.) You will want to review the problems you record here with the AA, and depending on the situation, you may need to discuss them with your field manager. Use additional sheets of paper as necessary.	
34	We also want you to record the details of anything that you feel the AA did particularly well in conducting the session. Be sure to mention the positive aspects to the AA after the assessment. Use additional sheets of paper as necessary.	
35	Record any additional comments or details about the AC/Team Ratings. Be sure to reference the corresponding item number.	

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**NAEP 2007
Assessment Team Quality Control Form
Telephone Follow-Up Version**

Question-By-Question Specifications (QxQs)

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**QUALITY CONTROL FORM
TELEPHONE FOLLOWUP VERSION**

You will use the telephone followup version of the Quality Control Form to document your contacts with school coordinators after the assessment. The purpose of the call is to obtain the school coordinator's (SC) reaction to the assessment team's organization, professionalism, and overall performance, as well as any comments the SC has about individual team members. Schools have been predesignated for this follow up. Another school may not be substituted for the selected school. The interview will take about 3 – 5 minutes.

Please review the general interviewing techniques in Appendix G prior to making these calls so you are familiar with the technique of "probing" correctly. The follow up should be completed within 3 working days of the assessment in order that the assessment experience is still fresh in the SC's mind. Negative reports you obtain from these calls should be immediately brought to the attention of your field director and reviewed with the assessment team.

Westat will preselect 25 percent of the schools for telephone follow up. For each selected school you will receive a preprinted label to affix to the Telephone follow-up version of the QCF. If a school selected for the QC telephone follow-up call was observed in person, you do not need to conduct the interview. Count the interview as a complete.

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Front Cover

If there is a preprinted label, you will only need to enter the assessment coordinator (AC) and assessment administrators' (AAs) names on the front cover prior to the call. Otherwise, you will need to complete the entire top portion of the front cover prior to the call. Home office staff review these forms, so it is very important to include all necessary information.

Each call attempt should be recorded on the Record of Call Attempts.

Once the follow-up call is complete, you will assign an overall rating. The rating values range from "1," signifying "excellent" to "5," meaning the performance was "unacceptable." A "not enough information" option is provided, but unless the SC consistently answers your questions with "don't know," assign a rating based on the opinions the SC was able to express.

Excellent	(1)	The AA was totally prepared, initiated all stages of assessment, followed the script verbatim, and worked with a high degree of accuracy. Almost all observation items are coded "1". The AA or AC should not have received any "3"s ("Did Not Meet") throughout the observation section.
Good	(2)	AA was prepared, knew the material, worked accurately but there were a few small missteps or hesitations that kept this from being an "excellent" session. The AA or AC received a majority of "1"s and a few "2"s throughout the observation section. The AA or AC should not have received any "3"s ("Did Not Meet") throughout the observation section.
Adequate	(3)	AA was adequate, got the job done, but was weak in one or more areas of the assessment. AA needs to spend some time studying the materials. The AA or AC received more "2"s than "1"s in the observation section. The AA or AC may have received a small number of "3"s ("Did Not Meet") throughout the observation section.
Needs Improvement	(4)	AA acted unprepared and/or unprofessional at times. You may have had to intervene with minor reminders such as posting the 'DO NOT DISTURB' sign. The AA may have requested your help with the routine procedures or asked questions that AAs are expected to address without assistance. The AA's performance definitely requires improvement. Additional briefing or training may be in order. The AA or AC may have received "2"s and "3"s throughout the observation section.
Unacceptable	(5)	AA was totally unprepared and you had to intervene at critical points to get the AA through the session. This performance was unacceptable and remedial action is definitely required. The AA or AC received mainly "3"s ("Did Not Meet") throughout the observation section.
Could Not Rate	(8)	Due to the session scheduling, you were unable to observe any portion of the AA's performance or enough to rate the AA.

Item #	Question	Explanation
1	Overall, how would you say the NAEP team handled the assessment at your school? Would you say very well, satisfactorily, or unsatisfactorily?	With this item, we are interested in the SC's overall reaction to the team's performance. Don't attempt to interpret the phrase "handled the assessment" for the SC. While we hope this will trigger the SC to provide an overall evaluation, he or she may choose to include any aspect of the assessment when answering this very general question. If the SC is dissatisfied with some aspect of the supervisor's performance, even something from before the assessment (e.g., an unpleasant encounter during the preassessment call), this should be considered in the overall response.
1a	Why do you feel the assessment team handled things unsatisfactorily? (PROBE FOR SPECIFICS)	If the SC indicates that the assessment was handled "unsatisfactorily," you will follow up with Q1a. Record the response you receive word-for-word in order that the home office gains a clear understanding of the problem. Be prepared to probe if the response is vague or not specific. Indicate your probe with an X in a circle.
2	Did the team arrive on time?	During the preassessment call, the AC established the time that the team would arrive, 1 hour before the assessment. The supervisor may arrange to arrive 1/2 hour before the rest of the team to get things underway. If the SC indicates that any member of the team arrived later than anticipated, code this item as "No." We are interested in learning about the promptness of the team, even if the SC volunteers that a late arrival did not negatively affect this assessment.
2a	IF POSSIBLE, OBTAIN DETAILS ABOUT LATE ARRIVAL.	Use this area to record any details about the team's late arrival. For example: "Phil and Sue were on time, but the third member of the team, the one conducting the 8:15 math session (Lorraine) got caught up in traffic and was 30 minutes late." If the SC is reluctant to comment on this, simply enter "no details offered."
3	How would you rate the <u>organization</u> of the assessment team? Would you say it was very good, adequate, or poor?	Again, we are interested in anything the SC has to say about how well <i>organized</i> the team appeared to be. We are hoping that the question leads the SC to recollect the initial activities of the AC on assessment day, namely reviewing the Administration Schedules, giving the AAs their session materials, and getting the sessions started with a minimum of confusion.

Item #	Question	Explanation
3a	RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)	Be sure to capture verbatim any information the SC offers about a “poorly” organized assessment team. Probe only for clarification. If the SC is reluctant to comment on this, simply enter “no details offered.” Note that if the SC responds with “adequate,” we are also interested in any details he or she offers about the team’s organization. (Sometimes the selection of “adequate” may indicate that the SC has some reservation about the team’s performance but is reluctant to say it was “poor.”) Indicate your probe with an X in a circle.
4	As far as you know, did (all of) the session(s) start on time?	As you know, a school’s willingness to cooperate with NAEP is in part based on an understanding that assessment sessions will start at their prearranged times and take about 90 minutes to complete. If a session begins later than scheduled, this potentially presents problems for the school. Code “No” to this question if the SC indicates that one or more of the sessions started later than scheduled, even if the delay was beyond the control of the team.
4a	RECORD ANY DETAILS OFFERED ABOUT THE DELAY. (PROBE: Could you tell me more about that?)	At Q4a, record any details about the delay. Be sure to specify, when possible, the name of any team member responsible for any delay. If the SC is reluctant to comment on this, simply enter “no details offered.” Indicate a probe with an X in a circle.
4b	CODE ONE: DELAY WAS CAUSED BY: <ul style="list-style-type: none"> ▪ TEAM ▪ OTHER REASON ▪ COULD NOT DETERMINE 	At Q4b, code your final judgment as to whether the delay was caused by the team (i.e., could have been prevented) or if the delay was due to some reason beyond the control of the team.” If two sessions were delayed, code Q4b as “team” if either of the sessions were delayed as a result of the assessment team’s performance.
5	How would you rate the overall <u>professionalism</u> of the assessment team? Would you say it was very good, adequate, or poor?	This item asks the SC to evaluate the <i>professionalism</i> of the team. This could include the team members’ dress, inappropriate or offensive remarks, interaction with school staff, interaction with the students, knowledge of the material, business-like attitude, general “with-it-ness,” etc. Even if the SC was not witness to a specific incident, we are interested in any thing that may have come to the attention of the SC via other school staff members.

Item #	Question	Explanation
5a	RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)	Be sure to capture verbatim any information the SC offers about a rating of “poor” or “adequate” professionalism. Be sure to obtain sufficient information so that you can identify the team member involved. If the SC is reluctant to comment on this, simply enter “no details offered.” Indicate your probe with an X in a circle.
6	Did you have the opportunity to observe (any of) the assessment session(s)?	If the SC observed portions of a session, we would like an evaluation of the AA’s performance along the basic 3-point scale. If the SC had the opportunity to see multiple sessions, the evaluation should summarize the SC’s reaction to all of the sessions. If the SC says, “I only popped in for a minute,” ask for a rating based on what the SC witnessed.
6a	How would you rate the way the assessment administrator(s) handled the session(s) you observed? Would you say very well, adequately, or poorly?	This item asks the SC to evaluate how the AAs handled the sessions.
6b	RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)	Be sure to capture verbatim any information the SC offers about an AA’s “poor” or “adequate” administration of a session. Be sure to obtain sufficient information so that you can identify the team member involved. If the SC is reluctant to comment on this, simply enter “no details offered.” Indicate your probe with an X in a circle.
7	At the end of the session(s), did (AC) give you the NAEP Storage Envelope and tell you when the materials should be destroyed? (REVIEW IF NECESSARY).	After concluding the “debriefing interview” with the SC, the supervisor should have given the SC the NAEP Storage Envelope and explained its contents and the schedule for destroying the materials. If you get a “no” response to this item, be prepared to look into this matter a bit further. The SC may have simply forgotten about the envelope or did not appreciate its significance. If it appears that the SC never received the envelope, you will need to follow up with the AC.

Item #	Question	Explanation
8	How would you rate the way the assessment team interacted with the <u>other school staff</u> ? Would you say the interaction was very good, adequate, or poor?	This item is simply another avenue for prompting the SC to convey information that will help you determine whether any members of the assessment team are acting inappropriately. It will not be unusual for a SC to say "I have no idea, I wasn't in the room or I did not observe any interactions and no one made any comments to me." In that case, code "Don't Know."
8a	RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)	If the SC reports that the interaction between a team member and other school staff person was "poor" or "adequate," be sure to record the response in as much detail as possible. You will want to be able to identify the team member involved. You will also want to record the title of any individual at the school who may have been involved. If the SC is reluctant to comment on this, simply enter "no details offered." Indicate your probe with an X in a circle.
9	How would you rate the way the assessment team interacted with the <u>students</u> ? Would you say the interaction was very good, adequate, or poor?	Again, we are interested in anything the SC has to say about how the supervisor or AA interacted with the <i>students</i> . Reports of "poor" or "adequate" performance could signify that the AA needs to develop better classroom management skills or simply be aware that there are aspects of his/her behavior that is off-putting to students.
9a	RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)	Be sure to capture verbatim any information the SC offers about an AA's "poor" or "adequate" rapport with the students. Obtain sufficient information so that you can identify the team member involved. If the SC is reluctant to comment on this, simply enter "no details offered." Indicate your probe with an X in a circle.
10	Is there anything (else) you would like to say about the assessment team or any of its members?	This is a general probe designed to elicit any other untapped comments about the team's performance. We anticipate that most SC's will have positive remarks to offer at this item. Be sure to capture this information in as much detail as possible.
11	NAEP is conducted regularly and we continue to refine the materials and procedures for future assessments. Do you have any suggestions on how we can make it easier for schools to participate in the future?	This question is provided as an upbeat means of exiting the interview. The item is similar to Question 4 of the debriefing interview, conducted by the AC the end of the assessment.

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NAEP 2007 GENERAL QUESTIONNAIRE FORMAT CONVENTIONS AND INTERVIEWING TECHNIQUES

Introduction

Aspects of the school coordinator telephone follow-up interview resemble survey questionnaires and require techniques commonly used by survey interviewers. This section of the manual is a short review of those techniques as they apply to the Telephone Follow-up QCF. These techniques include the following:

- Using a questionnaire format;
- How questions are asked;
- How answers are recorded;
- Techniques you need to know to obtain concise and neutral responses; and
- “Probing” responses.

Using a Questionnaire Format

In its simplest form, a questionnaire contains a series of questions and an area for you to record the answers you receive.

1. **Instructions to You:** An important convention found in the NAEP forms is one that Westat generally observes for questionnaires: Words printed in all capital letters are instructions to you and should not be read aloud. For example:

IF POSSIBLE, OBTAIN DETAILS ABOUT LATE ARRIVAL.

2. Circling Answer Codes: Most questions list the possible answers that the school coordinator is expected to give. Simply circle the answer code that corresponds best to what the school coordinator says in reply to the questions. An example of this type of question is Question 1 from the Telephone Follow-up QCF.

1. Overall, how would you say the NAEP team handled the assessment at your school? Would you say very well, satisfactorily, or unsatisfactorily?

VERY WELL 1 (Q2)
SATISFACTORILY 2 (Q2)
UNSATISFACTORILY 3 (Q1a)

3. Words in Parentheses: Questionnaires use other conventions to make the questionnaire more adaptable. If you find a word or words in parentheses within a question or statement, this means you need to substitute the word or phrase that makes the question appropriate to your situation. In the following example you would substitute the name of the AC for the word (AC).

7. At the end of the session(s), did (AC) give you the NAEP Storage Envelope and tell you when the materials should be destroyed? (REVIEW IF NECESSARY).

YES 1
NO 2
DON'T KNOW 8

If the words in parentheses are separated by a slash, this means you will need to select the most appropriate word or phrase based on the context in which the question is asked, as in the following example:

Hello, this is _____ from the National Assessment of Educational Progress. I (am/work with) the NAEP Supervisor for this area.

4. Open-ended Questions: Open-ended questions are used when we do not want to restrict a school coordinator's answer. For a question like the one below, you would write down the school coordinator's answer verbatim on the lines provided.

10. Is there anything (else) you would like to say about the assessment team or any of its members?

General Rules for Asking Questions

The following are basic rules for administering the telephone follow-up QCF to the school coordinator.

- Always read the question as it is written.
- Ask the questions in the way they are ordered. If you discover that you have accidentally skipped one or more questions, you may go back to the omitted questions.
- Read questions in a natural conversational tone, following the punctuation in the question. Your reading of the questions should reflect your overall neutrality about the subject matter and encourage the school coordinator to talk freely about the issue. Only emphasize words that are underlined or appear in bold. When answer categories are to be read, put a brief pause between the options so the school coordinator knows what the choices are.
- Read the questions at a slow even pace.

General Rules for Recording Questions

- Record your answers neatly and legibly. This means that for coded questions you should carefully circle the number that corresponds to the response given by the school coordinator.
- When recording a response to open-ended questions, write legibly.
- If you make an error in recording a response, you may either erase or line through the incorrect answer. In either case, be sure the correct answer is legible.
- Feel free to write notes in the left-hand margin of the questionnaire to explain an answer or unusual circumstance. Do not write in the right-hand margin, however, because this area is used by data processing staff. Distinguish a note from an actual answer given by the school coordinator by placing it in parentheses.
- If the school coordinator does not know an answer and a “Don’t know” code has not been provided, record this as “DK” in the margin by the question.
- When recording responses to open-ended questions, keep the following in mind:
 - To the extent possible, record answers verbatim. If the answers are lengthy, you may paraphrase.
 - Use standard abbreviations, such as AA, SC, Admin. Schedule, etc. Be sure to review abbreviations you have recorded afterwards and spell out any that are not in common usage.
 - If necessary, ask the school coordinator to slow down so that you can capture everything that is said.

Techniques for Obtaining Complete and Neutral Response

When you administer the Telephone Follow-up QCF, keep the following interviewing techniques in mind:

- Listen carefully to the school coordinator's responses so that you know when the school coordinator has given a complete answer that is relevant to the question.
- Remain neutral. Do not give the school coordinator any indication of your feelings on the subject being discussed. Studies show that respondents to questionnaires may alter their answers if they think the interviewer expects them to answer in a certain way.
- Encourage the school coordinator to provide clear and concise answers by giving positive reinforcement in a neutral manner. You can do this with phrases like:
 - "I see."
 - "That's helpful."
 - "I understand."

Probing

Probing is a technique used by survey interviewers to refocus and redirect the respondent's attention to the question. It requires the interviewer to find a way to get the respondent to elaborate or reconsider an incomplete or irrelevant answer without influencing the content of the answer.

You will know when to probe by listening to the school coordinator's answer carefully and evaluating whether it is relevant, specific enough, and complete.

There are some examples of situations that require probing. Note that the probes used are neutral. This means they draw out the school coordinator without influencing the answer in any direction. They generally involve repeating parts of the question or the answer categories in a way that refocuses the school coordinator's attention on them. For example:

4. As far as you know, did (all of) the session(s) start on time?

YES	1 (Q5)
NO (SOME OR ALL WERE DELAYED).....	2 (Q4a)
DON'T KNOW	8 (Q5)

4a. RECORD ANY DETAILS OFFERED ABOUT THE DELAY.
(PROBE: Could you tell me more about that?)

Here are some techniques to keep in mind about probing:

- Sometimes the most effective probe is an expectant pause. This is a cue to the school coordinator that you expect a more detailed or elaborate answer.
- When the school coordinator is giving you comments, probe for additional comments by using the phrase: **“What else?”**
- A common response to survey questions is “I don’t know.” As a general rule, if you receive a “don’t know” response and the answer categories do not allow for it, try to get the school coordinator to elaborate by saying:
“Take a minute to think about it.” or **“Your best estimation would be fine.”**
- If you have probed a response once and still do not have a satisfactory answer, you will need to use your judgment about whether you should probe again. For most questions in the Telephone Follow-up QCF, it is not necessary to probe more than once.
- If you think the school coordinator just didn’t understand the question, the best probe is to simply read it again, perhaps more slowly and clearly.
- Do not make assumptions about what the school coordinator means. If it isn’t clear, **PROBE** for clarification.