

ADMINISTER

a manual for Assessment Administrators

2008



ARTS

NAEP 2007–2008

ASSESSMENT ADMINISTRATOR MANUAL—ARTS

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OVERVIEW OF NAEP AND 2007-2008 ACTIVITIES

1. Background of NAEP

The National Assessment of Educational Progress (NAEP) is a congressionally mandated project administered by the National Center for Education Statistics (NCES) branch of the U.S. Department of Education. The National Assessment Governing Board (the Governing Board) provides overall policy direction for the NAEP program, including selecting the academic subject areas to be assessed and developing content frameworks that specify assessment content. The Governing Board is an independent, bipartisan group whose members include governors, state legislators, local and state school officials, educators, business representatives, and members of the general public.

Often called “the Nation’s Report Card,” NAEP is the only nationally representative, continuing assessment of what America’s students know and can do in various subject areas. Through 1988, NAEP reported only on the academic achievement of the nation as a whole. Beginning in 1990 with the Trial State Assessment, however, states participated in NAEP on a volunteer basis in order to receive state-level results. In 1996, the authorizing statute no longer considered the state component to be “trial.”

A significant change to state NAEP occurred in 2001 with the reauthorization of the Elementary and Secondary Education Act, also referred to as the “No Child Left Behind Act of 2001” (NCLB) (Pub. L. 107-110). NCLB impacted state NAEP beginning in the 2002–2003 school year in the following areas:

- all states and districts are required to participate in NAEP assessments of reading and mathematics¹ at grades 4 and 8 biennially as a condition of receiving Title I funds;
- a federally funded full-time NAEP State Coordinator could be hired in each state; and
- the NCES contractor staff administers the NAEP assessments, thereby greatly reducing the burden on school staff.

¹ State participation in science and writing remains voluntary.

As a result of the NCLB legislation, NCES and the Governing Board implemented the following policies and procedures:

- parental notification is required for all NAEP assessments;
- there are procedures in place for interested parties wishing to view secure assessment items;
- there are procedures in place for those wishing to formally file a complaint; and
- the minimum participation level is raised to 85 percent of originally selected schools to receive reported results in all reported subjects, including science and writing.

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

A. Characteristics of NAEP

NAEP is

- an assessment at grades 4, 8, and 12 that allows student educational achievement to be compared across states and regions of the country;
- an assessment that identifies the percentage of students in the nation who meet standards for Advanced, Proficient, or Basic performance in a variety of subjects;
- a yardstick that state educators, legislators, and governors can use to gauge the effectiveness of state educational policies;
- the only reliable, ongoing measurement tool that members of Congress, the President, and other policymakers and researchers can use to review student progress during the past 30 years at the national level; and
- a source of information that allows the public to assess the academic performance of students in their state and the nation as a whole.

NAEP provides

- state and national performance results in reading, mathematics, science, and writing;
- national student performance results in U.S. history, geography, civics, the arts, foreign language, world history, and economics;
- long-term trends in national student performance in reading and mathematics during the past 30 years; and
- comparisons in student performance based on factors such as race/ethnicity, gender, public and nonpublic schools, level of parental education, prior course-taking, and classroom/school conditions and practices.

Here are additional facts about NAEP:

An independent body decides what is tested.

The Governing Board selects the academic subject areas to be assessed and develops content “frameworks” or test blueprints.

NAEP ensures confidentiality.

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

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

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

NAEP encourages inclusion of special needs students.

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

NAEP uses a variety of assessment formats.

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

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

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

B. NAEP Organizational Structure

The chart on the next page shows the current organizational structure of NAEP.

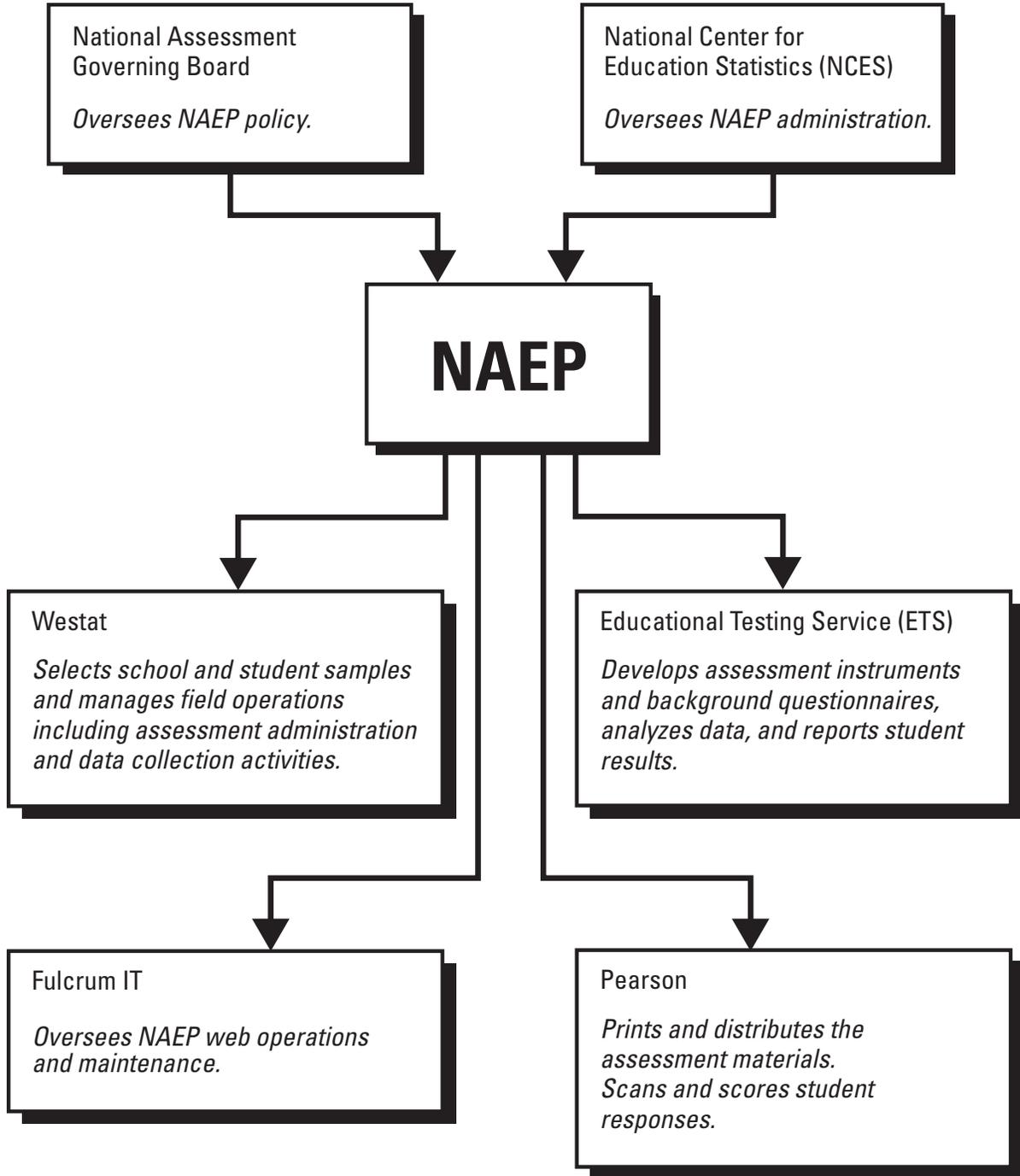
The Commissioner of Education Statistics, who heads NCES in the U.S. Department of Education, is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations. The Associate Commissioner for Assessment at NCES executes the program operations and technical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

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

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

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

NAEP Organizational Structure



2. The NAEP Program for 2007-2008

A. Long-Term Trend (LTT)

From October 8, 2007 through May 23, 2008, NAEP will be conducting the LTT assessments in reading and mathematics among 9-, 13-, and 17-year-old students. The LTT assessments are designed to collect information on the changes in the basic achievement of America's youth by monitoring trend lines first established in 1971 for reading and 1973 for mathematics. The last LTT assessment was in 2003-2004.

B. Science Interactive Computer Tasks Prepilot

The new NAEP Science Framework for the 2009 science assessment calls for a series of interactive computer tasks during which students will demonstrate their science knowledge and skills, especially their inquiry skills, using online tools. These items will be piloted during the 2008 field test. However, NAEP will be conducting a prepilot in October and November of 2007 to test procedures and items associated with computer delivery in preparation for the field test in 2008.

C. Field Test Studies in Reading, Mathematics, and Science

NAEP will conduct a field test from January 28 through March 7, 2008 in reading, mathematics, and science in grades 4, 8, and 12. The purpose of the field test is to try out new assessment items, materials, and procedures in preparation for the 2009 assessment.

D. Arts Assessment

NAEP will conduct an arts assessment from January 28 through March 7, 2008 in grade 8. The inclusion of the arts in NAEP 2008 will mark the fourth time the disciplines of music and visual arts have been assessed nationally. Music was first assessed in 1972 and visual arts in 1975. They were both last assessed in 1997. In 2016, NAEP plans to assess eighth-grade students in music and visual arts, continuing this 40-year trend that examines the importance educators give to the arts.

Why an Arts Assessment?

Educators have acknowledged that the arts are basic to the acquisition of a well-rounded education. The arts provide meaning to learning. They serve as a vehicle for acquiring the skills to which educational reformers have said students should aspire: problem-solving, higher order thinking, flexibility, persistence, and cooperation.

While many schools may no longer offer arts education programs or have had to reduce the scope of their arts programs because of budget cuts, students, nonetheless, continue to experience the arts through many means. Determining the extent of their knowledge is important and reinforces the basic premise of "The Nation's Report Card" that is, to measure and report the current status of the educational achievement of American students.

The arts are also important in the context of educational reform that emphasizes “multiple intelligences.” Children learn in many different ways. The range of artistic experiences offers visual, kinetic, aural, and spatial means of teaching and learning. These opportunities to use different senses as well as be imaginative and mentally flexible can help students develop indispensable skills for a rapidly changing world. The opportunities may account for evidence that arts learning improves student performance in diverse subjects.

The last several years have seen a growing resolve among educators and policymakers to assure the place of a solid arts education in the nation’s schools. One objective of NCLB is “to support systemic education reform by strengthening arts education as an integral part of the elementary school and secondary school curriculum.” In addition, the legislation aims to “ensure that all students meet challenging content standards and challenging state student academic achievement standards in the arts.”

The information gleaned from an assessment of the arts on a national scale in 2008 will broaden our scope of the extent of what American students know and can do in the arts disciplines of music and visual arts.

E. Grade 12 Motivation Study

This NAEP special study will be conducted from October 8 through November 16, 2007 and will assess grade 12 students in reading in order to evaluate issues of student motivation. Randomly selected students will be assigned to one of three sessions which must be conducted separately and simultaneously. Each test will test a different incentive condition.

3. The Security of Assessment Materials and Confidentiality Issues

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

A. Guidelines for Viewing Assessment Materials

Since its inception, NAEP has administered both cognitive test questions and background questionnaires. The test questions assess student knowledge and skills in academic subject areas. The background questionnaires provide information for reporting categories and collecting noncognitive data related to achievement of students, their family background, teachers, and schools.

By statute (Pub. L. 107-110), “the public shall have access to all assessment data, questions, and complete and current assessment instruments” of NAEP with two important exceptions:

1. “Personally identifiable” information about individual students, their families, and schools must remain confidential in accordance with the Federal Privacy Act (Sec. 552a of Title 5, U.S. Code); and
2. Access to cognitive questions may be restricted to maintain security if such questions are to be reused. Breaches of security are punishable as a felony.

To fulfill the first requirement, NAEP has made sure since its inception that no identifying information on individual students or schools is included in its data releases or reports. The names of students who have taken NAEP never leave the school building in which the assessment is administered, and all information collected by NAEP about individual students and schools will remain strictly confidential.

To fulfill the second requirement, the Governing Board adopted a strict policy on how to handle requests to see NAEP assessment booklets. All requests to view NAEP assessment booklets must be handled in the following ways:

If a request is made to view the background questions asked in the student’s assessment booklets, you must provide copies of the NAEP Sample Questions Booklet.

The Sample Questions Booklets contain all of the questions that make up the NAEP background questionnaires. You will receive a supply of Sample Questions Booklets from Westat, and the booklets will also be posted on the MySchool and NAEP websites.

If a request is made to view the actual test questions by school staff members, parents, or anyone else, that person or persons must submit a written request to NCES.

Under the statute, all secure cognitive questions must be made available within 45 days after a written request, provided test security is maintained. All written requests to view test questions should be sent through the field manager or field director to the NAEP State Coordinator, who in turn will contact NCES.

In addition, never, under any circumstance, allow anyone to examine materials completed by students or school staff.

Copying or duplicating actual assessment booklets is never permitted. Following each assessment, NAEP releases approximately 25 percent or more of the test questions. The questions appear in the NAEP reports and on the NAEP website. You should encourage any interested party to view the previously released NAEP test questions on the NAEP website at <http://nationsreportcard.gov>.

B. Requests From News Media

Representatives of local news media may ask you for information about the state or national assessment and the local school's involvement. **All such inquiries should be referred to school officials who are responsible for handling requests from the press.**

There is a press release available that you may give to school coordinators if they are faced with inquiries from the media. **UNDER NO CIRCUMSTANCES ARE WESTAT STAFF TO MAKE COMMENTS REGARDING THE NATIONAL ASSESSMENT FOR PUBLICATION OR BROADCAST.** This is to ensure that a uniform statement on the national assessment is being presented in all parts of the country.

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

C. The NAEP Code of Ethics

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

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

NAEP Code of Ethics

NAEP is firmly committed to the collection of high quality, independent, and unbiased measures of student academic performance.

This Code of Ethics defines the principles that are the foundation for fair and accurate test administration and data collection. NAEP grantees, contractors, and subcontractors must ensure that all procedures, materials, training programs, and administrative guidelines are derived from these principles.

This Code of Ethics applies to all staff and contracted employees who are involved in the collection of NAEP data. Each individual must have the opportunity to review the Code before becoming a part of the NAEP team. Prior to collecting NAEP data, an individual must swear or affirm his/her commitment to uphold the principles stated in this Code.

The basic principles guiding NAEP data collection are accuracy, integrity, and respect.

ACCURACY

Accuracy ensures that NAEP results precisely reflect student achievement across the nation.

- Sampled schools and sampled students who are eligible for the assessment are to be included in the assessment to the greatest extent possible.

- Students shall be assessed using accommodations as specified in their education plans and offered by NAEP.

- The NAEP testing environment shall be correctly structured and a positive atmosphere shall be established so that all students have a fair chance to perform to full capacity.

INTEGRITY

Integrity ensures that rigorous, ethical, and consistent procedures are used for NAEP test administration and data collection.

- Persons administering and monitoring NAEP assessments shall comply with standard NAEP procedures for administering and monitoring the assessment.

- Persons authorized by NAEP to have access to NAEP testing materials shall follow the NAEP Guidelines for Viewing Assessment Materials.
- NAEP staff and other proctors assigned to testing sessions shall receive clear, unambiguous guidance on testing procedures.

- Deviations from proper procedures shall be documented, and those affecting student performance shall be reported immediately.

RESPECT

Respect ensures that students, school staff, and others affected by NAEP test administration and data collection are treated with professionalism, openness, and courtesy.

- Schools shall be notified in advance of the assessment and provided all relevant information about NAEP, NAEP assessment procedures and schedules, and NAEP personnel who might be entering the school.

- Test takers and other stakeholders shall have access to information about NAEP, including sample items and NAEP reports.
- Persons administering and monitoring NAEP assessments shall be sensitive to the needs of students, teachers, and the school when administering NAEP.

- NAEP staff members are to ensure the confidentiality of all information provided by students and school staff in response to assessment and questionnaire items.
- Any complaint or concern about a NAEP assessment shall be addressed directly by testing personnel in the field and promptly reported to NCES or its designee.

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

If you have not previously done so during any past employment on NAEP, at the end of the in-person training, you will be asked to sign the following Oath of Office committing yourself to uphold the principles stated in the Code:

“I acknowledge that I have been instructed in and understand the NAEP Code of Ethics. I do solemnly swear (or affirm) that I will adhere to this Code of Ethics; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office upon which I am about to enter.”

D. Accountability

NAEP brings the precision of data collection into the school setting. Your role in the schools as an assessment administrator is first and foremost as a data collector.

The materials and training you’ll receive throughout your NAEP 2008 orientation will provide you with the knowledge of procedures you’ll need to conduct the assessments locally, in accordance with strict standards that are observed nationally.

NAEP is no small undertaking. Think of the vast number of variables that would be introduced if the basic procedures followed at every test site across the country were not strictly adhered to. For the data to be statistically valid, it must be collected under the same conditions in each of these schools and in every classroom.

The first principle of data collection is consistency.

How reliable would assessment results be if, for example, some students only received 5 minutes to complete a block of questions instead of 15 minutes, or if the AA who was monitoring the assessment session gave some students help with the answers?

How reliable would the results be for student subpopulations if the way those subpopulations were defined or classified varied from school to school or from region to region?

Westat provides updated, comprehensive training for its NAEP staff members every year. Detailed scripts are provided for use in each test setting. Westat also provides clear procedures for handling situations that occur within the testing environment.

Your most critical task is to provide consistency of procedure in the school and classroom setting.

As you work in the schools, set the standard for the preciseness and attention to detail that reliable data collection requires. Regardless of the conditions you find when you arrive on the job each morning, your role is to create a research environment at that school on that day in which data can be accurately collected. When unexpected situations arise, don’t improvise. Follow stated procedures to the letter to assure uniform, accurate, and confidential collection of data.

Westat has administered the NAEP program since 1983 and has very carefully studied the types of situations you might encounter on the job. Your in-person training will describe the exact procedures to follow if and when you encounter issues that might interfere with accurate data collection. Many of these responses are scripted to ensure consistency across testing environments. If a situation not accounted for in the procedures arises, contact your field manager.

The second principle of data collection is the elimination of errors.

In addition to its extensive training of the AAs and supervisors who administer assessments, Westat implements quality control safeguards to eliminate data collection errors. These quality control (QC) checks are carefully designed to ensure the integrity of NAEP assessments, identify and correct potential errors, and guide corrective actions, when necessary. Supervisors are responsible for supervising AAs and ensuring the accuracy of their work through a series of QC checks conducted throughout each assessment. After each session, the supervisor interviews the school coordinator to receive his/her comments and recommendations. Feedback from school coordinators helps Westat improve its procedures, documentation, and training for future assessments.

Each NAEP team member is vital in ensuring quality control. Every NAEP team member has a clearly defined role and is responsible for ensuring that errors do not enter the system. Westat has a comprehensive process in place to ensure checking and rechecking all team members' work. In the rare situation where you are forced to take over an assignment or task for another team member, it is your responsibility to see that the work you do is checked by another team member so the quality control process remains intact.

4. Goals of the NAEP 2008 Arts Training Program

Ensuring the data you collect is of the highest quality has always been NAEP's top priority. It is critical that the procedures for collecting data are followed exactly as NAEP intended.

As an assessment administrator (AA), many of your responsibilities directly affect the reliability and accuracy of the data collected. NAEP has procedures in place that ensure the data you collect have statistical validity.

Statistical validity means the data collected are accurate and reliable and have been collected in a uniform manner across schools. NAEP goals for 2007-2008 reflect important priorities:

Ensure Statistical Validity Through Quality Control.

Each piece of data you collect or procedure you carry out that affects statistical validity must also be double-checked by someone other than yourself for accuracy. Quality control (QC) checks are an integral and necessary part of NAEP's quality assurance program. The checks are designed to ensure the integrity of NAEP assessments, to identify and correct potential errors, and to guide corrective actions, when necessary. As an AA, you are responsible for QC checking your own work, as well as that of your fellow AAs. Your

supervisor is also responsible for the quality control of the work you do, and will conduct a series of QC checks as well.

Promote the NAEP Code of Ethics.

The NAEP Code of Ethics is a set of principles that NAEP expects all staff to abide by when administering the assessment and collecting NAEP data. The Code outlines the three principles—accuracy, integrity, and respect—that guide all NAEP procedures and the actions of all NAEP staff. The Code also outlines how these principles are reflected in NAEP procedures and in the actions of its staff.

Protect the Security and Confidentiality of NAEP Materials.

NAEP materials contain sensitive information that must be protected in many different ways. Some information cannot leave the school; some information can only be seen by field staff that have signed the Affidavit of Nondisclosure; and some information must be destroyed entirely. The terms “security” and “confidentiality” refer to specific ways this information must be treated by field staff. These are outlined in greater detail at later points in this manual.

5. Manual Format

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



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



This icon indicates a quality control check or “QC check” will be required.



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



Voices of Experience:

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

2

UNDERSTANDING NAEP FORMS AND MATERIALS

1. NAEP Forms and Materials

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

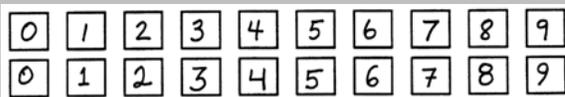
Guidelines for Completing Scannable Documents

When entering pertinent information onto the Administration Schedule, SD and/or Roster of Questionnaires, questionnaire covers, and assessment booklet covers, you must adhere to the following guidelines:

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

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

The following are **acceptable** writing styles:



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



A. Assessment Information Form

Effective communication between you and your supervisor is crucial to NAEP's success. The Assessment Information Form has been developed for supervisors to communicate specific information to the AAs about their assignment. Your supervisor will either mail your Assessment Information Forms or give them to you in person 1-2 weeks before each assessment. More detailed information on this form is provided in Procedure 3 of chapter 4.

SV: _____ PHONE #: _____ REGION/AREA: _____

**NAEP 2008 ARTS ASSESSMENT
ASSESSMENT INFORMATION FORM**

ASSESSMENT DATE: _____ ARRIVAL TIME: _____
 SCHOOL: _____ SCHOOL ID #: _____
 ADDRESS: _____
 SCHOOL COORD: _____ PHONE #: _____
 PRINCIPAL: _____

SESSION # -OR- ACCOMM. GROUP #	REGULAR/ ACCOMMODATIONS	ROOM	TIME	AA	ACCOMMODATIONS IN REGULAR SESSION (ADMIN SCHED LINE #: ACCOMMODATIONS)
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				

DIRECTIONS TO THE SCHOOL: _____

 PARKING: _____
 INSTRUCTIONS FOR MEETING THE ASSESSMENT TEAM: _____
 OTHER INFORMATION (POLICY FOR DISMISSING STUDENTS, HOW TO HANDLE LATECOMERS, ETC.):

ACCOMMODATION SESSION INFORMATION

GROUP #:	SESSION CHARACTERISTICS (circle all that apply):		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

GROUP #:	SESSION CHARACTERISTICS (circle all that apply):		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

GROUP #:	SESSION CHARACTERISTICS (circle all that apply):		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

GROUP #:	SESSION CHARACTERISTICS (circle all that apply): REA / SMG / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

B. Administration Schedule

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

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

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

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

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

	Grades	
	4	8
Score gaps Females - Males	6	10

Females Outscore Males in NAEP 2005 Reading

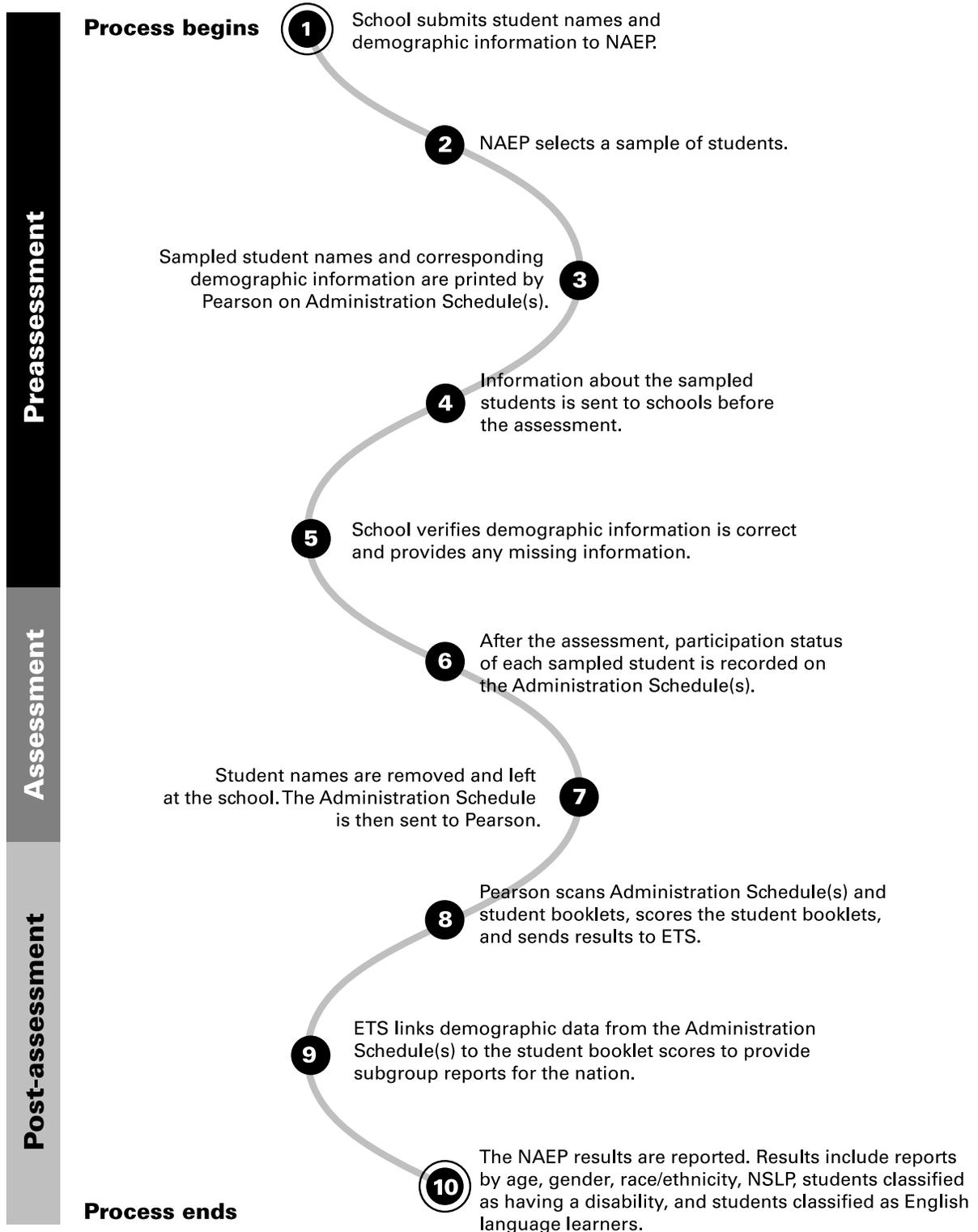
In 2005, female students continued to score higher than male students in reading, by 6 points at grade 4 and by 10 points at grade 8.

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

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

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

NAEP Administration Schedule Process



A Closer Look at the Administration Schedule

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

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

Each student is assigned a test subject.
M=Music
V=Visual Arts

Each school is assigned a NAEP school identification (ID) number. You will find more information about this on the next page.

Each session in a school is assigned a Session Number. There may be more than one session in a school. You will find more information about this on the next page.

This form must be completed in No. 2 pencil.

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
2008 Arts Administration Schedule

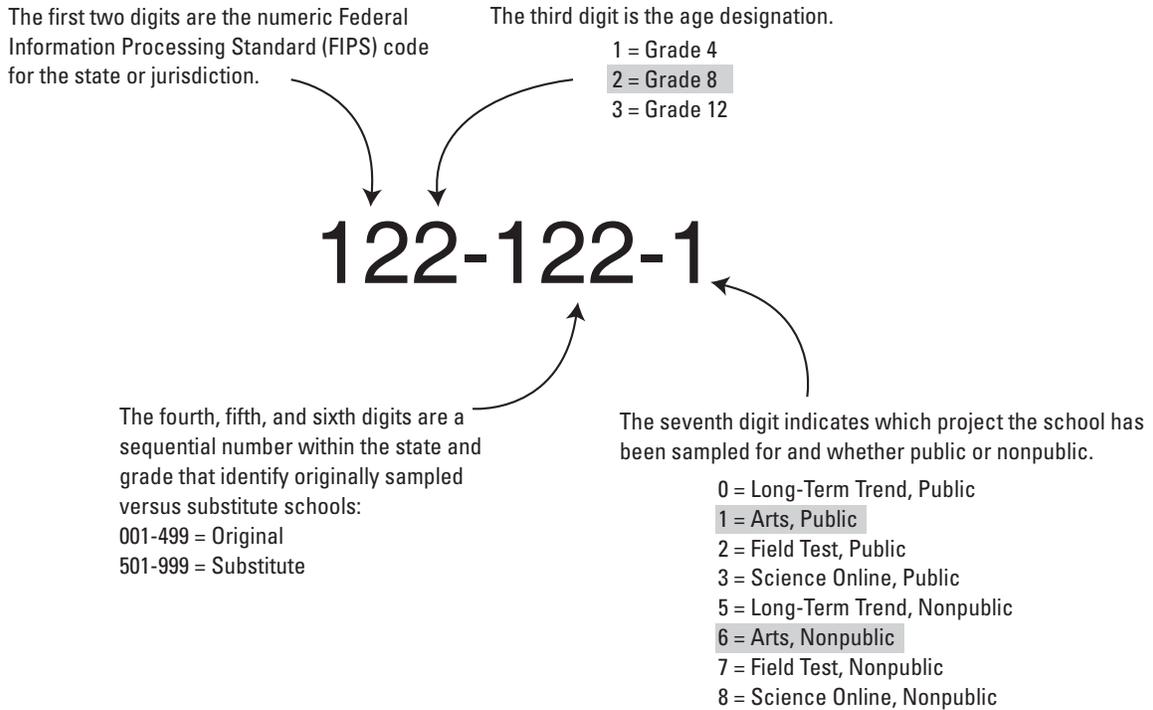
School #: 122-122-1 Grade: 8
School Name: Apex Middle School
Administrator's Name: Sylvia Thomas
Original session scheduled for: Day/Date: Monday, Feb. 11 Time: 8:35 Location: Cafeteria
Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____
Makeup Session Held: # Makeup Session Not Held:
Bundle #'s: 0001 0002
Session Number: M10801

A ¹	B ²	C ³	D ⁴	E ⁵	F ⁶	G ⁷	H ⁸	I ⁹	J ¹⁰	K ¹¹	L ¹²	M ¹³	N ¹⁴	O ¹⁵	P ¹⁶	Q ¹⁷	R ¹⁸	S ¹⁹	T ²⁰	U ²¹	V ²²	W ²³	X ²⁴	Y ²⁵	Z ²⁶	AA ²⁷	AB ²⁸	AC ²⁹	AD ³⁰	AE ³¹	AF ³²	AG ³³	AH ³⁴	AI ³⁵	AJ ³⁶	AK ³⁷	AL ³⁸	AM ³⁹	AN ⁴⁰	AO ⁴¹	AP ⁴²	AQ ⁴³	AR ⁴⁴	AS ⁴⁵	AT ⁴⁶	AU ⁴⁷	AV ⁴⁸	AW ⁴⁹	AX ⁵⁰	AY ⁵¹	AZ ⁵²	BA ⁵³	BB ⁵⁴	BC ⁵⁵	BD ⁵⁶	BE ⁵⁷	BF ⁵⁸	BG ⁵⁹	BH ⁶⁰	BI ⁶¹	BJ ⁶²	BK ⁶³	BL ⁶⁴	BM ⁶⁵	BN ⁶⁶	BO ⁶⁷	BP ⁶⁸	BQ ⁶⁹	BR ⁷⁰	BS ⁷¹	BT ⁷²	BU ⁷³	BV ⁷⁴	BW ⁷⁵	BX ⁷⁶	BY ⁷⁷	BZ ⁷⁸	CA ⁷⁹	CB ⁸⁰	CC ⁸¹	CD ⁸²	CE ⁸³	CF ⁸⁴	CG ⁸⁵	CH ⁸⁶	CI ⁸⁷	CJ ⁸⁸	CK ⁸⁹	CL ⁹⁰	CM ⁹¹	CN ⁹²	CO ⁹³	CP ⁹⁴	CQ ⁹⁵	CR ⁹⁶	CS ⁹⁷	CT ⁹⁸	CU ⁹⁹	CV ¹⁰⁰	CW ¹⁰¹	CX ¹⁰²	CY ¹⁰³	CZ ¹⁰⁴	DA ¹⁰⁵	DB ¹⁰⁶	DC ¹⁰⁷	DD ¹⁰⁸	DE ¹⁰⁹	DF ¹¹⁰	DG ¹¹¹	DH ¹¹²	DI ¹¹³	DJ ¹¹⁴	DK ¹¹⁵	DL ¹¹⁶	DM ¹¹⁷	DN ¹¹⁸	DO ¹¹⁹	DP ¹²⁰	DQ ¹²¹	DR ¹²²	DS ¹²³	DT ¹²⁴	DU ¹²⁵	DV ¹²⁶	DW ¹²⁷	DX ¹²⁸	DY ¹²⁹	DZ ¹³⁰	EA ¹³¹	EB ¹³²	EC ¹³³	ED ¹³⁴	EE ¹³⁵	EF ¹³⁶	EG ¹³⁷	EH ¹³⁸	EI ¹³⁹	EJ ¹⁴⁰	EK ¹⁴¹	EL ¹⁴²	EM ¹⁴³	EN ¹⁴⁴	EO ¹⁴⁵	EP ¹⁴⁶	EQ ¹⁴⁷	ER ¹⁴⁸	ES ¹⁴⁹	ET ¹⁵⁰	EU ¹⁵¹	EV ¹⁵²	EW ¹⁵³	EX ¹⁵⁴	EY ¹⁵⁵	EZ ¹⁵⁶	FA ¹⁵⁷	FB ¹⁵⁸	FC ¹⁵⁹	FD ¹⁶⁰	FE ¹⁶¹	FF ¹⁶²	FG ¹⁶³	FH ¹⁶⁴	FI ¹⁶⁵	FJ ¹⁶⁶	FK ¹⁶⁷	FL ¹⁶⁸	FM ¹⁶⁹	FN ¹⁷⁰	FO ¹⁷¹	FP ¹⁷²	FQ ¹⁷³	FR ¹⁷⁴	FS ¹⁷⁵	FT ¹⁷⁶	FU ¹⁷⁷	FV ¹⁷⁸	FW ¹⁷⁹	FX ¹⁸⁰	FY ¹⁸¹	FZ ¹⁸²	GA ¹⁸³	GB ¹⁸⁴	GC ¹⁸⁵	GD ¹⁸⁶	GE ¹⁸⁷	GF ¹⁸⁸	GG ¹⁸⁹	GH ¹⁹⁰	GI ¹⁹¹	GJ ¹⁹²	GK ¹⁹³	GL ¹⁹⁴	GM ¹⁹⁵	GN ¹⁹⁶	GO ¹⁹⁷	GP ¹⁹⁸	GQ ¹⁹⁹	GR ²⁰⁰	GS ²⁰¹	GT ²⁰²	GU ²⁰³	GV ²⁰⁴	GW ²⁰⁵	GX ²⁰⁶	GY ²⁰⁷	GZ ²⁰⁸	HA ²⁰⁹	HB ²¹⁰	HC ²¹¹	HD ²¹²	HE ²¹³	HF ²¹⁴	HG ²¹⁵	HH ²¹⁶	HI ²¹⁷	HJ ²¹⁸	HK ²¹⁹	HL ²²⁰	HM ²²¹	HN ²²²	HO ²²³	HP ²²⁴	HQ ²²⁵	HR ²²⁶	HS ²²⁷	HT ²²⁸	HU ²²⁹	HV ²³⁰	HW ²³¹	HX ²³²	HY ²³³	HZ ²³⁴	IA ²³⁵	IB ²³⁶	IC ²³⁷	ID ²³⁸	IE ²³⁹	IF ²⁴⁰	IG ²⁴¹	IH ²⁴²	II ²⁴³	IJ ²⁴⁴	IK ²⁴⁵	IL ²⁴⁶	IM ²⁴⁷	IN ²⁴⁸	IO ²⁴⁹	IP ²⁵⁰	IQ ²⁵¹	IR ²⁵²	IS ²⁵³	IT ²⁵⁴	IU ²⁵⁵	IV ²⁵⁶	IW ²⁵⁷	IX ²⁵⁸	IY ²⁵⁹	IZ ²⁶⁰	JA ²⁶¹	JB ²⁶²	JC ²⁶³	JD ²⁶⁴	JE ²⁶⁵	JF ²⁶⁶	JG ²⁶⁷	JH ²⁶⁸	JI ²⁶⁹	IJ ²⁷⁰	JK ²⁷¹	KL ²⁷²	KM ²⁷³	KN ²⁷⁴	KO ²⁷⁵	KP ²⁷⁶	KQ ²⁷⁷	KR ²⁷⁸	KS ²⁷⁹	KT ²⁸⁰	KU ²⁸¹	KV ²⁸²	KW ²⁸³	KX ²⁸⁴	KY ²⁸⁵	KZ ²⁸⁶	LA ²⁸⁷	LB ²⁸⁸	LC ²⁸⁹	LD ²⁹⁰	LE ²⁹¹	LF ²⁹²	LG ²⁹³	LH ²⁹⁴	LI ²⁹⁵	LJ ²⁹⁶	LK ²⁹⁷	LL ²⁹⁸	LM ²⁹⁹	LN ³⁰⁰	LO ³⁰¹	LP ³⁰²	LQ ³⁰³	LR ³⁰⁴	LS ³⁰⁵	LT ³⁰⁶	LU ³⁰⁷	LV ³⁰⁸	LW ³⁰⁹	LX ³¹⁰	LY ³¹¹	LZ ³¹²	MA ³¹³	MB ³¹⁴	MC ³¹⁵	MD ³¹⁶	ME ³¹⁷	MF ³¹⁸	MG ³¹⁹	MH ³²⁰	MI ³²¹	MJ ³²²	MK ³²³	ML ³²⁴	MM ³²⁵	MN ³²⁶	MO ³²⁷	MP ³²⁸	MQ ³²⁹	MR ³³⁰	MS ³³¹	MT ³³²	MU ³³³	MV ³³⁴	MW ³³⁵	MX ³³⁶	MY ³³⁷	MZ ³³⁸	NA ³³⁹	NB ³⁴⁰	NC ³⁴¹	ND ³⁴²	NE ³⁴³	NF ³⁴⁴	NG ³⁴⁵	NH ³⁴⁶	NI ³⁴⁷	NJ ³⁴⁸	NK ³⁴⁹	NL ³⁵⁰	NM ³⁵¹	NO ³⁵²	NP ³⁵³	NQ ³⁵⁴	NR ³⁵⁵	NS ³⁵⁶	NT ³⁵⁷	NU ³⁵⁸	NV ³⁵⁹	NW ³⁶⁰	NX ³⁶¹	NY ³⁶²	NZ ³⁶³	OA ³⁶⁴	OB ³⁶⁵	OC ³⁶⁶	OD ³⁶⁷	OE ³⁶⁸	OF ³⁶⁹	OG ³⁷⁰	OH ³⁷¹	OI ³⁷²	OJ ³⁷³	OK ³⁷⁴	OL ³⁷⁵	OM ³⁷⁶	ON ³⁷⁷	OO ³⁷⁸	OP ³⁷⁹	OQ ³⁸⁰	OR ³⁸¹	OS ³⁸²	OT ³⁸³	OU ³⁸⁴	OV ³⁸⁵	OW ³⁸⁶	OX ³⁸⁷	OY ³⁸⁸	OZ ³⁸⁹	PA ³⁹⁰	PB ³⁹¹	PC ³⁹²	PD ³⁹³	PE ³⁹⁴	PF ³⁹⁵	PG ³⁹⁶	PH ³⁹⁷	PI ³⁹⁸	PJ ³⁹⁹	PK ⁴⁰⁰	PL ⁴⁰¹	PM ⁴⁰²	PN ⁴⁰³	PO ⁴⁰⁴	PP ⁴⁰⁵	PQ ⁴⁰⁶	PR ⁴⁰⁷	PS ⁴⁰⁸	PT ⁴⁰⁹	PU ⁴¹⁰	PV ⁴¹¹	PW ⁴¹²	PX ⁴¹³	PY ⁴¹⁴	PZ ⁴¹⁵	QA ⁴¹⁶	QB ⁴¹⁷	QC ⁴¹⁸	QD ⁴¹⁹	QE ⁴²⁰	QF ⁴²¹	QG ⁴²²	QH ⁴²³	QI ⁴²⁴	QJ ⁴²⁵	QK ⁴²⁶	QL ⁴²⁷	QM ⁴²⁸	QN ⁴²⁹	QO ⁴³⁰	QP ⁴³¹	QQ ⁴³²	QR ⁴³³	QS ⁴³⁴	QT ⁴³⁵	QU ⁴³⁶	QV ⁴³⁷	QW ⁴³⁸	QX ⁴³⁹	QY ⁴⁴⁰	QZ ⁴⁴¹	RA ⁴⁴²	RB ⁴⁴³	RC ⁴⁴⁴	RD ⁴⁴⁵	RE ⁴⁴⁶	RF ⁴⁴⁷	RG ⁴⁴⁸	RH ⁴⁴⁹	RI ⁴⁵⁰	RJ ⁴⁵¹	RK ⁴⁵²	RL ⁴⁵³	RM ⁴⁵⁴	RO ⁴⁵⁵	RP ⁴⁵⁶	RQ ⁴⁵⁷	RR ⁴⁵⁸	RS ⁴⁵⁹	RT ⁴⁶⁰	RU ⁴⁶¹	RV ⁴⁶²	RW ⁴⁶³	RX ⁴⁶⁴	RY ⁴⁶⁵	RZ ⁴⁶⁶	SA ⁴⁶⁷	SB ⁴⁶⁸	SC ⁴⁶⁹	SD ⁴⁷⁰	SE ⁴⁷¹	SF ⁴⁷²	SG ⁴⁷³	SH ⁴⁷⁴	SI ⁴⁷⁵	SJ ⁴⁷⁶	SK ⁴⁷⁷	SL ⁴⁷⁸	SM ⁴⁷⁹	SN ⁴⁸⁰	SO ⁴⁸¹	SP ⁴⁸²	SQ ⁴⁸³	SR ⁴⁸⁴	SS ⁴⁸⁵	ST ⁴⁸⁶	SU ⁴⁸⁷	SV ⁴⁸⁸	SW ⁴⁸⁹	SX ⁴⁹⁰	SY ⁴⁹¹	SZ ⁴⁹²	TA ⁴⁹³	TB ⁴⁹⁴	TC ⁴⁹⁵	TD ⁴⁹⁶	TE ⁴⁹⁷	TF ⁴⁹⁸	TG ⁴⁹⁹	TH ⁵⁰⁰	TI ⁵⁰¹	TJ ⁵⁰²	TK ⁵⁰³	TL ⁵⁰⁴	TM ⁵⁰⁵	TN ⁵⁰⁶	TO ⁵⁰⁷	TP ⁵⁰⁸	TQ ⁵⁰⁹	TR ⁵¹⁰	TS ⁵¹¹	TT ⁵¹²	TU ⁵¹³	TV ⁵¹⁴	TW ⁵¹⁵	TX ⁵¹⁶	TY ⁵¹⁷	TZ ⁵¹⁸	UA ⁵¹⁹	UB ⁵²⁰	UC ⁵²¹	UD ⁵²²	UE ⁵²³	UF ⁵²⁴	UG ⁵²⁵	UH ⁵²⁶	UI ⁵²⁷	UJ ⁵²⁸	UK ⁵²⁹	UL ⁵³⁰	UM ⁵³¹	UN ⁵³²	UO ⁵³³	UP ⁵³⁴	UQ ⁵³⁵	UR ⁵³⁶	US ⁵³⁷	UT ⁵³⁸	UU ⁵³⁹	UV ⁵⁴⁰	UW ⁵⁴¹	UX ⁵⁴²	UY ⁵⁴³	UZ ⁵⁴⁴	VA ⁵⁴⁵	VB ⁵⁴⁶	VC ⁵⁴⁷	VD ⁵⁴⁸	VE ⁵⁴⁹	VF ⁵⁵⁰	VG ⁵⁵¹	VH ⁵⁵²	VI ⁵⁵³	VJ ⁵⁵⁴	VK ⁵⁵⁵	VL ⁵⁵⁶	VM ⁵⁵⁷	VN ⁵⁵⁸	VO ⁵⁵⁹	VP ⁵⁶⁰	VQ ⁵⁶¹	VR ⁵⁶²	VS ⁵⁶³	VT ⁵⁶⁴	VU ⁵⁶⁵	VV ⁵⁶⁶	VW ⁵⁶⁷	VX ⁵⁶⁸	VY ⁵⁶⁹	VZ ⁵⁷⁰	WA ⁵⁷¹	WB ⁵⁷²	WC ⁵⁷³	WD ⁵⁷⁴	WE ⁵⁷⁵	WF ⁵⁷⁶	WG ⁵⁷⁷	WH ⁵⁷⁸	WI ⁵⁷⁹	WJ ⁵⁸⁰	WK ⁵⁸¹	WL ⁵⁸²	WM ⁵⁸³	WN ⁵⁸⁴	WO ⁵⁸⁵	WP ⁵⁸⁶	WQ ⁵⁸⁷	WR ⁵⁸⁸	WS ⁵⁸⁹	WT ⁵⁹⁰	WU ⁵⁹¹	WV ⁵⁹²	WW ⁵⁹³	WX ⁵⁹⁴	WY ⁵⁹⁵	WZ ⁵⁹⁶	XA ⁵⁹⁷	XB ⁵⁹⁸	XC ⁵⁹⁹	XD ⁶⁰⁰	XE ⁶⁰¹	XF ⁶⁰²	XG ⁶⁰³	XH ⁶⁰⁴	XI ⁶⁰⁵	XJ ⁶⁰⁶	XK ⁶⁰⁷	XL ⁶⁰⁸	XM ⁶⁰⁹	XN ⁶¹⁰	XO ⁶¹¹	XP ⁶¹²	XQ ⁶¹³	XR ⁶¹⁴	XS ⁶¹⁵	XT ⁶¹⁶	XU ⁶¹⁷	XV ⁶¹⁸	XW ⁶¹⁹	XX ⁶²⁰	XY ⁶²¹	XZ ⁶²²	YA ⁶²³	YB ⁶²⁴	YC ⁶²⁵	YD ⁶²⁶	YE ⁶²⁷	YF ⁶²⁸	YG ⁶²⁹	YH ⁶³⁰	YI ⁶³¹	YJ ⁶³²	YK ⁶³³	YL ⁶³⁴	YM ⁶³⁵	YN ⁶³⁶	YO ⁶³⁷	YP ⁶³⁸	YQ ⁶³⁹	YR ⁶⁴⁰	YS ⁶⁴¹	YT ⁶⁴²	YU ⁶⁴³	YV ⁶⁴⁴	YW ⁶⁴⁵	YX ⁶⁴⁶	YZ ⁶⁴⁷	ZA ⁶⁴⁸	ZB ⁶⁴⁹	ZC ⁶⁵⁰	ZD ⁶⁵¹	ZE ⁶⁵²	ZF ⁶⁵³	ZG ⁶⁵⁴	ZH ⁶⁵⁵	ZI ⁶⁵⁶	ZJ ⁶⁵⁷	ZK ⁶⁵⁸	ZL ⁶⁵⁹	ZM ⁶⁶⁰	ZN ⁶⁶¹	ZO ⁶⁶²	ZP ⁶⁶³	ZQ ⁶⁶⁴	ZR ⁶⁶⁵	ZS ⁶⁶⁶	ZT ⁶⁶⁷	ZU ⁶⁶⁸	ZV ⁶⁶⁹	ZW ⁶⁷⁰	ZX ⁶⁷¹	ZY ⁶⁷²	ZZ ⁶⁷³
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The form is perforated to remove students' names and leave them at the school after the session.

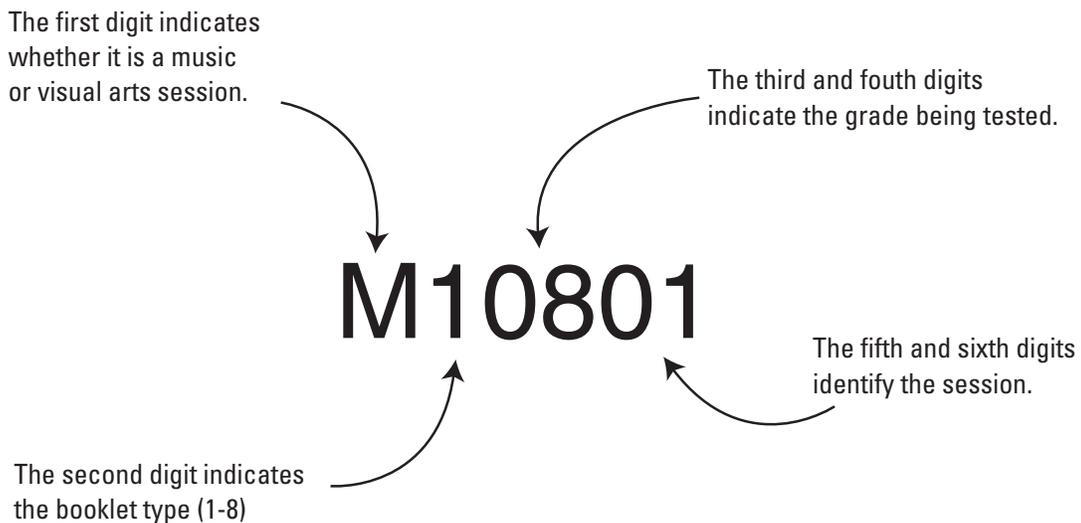
The NAEP School ID Number

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



The Session Number

The Session Number consists of a letter and five numbers. The letters “M” and “V” indicate the session is either a music session (M) or a visual arts session (V).



Next to the “M” or “V” will be one numeral (1-8) that indicates the booklet type (see chart below). All students in the same session will receive the same booklet.

Subject Indicator	Session Type	Booklet #
M (Music)	1	741
M	2	742
M	3	743
M	4	744
M	5	745
M	6	746
M	7	747
M	8	748
V (Visual Arts)	1	761
V	2	762
V	3	763
V	4	764
V	5	765
V	6	766
V	7	767
V	8	768

The next two numerals are 08, to indicate that it is a grade 8 session.

The last two digits refer to the number of sessions of a particular type held in a school. Most sessions will end in 01, indicating that there will be one session of that type held. On rare occasions, there may be additional sessions (e.g. M10802, V10802).

The Columns of the Administration Schedule

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

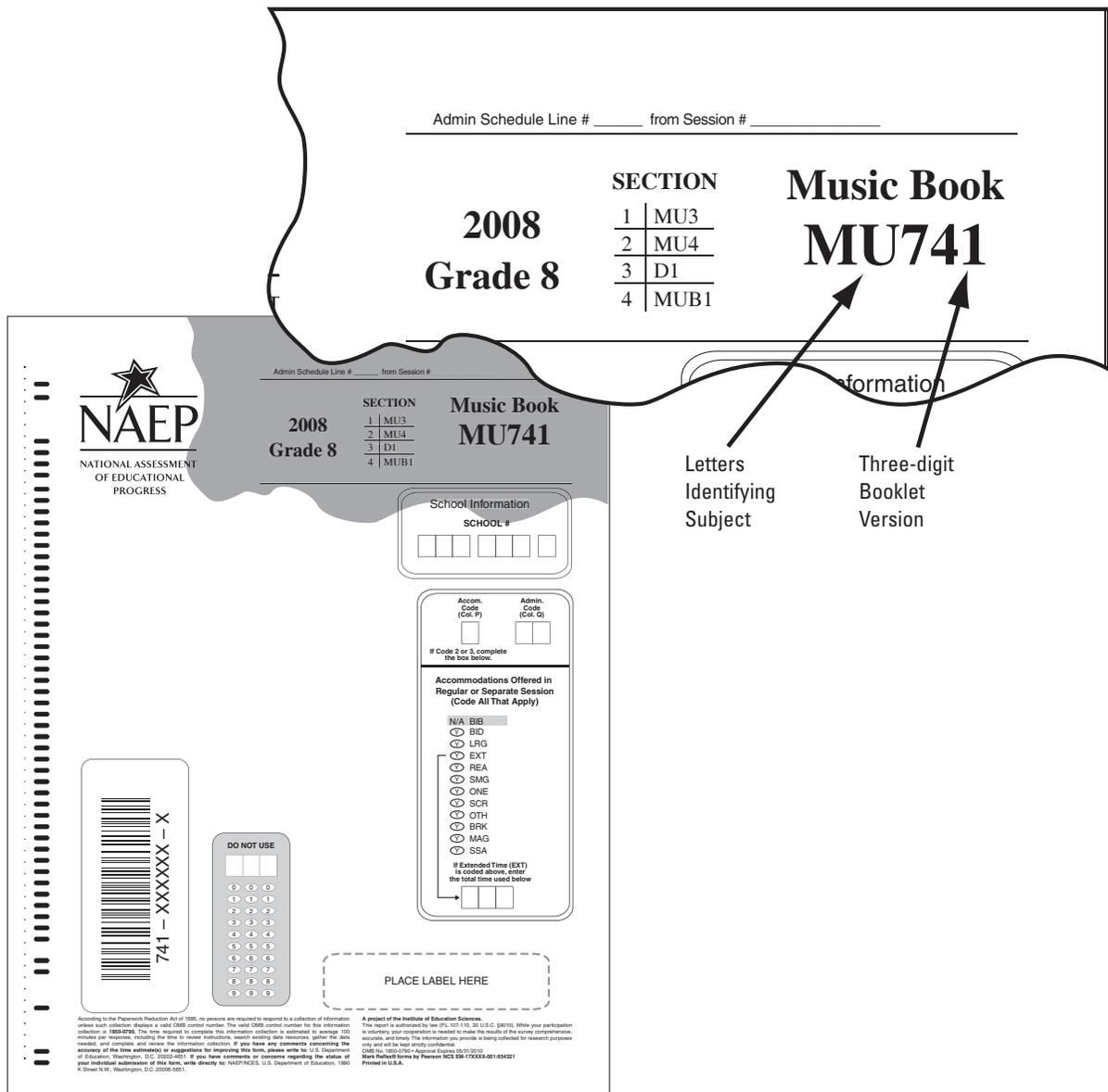
C. Assessment Booklets

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

- two letters identifying the subject (MU for music, VA for visual arts), and
- a three-digit booklet version number.

There are eight music booklets—MU741 through MU748—and eight visual arts booklets—VA761 through VA768. These are described in detail in chapter 4, Procedure 4.

The placement of these booklet identifiers is the same for music and visual arts booklets.



D. The Session Scripts

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

Regular Scripts

This year there are 16 regular session scripts used in the Arts assessment (eight for music and eight for visual arts). There are differences from script to script in wording, procedures, and the materials required. The procedure for using the session script to conduct regular sessions is presented in chapter 5.

M

2008 NATIONAL ASSESSMENT
OF EDUCATIONAL PROGRESS
ARTS ASSESSMENT

MU748 SESSION SCRIPT:
MINUET IN G / TEXTURE

M

2008 NATIONAL ASSESSMENT
OF EDUCATIONAL PROGRESS
ARTS ASSESSMENT

MU747 SESSION SCRIPT:
MICHAEL ROW / SHALOM

M

2008 NATIONAL ASSESSMENT
OF EDUCATIONAL PROGRESS
ARTS ASSESSMENT

MU746 SESSION SCRIPT:
TEXTURE / MINUET IN G

M

2008 NATIONAL ASSESSMENT
OF EDUCATIONAL PROGRESS
ARTS ASSESSMENT

MU745 SESSION SCRIPT:
SHALOM / MICHAEL ROW

M

2008 NATIONAL ASSESSMENT
OF EDUCATIONAL PROGRESS
ARTS ASSESSMENT

MU744 SESSION SCRIPT:
MINUET IN G / SHALOM

M

2008 NATIONAL ASSESSMENT
OF EDUCATIONAL PROGRESS
ARTS ASSESSMENT

MU743 SESSION SCRIPT:
MICHAEL ROW / MINUET IN G

M

2008 NATIONAL ASSESSMENT
OF EDUCATIONAL PROGRESS
ARTS ASSESSMENT

MU742 SESSION SCRIPT:
TEXTURE / MICHAEL ROW

M

2008 NATIONAL ASSESSMENT
OF EDUCATIONAL PROGRESS
ARTS ASSESSMENT

MU741 SESSION SCRIPT:
SHALOM / TEXTURE

V

2008 NATIONAL ASSESSMENT
OF EDUCATIONAL PROGRESS
ARTS ASSESSMENT

VA768 SESSION SCRIPT:
WHISPER BOX / MOTHER AND CHILD

V

2008 NATIONAL ASSESSMENT
OF EDUCATIONAL PROGRESS
ARTS ASSESSMENT

VA767 SESSION SCRIPT:
COLLAGE / SELF-PORTRAIT

V

2008 NATIONAL ASSESSMENT
OF EDUCATIONAL PROGRESS
ARTS ASSESSMENT

VA766 SESSION SCRIPT:
MOTHER AND CHILD / WHISPER BOX

V

2008 NATIONAL ASSESSMENT
OF EDUCATIONAL PROGRESS
ARTS ASSESSMENT

VA765 SESSION SCRIPT:
SELF-PORTRAIT / COLLAGE

V

2008 NATIONAL ASSESSMENT
OF EDUCATIONAL PROGRESS
ARTS ASSESSMENT

VA764 SESSION SCRIPT:
WHISPER BOX / SELF-PORTRAIT

V

2008 NATIONAL ASSESSMENT
OF EDUCATIONAL PROGRESS
ARTS ASSESSMENT

VA763 SESSION SCRIPT:
COLLAGE / WHISPER BOX

V

2008 NATIONAL ASSESSMENT
OF EDUCATIONAL PROGRESS
ARTS ASSESSMENT

VA762 SESSION SCRIPT:
MOTHER AND CHILD / COLLAGE

V

2008 NATIONAL ASSESSMENT
OF EDUCATIONAL PROGRESS
ARTS ASSESSMENT

VA761 SESSION SCRIPT:
SELF-PORTRAIT / MOTHER AND CHILD

SESSION SCRIPTS - ARTS

1.1

SESSION SCRIPTS - ARTS

1.1

Unlike the standard NAEP assessment, each session uses only one booklet type. The Arts scripts do, however, use the standard NAEP model, beginning with two cognitive blocks and ending with two background sections.

There are eight basic cognitive blocks (four music and four visual arts). These are arranged in different combinations to produce the different booklet and session types. The cognitive blocks are shown in the table below:

MUSIC BLOCKS	
Block	Description
Michael Row	Students analyze music they hear in terms of form, instrumentation, performance flaws, and use in daily life. They also are asked to display their knowledge of music notation.
Minuet in G	Students write a critique of a solo violin performance, describe characteristic features that define the style period during which a piece of music was written, explain how a composer created emotional effects in a composition, and identify instruments that they hear in a piece of music. Students will demonstrate their ability to describe features that distinguish a set of variations within a piece and will identify the form of the composition.
Shalom	Students identify the origin of a piece of non-Western music and describe one of its identifying features. Students analyze and identify features contained in a piece of choral music. Students identify the style of a piece of ragtime music and describe its key features; and students compare features of three pieces of music that create similarities or differences in style.
Texture	Students listen to a series of musical excerpts, which they analyze and compare in terms of texture, form, cultural origin, notation, and performance style.
VISUAL ARTS BLOCKS	
Collage	Students analyze and answer questions about a Romare Bearden collage and create their own collage expressing memories of a childhood home or another place important to them.
Mother and Child	Students analyze six artworks on the theme of mother and child, answering questions about art history and the relationship between form and meaning.
Self-Portrait	Students analyze and answer questions about two self-portraits and create their own self-portrait on a sheet of drawing paper.
Whisper Box	Students respond to questions about package design related to function and design a package to convey an idea.

Blocks are arranged to form the following session and booklet types:

Music Session Blocks		
Book/CD #	1st Block	2nd Block
MU741 – CD 1	T2MU3 – Shalom	T2MU4 – Texture
MU742 – CD 2	T2MU4 – Texture	T2MU5a – Michael Row
MU743 – CD 3	T2MU5a – Michael Row	T2MU6a – Minuet in G
MU744 – CD 4	T2MU6a – Minuet in G	T2MU3 – Shalom
MU745 – CD 5	T2MU3 – Shalom	T2MU5a – Michael Row
MU746 – CD 6	T2MU4 – Texture	T2MU6a – Minuet in G
MU747 – CD 7	T2MU5a – Michael Row	T2MU3 – Shalom
MU748 – CD 8	T2MU6a – Minuet in G	T2MU4 – Texture

Visual Arts Session Blocks		
Book #	1st Block and Timing	2nd Block and Timing
VA761	T2VA3 – Self-Portrait	T2VA4 – Mother and Child
VA762	T2VA4 – Mother and Child	T2VA5 – Collage
VA763/CD 1	T2VA5 – Collage	T2VA6 – Whisper Box
VA764/CD 1	T2VA6 – Whisper Box	T2VA3 – Self-Portrait
VA765	T2VA3 – Self-Portrait	T2VA5 – Collage
VA766/CD 1	T2VA4 – Mother and Child	T2VA6 – Whisper Box
VA767	T2VA5 – Collage	T2VA3 – Self-Portrait
VA768/ CD 1	T2VA6 – Whisper Box	T2VA4 – Mother and Child

Accommodation Scripts

Accommodation scripts must be used to administer separate accommodation sessions. These scripts have been developed to meet the specific needs of the students who are being accommodated. Some sections of the scripts have been shortened or simplified, and the timing of the sections is less stringent. There are 16 accommodation scripts (eight for music and eight for visual arts).

The procedure for conducting separate accommodation sessions is provided in chapter 6.

General Background Question-by-Question Specifications

Question-by-Question Specifications (QxQs) for the general student background sections of the assessment are provided in the back of each session script. You must refer to them when helping students understand the intent of a question in the general background sections. Guidelines for using the QxQs are provided in Procedure 12 in chapter 5.

Subject-Area Background QxQs

QxQs for the subject-area background section of the assessment are also provided in the back of each session script. You must refer to them when helping students understand the intent of a question in the subject-area background sections. Guidelines for using the QxQs are provided in Procedure 12 in chapter 5.

E. The Session Materials

On assessment day, your supervisor will give you the materials for each session you are assigned to conduct in the school. The session materials you receive will depend on the session type you are conducting. A complete list of materials for each session type is also provided in chapter 5.

F. Teacher Observer Letter

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

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

**NAEP 2008 ARTS ASSESSMENT
TEACHER OBSERVER LETTER**

We welcome you to the NAEP assessment!

The National Assessment of Educational Progress (NAEP) is often referred to as the "Nation's Report Card." NAEP monitors what American students know and can do in key subject areas at the elementary, middle, and high school levels and provides reliable student achievement profiles to American educators and citizens. NAEP is the only ongoing nationally representative assessment to chart trends in students' achievement across our nation. For more than 35 years, NAEP has been successful because of the support of teachers whose students participated in the assessment.

We appreciate your assistance in NAEP!

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

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

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

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

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

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

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

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

AFFIDAVIT OF NONDISCLOSURE

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

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

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

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

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

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

G. Accommodation Teacher Letter

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

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

**NAEP 2008 ARTS ASSESSMENT
ACCOMMODATION TEACHER LETTER**

We welcome you to the NAEP assessment!

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

We appreciate your assistance in NAEP!

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

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

If conducting an accommodation session, you may:

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

You may not:

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

AFFIDAVIT OF NONDISCLOSURE

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

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

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

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

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

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

H. Student Appreciation Certificates

NAEP has created Student Appreciation Certificates as a way to thank each student for his/her participation. In most schools, the supervisor will prepare these certificates for the school coordinator to use as appointment cards. In schools that elect not to hand out these certificates in advance, you will be responsible for distributing them at the end of the session.



I. Session Debriefing Form

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

This form must be completed for each original session, each separate accommodation session, and each makeup session held in the school. Instructions for completing the form are provided in chapter 7.

Overall, how well did this session go?

Very well
 Satisfactory
 Unsatisfactory

If "Unsatisfactory," record comment:

Record any UNUSUAL circumstances in this session not previously mentioned

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

Subject	Booklet ID #	Student Question

RETURN THIS COMPLETED FORM TO YOUR FIELD MAN

SV initials _____

SESSION DEBRIEFING FORM—Arts Assessment

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

Session Date: _____ Region #: _____
 School Name: _____ School ID #: _____
 Person Completing Form: _____ SV: _____
 Other NAEP Staff Assisting with Session: _____
 Other Observers Present: _____
 Session Number: _____ (e.g. M10801m V10801)
 This session was: Regular Session Accommodation Session
 Makeup Regular Session Makeup Accommodation Session

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

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

REACTION TO SESSION

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

J. Booklet Preparation and Assessment QC Records

As part of the overall quality control procedures for NAEP, your supervisor will use the Booklet Preparation and Assessment QC Records to document student booklet preparation and assessment day procedures completed by each AA for each school. This includes documenting whether AAs administering and monitoring the session did so according to the standards described in chapter 5.

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

The rating categories for each task are defined as follows:

1. **AA Met:** The AA conducted all tasks associated with the procedure according to NAEP standards, in a professional manner, with no or only very minor deviations.
2. **AA Partially Met:** The AA conducted some, but not all, of the tasks associated with the procedure according to NAEP standards. Performance of tasks, while adequate, had rough spots that need improvement.
3. **AA Did Not Meet:** The AA conducted few or no tasks associated with the procedure according to NAEP standards. Whenever it is necessary for the supervisor to intervene, a “3” rating should be assigned. Ratings of “3” must be explained in the adjacent “Comments” column. The supervisor will describe the problem and the action taken to correct it.
4. **Did Not Observe:** The supervisor will use this code when he/she was not able to observe the AA conducting the procedure.
5. **Not Conducted:** The supervisor will use this code when the procedure was not applicable or did not have to be completed for the given session.

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

Directions:

Record the names of each AA who is preparing the booklets and ancillary materials under the “AA Name” column.

Record your evaluation of the AA by circling a rating of 1 through 3. The ratings are defined as follows:

1. **AA Met:** The AA conducted **all** tasks associated with preparing the booklets and ancillaries according to NAEP standards.
2. **AA Partially Met:** The AA conducted **some**, but not all of the tasks associated with preparing the booklets and ancillaries according to NAEP standards.
3. **AA Did Not Meet:** The AA conducted **few or no** tasks associated with preparing the booklets and ancillaries 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.

BOOKLET AND MATERIALS PREPARATION QC RECORD

AA Name	AA Task	Rating	Comments
	Prepared Assessment Booklets and Materials According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet →	
	Prepared Assessment Booklets and Materials According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet →	
	Prepared Assessment Booklets and Materials According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet →	
	Prepared Assessment Booklets and Materials According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet →	
	Prepared Assessment Booklets and Materials According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet →	
	Prepared Assessment Booklets and Materials According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet →	
	Prepared Assessment Booklets and Materials According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet →	
	Prepared Assessment Booklets and Materials According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet →	

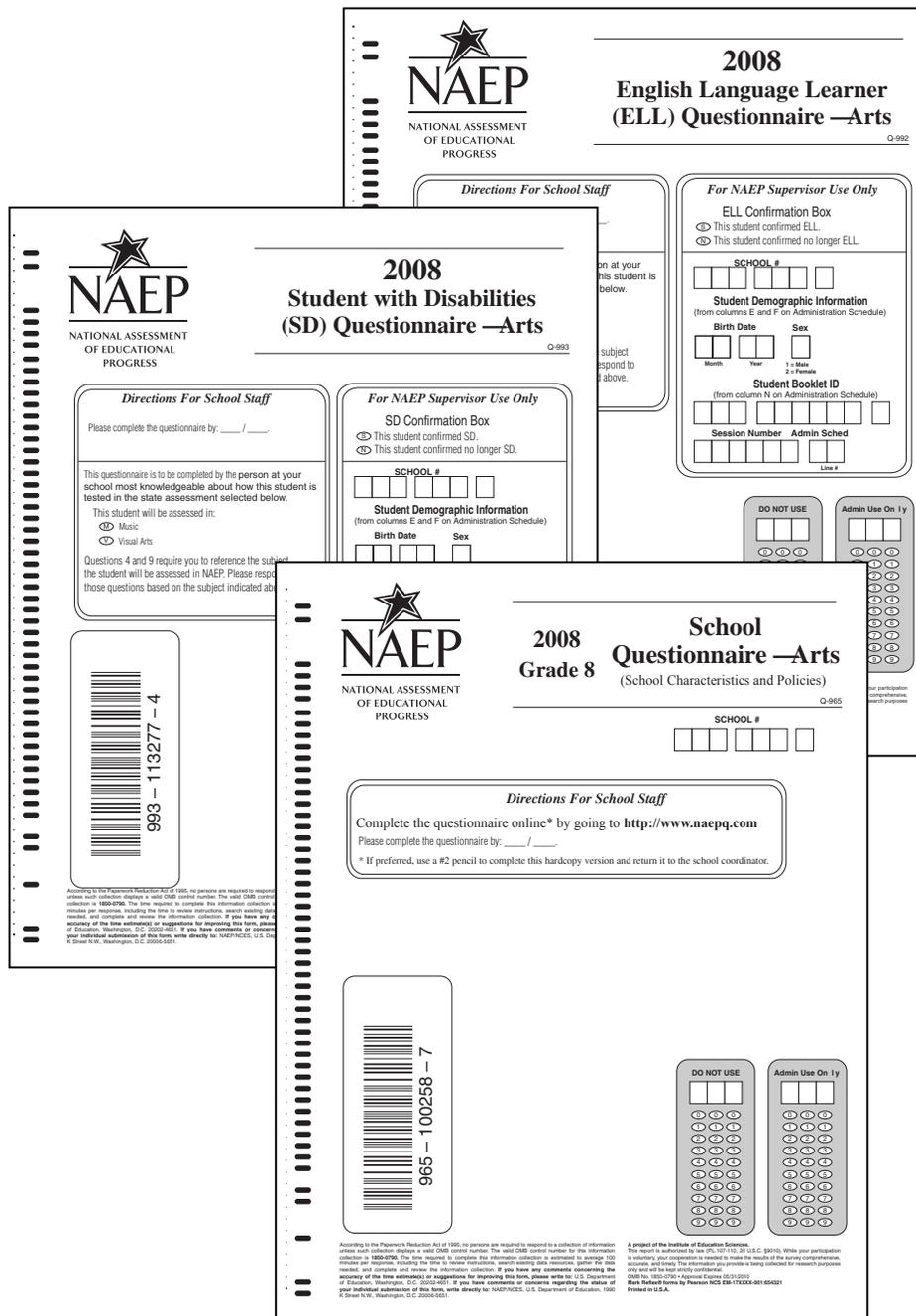
ASSESSMENT DAY QC RECORD		
AA Name:		<input type="checkbox"/> Regular Session <input type="checkbox"/> Accommodation Session
After the Session: Completing the Administration Schedule ✓ Every booklet has correct Accom. Code in column P. ✓ Every student has correct Admin. Code in column Q. ✓ Top of Administration Schedule is accurate. ✓ Admin. Code 52 has been entered for all unused booklets.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
After the Session: Coding the Assessment Booklet Covers ✓ Admin. and Accom. Codes were transferred to the booklets covers accurately. ✓ Accommodation ovals/extended time boxes were coded accurately. ✓ Student ID labels were removed.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
After the Session: Preparing Student Artwork ✓ Student ID labels were removed. ✓ Booklet ID labels correctly affixed to artworks/portfolios/envelopes. ✓ Artworks placed in correct portfolios/envelopes. ✓ Portfolios/envelopes in Administration Schedule order	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
After the Session: Perform Final Check of Session Box ✓ Verified session box has original Administration Schedule, School Questionnaire, and Roster of ✓ All materials/artworks were in to procedure.	1. AA Met 2. AA Partially Met	

ASSESSMENT DAY QC RECORD		
AA Name:		<input type="checkbox"/> Regular Session <input type="checkbox"/> Accommodation Session
Prepared Assessment Room According to Procedure ✓ Materials were ready. ✓ Materials that would assist students are concealed ✓ "Testing in Progress" sign posted outside room ✓ School ID number visual to students. ✓ Session-specific materials (posters/CD player) were ready.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Introduction ✓ Ensured each student is at correct location. ✓ Began the session on time. ✓ Selected the correct script ✓ Played the correct CD, if necessary.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Materials Distribution and Collection ✓ Distributed booklets/ancillary materials according to Session Script instructions. ✓ Collected/distributed between cognitive blocks, if necessary according to Session Script instructions. ✓ Collected booklets/ancillary materials after the session according to Session Script instructions.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Additional Materials & Cover Coding ✓ Instructed students to remove ID labels and additional material. ✓ Instructed students to remove ID labels from ancillary materials, if necessary. ✓ Checked students recorded correct school ID number on the cover.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Reading the Script ✓ Read script verbatim with fluency and expression. ✓ Provided booklet directions appropriately.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Timed Sections Appropriately ✓ Used timer according to Session Script instructions. ✓ Stopped and started CD player according to Session Script instructions.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Ending the Session ✓ Collected student ID labels and threw in trash. ✓ Accounted for all NAEP materials before dismissing. ✓ Dismissed according to protocol on Assessment Information Form.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Restoring Classroom ✓ Removed posters/signs. ✓ Packed CD player and removed tape from floor, if necessary. ✓ Moved furniture back to original positions, if necessary ✓ Uncover any visual materials that would help students.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Monitoring the Session: Answering Questions in Cognitive Sections ✓ Answered where and how to record answers. ✓ Did not help students respond to any item.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Monitoring the Session: Answering Questions in Background Sections ✓ Used guidelines in QxQs when answering questions.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Monitoring the Session: Classroom Management ✓ Verified students are working in the correct sections. ✓ Appropriately handled difficult situations. ✓ Moved around the room to monitor session.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	

K. Questionnaires and the Roster of Questionnaires

Questionnaires

There are three types of questionnaires used for the Arts assessment: School Questionnaire, Student with Disabilities (SD) Questionnaire, and an English Language Learner (ELL) Questionnaire. These questionnaires are used to gather information about the school and on the students who are classified as SD and/or ELL and help determine whether they will be assessed and if they will need an accommodation. Your supervisor will handle all activities involving the questionnaires.



Roster of Questionnaires

There is only one Roster of Questionnaires needed for the Arts that is used to track the SD and/or ELL Questionnaires and the School Questionnaire information.

Your supervisor is responsible for completing the Roster of Questionnaires and collecting the questionnaires from the school coordinators.

2008
Arts Roster of Questionnaires
(School and SDELL Questionnaire Tracking Form)

SCHOOL #: - -

Page of

SCHOOL NAME: _____
CITY/STATE: _____

I. School Questionnaire		I. School Questionnaire		Returned		
Distributed to:	Questionnaire ID # (Barcode ID # on Cover)	9	<input type="text"/>	Yes	No	Online
				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. SD or ELL Questionnaire		II. SD or ELL Questionnaire		Returned			School Coordinator Instructions for Distributing and Collecting Questionnaires
Distributed To (Staff Name)	Session # / Line #	Original Student Booklet ID # (Column "N" on Admin Schedule)	SD or ELL Questionnaire ID # (Barcode ID # on SD or ELL Cover)	Yes	No	Not Needed	
Student's Name		99		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<ol style="list-style-type: none"> 1. Give the School Questionnaire to the principal and point out the date that it is to be returned to you. 2. Every student identified on the NAEP Student Information Report as SD and/or classified as ELL should be listed in the "Student's Name" column to the left. 3. Record the name of the person at your school most knowledgeable about how each student is tested in the state assessment in the "Distributed To" column. (Note: An SD and/or ELL Questionnaire must be completed for each student listed, regardless of whether or not the student will be assessed.) 4. On the front cover of each SD and ELL Questionnaire is a removable label with a student's name written on it. On each label, write the name of the corresponding teacher you recorded on this Roster. 5. Distribute the questionnaires to the appropriate teachers. Be sure to point out the date the questionnaires are to be returned to you. 6. As each questionnaire is returned, fill in the appropriate oval in the "Returned" column on this Roster. If the student is not classified as SD and/or ELL, fill in the "Not Needed" oval and discard the questionnaire. 7. Keep this Roster and all completed SD and/or ELL questionnaires together and return them to the NAEP representative during the preassessment visit. The School Questionnaire should be returned the day of the assessment.
		99		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		99		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		99		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		99		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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		99		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		99		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		99		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		99		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		99		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		99		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

See #04001254

3

QUALITY CONTROL ACTIVITIES

1. NAEP Quality Control Checks

A. Quality Control Checks Conducted by Your Supervisor

Your supervisor will have many important responsibilities, one of which is to perform and document quality control (QC) checks of the procedures you will be carrying out as described in this manual.

Using the Quality Control Booklet (QCB), your supervisor will document each QC check so that, at the end of the assessment, Westat can analyze the data for all assessment administrators (AAs). This QC check is done to ensure each procedure is completed according to the standards NAEP set out and is necessary for demonstrating the statistical validity of the data collected. Your supervisor is required to complete one QCB for each school.

B. School Visits by NCES, ETS, and Westat

Staff members from the National Center for Education Statistics (NCES), the Educational Testing Service (ETS), and Westat will regularly conduct both scheduled and unannounced quality control visits to schools on assessment day. The purpose of these site visits is to ensure that the procedures before, during, and after the administration are being conducted according to NAEP guidelines.

C. Quality Assurance Conducted by HumRRO

NCES has contracted with the Human Resources Research Organization (HumRRO) to conduct independent quality assurance (QA) activities throughout the NAEP test cycle. HumRRO's QA efforts include randomly selecting schools at which to conduct site visit observations of NAEP test administration. A large portion of HumRRO's QA activities includes visits to training and assessment locations. The locations of assessment observations are selected from a comprehensive list of all testing sites, and the selection

represents schools from across the country as well as schools of various sizes. Particular NAEP staff members are not targeted for observation.

This QA check is an integral and necessary part of NAEP's quality control program and is primarily designed to obtain an overall evaluation of how well the field procedures are being followed by all field staff.

A HumRRO staff member will contact the supervisor (or another contact provided by Westat) affiliated with each selected site visit location 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.

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 as trained, HumRRO observers are trained to provide full documentation of the specifics of the situation (for example, any extenuating circumstances that may have prevented the task from being performed).

Observation Checklist Items

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

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

Interactions Between HumRRO and NAEP Staff Members

Based on the above checklist, it is clear that HumRRO observation teams and NAEP assessment administration teams may experience a variety of interactions, including the following:

- observation from a distance,
- personal inquiry (as to whether or not a specific task was performed), and
- "looking over the shoulder" observation.

Observation From a Distance

The majority of assessment day activities will be easily observable by HumRRO staff. It should be possible for NAEP staff to work while taking little or no notice of the HumRRO team. Observers generally try to find a seat in which they can observe all activities while maintaining a comfortable distance between themselves and the assessment administration team.

Personal Inquiry

In some instances, job tasks may be performed prior to the arrival of the HumRRO team or are simply not directly observable. If the opportunity arises, a HumRRO staff member may approach a member of the administration team to verify that a given task was performed.

“Looking Over the Shoulder” Observation

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

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

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

At the end of each site visit, time permitting, HumRRO observers may ask the NAEP team members 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.

D. School Visits by Your Field Manager

In addition to the observations by NAEP staff, your field manager will conduct school visits to observe each assessment team periodically throughout the assessment period. These visits will be scheduled with your supervisor in advance. The purpose of these visits is similar to that of the NAEP staff visits. He/she will observe each assessment team and check that all administrative procedures conducted by the assessment team are carried out according to proper procedure. He/she will document his/her observations in the In-Person Quality Control Form. The field manager will also be available during these visits to answer questions that school staff may have about NAEP and to assist the NAEP team as necessary with assessment procedures.

E. Follow-up Telephone Calls to Schools

As a further QC check, your field manager will call a random subset of schools within several days after the assessment date to review with the school coordinator how the session(s) went and to obtain suggestions and comments about NAEP assessments.

2. Your Role in NAEP Quality Control

In NAEP, quality control is the responsibility of every team member. As an AA, you play an important role in NAEP quality control. It is essential that you get in the habit of reviewing your own work and the work of your fellow AAs. There are numerous QC checks presented throughout this manual. You should become very familiar with each of these.

4

PREPARING FOR ASSESSMENT DAY

1. Activities to Complete Before Assessment Day

Procedure 1. Receive and Review the Assessment Schedule

Your supervisor will give you a tentative schedule of your assessments at the AA in-person training. You should review this schedule and let your supervisor know if you have any conflicts. After he/she has conducted the preassessment visits at the schools, you will receive an updated schedule. Remember that your supervisor may alter the schedule at any time due to unforeseen situations such as bad weather and makeup sessions.

Procedure 2. Practice Using Session Scripts

It is your responsibility to practice using the session scripts before you administer an assessment session. It is important for you to be able to read the script verbatim and in a natural manner without stumbling over or omitting words. Since there are differences between scripts, you should also be familiar with the structure of the script that you will use to conduct the session. Directions for using the script to conduct assessment sessions are provided in chapter 5. You should also practice using the session script in coordination with the appropriate session CD. It is very important that you become familiar with the CDs.



Voices of Experience

Before assessment day, use a Post-it™ note to flag the appropriate session script for easy reference on the day of the assessment.

Procedure 3. Receive and Review the Assessment Information Form

You will receive a completed Assessment Information Form from your supervisor for each school in your assignment at least 1-2 weeks before the assessment. This form will provide all of the information you need to prepare for the assessment.

sv: Sally Richardson PHONE #: 309-555-0123 REGION/AREA: FL1

**NAEP 2008 ARTS ASSESSMENT
ASSESSMENT INFORMATION FORM**

ASSESSMENT DATE: February 11, 2008 ARRIVAL TIME: 7:35 am
 SCHOOL: Apex Middle School SCHOOL ID #: 122-122-1
 ADDRESS: 12399 Eastern Ave., Miami, FL
 SCHOOL COORD: Sam Stewart PHONE #: 309-755-5234
 PRINCIPAL: Marilyn Bernard

SESSION # -OR- ACCOMM. GROUP #	REGULAR/ ACCOMMODATIONS	ROOM	TIME	AA	ACCOMMODATIONS IN REGULAR SESSION (ADMIN SCHED LINE #: ACCOMMODATIONS)
M10801	(R) / A	Cafeteria	8:35 am	Amy	None
V10801	(R) / A	Library	8:35 am	Rebecca	None
1	R / (A)	105	12:30 pm	Rebecca	
2	R / (A)	11B	12:30 pm	Amy	
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				

DIRECTIONS TO THE SCHOOL: See attached MapQuest map

PARKING: Use visitor parking lot to the right of the main entrance.

INSTRUCTIONS FOR MEETING THE ASSESSMENT TEAM: _____
Sign in at the main office, then meet the team in the library.

OTHER INFORMATION (POLICY FOR DISMISSING STUDENTS, HOW TO HANDLE LATECOMERS, ETC.):
Send students back to class after the assessment. Send latecomers and students who become ill
or disruptive to the main office. Dial 403 on the classroom phone if immediate assistance is needed.

ACCOMMODATION SESSION INFORMATION

GROUP #: 1	SESSION CHARACTERISTICS (circle all that apply): REA / SMG / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED
M10801	2	M	Extended time (EXT)
M10801	11	M	Bilingual Dictionary, Extended time (EXT), Breaks during test (BRK)
M10801	21	M	Study Carrel, Extended time (EXT)

GROUP #: 2	SESSION CHARACTERISTICS (circle all that apply): REA / SMG / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED
M10801	5	M	Extended time (EXT), Braille
M10801	14	M	Braille, Extended time (EXT)

GROUP #:	SESSION CHARACTERISTICS (circle all that apply): REA / SMG / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

GROUP #:	SESSION CHARACTERISTICS (circle all that apply): REA / SMG / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

GROUP #:	SESSION CHARACTERISTICS (circle all that apply): REA / SMG / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

It is important that you arrive at the school on time and meet your assessment team in the appropriate location. Your supervisor will determine when and where the team will meet.

It is also important that you are aware of the protocols you must follow while working with the school, including the policy for dismissing students at the end of the session and handling students who arrive after the session has begun. You also must know how to handle ill or persistently disruptive students. All of this information will be recorded on the Assessment Information Form.

After reviewing the form, you should have the necessary information to get to the school on assessment day and administer your session(s). If you have questions about any of the information, contact your supervisor immediately.

Procedure 4. Prepare the Booklets and Ancillary Materials



On a schedule set by your supervisor, you should plan to gather at your supervisor's house or another convenient location (schedule and driving distance permitting) to prepare the assessment booklets and ancillaries for the upcoming week. Once the booklets are prepared, they must remain with your supervisor until the day of the assessment in order to protect the security of the assessment materials.

Meeting with your team to prepare the assessment materials for distribution is a multistep process. Before you begin, you will need to gather the following materials from your supervisor:

- Administration Schedule;
- the Session Box containing:
 - student ID labels;
 - booklet ID labels (visual arts sessions only);
 - assessment booklets;
 - ancillary materials; and
- accommodation booklets, if necessary.

You will then perform the steps that follow.

4A. Check the Bundles of Assessment Booklets.

Assessment booklets will be packaged in bundles. The number of booklets in a bundle is the same for both music and visual arts. Each will have a bundle size of 11 booklets.

Each Session Box will contain enough bundles for the number of students in the session (listed on the Administration Schedule). A numbered Bundle Slip will be shrink-wrapped with each bundle. The **Bundle #** on the slip should match the number printed in the **Bundle #** box in the upper-right section of the Administration Schedule.

Each Bundle Slip will list the three-digit prefixes of the booklets contained in the bundle. These prefixes should match the prefixes printed on the Administration Schedule.

NAEP 2008 ASSESSMENT - GRADE 8
TYPE: MUSIC — BK 741
BUNDLE # 00002
INVENTORY #: NA0003508
SHALOM SHEETS 11 BOOKLETS — MU741

NAEP 2008 ASSESSMENT - GRADE 8
TYPE: MUSIC — BK 741
BUNDLE # 00001
INVENTORY #: NA0003508
SHALOM SHEETS 11 BOOKLETS — MU741

NAEP 2008 ASSESSMENT - GRADE 8
TYPE: MUSIC — BK 741
BUNDLE # 00001
INVENTORY #: NA0003508
SHALOM SHEETS 11 BOOKLETS — MU741

This form must be completed in No. 2 pencil.

Race/Ethnicity

1 = White, not Hispanic
2 = Black, not Hispanic
3 = Hispanic
4 = Asian/Pacific Islander
5 = American Indian/Alaska Native
6 = Other

English Language Learner (ELL)

1 = Yes, ELL
2 = No, not ELL
3 = Formerly ELL (monitored for 4th year)

Accommodation Code

1 = Assessee without accommodation
2 = Accommodation offered on separate session
3 = Accommodation offered on regular session

Students with Disabilities (SD)

1 = Yes, SD
2 = No, not SD
3 = Yes, SD/IEP plan in process
4 = No, not SD
5 = Information unavailable

Person Use Only

Administrators Name: Silvia Thomas

School Name: Apex Middle School

School #: 122-122-1 **Grade:** 8

Original session scheduled for: Monday, Feb. 11
Time: 9:35

Location: Cafeteria

Original session scheduled for: Day/Date
Makeup session scheduled for: Day/Date

Bundle # 00001
00002

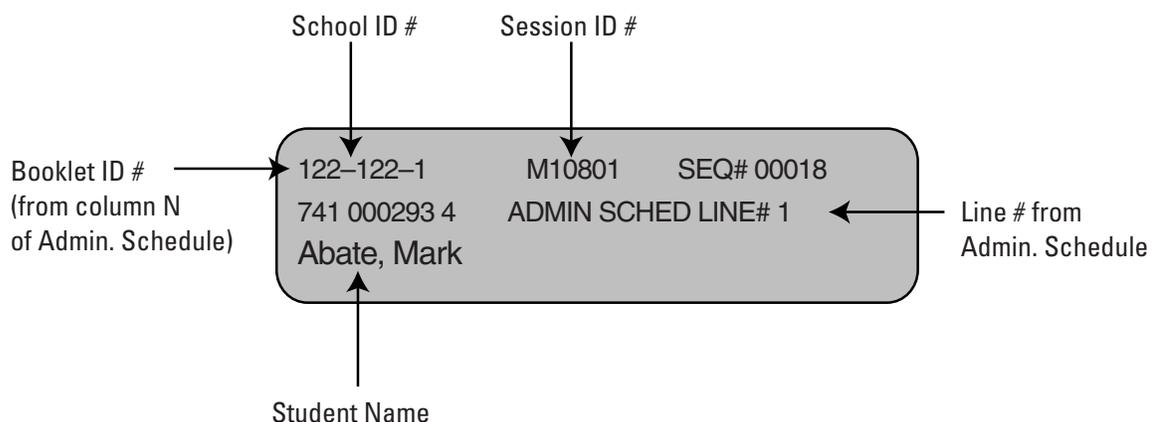
2008 Arts Administration Schedule

"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name	Line #	Month	Year	Grade	ELL	SD	Accom.	Session	Booklet	Booklet	Booklet	Booklet	Booklet	Booklet	Admin. Code	Admin. Code	Admin. Codes
Abate, Mark	101	M	04	9	3	1	1	1	4	2	2	741	00093	4			ASSESSED IN ORIGINAL
Alto, Susan	101	M	02	9	3	2	3	1	1	2	2	741	00406	9			ASSESSED IN MAKEUP
Bates, Tim	101	M	06	9	4	1	1	2	4	2	2	741	00524	1			ASSENT
Bostwick, Carol	101	M	10	9	4	2	1	1	4	2	2	741	00004	8			REASONS FOR EXCLUSION
Burns, Kimberly	101	M	11	9	4	2	2	1	1	2	2	741	00692	1			
Coleman, April	232	M	09	9	4	2	5	1	4	2	2	741	00084	2			
Cruz, Marisol	232	M	01	9	3	2	3	3	4	1	2	741	04356	2			
Davis, Tyrone	232	M	05	9	4	1	2	1	4	2	2	741	00530	1			
Dempsey, Julia	232	M	07	9	4	2	2	1	4	2	2	741	21002	3			
Fairchild, Michael	110	M	09	9	4	1	1	1	3	2	2	741	21000	6			
Guzman, Pedro	110	M	12	9	4	1	3	2	4	1	2	741	07320	2			
Kwon, Sang	110	M	10	9	4	1	4	1	4	1	2	741	00240	7			
Lipsky, Daniel	110	M	06	9	4	1	1	1	4	2	2	741	00003	9			
Lundy, Christina	110	M	02	9	3	2	1	1	2	2	2	741	07620	6			
Masters, Tina	252	M	10	9	4	2	5	1	4	2	2	741	07620	5			

Be sure to open the bundles in the order indicated on the Administration Schedule, and never use booklets for any session other than those booklets specified on the Administration Schedule.

Student ID Labels

Because students' names are never written directly on the assessment booklets, **preprinted removable student ID labels** will be used to help you distribute booklets and ancillaries to the correct students. An example of the information contained on a student ID label is shown below.



The first line contains the unique school ID number, the specific Session Number from the Administration Schedule, and the sequence number that is used by Pearson only. The second line of the label lists the preassigned booklet ID number from the Administration Schedule and the line number on which the student's name appears on the Administration Schedule. The student's name appears on the last line of the label.

The labels are always printed in the same order as the list of students on the Administration Schedule. Depending on when the student lists were developed, the labels will either be shipped in the Session Boxes to your supervisor with the student names preprinted on them, or your supervisor will print the labels. For the few schools that did not send student names for sampling, you will need to write the student names on the labels by hand when you prepare the booklets.

4C. Prepare Accommodation Booklets.

Some students may require a separate accommodation booklet in order to participate in NAEP. If so, your supervisor will assign an accommodation booklet to the student and record the booklet ID number in column **O** of the Administration Schedule. Booklet MU745 will be used as the accommodation booklet for both large print and Braille accommodations. You will receive assigned accommodation booklets with your session materials.

Below is a chart of accommodations allowed for the Arts assessment that require separate accommodation booklets along with the subject in which each accommodation is allowed.

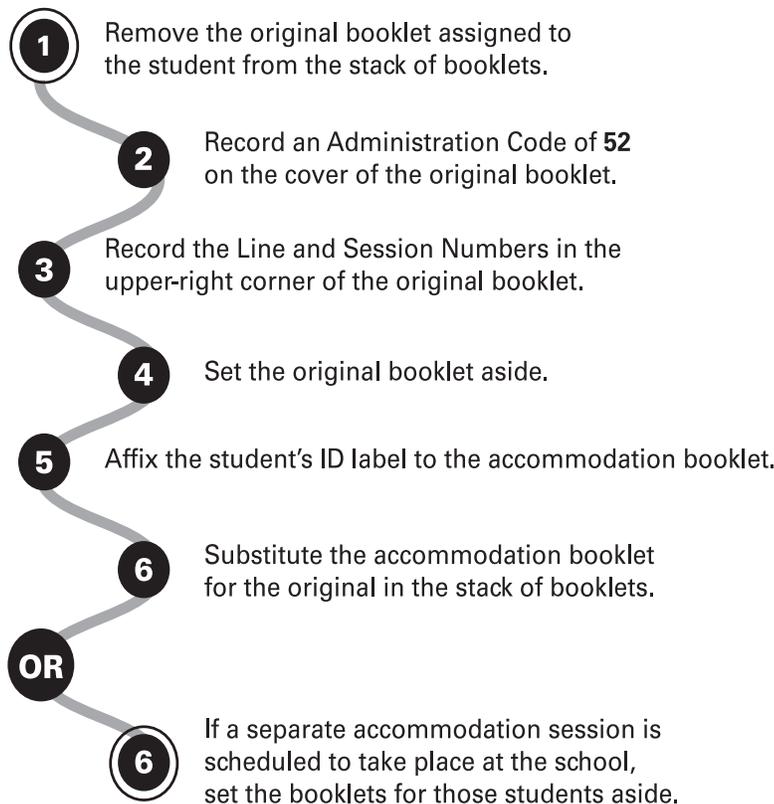
Administration Code	Accommodation	Subjects Allowed
LRG	Large-print booklet	Music (Pearson provides) Visual Arts (not allowed)
OTH	Braille booklet	Music (Pearson provides) Visual Arts (not allowed)

NOTE: Accommodation sessions with Braille will use the following booklets:

- the Braille booklet (MU745 printed in Braille);
- the companion booklet, which the administrator will use to administer the session; and
- the accommodation booklet (MU745).

Follow the steps below for assigning an accommodation booklet:

NAEP Accommodation Booklet Assigning Process





Voices of Experience

When preparing the accommodation booklets, it is a good idea to write the three-letter accommodation codes that will be offered to the student on the student ID label. This will help you to prepare the stacks of assessment booklets, and, on assessment day, it will be easier to identify what accommodations the students in the regular session need, if any. You should only write the three-letter code though. Never use the complete accommodation description.

Assessing Hearing and Visually-Impaired Students

NAEP does not allow signing of directions or test items or responses in sign language for students sampled for the music assessment. Similarly, NAEP does not allow Braille booklets, large print booklets, or the use of a Braille typewriter for students sampled for the visual arts assessment. Typically, these students would be excluded.

However, if the school insists that these students must be assessed, your supervisor may assign them a booklet for the other subject and have them assessed in a separate session. For example, a student sampled for music who requires sign language to respond can be assigned a visual arts booklet and assessed in a separate session. Conversely, a student sampled for visual arts who requires a Braille booklet can be assigned a music Braille (accommodation) booklet and assessed in a separate session.

These students will be assigned **Accommodation Code 3** (Accommodation offered in separate session) and **Administration Code 66** (Excluded but assessed).

Accommodation Booklets

Please note that there are new procedures this year for assigning Accommodation Codes on the Administration Schedule (column **P**) and completing the booklet covers for students assessed with accommodations. More details about these procedures can be found in chapters 6 and 7.

4D. Check Column Q on the Administration Schedule for Withdrawn/Ineligible/Excluded Students and Refusals.

Check the Administration Code in column Q for excluded, withdrawn, and ineligible students and refusals. If any of the codes below have been recorded, write the code on the label and set the booklet aside (keeping the label attached to the booklet).

Administration Codes for Withdrawn/Ineligible/Excluded Students and Refusals

Other Student Codes	
51	Withdrawn/Graduated. Student is no longer enrolled in the school or is expelled.
54	Ineligible, never attends campus. Student is listed as enrolled but is not physically attending the school (e.g., home schooled or attending all classes off campus).
55	Ineligible, other. Student was not eligible for the assessment for any other reason (e.g., not in the grade being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.
Reasons for Exclusion	
60	SD – Cannot be assessed. Student whose IEP states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation.
61	SD – Required accommodation not permitted. Student cannot be included in the session due to a disability for which a required accommodation was not permitted (e.g., reading the assessment items to a student selected for a reading assessment).
62	ELL – Cannot be assessed. Student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
63	ELL – Required accommodation not permitted. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not permitted (e.g., bilingual booklet for a student selected for the reading assessment).
64	SD & ELL – Cannot be assessed. Student whose cognitive functioning and/or English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
65	SD & ELL – Required accommodation not permitted. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not permitted.
67	SD – Required accommodation not available. Student cannot be included in the session due to a disability for which a required accommodation was not available (e.g., Braille typewriter or other equipment supplied by the school).
68	ELL – Required accommodation not available. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not available (e.g., bilingual dictionary or other equipment supplied by the school).
69	SD & ELL – Required accommodation not available. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required equipment was not available.
Absent Student Codes	
45	Accommodation scheduling problem. School refused accommodation session due to staffing and/or scheduling issues.
46	Parent refusal. Parent officially notified school that he/she refused to allow student to participate in the assessment.
47	Student refusal. Student officially notified school or NAEP staff that he/she refused to participate in the assessment before being given an assessment booklet.
49	Session/subject refused by school. Entire session or certain subjects within a cooperating session were not conducted due to the refusal by the state or school.

4E. Record the Line Number and Session Number on the Booklet Cover.

In the spaces provided in the upper-right corner of each booklet cover, record the student's line number and Session Number from the Administration Schedule.

Do not fill in any information in the boxes labeled “Total Time for Accommodation (74-EXT),” “Accommodations Offered in Regular or Separate Session,” and “Do Not Use” on the cover of the booklets. This information will be completed during or after the assessment.

4F. Insert Required Ancillary Materials Inside the Booklet Cover (Music Only).

Each booklet that contains the “Shalom” cognitive block (MU741, MU744, MU745, and MU747) requires a sheet of music to be used as an ancillary item. Turn over the stack of booklets to be used in the session and insert the sheet music inside the front cover of each booklet.

Repeat this step for booklets to be used in each separate accommodation session.

4G. Band Together Booklets.

After all booklets are prepared, band together the booklets for excluded, withdrawn, and ineligible students along with booklets for refusals and original booklets for students who received an accommodation booklet. These should be kept banded together separately but remain at the bottom of the Session Box. It is a good idea to mark this stack of booklets with a Post-it™ note.

Next, band together the booklets for any separate accommodation sessions and place them in the Session Box.

Finally, band together the booklets for participating students and place them in the Session Box with the Administration Schedule on top of the stack. Do not rubber band the Administration Schedule with the booklets as this could tear the Administration Schedule.

4H. Conduct a Quality Control (QC) Check on the Prepared Booklets.

After you prepare your stack of booklets, your supervisor will conduct a “spot” check to ensure the booklets are prepared according to NAEP standards. To conduct this QC check, your supervisor will run every third or fourth booklet in the stack through a comprehensive series of checks. If errors are found, you and your supervisor will check each booklet to make sure that the same error has not been repeated.

After the QC check is completed, your supervisor will record the results in the Quality Control Booklet. You will then repack the Session Box and return it to your supervisor along with the Administration Schedule. Your supervisor will keep the session materials until the assessment day.

4I. Prepare the Ancillary Materials (Visual Arts Only).

To prepare the ancillary materials for visual arts sessions, you will use the table below. The table displays each of the items you need to take from your bulk supplies, and those that will come with the session materials for that session. It also tells you what you need to do with each of these items to prepare the ancillaries for that session. For example, for sessions containing the cognitive block “Collage,” you will locate each of the materials listed below from your bulk supplies and session materials. You will then place a booklet ID label on the upper-right corner of the Collage Portfolio flap and a student ID label right below the booklet ID label. You will put a pair of the safety scissors in the portfolio. It is important that you confirm that all of the necessary items have been placed in the portfolio. Then, put the portfolios in Administration Schedule order and return the materials to the Session Box. The rest of the materials needed for this cognitive block will already be in the portfolio. You do not put any labels on the Paper Set #1 or Print Set #5.

The session scripts for each session type also display which items are needed for that session.

Preassessment Ancillary Materials Preparation			
Visual arts blocks	Bulk items	Session items	Preassessment preparation
Collage	7" Safety Scissors Poster by Romare Bearden, <i>Pittsburgh Memories</i>	<p>14"x20" Collage Portfolio containing:</p> <ul style="list-style-type: none"> ● glue stick (1) ● Black ballpoint pen (1) ● 12" x 18" 80 lb. white drawing paper (1) ● 4" x 5" postcard – <i>Pittsburgh Memories</i> ● Set of 12 Cray-Pas™ (1) ● Set of 8 fine-tip watercolor markers¹ (1) <p>Paper Set # 1</p> <ol style="list-style-type: none"> 1. 2 sheets 6"x 6" French marble 2. 1 sheet 6"x 6" okawara 3. 1 sheet 6"x 6" dark green paper-backed foil 4. 1 sheet 6"x 6" black unryu paper 5. 2 sheets 6"x 6" corrugated cardboard 6. 3 sheets 12"x 15" tissue paper 7. 2 sheets 12"x 18" construction paper <p>Print Set # 5, Collage, a 9" x 12" envelope containing:</p> <ul style="list-style-type: none"> ● One 8½" x 11" print of <i>Pittsburgh Memories</i> ● Credit Page - Visual Arts 	<p>Step 1. Place a booklet ID label on Collage Portfolio in the upper-right corner of the flap.</p> <p>Step 2. Place a student ID label on Collage Portfolio below the booklet ID label.</p> <p>Step 3. Put safety scissors in portfolios.</p> <p>Step 4. Confirm all items are in the portfolio.</p> <p>Step 5. Put portfolios in Administration Schedule order and return to Session Box.</p> <p>NOTE: You should not put labels on the Paper Set #1 or Print Set #5.</p>

¹ Colors include: brown, orange, black, yellow, blue, green, red, and violet (purple).

Preassessment Ancillary Materials Preparation (continued)

Visual arts blocks	Bulk items	Session items	Preassessment preparation
Mother and Child	None	<p>Print Set # 3, a 9" x 12" envelope containing:</p> <ol style="list-style-type: none"> Joan Miró. Series I. <i>The Family</i> Nigerian. Figures of Woman and Child Raphael. <i>The Small Cowper Madonna</i> Byzantine. <i>Madonna and Child on a Curved Throne</i> William Sergeant Kendall. <i>Beatrice</i> A. (Detail of Miró and Raphael hands) Credit Page – Visual Art 	<p>There is no preassessment preparation needed.</p> <p>NOTE: You should not put labels on Print Set #3.</p>
Self- Portrait	9"x 12" safety mirrors	<p>Portfolio # 5, 14"x20" portfolio containing:</p> <ul style="list-style-type: none"> Print Set # 6, Self-Portrait, a 9" x 12" envelope containing: <ol style="list-style-type: none"> Print A – <i>Self-Portrait with a Pencil</i>, K. Kollwitz Print B – <i>Self-Portrait</i>, E. Schiele Credit Page – Visual Art Set of 12 Cray-Pas™ (1) 12" x 18" 60 lb. drawing paper (1) Wash-n-Dries™ (2) 	<p>Step 1. Place a booklet ID label on Portfolio #5 in the upper-right corner of the flap.</p> <p>Step 2. Place a student ID label on Portfolio #5 below the booklet ID label.</p> <p>Step 3. Put in one safety mirror.</p> <p>Step 4. Confirm all items are in the portfolio.</p> <p>Step 5. Put portfolios in Administration Schedule order and return to Session Box.</p> <p>NOTE: You should not put labels on Print Set #6.</p>
Whisper Box	CD player/ CD VA CD #1	<ul style="list-style-type: none"> Return Envelope 6" x 6" x 6" Smooth White Box Set of 12 broad-tip Crayola Markers¹ (distributed on assessment day). 	<p>Step 1. Fold white paper to form a box.</p> <p>Step 2. Return to Session Box.</p> <p>Step 3. Place a booklet ID label on the Return Envelope in the upper-right corner.</p> <p>Step 4. Place a booklet ID label on the Return Envelope below the booklet ID label.</p> <p>Step 5. Place a booklet ID label on the underside of the box lid.</p> <p>Step 6. Place a student ID label on the top of the box lid.</p> <p>NOTE: If boxes are prepared before assessment day, be careful to not crush them in transit.</p>

¹ Colors include: blue lagoon, blue, violet (purple), yellow, red, black, dolphin gray, green, light green, flamingo pink, sandy tan, and brown.



Before your supervisor conducts this check, you should do an initial QC check by switching your stack of booklets with the stack of another AA.

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

Before leaving home for the school on assessment day, or the night before the assessment, gather together all of the materials you will need to bring with you. For each assessment, you will need the items listed below:

- your NAEP identification (ID) Badge and a photo ID,
- the Assessment Information Form for the school, and
- this manual and the session scripts.

Upon arriving at the school, your supervisor will give you the assessment booklets and the other session materials you will need on assessment day.

Procedure 6. Review Guidelines for Professional Dress

Professional behavior and dress are required any time you are working in a school. Clothing is one of the most important elements in effectively taking charge of a classroom and establishing authority.

NAEP recommends the following proper classroom attire:

For women:

- dress pants or skirt,
- blouse or sweater,
- tailored dress, or
- business suit.

For men:

- a collared shirt,
- dress pants,
- sports jacket and tie, or
- suit and tie.

For women, low-heeled, comfortable shoes are preferred. Both men and women need to make sure that you maintain the heels on your shoes to avoid making excess noise as you walk around the room. While monitoring a session, experienced NAEP staff will walk slightly on their tip-toes to minimize the amount of noise and to remain as inconspicuous as possible.



Voices of Experience

The colors that have proven themselves best for establishing authority are navy blue, maroon, rust, gray, and black. You want to have a conservative appearance. Clothing need not be elaborate or expensive, but should be neat, business-like, and appropriate.

5

PREPARING FOR AND ADMINISTERING ASSESSMENT SESSIONS

1. Activities to Complete Before the Assessment

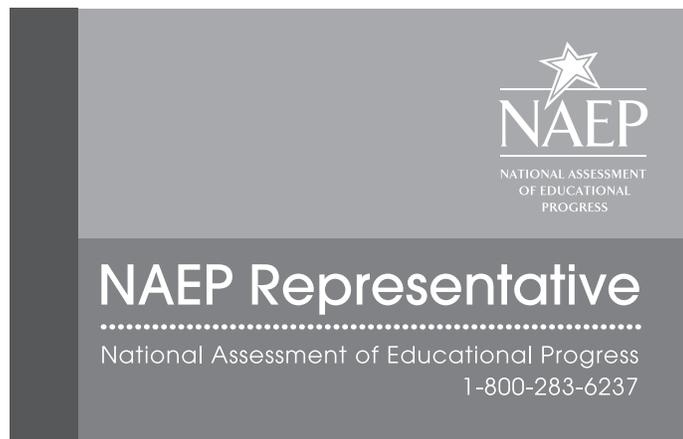
Procedure 7. Report to the School on the Day of the Assessment

On the day of your assignment, you should plan to arrive at the school at least 1 hour before the first session is scheduled. Your arrival time will be noted on the Assessment Information Form and should be confirmed with your supervisor before the assessment day. The amount of time you will need depends on the size of the assessment, whether or not the assessment booklets and ancillary materials have been prepared in advance, and the school's schedule.

If you live near other assessment administrators (AAs) on your team or your supervisor, you are encouraged to carpool to and from your assigned schools.

Wear Your NAEP ID Badge.

You should be wearing your NAEP ID Badge when you arrive at the school to help establish your authority with both school staff and students. When arriving at the school, you must first check in at the school office, identify yourself, and explain why you are there. Have a photo ID with you in case one is required by the school. In many cases, your supervisor will request that the entire team meet at a designated place and then enter the school together.



Procedure 8. Go to the Location Where the Assessment Team Will Work

Your supervisor will arrange a place for the team of AAs to meet until it is time to go to your session location.

Procedure 9. Receive the Session Materials

Your supervisor will provide you with all of the necessary materials for the session(s) you are scheduled to conduct. These materials include the following:

Materials for Each Session
<p><u>Session Box</u></p> <ul style="list-style-type: none"> ● Prepared assessment booklets ● Prepared visual arts ancillary materials, if necessary ● “Testing in Progress—Do Not Disturb” sign ● Pencil kits ● NAEP pencils <p><u>Other</u></p> <ul style="list-style-type: none"> ● Assessment Information Form ● Romare Bearden Poster, if needed ● Timer ● Extra no. 2 pencils ● Extra pencil kits ● Original Administration Schedule ● List of sampled students in other sessions, if necessary ● Student Appreciation Certificates, if necessary ● Session Debriefing Form ● CD player with session specific CD, if necessary ● Extension cord/adaptor, if necessary ● Extra ancillary materials, if necessary ● Extra Teacher Observer Letters



Perform QC Check of Assessment Booklets

If your session’s assessment booklets and ancillary materials were prepared in advance by an AA other than yourself, it is a good idea to quickly check the booklets and materials to make sure they were prepared properly and are in Administration Schedule order.

Before sessions begin, you should also review the following information on your Assessment Information Form:

- how the students were notified of the assessment (Student Appreciation Certificate or other means),
- how the school wants students returned to their classes at the end of the session, and
- how to call the principal’s office from the assessment location in an emergency.

Procedure 10. Prepare the Room



To properly prepare for the assessment, you must complete the tasks described in this section.

After you have finished preparing your room, your supervisor will conduct a QC check to ensure it has been prepared according to NAEP standards. Once this QC check is completed, he/she will record the results on the Assessment QC Record in the QCB.

10A. Set Out the Supplies You Will Need for the Session.

There are two groups of materials you should have ready for the session, as shown in the chart below.

Materials Out for Easy Access	Materials Ready for Distribution
<ul style="list-style-type: none"> • <i>AA Manual</i> • Session Scripts turned to the appropriate session • Administration Schedule • List of students in other sessions (if more than one session in the school) • Timer • “Test in Progress–Do Not Disturb” sign • Romare Bearden Poster, if needed • CD player set up with the correct CD • Session Debriefing Form • Assessment Information Form • Extra Teacher Observer Letters 	<ul style="list-style-type: none"> • Sharpened No. 2 pencils • Student Appreciation Certificates (if applicable) • Assessment booklets (Music only) • Reminder: visual arts assessment booklets, pencil kits, and ancillary materials will be placed on the students’ desks before the assessment.



Voices of Experience:

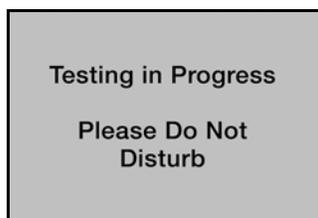
Organize your NAEP materials in the assessment room as best you can without disturbing the items on the teacher's desk or other table you are using. Never go through a classroom desk looking for or taking supplies you might need. Always bring with you to the assessment location all of the supplies that you might need, such as tape, Post-it™ notes, and rubber bands.

10B. Erase or Conceal Visual Materials.

If you have permission from the school, you should erase the chalkboards and, if necessary, conceal any school materials that would assist the students (e.g., scales or music notations in a music session). Your supervisor will inform you whether you have permission to erase the chalkboards.

10C. Post the “Testing in Progress—Do Not Disturb” Sign Outside the Room.

This sign is in the Session Box and should be posted outside the room. If the sign is not posted prominently, disruptions to the testing could happen. If there is more than one door into the testing location, post a sign at each doorway.



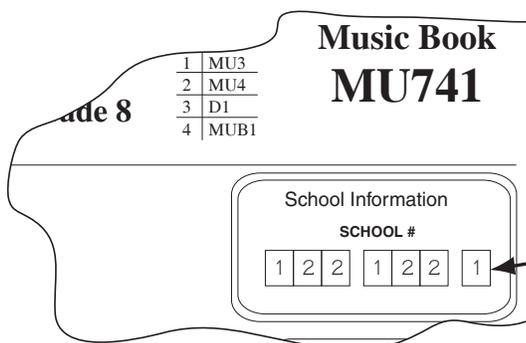
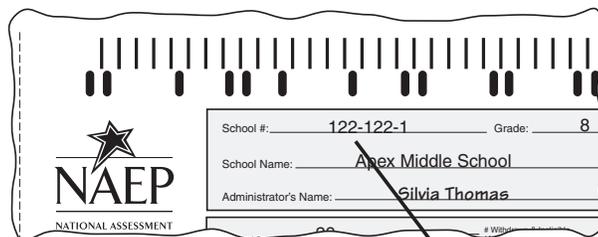
10D. Post the Romare Bearden Poster, If Needed.

This poster is used in all visual arts sessions that have the “Collage” cognitive block (VA762, VA763, VA765, VA767). It should be hung so it is clearly visible to all students.

10E. Write the School ID Number on the Board.

Write the school ID number from the Administration Schedule on the chalkboard at the front of the room.

The script will instruct students to record this number on their booklet covers.



10F. Set Up the CD Player and Test Volume.

All music sessions and visual arts sessions with the “Whisper Box” cognitive block use a CD. There is only one CD per session and it is used for both cognitive blocks. Be sure to insert the correct CD for the session type.

Set up the CD player and speakers so that all students can clearly hear the sound. Test the sound level and settings before the session begins. See Appendix B for directions on setting up and using the CD player.

If you need to use an extension cord, be sure that it is taped down to avoid someone tripping on it.

10G. Distribute Assessment Booklets and Ancillary Materials (Visual Arts Only).

For all visual arts sessions, you will need to place the cognitive block 1 ancillary materials on each student’s desk before the assessment begins. You will also place the students’ assessment booklet and a pencil kit at each desk. Each session script provides instructions on how to distribute the booklets and ancillary materials.

2. Activities to Complete During the Assessment

Procedure 11. Administer the Session



To administer the session, perform the following:

11A. Ensure That Each Student Is at the Correct Location.

As the session is beginning, verify students are in the correct location. Use the student lists provided by your supervisor to determine in which session, if any, the student belongs.

Although it will be unusual to have large sessions, AAs should stand in strategic locations: one or two at the door to direct students, and one or two inside the assessment location to monitor students as they wait for the assessment to begin.

11B. Begin the Session on Time.

You should make every effort to begin the session on time. If two or more students listed on the Administration Schedule have not arrived after you have taken attendance, 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 your supervisor or a school staff member is present, discuss the possibility of finding the missing students. Proceed with the assessment 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.

11C. Use the Correct Session Script/Session CD to Conduct the Session.

After all students have been seated, you must conduct the assessment by reciting the appropriate session script verbatim. This is critical because there are differences between scripts in wording, procedures, and required materials. Also, all music sessions and visual arts sessions with the “Whisper Box” cognitive block (VA763, VA764, VA766, and VA768) pace part of the session using a CD narration. It is critical that you have inserted the correct CD.

11D. Read the Session Script Verbatim.

The script begins by introducing you and NAEP and gives an overview of the session. The script also directs the use of materials and the use of the CD player. It is important to read the script with fluency and expression. Fluency means you have practiced the script ahead of time and are familiar with its syntax. Expression means that you can read the script naturally and comfortably, so students easily understand it.

Reading the script verbatim ensures standardized administration of the assessment across the nation. It also preserves trends across time.

11E. Distribute Booklets/Materials.

Music Sessions

After you read the script introduction, the script instructs you to distribute the booklets and pencils. You will call the students to the front of the room in Administration Schedule order to receive their booklet and a pencil. Remember, the only ancillary used in music sessions is the sheet music used in “Shalom.” This is inserted into the front of each booklet ahead of time by you. Therefore, there are no extra materials needed to hand out to students in music sessions. This method should be used for music sessions only. Visual arts session require a different booklet and materials distribution method.

Visual Arts Sessions

For visual arts sessions, you will place the assessment booklet, the pencil kit, and the materials for the first cognitive block on each student’s desk prior to the students’ arrival. You should arrange the booklets in a logical (alphabetical manner) order to minimize confusion as students locate their materials. You will have alpha table tents available to place on the tables as an indicator to students. As the students arrive, you should direct the students to find their labeled booklet and materials and take a seat.

Once it looks like all students have arrived, one AA should begin reading the script, while the monitoring AAs (if available) walk around the room collecting the booklets and materials at empty seats. These booklets and materials for absent students should then be placed in Administration Schedule order in case a student arrives in time to participate. The booklets should then be counted along with the students present for the assessment to make sure all booklets are accounted for.

When it is clear that no other students will be admitted, record an “A” for absent in column **A** of the Administration Schedule for each unused booklet collected and place the corresponding booklets and materials in the Session Box(es) for security.

How Are Latecomers Handled?

Standard NAEP procedures address two different “latecomer” scenarios:

1. If a student arrives during booklet distribution, ask the student to wait at the front of the room while you finish distributing booklets. Then, check in the late student; give each his/her assigned booklet, pencil/pencil kit, and other required assessment materials; and direct the student where to be seated.
2. If a student arrives after the AA or the students have begun reading booklet directions, 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.**

11F. Instruct Students to Remove the Student ID Label From the Cover of Their Booklets and Ancillary Holders, If Necessary.

After all students have received a booklet and, for some of the visual arts sessions, ancillary materials, the session script instructs you to tell the students to remove the salmon-colored student ID labels (with their printed names) from the cover of the booklets and the ancillary holders/Whisper Box (if necessary), and place them on the corner of their desks. 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.

This procedure is also critical for protecting the confidentiality of students because the names of students must never leave the school on the booklets. **At the end of the session, you will collect and destroy these labels before dismissing students.**

11G. Verify That Students Have Properly Recorded the School ID Number on Their Booklet Covers.

The session script instructs students to enter the school ID number you wrote on the board prior to the start of the assessment.

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.

11H. Read the Booklet Directions Aloud.

The instructions for using the assessment booklets are presented on the first two pages of each booklet and are reprinted in the script. The scripts instruct you to read these directions aloud in all music and visual arts sessions.

11I. Time Sections Appropriately.

Each assessment booklet contains two blocks of cognitive questions and two blocks of background questions for students to answer.

Background and cognitive sections are timed while students work independently. The session scripts provide instructions for the timing of each section. For CD-paced sessions, the narrator will inform the students of the section timing and instruct the AA when to start and stop the CD and when to set the timer. It is particularly critical to follow the script and CD timings since cognitive blocks vary in length. The chart below summarizes the timing for each session type.

MUSIC SESSIONS					
Booklet Type	Cognitive Section 1	Cognitive Section 2	Student Background Section 3	Subject-Area Background Section 4	Estimated Total Session Time
MU741	Shalom – 30 min.	Texture – 28 min.	2 min. Directions + 5 min. Completion	10 min.	90 min.
MU742	Texture – 28 min.	Michael Row – 30 min.	2 min. Directions + 5 min. Completion	10 min.	90 min.
MU743	Michael Row – 30 min.	Minuet in G – 33 min.	2 min. Directions + 5 min. Completion	10 min.	95 min.
MU744	Minuet in G – 33 min.	Shalom – 30 min.	2 min. Directions + 5 min. Completion	10 min.	95 min.
MU745	Shalom – 30 min.	Michael Row – 30 min.	2 min. Directions + 5 min. Completion	10 min.	90 min.
MU746	Texture – 28 min.	Minuet in G – 33 min.	2 min. Directions + 5 min. Completion	10 min.	90 min.
MU747	Michael Row – 30 min.	Shalom – 30 min.	2 min. Directions + 5 min. Completion	10 min.	90 min.
MU748	Minuet in G – 33 min.	Texture – 28 min.	2 min. Directions + 5 min. Completion	10 min.	90 min.
VISUAL ARTS SESSIONS					
Booklet Type	Cognitive Section 1	Cognitive Section 2	Student Background Section 3	Subject-Area Background Section 4	Estimated Total Session Time
VA761	Self-Portrait – 40 min.	Mother and Child – 35 min.	2 min. Directions + 5 min. Completion	10 min.	115 min.
VA762	Mother and Child – 35 min.	Collage – 60 min.	2 min. Directions + 5 min. Completion	10 min.	135 min.
VA763	Collage – 60 min.	Whisper Box – 44 min.	2 min. Directions + 5 min. Completion	10 min.	145 min.
VA764	Whisper Box – 44 min.	Self-Portrait – 40 min.	2 min. Directions + 5 min. Completion	10 min.	125 min.
VA765	Self-Portrait – 40 min.	Collage – 60 min.	2 min. Directions + 5 min. Completion	10 min.	140 min.
VA766	Mother and Child – 35 min.	Whisper Box – 44 min.	2 min. Directions + 5 min. Completion	10 min.	120 min.
VA767	Collage – 60 min.	Self-Portrait – 40 min.	2 min. Directions + 5 min. Completion	10 min.	140 min.
VA768	Whisper Box – 44 min.	Mother and Child – 35 min.	2 min. Directions + 5 min. Completion	10 min.	140 min.

At the request of the school, you may allow students to take a stretch break between sections of the booklets. Students should not be allowed to leave the assessment location during the break. The time you allow for a break will vary by school. Your supervisor will provide you with any special procedures that should be followed as instructed by the school.

You are encouraged to practice using the timers before your first test administration so that you are familiar with how they work. Follow the instructions on the next page for using the timers.

You are also encouraged to practice using the CD player. Instructions for using the CD player can be found in Appendix B.

NAEP Timer Instructions (TYPE A)

(Read all four steps before you begin.)

1. Press the “HOUR/CLEAR” and/or “MIN” button to set the length of time to be calculated. (Note: there are no “seconds” displayed on this timer.)
2. Once the appropriate amount of time is set and you are ready to start the timer, press the “START/STOP” button. The colon (:) between the hour and minutes will start flashing as a sign the timer is working.
3. The timer will sound an alarm when the time has expired. Press the “ALARM STOP” button to silence the alarm.
4. If you initially enter an incorrect amount of time to calculate, you will need to start the timer using the “START/STOP” button and then immediately press the “START/STOP” button again when the colon starts to flash. Press the “HOUR/CLEAR” button to reset the amount of time to 0:00 and then start over with step 1 above.



NAEP Timer Instructions (TYPE B)

(Read all five steps before you begin.)

1. Set to “TIMER” using the button on the left of the timer.
2. Press the “HOUR” and/or “MIN” button to set the length of time to be calculated.
3. Once the appropriate amount of time is set and you are ready to start the timer, press the “START/STOP” button. The colon (:) between the hour and minutes will start flashing as a sign the timer is working.
4. The timer will sound an alarm when the time has expired. Press the “START/STOP” button to silence the alarm.
5. If you initially enter an incorrect amount of time to calculate, press and hold the “RECALL/RESET” button to reset the amount of time to 0:00 and then start over with step 2 above.



11J. Collect Block 1 Materials and Distribute Block 2 Materials (Visual Arts Only).

Visual arts sessions require you to collect and distribute ancillary materials between cognitive blocks 1 and 2. On the next page is a table explaining how to do this, along with the timing that goes along with each section. For example, for sessions using the VA1 booklet, you will distribute Portfolio #5, “Self-Portrait,” the assessment booklet, and a pencil kit before the session. Between cognitive blocks 1 and 2, you will call the students to the front of the room in Administration Schedule order; collect Portfolio #5 with the students’ self-portrait from block 1, and distribute Print Set #3, “Mother and Child,” for block 2. It should take approximately 5 minutes to collect and distribute these materials.

NOTE: For sections with the Whisper Box, you will distribute the box as directed by the CD.

ARTS ASSESSMENT MATERIALS DISTRIBUTION AND SESSION TIMING CHART											
Session	Before Session	Introduction	Cognitive Section 1	Between Sections 1 & 2	Cognitive Section 2	Between Sections 2 & 3	Background Section 3	Background Section 4	Dismissal	Estimated Total Time	
VA1 Sel-Portrait/Mother&Child	Collect	na	na	na	Portfolio #5, Self-Portrait	na	na	na	Student ID Labels	Print Set #3, Mother & Child, Booklets	
	Distribute	Portfolio #5, Self-Portrait Booklet/Pencil Kit	na	na	Print Set #3, Mother&Child	na	na	na	na	NAEP Pencil	
	Timing	na	10	40	5	35	3	7	10	5	115
VA2 Mother&Child/Collage	Collect	na	na	na	Print Set #3, Mother&Child	na	na	na	Student ID Labels	Portfolio #2, Collage, Booklets	
	Distribute	Print Set #3, Mother&Child Booklet/Pencil Kit	na	na	Portfolio #2, Collage	na	na	na	na	NAEP Pencil	
	Timing	na	10	35	5	60	5	7	10	5	135
VA3 Collage/Whisper Box	Collect	na	na	na	Portfolio #2, Collage	na	na	na	Student ID Labels	Whisper Box, Return Envelope, Booklets	
	Distribute	Portfolio #2, Collage Booklet/Pencil Kit	na	na	na	Whisper Box	na	na	na	NAEP Pencil	
	Timing	na	10	60	5	44	5	7	10	5	145
VA4 Whisper Box/Self-Portrait	Collect	na	na	na	Whisper Box, Envelope	na	na	na	Student ID Labels	Portfolio #5, Self-Portrait, Booklets	
	Distribute	Booklet/Pencil Kit	na	Whisper Box	Portfolio #5, Self-Portrait	na	na	na	na	NAEP Pencil	
	Timing	na	10	44	5	40	5	7	10	5	125
VA5 Self-Portrait/Collage	Collect	na	na	na	Portfolio #5, Self-Portrait	na	na	na	Student ID Labels	Portfolio #2, Collage, Booklets	
	Distribute	Portfolio #5, Self-Portrait Booklet/Pencil Kit	na	na	Portfolio #2, Collage	na	na	na	na	NAEP Pencil	
	Timing	na	10	40	5	60	5	7	10	5	140
VA6 Mother&Child/Whisper Box	Collect	na	na	na	Print Set #3, Mother&Child	na	na	na	Student ID Labels	Whisper Box, Return Envelope, Booklets	
	Distribute	Print Set #3, Mother&Child Booklet/Pencil Kit	na	na	na	Whisper Box, Return Envelope	na	na	na	NAEP Pencil	
	Timing	na	10	35	3	44	5	7	10	5	120
VA7 Collage/Self-Portrait	Collect	na	na	na	Portfolio #2, Collage	na	na	na	Student ID Labels	Portfolio #5, Self-Portrait, Booklets	
	Distribute	Portfolio #2, Collage Booklet/Pencil Kit	na	na	Portfolio #5, Self-Portrait	na	na	na	na	NAEP Pencil	
	Timing	na	10	60	5	40	5	7	10	5	140
VA8 Whisper Box/Mother&Child	Collect	na	na	na	Whisper Box, Envelope	na	na	na	Student ID Labels	Print Set #3, Mother & Child, Booklets	
	Distribute	Booklet/Pencil Kit	na	Whisper Box	Print Set #3, Mother&Child	na	na	na	na	NAEP Pencil	
	Timing	na	10	44	5	35	5	7	10	5	120

11K. Collect Student ID Labels.

While the students are working in the last section of their booklets, the session script instructs you to walk through the room and remove the student ID labels from the corner of every student's desk. After the labels are collected, tear them up and throw them in the trash. **Remember, names of NAEP participants must never leave the school on the booklets or any other NAEP documents.**

11L. Collect NAEP Materials at the End of the Assessment.

Music Sessions

At the end of the session, the session script instructs you to collect all materials (except pencils), distribute Student Appreciation Certificates (if necessary), and dismiss the students according to the school's preference. Students may keep the pencils. You will instruct the students to visit the NAEP website printed on the pencil for more information about NAEP.

To collect assessment materials, you will call the students to the front of the room in Administration Schedule order and collect the assessment booklets. For sessions with "Shalom," students will have been instructed to place the sheet music back inside the front cover of the booklet before returning it to you at the end of the session. Remember to remove the sheet music from the booklets before returning to Pearson.

Visual Arts Sessions

At the end of the session, the session script instructs you to collect all materials (except the pencil kits), distribute Student Appreciation Certificates (if necessary), distribute the NAEP pencil, and dismiss the students according to the school's preference. Students may keep the pencil kits and NAEP pencil. You will instruct the students to visit the NAEP website printed on the pencil for more information about NAEP.

To collect the assessment materials for booklets VA761, VA762, VA764, VA765, VA767, and VA768, you will call the students to the front of the room in Administration Schedule order. At this time, you will collect the cognitive block 2 materials and the assessment booklets.

To collect the assessment materials for booklets VA763 and VA766 (block 2 is the Whisper Box assessment), you will instruct the students to leave their Whisper Box on top of their booklet and then dismiss them according to school policy. You will need to ensure that students do not leave with the booklet or the Whisper Box. After the students have gone, you will follow the script instructions for labeling and packing the Whisper Box.

If you are conducting the session in a large space, such as a cafeteria or auditorium, an AA should stand at each exit during booklet collection to ensure that no student leaves the area with a booklet or ancillary item.

11M. Account for All NAEP Materials Before Dismissing Students.

It is critical that NAEP materials are accounted for before dismissing students from the assessment session. You must account for each and every assessment booklet, whether completed or blank, as well as used and unused ancillary materials.

After collecting NAEP materials, count the number of used booklets to ensure the number matches the number of students present at the session. You should also count the blank booklets and unused ancillary materials to ensure the number you had before the session is consistent with the number after the session.

You must follow the same procedures for the ancillary materials used by the students to create their artwork. You must ensure that each item that was distributed to the student has been turned back in to you. Chapter 7 provides more detail on what to do with the used and unused ancillary materials.

If you find any NAEP booklets (including blank ones) or ancillary items (used or unused) are missing, students are not to be dismissed until the missing booklet/material has been found.

11N. Dismiss Students According to School Protocol.

Dismiss students at the conclusion of the assessment session in the manner described on the Assessment Information Form. In order to maintain a good rapport with the school, it is important you follow school protocol.

Procedure 12. Monitor the Session



During the session, it is your responsibility to ensure that students are working in the correct booklet section. This is done by quietly walking up and down the aisles during the session. *Strategies* magazine describes effective methods for monitoring the session and managing the classroom.

You will perform many of the checks described in this chapter on a continual basis throughout the assessment. You must also follow the standard NAEP procedures for responding to students' concerns or questions and handling special situations that may arise.



Voices of Experience

It is a good idea to walk around the room with a handful of sharpened pencils ready to hand out when students request them in music sessions only.



Voices of Experience

Walk around with the Session Debriefing Form inside your script. You will need to record information regarding students' questions about specific items in the table on the back of the form. To make this an easy process, jot down the Session Number and line number of the student and a word or short phrase when a student asks a question. Go back after the session and record more detail. Noting the Session Number and line number of the student is important in identifying the booklet number. NAEP uses this information to find questions that are commonly misunderstood or confusing to students.

It is also helpful to walk around with the Assessment Information Form inside your script. This way, it is easy to review which students get accommodations and what accommodations they get when students begin raising their hands.

12A. Answer Students' Questions About How to Record Answers.

You may, and should, clarify students' questions about how or where to record answers.

12B. Answer Students' Questions During Cognitive Block (Subject-Area) Sections of the Assessment.

Under no circumstance are you allowed to help students respond to any item in a cognitive section. You may not provide any specific information, answers, or instructions about any question, or assistance in reading or spelling.

Instead, you should reply with this scripted response:

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

However, you may read and provide clarification of directions to a student.

You also should not answer questions about how to use the various ancillary items. However, you may demonstrate how to expose more charcoal on the charcoal pencil and how to use the glue stick.

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

12C. Answer Students' Questions During the Core Background Section.

You must respond to students' questions during the core background section by referring to the Question-by-Question Specifications (QxQs) found in the back of each session script.

Questions asked by students during the core background section should be answered individually. If a student has a question, you should walk to the student's desk and respond quietly to the question.

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

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

12D. Answer Students' Questions During the Subject-Area Background Section.

You must respond to students' questions during the subject-area background section by referring to the QxQs found in the back of the session scripts.

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

12E. Ensure That Students Who Have Finished Sections Early Have Not Gone Back to Previous Sections or Worked Ahead in the Booklets.

Redirect students who appear to be working in the wrong section of a booklet. If students finish a section early, they may not go back to previous sections or work ahead.

If a student is working in the wrong section of the booklet, a gentle reminder of the correct section will suffice as an effective prompt (e.g., **"You should be working in Section 2 now."**). Then, you should continue to stand near the student until you see that he/she is working on the correct section.

A student who completes a section of the booklet before time is called should be encouraged to review his/her work in that section only. The student should not be allowed to work ahead in the NAEP booklet, review previously completed sections of the NAEP booklet, read other material, or work on his/her homework or another non-NAEP activity.

12F. Handle Difficult Situations Pertaining to Students' Behaviors or Attitudes.

Occasionally during the course of administering an assessment, you may encounter a difficult situation with student behavior or attitude. It is important that you respond appropriately to each situation. *Strategies* magazine provides important classroom management techniques to help you avoid many of these situations. It also provides guidelines for handling difficult situations when they do arise.

The table below outlines the procedures for coding these situations.

Behavior	Coding
Behavior becomes disruptive and out of control	<ul style="list-style-type: none">● If student does not remain in the session, write “Disruptive behavior” on the booklet cover.● Use Administration 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 Administration Code 12.
Emotionally upset	<ul style="list-style-type: none">● If student does not remain in the session, write “Emotionally upset” on the booklet cover.● Use Administration 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 Administration Code 12.
Becomes ill	<ul style="list-style-type: none">● If student does not remain in the session, write “Student became ill” on the booklet cover.● Use Administration Code 12.

12G. Handle Other Unexpected Situations That May Arise.

Listed below are three special situations that may arise while you are administering a session. Procedures for handling and coding each situation are included.

Situation	Guidelines	Coding
Student received defective assessment materials	<ul style="list-style-type: none"> ● If a student discovers a defective booklet after beginning to work, replace the booklet with another booklet 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 Administration Code 14.
School fire alarm	<ul style="list-style-type: none"> ● Your first priority is the safety and evacuation of the students and yourselves from the building. If your supervisor 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 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 Administration Code 13. ● If the session resumes, use Administration Code 12.
School lockdown	<ul style="list-style-type: none"> ● Your first priority is the safety of the students and yourselves. ● Generally, a school staff member will advise you of the school protocol in this situation. ● Be sure to first follow school instructions. Then, if necessary, stop the timer and collect all the assessment booklets from the students. ● When a school staff member has indicated it is okay to proceed with the assessment, redistribute the booklets and adjust the timing of the assessment 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 Administration Code 13. ● If the session resumes, use Administration Code 12.

6

ADMINISTERING ACCOMMODATION SESSIONS

Procedure 13. Understand Accommodations Most Frequently Provided by NAEP

NAEP provides accommodations for students identified as students with a disability (SD) and English language learner (ELL) whose Individualized Educational Programs (IEPs) specify them. For ELL students who do not have an IEP, knowledgeable school staff, such as IEP or 504 teams, school psychologists, and teachers, will make decisions about accommodations.

Not all SD or ELL students will require test accommodations. Decisions about accommodations are made individually for each student. When it is determined that a student will receive an accommodation for NAEP, your supervisor will work with the school to ensure the accommodation is consistent with what the student routinely uses in classroom testing, or when receiving classroom instruction.

Exhibit 6-1 shows the Accommodations Charts that describe how to administer the accommodations NAEP allows. They also identify the subjects in which each accommodation is allowed, the additional accommodations typically required, and the Administration Codes for accommodations. Finally, there are general guidelines for determining whether to provide accommodations in separate or regular sessions based on limiting distractions in regular sessions while still providing the usual test accommodations that SD or ELL students receive during regular classroom testing/instruction.

For further information on accommodations, refer to *Inclusion* magazine.

Exhibit 6-1. NAEP Accommodations for Arts Assessment

		Accommodation	What is It?	How to Administer			
Direct Linguistic Support	Bilingual dictionary without definitions	Subjects Music & Visual Arts Booklet Cover Code BID Typical additional accommodations EXT	This is a non-electronic bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a “word-for-word” dictionary, “word-to-word translation dictionary,” or a “bilingual word list.”	<ul style="list-style-type: none"> • This accommodation is usually provided in the regular session, although students who need this accommodation will need to have extended time to look up words in the dictionary. • Prior to the start of the session, the AA should quietly instruct the student to follow along with the regular timing of the assessment, but explain that, at the end, he/she will have extra time to go back and finish working. • The AA is responsible for checking the dictionary prior to the start of the assessment to be sure it does not contain definitions. 			
	Directions only signed				Subjects Visual Arts Booklet Cover Code OTH	This accommodation requires that a qualified sign language interpreter at the school sign the instructions included in the session script. The interpreter may not sign any additional directions in the assessment booklet.	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session in the back of the room (or wherever it is typically administered). • The interpreter will sit near the students so they are able to see the directions being signed.
	Test items signed						
Read aloud—occasional	Subjects Music & Visual Arts Booklet Cover Code REA	For this accommodation, students may request to have words, phrases, or sentences read aloud to them.	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session. • The AA should quietly instruct the student before the start of the session to raise his/her hand if he/she needs to have a word, phrase, or sentence read aloud. • If more than one student in a session requires this accommodation, they should be seated together in a way that minimizes distractions for other students. 				
				<i>Note: Reading the script, instructions or directions aloud, when requested, so students understand where and how to record their answers is NOT considered an accommodation and should not be recorded as one on the Administration Schedule. These instructions can be repeated or reworded in any way, in English, so students understand what to do.</i>			

Exhibit 6-1. NAEP Accommodations for Arts Assessment (continued)

		Accommodation	What is It?	How to Administer
Presentation Format		Read aloud—most or all	For this accommodation, students may request to have most or all of the assessment booklet read aloud to them.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • When a student requires read aloud in a one-on-one setting, the student's originally assigned booklet is used. The AA will administer the session using the appropriate accommodation session script and read the questions and answers choices from the student's booklet. • When more than one student requires this accommodation, the students can be grouped together (i.e., small group) based on the subject they are originally assigned. The AA will administer the assessment using the appropriate accommodation session script and read the questions and answers from an unused assessment booklet. The AA will read aloud all the questions and answer choices and then wait for all of the students to mark their answers before moving on to the next question.
		Subjects Music & Visual Arts		
		Booklet Cover Code REA		
		Typical additional accommodations SMG / ONE EXT		

Exhibit 6-1. NAEP Accommodations for Arts Assessment (continued)

		Accommodation	What is It?	How to Administer
Presentation Format	Braille version of test		NAEP provides a Braille version of the assessment booklet for visually impaired students. The Braille booklet is packaged with an identical Braille companion booklet, if one is required by the administrator, and the matching regular assessment booklet.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The AA will administer the session by reading the appropriate accommodation session script. • Students may require a Braille typewriter or a scribe to respond to the questions. • If a Braille typewriter is used, the AA will write the booklet ID number on all pages created by the Braille typewriter and insert these pages into the student's regular booklet. • If a scribe is used when a constructed response is required, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (for example, too vs. two). • The scribe should read the written response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.
	Subjects Music			
	Booklet Cover Code OTH			
	Typical additional accommodations ONE EXT SCR			
	Large print version of test		NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged 129 percent.	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session.
	Subjects Music			
	Booklet Cover Code LRG			

Exhibit 6-1. NAEP Accommodations for Arts Assessment (continued)

	Accommodation	What is It?	How to Administer
Presentation Format	Magnification equipment	This is a lens or system provided by the school that enhances visual function. Magnification devices include eyeglass-mounted magnifiers, free-standing or hand-held magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.	<ul style="list-style-type: none"> This accommodation can be provided in the regular session.
	Subjects Music & Visual Arts		
	Booklet Cover Code MAG		
Response Format	Responds in sign language	This accommodation requires that students sign their responses to a qualified sign language interpreter provided by the school. The interpreter records the student's answers in the assessment booklet.	<ul style="list-style-type: none"> This accommodation requires a separate accommodation session. The AA will administer the session by reading the appropriate accommodation session script. When a constructed response is required, the interpreter/scribe should write exactly what the student signs. A student should indicate when one sentence ends and another begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (e.g., too vs. two). The interpreter/scribe should show the student the written response after the student completes it, but NOT sign the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.
	Subjects Visual Arts		
	Booklet Cover Code OTH		
	Typical additional accommodations SMG / ONE EXT SCR		
Response Format	Responds using Braille typewriter	This accommodation requires that a visually impaired student record his/her answers using a Braille typewriter, a slate and stylus, or an electronic Braille note taker provided by the school.	<ul style="list-style-type: none"> This accommodation can be provided in the regular session if the Braille typewriter they use is quiet enough. Some older Braille typewriters are very loud and may require a separate session. The AA will write the booklet ID number on all pages created by the Braille typewriter and insert these pages into the student's booklet.
	Subjects Music		
	Booklet Cover Code OTH		
	Typical additional accommodations SMG / ONE EXT		

Exhibit 6-1. NAEP Accommodations for Arts Assessment (continued)

		Accommodation	What is It?	How to Administer
Response Format	Responds orally to scribe		This accommodation requires that the student respond orally to a scribe provided by the school or respond by pointing to his/her answers. The scribe then records the student's responses in the assessment booklet.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The AA will administer the session by reading the appropriate accommodation session script. • When a constructed response is required, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (for example, too vs. two). • The scribe should show the student the written response after the student completes it, but NOT read the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.
	Subjects Music & Visual Arts			
	Booklet Cover Code SCR			
	Typical additional accommodations SMG / ONE EXT			
	Responds using computer or typewriter		This accommodation requires that the student record his/her answers using a computer or typewriter provided by the school. <i>Note: Use of the spelling/grammar check function on a computer is not allowed.</i>	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session if the computer or typewriter is quiet enough. • The student will use the computer or typewriter to record his/her answers. • The AA will write the booklet ID number on all pages created by the computer and insert these pages into the student's booklet. • The AA is responsible for checking the computer prior to the start of the assessment and for monitoring the student during the assessment to be sure the spelling/grammar check function is disabled.
	Subjects Music & Visual Arts			
	Booklet Cover Code SCR			
	Uses template to respond		This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a page by obscuring other parts of the page.	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session.
	Subjects Music & Visual Arts			
	Booklet Cover Code OTH			

Exhibit 6-1. NAEP Accommodations for Arts Assessment (continued)

		Accommodation	What is It?	How to Administer
Response Format	Uses special writing tool		<p>This is a large-diameter pencil, pencil grip, or other special writing tool provided by the school that a student uses to record his/her answers in the assessment booklet.</p> <p><i>NOTE: Some students' IEPs stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation in response to their IEP. Students who do not have this as an IEP requirement, but who typically use large-diameter pencils, pencil grips, or other special writing tools during assessments may use these for NAEP, and it will not be recorded as an accommodation.</i></p>	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session. • The AA will verify that the student has the special writing tool before the session begins.
	Subjects	Music & Visual Arts		
	Booklet Cover Code	OTH		
Setting Format	Small group		<p>Generally, a small group session includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.</p>	<ul style="list-style-type: none"> • This is by definition a separate session. • The person administering the session will use the appropriate accommodation session script to conduct the session.
	Subjects	Music & Visual Arts		
	Booklet Cover Code	SMG		
	Typical additional accommodations	EXT		
	One-on-one		<p>This accommodation requires that a student is assessed individually in an area free of distractions.</p>	<ul style="list-style-type: none"> • This is a session with one student and one AA or school staff member administering the session. • The person administering the session will use the appropriate accommodation session script to conduct the session. • If the student regularly works with a facilitator provided by the school, that person should be available for the assessment.
	Subjects	Music & Visual Arts		
	Booklet Cover Code	ONE		
	Typical additional accommodations	EXT		
	Study carrel		<p>This is a portable screen provided by the school used to limit distractions for a student.</p>	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session, although occasionally the location of the study carrel is in a separate location. • A screen is placed on the student's desk to limit distractions for the student.
	Subjects	Music & Visual Arts		
Booklet Cover Code	OTH			

Exhibit 6-1. NAEP Accommodations for Arts Assessment (continued)

	Accommodation	What is It?	How to Administer
Setting Format	Preferential seating, light, furniture	This accommodation requires that a student sit in a designated area for the assessment; such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so that a student can see or hear more easily. It may also include special light and furniture used by the student.	<ul style="list-style-type: none"> This accommodation can be provided in the regular session.
	Subjects Music & Visual Arts		
	Booklet Cover Code OTH		
	School staff administers	This accommodation requires that a school staff member familiar to the student administer the session.	<ul style="list-style-type: none"> This accommodation requires a separate accommodation session. The school staff member will administer the session by reading the appropriate accommodation session script.
	Subjects Music & Visual Arts		
	Booklet Cover Code SSA		
Timing Accommodations	Extended time	This accommodation requires that students be given extra time to complete the assessment.	<ul style="list-style-type: none"> In a regular session, this accommodation requires that students be given extra time after the timed session has been completed to continue to work on the cognitive sections of the assessment. Prior to the start of the session, the AA should quietly instruct students with this accommodation to follow along with the regular timing of the assessment, but explain that, at the end, they will have extra time to go back and finish working. In a separate session, if most or all of the students are still working on a section at the end of the regular time limit, the AA should allow them to continue to work for about 10 more minutes per section. If most are finished, he/she should move on to the next section. In either case, students who need extra time may go back to work on unfinished sections of the assessment up to the maximum time allowed, which is three times the normal time. The only limit for extended time is that students may not take more than three times the regular time allocated for a particular section of the booklet. During the extended time, the AA must remain in the testing location until students have finished the assessment.
	Subjects Music & Visual Arts		
	Booklet Cover Code EXT		

Exhibit 6-1. NAEP Accommodations for Arts Assessment (continued)

	Accommodation	What is It?	How to Administer
Timing Accommodations	Breaks during test	This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • There are no specific NAEP requirements regarding the length of time for a break, how often the breaks are taken, or whether the student has contact with other students during the breaks. The test must, however, be administered during a single day.
	Subjects Music & Visual Arts		
	Booklet Cover Code BRK		
	Typical additional accommodations SMG / ONE EXT		
Other Accommodations	Other	This category includes accommodations provided by the school that are not listed above and are regularly used by one or more students sampled for the assessment. One example is some hearing-impaired students require the administrator to wear a small microphone. <i>NOTE: Some schools provide special equipment such as colored highlighters for all students to use as a testing "strategy." If these are typically used on the state assessment by these students, they are allowed for use on NAEP and are not considered an accommodation. However, NAEP does not allow the use of scrap paper or graph paper. Students are instructed to show all of their work in the assessment booklet.</i>	
	Subjects Music & Visual Arts		
	Booklet Cover Code OTH		

Procedure 14. Administer Separate Accommodation Sessions

If your supervisor and school coordinator determine a student needs to be administered an accommodation in a separate session, that information will be communicated to you through the Assessment Information Form.

14A. Use the Accommodation Session Scripts When Conducting Separate Accommodation Sessions.

The accommodation session scripts are slightly modified versions of the regular session scripts. The accommodation scripts have shorter or simpler versions of some sections and less stringent timing. Each music and visual arts session type has an accommodation script to use for the separate accommodation sessions.

14B. Ensure That School Staff Assisting in the Administration Adhere to the Guidelines Described in the Accommodation Teacher Letter.

In some cases, the school will provide a teacher or staff person familiar with the students to work with you in accommodation sessions. If so, the supervisor will provide the teacher with a copy of the Accommodation Teacher Letter that provides guidelines for what staff members can and cannot do. The staff member will sign the letter and give it back to your supervisor. If you observe a staff member doing something inappropriate, quietly remind him/her of the guidelines in the letter.

14C. Follow the Same Standard NAEP Procedures for Monitoring the Session.

Your job as an AA is to administer the accommodations SD or ELL students need to participate while maintaining NAEP test integrity. To truly assess the students' knowledge, it is important for you to refrain from giving and/or prompting answers. As with regular sessions, you should only provide assistance to students in an accommodation session during the background sections and when making sure they understand how and where to record answers. Refer to chapter 5 for guidelines on monitoring all NAEP sessions.

Inclusion magazine provides suggestions for ways you can keep children with disabilities comfortable and on task. Read the magazine carefully and refer back to it as necessary.



Voices of Experience:

During the accommodation sessions that offer extended time, it is helpful to jot down the beginning and ending times of the cognitive sections on the back of the Assessment Information Form. At the end of the session when coding the booklet covers, you have that information easily available in order to record the total time offered in the extended time boxes.

Procedure 15. Administer Accommodations Within the Regular Session

Every attempt should be made to provide students who need accommodations with the best opportunity to participate in the study and to minimize distractions for other students. In many cases, accommodations can be administered in the regular session if both criteria mentioned above are met.

When administering an accommodation in the regular session, it is important that you are alert to the student's needs without hovering or focusing entirely on that student. Refrain from doing anything that will embarrass or single out the student in a negative way.

Procedure 16. Recognize Accommodations NOT Allowed by NAEP

It is a goal of NAEP to be as inclusive as possible with SD and ELL students. However, there are a few accommodations that NAEP does not allow.

These include:

- Oral or written responses translated into written English
- Directions read aloud in native language
- Test material read aloud in native language
- A bilingual version of the test
- Tape records answers
- Test taken over several days
- Use of dictionary, thesaurus, or spelling- and grammar-checking software or devices

In addition, the following accommodations are not allowed on the NAEP Arts assessment for music or visual arts.

For music, NAEP does not allow:

- directions only signed,
- test items signed, or
- responding in sign language.

For visual arts, NAEP does not allow:

- Braille version of the test,
- large print version of the test, or
- using a Braille typewriter to respond.

16A. Code Students Who Cannot be Assessed—Accommodation Not Permitted.

If a student requires one of these accommodations and cannot be included in the assessment with only accommodations allowed by NAEP, as determined by the school staff member most knowledgeable about the student, he/she will be excluded.

These students will receive one of the **REASONS FOR EXCLUSION** Administration Codes below on the Administration Schedule.

- 61 = SD – Required accommodation not permitted
- 63 = ELL – Required accommodation not permitted
- 65 = SD and ELL – Required accommodation not permitted

16B. Code Students Who Cannot Be Assessed—Accommodation Not Available.

If a student can be assessed but the required accommodation, such as a Braille typewriter or other school-provided equipment, is not available to the student for the assessment, the student will also be excluded.

These students will receive one of the **REASONS FOR EXCLUSION** Administration Codes below on the Administration Schedule.

- 67 = SD – Required accommodation not available
- 68 = ELL – Required accommodation not available
- 69 = SD and ELL – Required accommodation not available

16C. Code Students Who Cannot Be Assessed—Cannot Be Assessed.

If it is determined that a student cannot be assessed for reasons other than a required accommodation is not permitted or available for NAEP, give the student an exclusion code.

These students will receive one of the **REASONS FOR EXCLUSION** Administration Codes below on the Administration Schedule.

- 60 = SD – Cannot be assessed
- 62 = ELL – Cannot be assessed
- 64 = SD and ELL – Cannot be assessed

16D. Code Students Who Cannot Be Assessed—Accommodation Scheduling Problem.

If a school refuses an accommodation session due to scheduling or staffing problems, students assigned to that session will be coded Administration Code **45** – Accommodation Scheduling Problem on the Administration Schedule. Do not assign codes 60–69, which will incorrectly classify the student as excluded rather than absent.

Procedure 17. Understand How to Code Accommodations

This year, there is a new procedure for assigning accommodation codes on the Administration Schedule and booklet covers. After meeting with the school coordinator during the preassessment visit, your supervisor will use the Inclusion Worksheet to assign codes to column **P** of the Administration Schedule. The codes, along with an explanation, are listed in the table below.

Accommodation Codes	
1	Assess without accommodations. Used for all students who are not classified as SD and/or ELL, as well as students who are classified as SD and/or ELL and can be assessed in the regular session without any accommodations.
2	Accommodation offered in regular session. Used for SD and/or ELL students who are offered accommodations that can be provided in the regular session.
3	Accommodation offered in separate session. Used for SD and/or ELL students who are offered accommodations that must be given in a separate session.
4	Not applicable. Used for students who are withdrawn/graduated or ineligible. Also used for students who are excluded (Administration Codes 60–65 and 67–69). Students who are Excluded but Assessed (Administration Code 66) should be given an accommodation code of 2 or 3. Should also be assigned to all unused booklets (Administration Code 52).

After the session, you will transfer the accommodation code that your supervisor recorded on the Administration Schedule (column **P**) onto the student's booklet cover in the **Accomm. Code** box. Then, on the cover, under **Accommodations Offered in Regular or Separate Session**, you will record all accommodations offered (whether or not they were used). If extended time was offered (74 – EXT), you will also need to record the total time used in the Extended Time boxes on the booklet cover. If extended time was offered but not used, you will enter the standard time per session type in the Extended Time boxes. The following chart lists the standard and maximum times for the combined cognitive blocks for each session type:

Booklet type	Standard timing for cognitive blocks	Maximum extended time allowed
Music Sessions		
MU741	058 Minutes	174 Minutes
MU742	058 Minutes	174 Minutes
MU743	063 Minutes	189 Minutes
MU744	063 Minutes	189 Minutes
MU745	060 Minutes	180 Minutes
MU746	061 Minutes	183 Minutes
MU747	060 Minutes	180 Minutes
MU748	061 Minutes	183 Minutes
Visual Arts Sessions		
VA761	075 Minutes	225 Minutes
VA762	095 Minutes	285 Minutes
VA763	104 Minutes	312 Minutes
VA764	084 Minutes	252 Minutes
VA765	100 Minutes	300 Minutes
VA766	079 Minutes	237 Minutes
VA767	100 Minutes	300 Minutes
VA768	079 Minutes	237 Minutes

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COMPLETING ACTIVITIES AFTER THE ASSESSMENT

Procedure 18. Account for All Materials Used

You are responsible for returning all NAEP materials to your supervisor immediately following the assessment(s) in a school. Each and every assessment booklet and ancillary item must be accounted for and returned to Pearson; none should be left in the school or thrown away for any reason. You are expected to use all materials properly and return them in good condition. Only by maintaining rigid control over all booklets and other materials will you protect your accountability.

NOTE: The session CDs are controlled items and must never be left unattended. All CDs must be accounted for at the end of the session.

Procedure 19. Complete the Administration Schedule



Your role in completing the Administration Schedule involves the following:

19A. Enter an Administration Code in Column Q.

Your first responsibility after students have been dismissed is to record an Administration Code for every student listed on the Administration Schedule who does not already have one recorded. These include assessed students (Administration Codes **10-14**) and absent students (Administration Codes **40-49**).

All Administration Codes are listed on the right side of the Administration Schedule in column **R** and are grouped according to participation status. Although you will primarily use the assessed and absent codes, all Administration Codes and the guidelines for using them are printed on the following pages for reference.

Note that this year the same Administration Codes are applied for both non-accommodated and accommodated students. Specific accommodations are recorded only on the booklet cover.

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

Definitions of Administration Codes Used in Column R (continued)

Other Student Codes	
51	Withdrawn/Graduated. Student is no longer enrolled in the school or is expelled.
52	Unassigned book (unused). Use this code for any booklet not used because the booklet was not assigned to a student. If the student is assigned an accommodation booklet, the original preassigned booklet should receive this code.
54	Ineligible, never attends campus. Student is listed as enrolled but is not physically attending the school (e.g., home schooled or attending all classes off campus).
55	Ineligible, other. Student was not eligible for the assessment for any other reason (e.g., not in the grade being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.
56	Not In Sample (NIS). Use this code for any student not sampled but assessed at the convenience of the school.
Reasons for Exclusion	
60	SD – Cannot be assessed. Student whose IEP states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation.
61	SD – Required accommodation not permitted. Student cannot be included in the session due to a disability for which a required accommodation was not permitted (e.g., reading the assessment items to a student selected for a reading assessment).
62	ELL – Cannot be assessed. Student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
63	ELL – Required accommodation not permitted. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not permitted (e.g., bilingual booklet for a student selected for the reading assessment).
64	SD & ELL – Cannot be assessed. Student whose cognitive functioning and/or English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
65	SD & ELL – Required accommodation not permitted. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not permitted.
66	Excluded, but assessed. Students who the school deemed should be excluded from the assessment but the school requested that they participate anyway.
67	SD – Required accommodation not available. Student cannot be included in the session due to a disability for which a required accommodation was not available (e.g., scribe or other accommodation supplied by the school).
68	ELL – Required accommodation not available. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not available (e.g., bilingual dictionary or other accommodation supplied by the school).
69	SD & ELL – Required accommodation not available. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which a required accommodation was not available.

19B. Enter an Administration Code of 52 for All Unassigned Booklets.

Enter Administration Code **52** in column **Q** of the Administration Schedule for all unassigned booklets.

19C. Complete the Summary Box.

It is very important that the summary information at the top of the Administration Schedule is accurately recorded. To do so, follow the steps below.

Grade: <u>8</u>	Original session scheduled for: Day/Date: <u>Monday, Feb. 11</u> Time: <u>8:35</u> Location: <u>Cafeteria</u>	Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____	If Makeup Needed Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/>	Bundle #'s 00001 00002																		
Middle School Silvia Thomas	<table border="1"> <tr> <td># Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)</td> <td><u>2</u></td> <td># Absent (Admin. Codes 40-45, & 48)</td> <td><u>1</u></td> <td># Assessed (Original Session)</td> <td><u>19</u></td> </tr> <tr> <td># Excluded (Admin. Codes 60-69)</td> <td><u>1</u></td> <td># Refused (Admin. Codes 46, 47 & 49)</td> <td><u>0</u></td> <td># Assessed (Makeup Session)</td> <td></td> </tr> <tr> <td colspan="3">TO BE ASSESSED</td> <td colspan="3">TOTAL ASSESSED</td> </tr> </table>			# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)	<u>2</u>	# Absent (Admin. Codes 40-45, & 48)	<u>1</u>	# Assessed (Original Session)	<u>19</u>	# Excluded (Admin. Codes 60-69)	<u>1</u>	# Refused (Admin. Codes 46, 47 & 49)	<u>0</u>	# Assessed (Makeup Session)		TO BE ASSESSED			TOTAL ASSESSED			Session Number M10801
# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)	<u>2</u>	# Absent (Admin. Codes 40-45, & 48)	<u>1</u>	# Assessed (Original Session)	<u>19</u>																	
# Excluded (Admin. Codes 60-69)	<u>1</u>	# Refused (Admin. Codes 46, 47 & 49)	<u>0</u>	# Assessed (Makeup Session)																		
TO BE ASSESSED			TOTAL ASSESSED																			
23 - Sample	$23 - \text{Sample} - \text{Withdrawn \& Ineligible} - \text{Excluded} = \text{TO BE ASSESSED}$ $23 - 2 - 1 = 20$																					
"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"															
Final	New	Enroll	Booklet ID #	Accommodation	Accom.	Admin	A															

1 Record the number of students who were to be assessed, but who did not participate in the assessment session at all in the # **Absent** space. This includes students with Administration Codes **40-45, 48, and 49** in column **Q**.

2 Next, enter the total number of parent and student refusals, coded **46 and 47** in column **Q**. This total is entered in the # **Refused** space.

3 Finally, enter the **Assessed (Original Session)**. This is the total of the Administration Codes **10-14** in column **Q**.

After you have checked that all the necessary items on the Administration Schedule have been correctly filled in, give the Administration Schedule to your supervisor. He/she will calculate and determine whether a makeup session is needed at the school.

“Not In Sample” Students, Administration Code 56

Sometimes, for convenience purposes, a school will require some students to be included in the assessment even though they were not sampled. In this case, the supervisor will have added the students’ names to the bottom of the Administration Schedule prior to the assessment. Because no information on these students is required, their birth date, gender, race/ethnicity, etc., may not have been recorded on the Administration Schedule. It is acceptable for this information to be missing for these nonsampled students. In column **Q** on the Administration Schedule, your supervisor will enter Administration Code **56 = Not In Sample** for these students.

Not In Sample students should not be counted in the # **Assessed (Original Session)** at the top of the Administration Schedule.

You will also need to record Administration Code **56** on the booklet covers of Not In Sample students.

Procedure 20. Code the Booklet Covers



To code the booklet covers, complete the following steps. A checklist of these tasks is also provided in the Quick Checks section of this manual.

20A. Organize All Booklets Back Into Administration Schedule Order.

Ensure that all booklets, including those separated before the assessment, are back in Administration Schedule order.

If an accommodation booklet was assigned, follow these procedures.

Braille

The booklet originally assigned to the student in column **N** of the Administration Schedule will go back in the stack of booklets, in Administration Schedule order, from the session to which the student was originally assigned (i.e., if a student originally assigned to a visual arts session was given the Braille accommodation in music, their originally assigned booklet will be put with the visual arts session).

The Braille booklet, the Braille companion booklet, and the accommodation booklet (MU745) will be returned to Pearson separately in an overnight box that they will provide.

Large Print

The booklet originally assigned to the student in column **N** of the Administration Schedule will go back in the stack of booklets, in Administration Schedule order, from the session to which the student was originally assigned (i.e., if a student originally assigned to a visual arts session was given the large-print accommodation in music, their originally assigned booklet will be put with the visual arts session).

The accommodation booklet (MU745) will be put in the stack with the original booklet, and should be placed below that booklet, in Administration Schedule order.

The large-print booklet will be folded up and placed on top of the stack of booklets in the originally assigned session.

Continue to follow the below procedures with the accommodation booklets.

20B. Ensure That Each Booklet Has the Correct School ID Number.

Students should have entered the school ID number already; if not, enter the seven-digit school ID number from the Administration Schedule in the boxes labeled **School #**.

20C. Transfer the Administration Codes and the Accommodation Codes to the Student Booklet Covers.

You will have recorded an Administration Code for each student listed and any unassigned booklets on the Administration Schedule. You must transfer each code from the Administration Schedule (column **Q**) to the **Admin. Code** boxes located on the front cover of the corresponding booklet.

You will also need to transfer the Accommodation Code that your supervisor recorded on the Administration Schedule (column **P**) to the **Accom. Code** box on the booklet cover.

Reminder: Accommodation booklets (MU745) assigned to students in a different session type should have an Accommodation Code of **3** and an Administration Code of **66**.

20D. Write an Explanation on the Booklet Cover.

The Administration Codes **12-14**, **22-24**, and **48** all require, by definition, an explanation of the individual situation. If this has not already been done, write a clear explanation on their booklet cover for each student given one of these codes.

20E. Code the Accommodations on the Booklet Cover.

To collect all of the information about the students assessed with accommodations, a place to record all **Accommodations Offered** has been added to the student booklet cover.

For all students requiring accommodations, you will have recorded an Accommodation Code of **2** or **3** in the **Accom. Code** boxes. For students requiring one or more accommodation, you must shade the “Y” oval next to each accommodation the student was offered whether or not it was used by the student. You will find accommodations information for students on your Assessment Information Form for each school. Students with an Administration Code of **56** or **66** should have all accommodations they were offered filled in on their booklet covers.

If a student given an Accommodation Code of **2** or **3** is absent on assessment day, you do not need to fill in the accommodations offered.

Assessed With Accommodations

Students assessed with accommodations should have all of the accommodations that they were offered filled in on their booklet cover.

BID	Bilingual dictionary. (Word-to-word without definitions.) Assign if a student uses for all or part of the assessment. Extended time is assumed.
LRG	Large-print booklet. Usually administered in the regular session (Music only).
LXT	Extended time. Assessed with additional time to complete the assessment.
REA	Read aloud. Assessed in regular session if only an occasional word or phrase is to be read aloud. Assessed in separate accommodation session if most or all of the assessment is to be read aloud.
SMG	Small group. Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable.
ONE	One-on-one. Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable.
SCR	Scribe or use of computer to record student answers. Assessed in separate accommodation session. Extended time is assumed. Used to record student answers.
OTH	Other, specify on cover. Assess with some other accommodation. Specify the accommodation on booklet cover.
BRK	Breaks during test. Assign if breaks were taken by the student between sections.
MAG	Magnification device. Assign if student used such special equipment for all or part of the assessment.
SSA	School staff administers. Assign if a school staff member needs to read the script and administer the session.

ACCOMMODATION SESSION INFORMATION			
GROUP #:	SESSION CHARACTERISTICS (circle all that apply): REA / <u>SMG</u> / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED
M10801	2	M	Extended time (EXT)
M10801	11	M	Bilingual Dictionary, Extended time (EXT), Breaks during test (BRK)
M10801	21	M	Study Carrel, Extended time (EXT)
GROUP #:	SESSION CHARACTERISTICS (circle all that apply): REA / <u>SMG</u> / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED
M10801	5	M	Extended time (EXT), Braille
M10801	14	M	Braille, Extended time (EXT)
GROUP #:	SESSION CHARACTERISTICS (circle all that apply): REA / SMG / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED
GROUP #:	SESSION CHARACTERISTICS (circle all that apply): REA / SMG / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED



NAEP
NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

Admin Schedule Line # 5 from Session # M10801

**2008
Grade 8**

SECTION
1 | MU3
2 | MU5
3 | D1
4 | MUB

**Music Book
MU745
Braille**

School Information

SCHOOL #

1	2	1	2	1
---	---	---	---	---

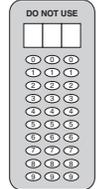
NA00013674

In One Volume
Braille pages p1-p4, 1-46
Print pages 1-a2, 1-8, 1-a6, 1-a7, and 1-4

Braille
booklet



745 - 043210 - 5



DO NOT USE

PLACE LABEL HERE

Accom. Code (Col. P)

3	1	0
---	---	---

If Code 2 or 3, complete the box below.

Accommodations Offered in Regular or Separate Session (Code All That Apply)

N/A BIB

BID

LRG

EXT

REA

SMG

ONE

SCR

QTH

BRK

MAG

SSA

If Extended Time (EXT) is coded above, enter the total time used below

0	6	5
---	---	---

According to the Paperwork Reduction Act of 1980, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1800-0705. The time required to complete this information collection is estimated to average 100 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4201. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5001.

A product of the Institute of Education Sciences. This report is authorized by law (P.L. 107-110, 20 U.S.C. §5010). While your participation in releasing your cooperation is needed to make the results of the survey comprehensive, accurate, and timely, the information you provide is being collected for research purposes only and will be kept strictly confidential.

OMB No. 1800-0705 • Approval Expires 05/31/2010
Blank Braille forms by Pearson GCE 08-770004-001 08/04/07
Printed in U.S.A.

20F. Code the “Total Time for Accommodation (74-EXT)” Boxes for Extended Time Accommodations.

If a student was offered the extended time accommodation, you must enter the total number of minutes the student actually took to complete the cognitive sections in the **Total Time for Accommodation (74-EXT)** boxes on his/her booklet cover. This information must be recorded, whether or not the extended time was used. The standard timing of the cognitive sections varies greatly by session type. Refer to the chart in chapter 6, page 14.

GROUP #: 1		SESSION CHARACTERISTICS (circle all that apply): (REA) / (SMG) / ONE / SCR / SSA	
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED
M10801	07	M	EXT sec. 1 begin: 9:30 sec. 1 end: 10:05 sec. 2 begin: 10:07 sec. 2 end: 10:48 Total Time: 76 minutes

Accom.
Code
(Col. P)

3

Admin.
Code
(Col. Q)

10

If Code 2 or 3, complete the box below.

Accommodations Offered in Regular or Separate Session (Code All That Apply)

- N/A
- BIB
- BID
- LRG
- EXT
- REA
- SMG
- ONE
- SCR
- OTH
- BRK
- MAG
- SSA

If Extended Time (EXT) is coded above, enter the total time used below

076

20G. Verify That Student ID Labels Are Removed From Booklets and Ancillary Holders.

All salmon-colored student ID labels (with student names) must be removed from the booklets and ancillary holder (Portfolio # 2, Portfolio #5, Whisper Box/return envelope). You must verify that this was completed by the students. If any were left on the booklet covers or materials (including those booklets and ancillaries assigned to students who did not attend the assessment), remove them now unless these students will be invited to participate in a makeup session.



It is important to make sure that all student ID labels (with student names) are removed from the booklet covers/ancillary holders and Whisper Box and disposed of at the school. Failing to do so compromises the confidentiality of NAEP. Labels left on the books are also problematic for Pearson when the booklets are received. Student ID labels harm the scanners used to scan every booklet page in preparation for scoring the assessment. Even taking labels out of the school as trash violates our pledge that no student names will leave the school.

20H. Band the Booklets Together and Place the Administration Schedule on Top of the Stack.

Using a rubber band, band the booklets together and place the correct Administration Schedule on top. Do not band the Administration Schedule with the booklets. This will tear the edges.

20I. Prepare Ancillary Materials for Shipment.

In order to prepare the assessment materials for shipment, there are several steps that need to be taken. The table below describes each of these steps. It also displays where each item goes after you have done the preparation, whether it is back to the bulk supplies, to your supervisor, or in the Session Box to be sent to Pearson. These instructions are also located at the end of each session script for easy reference.

NOTE: You should not repair torn artwork with glue or tape. Those items should be returned to Pearson as is.

Ancillary Materials Preparation and Disposition				
Music block	Bulk items	Session items	Materials collection and preparation	Materials disposition
Michael Row	CD Player/ CD Extension Cord/Adapter	None	For all music sessions: Step 1. Remove CD. Step 2. Take up extension cord/adaptor, if used. Step 3. Remove tape from floor, if used. Step 4. Remove Shalom sheet music, if used. Step 5. Put booklets in Administration Schedule order.	Return to bulk. Return to bulk. Discard tape. Return to Pearson. Complete QC check. Return to Session Box. Ship to Pearson.
Minuet in G	CD Player/ CD Extension Cord/Adapter	None	See Michael Row	See Michael Row
Shalom	CD Player/ CD Extension Cord/Adapter	Shalom Sheet Music	See Michael Row	See Michael Row
Texture	CD Player/ CD Extension Cord/Adapter	None	See Michael Row	See Michael Row

Ancillary Materials Preparation and Disposition (continued)				
Visual Arts Block	Bulk Items	Session Items	Materials Collection and Preparation	Materials Disposition
Collage	7" Safety Scissors Poster by Romare Bearden, <i>Pittsburgh Memories</i>	14"x20" Collage Portfolio containing: <ul style="list-style-type: none"> ● Glue stick (1) ● Black ballpoint pen (1) ● 12" x 18" 80 lb. white drawing paper (1) ● 4" x 5" postcard – <i>Pittsburgh Memories</i> ● Set of 12 Cray-Pas™ (1) ● Set of 8 fine-tip watercolor markers (1) ● Paper Set # 1 ● Print Set # 5, Collage, a 9" x 12" envelope containing: <ul style="list-style-type: none"> ● One 8½" x 11" print of <i>Pittsburgh Memories</i> ● Credit Page - Visual Arts 	Step 1. Collect unused portfolios. 1A. Remove Cray-Pas™, glue sticks, markers, and pens. 1B. Remove scissors. Step 2. Collect scrap paper. Step 3. Collect used portfolio #2 and materials. 3A. Scissors 3B. Print Set #5 3C. Post card 3D. Cray-Pas™, glue sticks, markers, and pens. Step 4. Remove <i>Pittsburgh Memories</i> poster. Step 5. Place a booklet ID label on the upper-right corner on the back of student artwork including blank sheets of students who completed no work.* Step 6. Place a sheet of freezer paper on top of the artwork. Step 7. Return the artwork to the corresponding portfolio. Step 8. Put assigned portfolios in Administration Schedule order.** Step 9. Perform QC check.	Return to Pearson. Give to supervisor. Return to bulk. Recycle. Return to bulk. Return to Pearson. Return to Pearson. Give to supervisor. Return to bulk. Return to Pearson.
Mother and Child	None	Print Set # 3 , a 9" x 12" envelope containing: <ol style="list-style-type: none"> 1. Joan Miró. Series I. <i>The Family</i> 2. Nigerian. Figure of Woman and Child 3. Raphael. <i>The Small Cowper Madonna</i> 4. Byzantine. <i>Madonna and Child on a Curved Throne</i> 5. William Sergeant Kendall. <i>Beatrice</i> 6. (Detail of Miró and Raphael hands) <ul style="list-style-type: none"> ● Credit Page – Visual Art 	Step 1. Collect Print Set #3.	Return to Pearson.
<p>* Sheets and boxes from excluded, but assessed, ineligible/withdrawn, or absent students do need to be labeled and returned in the holders.</p> <p>** All labeled holders should be put in order including materials for absent students and for ineligible/withdrawn, and excluded, but assessed.</p>				

Ancillary Materials Preparation and Disposition (continued)				
Visual Arts Block	Bulk Items	Session Items	Materials Collection and Preparation	Materials Disposition
Self-Portrait	9"x 12" safety mirrors	<p>Portfolio # 5, 14"x20" portfolio containing:</p> <ul style="list-style-type: none"> Print Set # 6, Self-Portrait, a 9" x 12" envelope containing: <ol style="list-style-type: none"> Print A – <i>Self-Portrait with a Pencil</i>, K. Kollwitz Print B – <i>Self-Portrait</i>, E. Schiele Credit Page – Visual Art Set of 12 Cray-Pas™ (1) Charcoal pencil (1) 12" x 18" 60 lb. drawing paper (1) Wash-n-Dries™ (2) 	<p>Step 1. Gather unused Portfolio #5.</p> <p>1A. Remove charcoal pencils, Cray-Pas™, and Wash-n-Dries™.</p> <p>1B. Remove mirrors.</p> <p>Step 2. Collect used portfolio #5 and materials.</p> <p>2A. Mirrors</p> <p>2B. Print Set #6</p> <p>2B. Charcoal pencils, Cray-Pas™, and Wash-n-Dries™</p> <p>Step 3. Place a booklet ID label on the upper-right corner on the back of student artwork including blank sheets of students who completed no work.*</p> <p>Step 4. Place a sheet of freezer paper on top of the artwork.</p> <p>Step 5. Return the artwork to the corresponding portfolio.</p> <p>Step 6. Put assigned portfolios in Administration Schedule order.</p> <p>Sept 7. Perform QC check.</p>	<p>Return to Pearson.</p> <p>Give to supervisor.</p> <p>Return to bulk.</p> <p>Return to bulk.</p> <p>Return to Pearson.</p> <p>Give to supervisor.</p> <p>Return to Pearson.</p>
Whisper Box	CD Player/ CD #1 Extension Cord/Adapter	<ul style="list-style-type: none"> 6" x 6" x 6" Smooth White Box 12 Broad-tip markers (distributed on assessment day). 	<p>Step 1. Collect used boxes.</p> <p>Step 2. Collect markers.</p> <p>Step 3. Collect unused boxes.</p> <p>3A. Place a sheet of freezer paper on nonlid side of the boxes. Place another sheet of freezer paper on lid side of the boxes between the lid and the sides. Fold the lid over the paper.</p> <p>3B. Return the artwork.</p> <p>Step 4. Put assigned envelopes in Administration Schedule order.**</p> <p>Step 5. Perform QC check.</p>	<p>Return to Pearson.</p> <p>Return to Pearson.</p> <p>Return to Pearson.</p> <p>Return to Pearson.</p>

* Sheets and boxes from excluded, but assessed, ineligible/withdrawn, or absent students do need to be labeled and returned in the holders.
 ** All labeled holders should be put in order including materials for absent students and for ineligible/withdrawn, and excluded, but assessed.

20J. Provide Materials to Your Supervisor for Quality Control Check.

After you prepare your stack of booklets and the Administration Schedule, your supervisor will conduct a “spot” check to ensure they are prepared according to NAEP standards. To conduct this quality control (QC) check, your supervisor will run every third or fourth booklet in the stack through a comprehensive series of checks. If errors are found, you and your supervisor will check each booklet to make sure the same error has not been repeated.

Your supervisor will repeat the process for the artwork materials completed by the students.

After the QC check is completed, your supervisor will report the QC status on the Assessment QC Record.



If time allows prior to your supervisor’s check of your booklets and materials, conduct an initial QC check by switching your stack of booklets and materials with another AA’s.

Procedure 21. Pack Session Box and Return Additional Materials to Your Supervisor



Next, you will pack the Session Box and return the additional materials to the supervisor according to the following procedures.

21A. Pack the Session Boxes According to Pearson Procedure.

All remaining assessment materials must be repacked in their original boxes and returned to Pearson. Prepare the boxes by following the instructions and illustrations below.

Place all used and unused booklets in Administration Schedule order. Used accommodation booklets should be placed with the original assessment booklets in the order in which they appear on the Administration Schedule. If a large-print accommodation booklet was used in the session, it can be folded and placed on top of the stack of booklets. All booklets should be banded together.

Follow the illustrations below for packing the materials in the Session Boxes. Notice that for some visual arts sessions you may have two boxes. All visual arts sessions, except for Mother and Child, will have two boxes. Be sure to follow the illustrations based on how many boxes you have for each session.

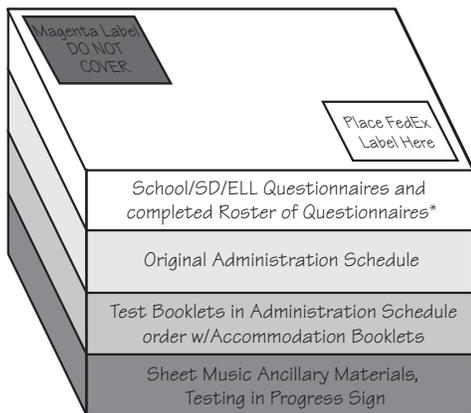
As most schools will have one music session and one visual arts session, the School, SD, and ELL Questionnaires and Roster of Questionnaires for both sessions will go on top of the

music Session Box. If you are in a school that only has a session of visual arts, you will place these materials on top of the visual arts Session Box.

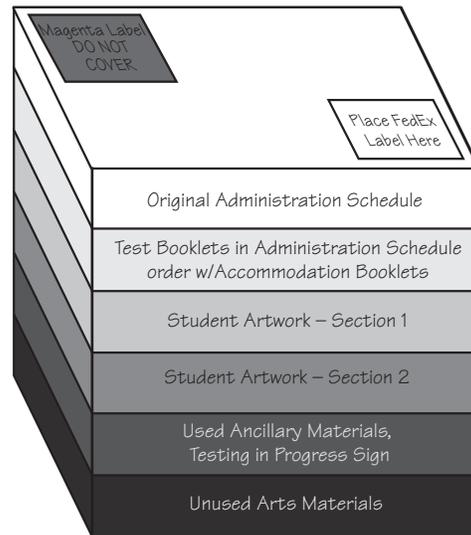
At the top of the materials you have packed, place the miscellaneous materials such as packing lists and Bundle Slips. Use the pillow pack that came in the box as filler, if necessary.

Your supervisor will ship the completed assessment materials. On occasion, however, you may be asked to assist with this task. If so, your supervisor will provide you with complete instructions for doing so.

Music Sessions



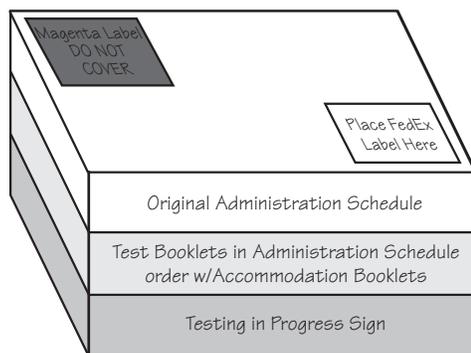
1-Box Visual Arts Sessions



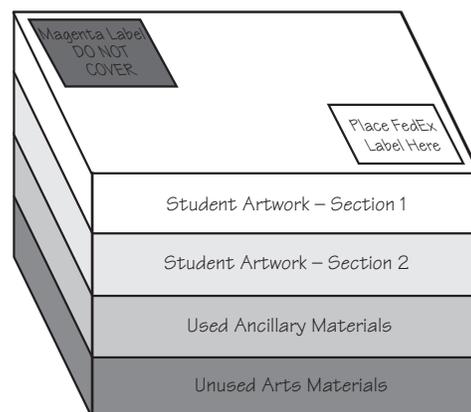
*In schools that have both a music and a visual arts session, the School/SD/ELL Questionnaires and completed Roster of Questionnaires from both sessions should go on top of the music session box. If a school only has a visual arts session, these materials will go on the top of visual arts box 1.

2-Box Visual Arts Sessions

Box 1



Box 2



21B. Provide Leftover Session Materials to Your Supervisor.

Following the assessment, you should return any leftover materials to your supervisor. These materials include:

- extra NAEP pencils,
- extra pencil kits,
- session timer,
- unused bulk ancillaries,
- used items (charcoal pencils, markers, Cray-Pas™, Romare Bearden Poster, pens, and glue sticks)¹,
- CD,
- CD Player, and
- extension cord and adapter.

21C. Provide Session Box(es) to Your Supervisor for Final QC Check of Session Materials.

Return the Session Box(es) to your supervisor who will then verify that all materials are in the Session Box(es) and that the box(es) was/were packed according to Pearson's procedures.

¹ Your supervisor will ask the school coordinator if they would like these items.

Procedure 22. Complete the Session Debriefing Form

It is important for Westat to demonstrate that all data are collected under standard conditions and that any anomalies are carefully documented. The Session Debriefing Form was created for this purpose. Follow the steps on the next two pages for completing this form.

Record the session information in the box at the top of the form. Most of these items can be transferred from the top of the Administration Schedule.

SV initials SR

SESSION DEBRIEFING FORM Arts Assessment

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

Session Date: <u>February 11, 2008</u>	Region #: <u>FL1</u>
School Name: <u>Apex Middle School</u>	School ID #: <u>122-122-1</u>
Person Completing Form: <u>Silvia Thomas</u>	SV: <u>Sally Richardson</u>
Other NAEP Staff Assisting with Session: _____	
Other Observers Present: <u>Sam Stewart (School Coordinator)</u>	
Session Number: <u>M10801</u> (e.g. M10801, V10801)	
This session was: <input checked="" type="checkbox"/> Regular Session <input type="checkbox"/> Accommodation Session	
<input type="checkbox"/> Makeup Regular Session <input type="checkbox"/> Makeup Accommodation Session	

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

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

REACTION TO SESSION

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

Place a check mark in the Yes or No column for each of the 12 items. Record any comments or explanations about the item in the column labeled "Details."

In this section, we are interested in your opinion of the attitude of the students, the school staff, and any other observers who attended the session.

Here, record your view of how well the session went, and document any pertinent details about the session not mentioned on the previous page.

Overall, how well did this session go?

- Very well
- Satisfactory
- Unsatisfactory

If Unsatisfactory, record comment:

Record any UNUSUAL circumstances in this session not previously mentioned:

none

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

Subject	Booklet ID #	Student Question
M	741 002 4077	Student asked for instructions on reading the sheet music

RETURN THIS COMPLETED FORM TO YOUR FIELD MANAGER.

Record any unusual circumstances you encountered while administering the session, and that were not noted previously on the form, in this section.

Record any questions that students asked during the session. Include general questions about the assessment and specific questions about particular assessment items or background questionnaire items.

Give the completed Session Debriefing Forms to your supervisor. He/she will review each form and discuss with you any problems or unusual situations that arose during the session.

8

CONDUCTING A MAKEUP SESSION

Procedure 23. Secure Assessment Materials for the Makeup Session

If the attendance at a school is too low (less than 90 percent), your supervisor will schedule a makeup session. If this is the case, you may be asked to return to the school to administer it. If absent students from both a music and a visual arts session are invited to the makeup, two makeup sessions will need to be conducted. They cannot be assessed in the same session.

In preparation for the makeup session, you must retain all materials from the original session until the makeup session has been conducted by doing the following:

- Place all booklets and other materials used in the original session in the original Session Box.
- Gather the booklets, ancillary materials, CD(s), and any required materials to be used in the makeup session, such as the timer, pencils, the “Testing in Progress–Do Not Disturb” sign, and the collage poster, *Pittsburgh Memories*, if needed, and place them on top of the original session materials.
- Protect the security of these materials. Keep the materials in your possession until you return to the school to conduct the makeup session. Before leaving the school on the original assessment day, the supervisor will place the original Administration Schedule and Roster of Questionnaires in the NAEP Storage Envelope for the makeup session.
- Bring CD player(s) and extension cord(s)/adapter(s) (if needed).

Procedure 24. Retrieve the NAEP Storage Envelope

You will need to retrieve the NAEP Storage Envelope from the school coordinator upon your arrival at the school to obtain the Administration Schedule. At this time, you will also ask the school coordinator if there are any new parent or student refusals.

Procedure 25. Organize the Booklets and Ancillary Materials

You will need to check the stack of assessment booklets for students invited to the makeup session. If necessary, except for the session and line numbers, erase all information coded on the booklets. If the student ID label was removed after the original session, replace it with a blank removable label provided by your supervisor and record the student name and booklet ID number. Do the same for ancillary materials, if necessary.

Procedure 26. Prepare the Room

Next, prepare the assessment location using the same guidelines discussed in Procedure 10 in chapter 5.

Procedure 27. Conduct the Makeup Session

Be sure to conduct the makeup session following the same procedures used in the original session. As in the original session, read the script verbatim and use the appropriate Question-by-Question Specifications to answer student questions in the general background and subject background sections of the assessment.

Procedure 28. Complete the Administration Schedule

After the session, enter the results of the makeup session on the Administration Schedule from the original session as shown on the following page:

Procedure 29. Code the Booklet Covers

Using the information from the Administration Schedule, you should also code the covers of the booklets for all students invited to attend the makeup session as described in Procedure 20 in chapter 7.

Procedure 30. Prepare the Ancillary Items for Shipment

Follow the procedures described in chapter 7, procedure 20I, to prepare the ancillary materials for shipment

Procedure 31. Prepare the NAEP Storage Envelope

You will need to make one copy of the completed Administration Schedule(s) (front and back) with names still attached. Place these copies in the NAEP Storage Envelope.

Then, remove the names from the original Administration Schedule(s) by tearing them off at the perforation. Place the names in the NAEP Storage Envelope.

Finally, using the originals without names, make a copy of the Administration Schedule(s) (front and back). Retain these copies for your supervisor and place the originals in the appropriate Session Box(es).

Any parental consent forms returned on the makeup session day should be placed in the NAEP Storage Envelope.

Return the NAEP Storage Envelope to the school coordinator to retain until the destroy date printed on the envelope.

Procedure 32. Repack the Session Box and Return It to Your Supervisor

Next, you will repack the Session Box(es) according to Pearson procedure as described in Procedure 21 in chapter 7. When you are finished, return all assessment materials to your supervisor. He/she will be responsible for shipping the materials as soon as possible after the makeup session.

Procedure 33. Complete the Session Debriefing Form and Return It to Your Supervisor

Your final task will be to complete a Session Debriefing Form according to Procedure 22 in chapter 7. If there were any problems, or if anything unusual happened during the makeup session, report this to your supervisor immediately. Include the completed Session Debriefing Form when you return the assessment materials used in the makeup session to your supervisor.

Additionally, any Teacher Observer Letters or Accommodation Teacher Letters signed on the day of the makeup session should be turned in to your supervisor for placement in the School Folder.

A

APPENDIX A. GLOSSARY

- Arts Terms
- NAEP Terms

Arts Terms

A

APPENDIX A. GLOSSARY OF ART TERMS

Term	Definition
Bearden, Romare	Romare Bearden, (1911-1988), born in Charlotte, North Carolina, was a prominent African-American artist, musician, and writer. Although he created in many styles (see Cubism) and media, he worked more often in collage later in his career. His collage creations are generally considered his best works.
Byzantine	The Roman Empire from the 5th century until 1453 (Fall of Constantinople) is known as the Byzantine Empire. Artists were usually anonymous and paintings (see Icons) are mostly religious and reflect the somber tone of the Orthodox Church. Icon paintings and mosaics (images or designs made from small pieces of glass, stone, or ceramic) display flat, one-dimensional forms. Figures are shown in a frontal view without shadowing, giving them an unreal appearance. Faces are elongated with prominent eyes and serious expressions.
Charcoal Pencil	Charcoal has been used as an art medium since prehistoric times. It comes in degrees of hardness and forms. Today, it is usually wrapped in paper to form a pencil. Charcoal is often used in drawings because it can create very subtle shades of light and dark. A disadvantage is that surfaces require a protective sealer to prevent smudging.
Collage	Collage (from the French <i>coller</i> , “to stick or glue”) is a work of visual arts made from an assemblage of different forms and materials such as newspapers, ribbons, hand-made papers, portions of other artwork, photographs, and such, glued to a piece of paper, canvas, or other surface.
Cowper Madonna	See Raphael.
Cray-Pas™	A special art medium created by the Japanese in the 1920s. The name is a combination of cray(on) and pas(tel). (See crayon and pastel.) Cray-Pas™ are widely used in schools and by professional artists because of their range of colors and ability to blend well.

Term	Definition
Crayon	A crayon (from the French craie, “chalk”) is a stick of colored wax, charcoal, chalk, or other materials used for writing and drawing. A crayon made of oiled chalk is called an oil pastel; when made of pigment with a dry binder, it is simply a pastel (see pastels).
Cubism	Cubism was an influential early 20th century art style. In cubist artworks, objects are broken up and re-assembled in an abstracted form—instead of depicting objects from one viewpoint, the artist shows the subject from a multitude of viewpoints to represent the subject in a broader context. Picasso was an early proponent of Cubism.
Guernica	Guernica (approximately pronounced "gair NEE kah" and often as "GWAIR nee kah") is a large, black and white oil painting by Pablo Picasso depicting the Nazi bombing of Guernica, Spain. It has become an iconic portrayal of the horrors of war with its depiction of death, brutality, and suffering.
Icons	An icon (from the Greek eikon, "image") is a picture or representation that symbolizes an object or person. In Eastern Christianity and other icon-painting traditions, it is generally a flat panel painting depicting a holy being or object.
Impressionism	Impressionism was a 19th century art movement that began in Paris. The name is derived from the title of a Claude Monet work <i>Impression, Sunrise</i> , which was not well received by one Paris art critic who derogatorily branded the style “impressionistic.” Characteristics of Impressionist painting include visible brushstrokes; emphasis on light in its changing qualities (often accentuating the effects of the passage of time); ordinary subjects (as opposed to mythological themes); the inclusion of movement as a crucial element of human experience; and unusual visual angles.
Kendall, William Sergeant	William Sergeant Kendall (1869-1938) was born outside New York City. He is best known for paintings of his wife and daughters (Elisabeth, Beatrice, and Alison), often posing them by a mirror. Kendall studied in the United States and in France (like most artists of his time), but his work was little influenced by Impressionism (see Impressionism), reflecting rather a more classical, realistic style.
Kollwitz, Käthe	Käthe Schmidt Kollwitz (1867-1945) (pronounced approximately “KATE-ah COAL-vitz”) was a German painter, printmaker, and sculptor whose work offered an eloquent and often searing account of the human condition: illness, poverty, war. Her early work was grounded in Naturalism (the depiction of realistic objects in a natural setting and its view of the futility of humans against the forces of nature), but later her works took on Expressionistic (see Egon Schiele) qualities.

Term	Definition
Miró, Joan	Joan Miró i Ferrà (1893-1983) (pronounced approximately (“zhon mee-ROH”) was a Catalan painter, sculptor, and ceramist born in Barcelona, Spain. His work has been interpreted as surrealistic (exploring dreams and the subconscious mind). He expressed distain for conventional means of expression and sought a recreation of the childlike in his work.
Pastels	Pastel sticks or crayons consist of powdered pigment combined with a binder. Two types of pastels are dry and oil. Chalk, among other compounds, may be used as a binder in dry pastels. They come in varying degrees of hardness and muted colors. Oil pastels have a soft, buttery consistency and intense colors. They are slightly more difficult to blend than soft pastels, but do not require a fixative to preserve the surface of the artwork.
Raphael	Raphael Sanzio or Raffaello (1483-1520) was an Italian master painter and architect of the Renaissance (see Renaissance). Noted for the perfection, grace, and beauty of his paintings, his works were influenced by both Michelangelo and Leonardo DaVinci, who were his contemporaries. An example of a painting influenced by DaVinci is the <i>Small Cowper* Madonna</i> , painted circa 1505 (oil on panel, 23 3/8” x 17 3/8,” National Gallery of Art).
	* Pronounced “Cooper”—an art collector who once owned the painting along with the <i>Large Cowper Madonna</i> also at the National Gallery of Art.
Renaissance	The Renaissance (from French renaissance, “rebirth”) was one of the most important periods in Western art history and spanned the 14th to the 17th centuries. The paintings and sculptures of this period, particularly those of the Italian Renaissance, are among the most famous works ever created: DaVinci’s <i>Mona Lisa</i> and Michelangelo’s <i>David</i> , for example. Art of this period used perspective, balance, proportion, and realistic depictions of the human body along with bright, airy colors.
Schiele, Egon	Egon Schiele (1890–1918) (pronounced approximately “egg-ON SHEE-lah”) was born in Austria and is considered a major figurative painter of the early 20th century. Schiele’s pieces—often nudes and self-portraits—are noted for their intensity. He is a notable exponent of Expressionism (works that distort reality to produce an intense emotional effect). Due to the highly charged nature of his art, his turbulent life, and his premature death, Schiele has come to epitomize the popular image of the tortured artist. His work (and all Expressionist art) was branded as “decadent” by Nazi Germany.

NAEP Terms

A

APPENDIX A. GLOSSARY OF NAEP TERMS

Glossary for Assessment Administrators

AA (Assessment Administrator)

Westat field staff member hired and trained to administer the assessment and to assist the supervisor with other NAEP activities in the school.

Accommodation Code

Code entered on the Administration Schedule for each selected student. This code is used to indicate whether a student will be assessed with or without accommodations, in a regular session, or in a separate accommodation session.

Accommodations

Alterations in the administration of standardized assessments such as NAEP that are provided to certain students with disabilities (SD) and/or English language learners (ELL), as specified in the student's Individualized Education Program (IEP).

Administration Code

Participation status code entered on the Administration Schedule for each selected student. This code is used to identify if and how students participated in NAEP.

Administration Schedule

The central document used to list the students in a given school selected to participate in NAEP. It links the student demographic and performance data to produce aggregate reports.

Arts

An assessment in music and visual arts that will mark the fourth time these two subjects have been assessed nationally for NAEP.

Assessment Booklets

Developed to assess the selected students in grade 8 in the two subject areas specified for the 2008 Arts Assessment—Music and Visual Arts. Assessment booklets consist of four parts: two cognitive blocks and two background question blocks.

Assessment Information Form (AIF)

Form used and completed by the supervisor to communicate specific information to an AA about an assignment.

Assessment Session

The period of time during which test booklets are administered to a group of students.

Bundle Slip

Form packaged with each bundle of test booklets listing session information and the first three digits of the booklet ID numbers contained in the bundle.

ELL (English language learner)

A term used to describe students who are in the process of acquiring English language skills and knowledge. Some schools refer to these students using the term “limited English proficiency” or “LEP.”

ELL Questionnaire

NAEP questionnaire completed for each selected student identified as ELL by the school staff member most knowledgeable about the student.

ETS (Educational Testing Service)

Contractor responsible for the design, analysis, and reporting of NAEP data.

Field Manager

Westat field staff member hired to coordinate all NAEP field activities with the state departments of education and the Westat home office staff.

Field Test (FT)

The second stage of pretesting NAEP assessments after pilot testing. Field tests are administered to a nationally representative sample of students 1 year before the operational assessment. Field test subjects for 2008 are reading, mathematics, and science.

Framework

Under the Governing Board’s direction, the objectives for each assessment are described in a framework document that delineates the important content and process area to be measured for a given subject areas as well as the types of questions to be included on the assessment. The framework development process is congressionally mandated and involves widespread participation and review by policymakers, educators, and members of the general public.

Fulcrum IT

Contractor responsible for the NAEP web operations and web maintenance.

HumRRO (Human Resources Research Organization)

Contacting responsible to conduct independent quality assurance activities throughout the NAEP assessment cycle.

IEP (Individualized Education Program)

Generally, each public school student who receives special education and related services should have an IEP. The IEP includes any accommodations needed in order for the student to participate in standardized tests such as NAEP.

Long-Term Trend (LTT)

An assessment designed to give information on the changes in the basic achievement of America's youth by monitoring trend lines first established in 1971 for reading and 1973 for mathematics.

MySchool

The website that provides participating schools and districts with a convenient way to access details about the NAEP assessment.

NAEP (National Assessment of Educational Progress)

NAEP is a continuing national survey of the knowledge and skills of American students in major learning areas taught in school. It is often called "the Nation's Report Card."

NAEP Code of Ethics

The Code of Ethics is a set of principles that NAEP expects all staff members to follow. The Code defines principles that are the foundation for fair and accurate test administration and data collection.

NAEP in Your School

Officially titled "NAEP in Your Schools," this document provides an overview of NAEP. It is included in the recruitment materials sent to sampled schools.

NAEP School ID Number

Unique ID number for each participating school used on all NAEP materials.

NAEP State Coordinator

Staff member at the state department of education who works with the Westat field manager to coordinate all NAEP activities in the state.

NAEP Storage Envelope

Used by the school to hold the NAEP material needed by the NAEP team on assessment day and for storage of the material at the school following the assessment.

NAGB (National Assessment Governing Board)

Also known as "the Governing Board," this independent organization is appointed by the U.S. Secretary of Education and develops the content "frameworks" or test blueprints. The Governing Board sets policy for NAEP and selects the subject areas to be assessed and develops guidelines for reporting.

NCES (National Center for Education Statistics)

NAEP is directed by NCES of the U.S. Department of Education.

NSLP (National School Lunch Program)

A federally assisted meal program that provides low-cost or free lunches to eligible students.

Pearson (Pearson Educational Measurement)

Contractor responsible for NAEP materials distribution and processing. It is also responsible for scoring the student responses to the test questions. Formerly known as NCS Pearson.

Preassessment Packet

Contains important information, instructions, and materials the school coordinators need to prepare for the preassessment visit and the assessment process.

Quality Control Booklet (QCB)

Document used by the NAEP supervisor to track the work with the school throughout the entire process of planning and supervising assessment activities. The QCB is organized into three parts. Part 1, Preassessment Activities; Part 2, Assessment Day Activities; and Part 3, Post-Assessment Activities.

Sample

A portion of a population, or a subset from a set of units, that is selected by some probability mechanism for the purpose of investigating the properties of the population. NAEP does not assess an entire population of schools or students, but it selects a representative sample from the population to participate in the assessment.

Sample Parent Notification Letter

A No Child Left Behind requirement, the letter explains the assessment and its importance to parents of students selected for the assessment. It may be modified to satisfy any parental notification requirements of the district and/or school.

Sample Questions Booklet

Contains NAEP 2008 background questionnaires accompanied by explanations, rationales, and sample assessment items.

School Coordinator

The principal or other school staff member assigned to coordinate all NAEP activities at the school.

School Folder

Contains all of the official recordkeeping documents and information relating to conducting the school assessment.

School Questionnaire

NAEP questionnaire completed for the school by the principal or other official. It is used to gather information concerning school administration, staffing patterns, curriculum, and student services.

Science Interactive Computer Tasks (SICT)

A pre-pilot of test items and procedures that will be piloted during the 2008 Field Test.

SD (Student with a Disability)

A student with a disability needs specially designed instruction to meet his/her learning goals. A student with a disability will usually have an IEP, which guides his/her special education instruction. Students with disabilities are often referred to as special education students and may be classified by the school as learning disabled (LD) or emotionally disturbed (ED).

SD and/or ELL Roster of Questionnaires

Form used to keep track of the SD and ELL Questionnaires distributed to school staff members.

SD Questionnaire

NAEP questionnaire completed for each selected student identified as SD by the school staff member most knowledgeable about the student.

Session Debriefing Form

Form used by AAs to document certain details about an assessment session.

Session Number

The Session Number consists of two letters and four numbers. The two letters indicate that it is a Long-Term Trend assessment. The first two numbers indicate the age of the students being assessed and the last two numbers uniquely identify the session from the other sessions that may be conducted at the school.

Session Scripts

Script and instructions used by AAs to conduct all NAEP assessments in a uniform manner.

Statistical Validity

For NAEP, when the analyses and reports from the assessment data precisely reflect student achievement across the nation.

Supervisor

Westat field staff member hired to manage assessment teams, to select the samples of students to be assessed, and to oversee all NAEP activities in the schools.

Title I

A federally funded assistance program for economically and educationally disadvantaged students.

Westat

Contractor responsible for NAEP sampling, data collection, and quality control monitoring activities.

B

APPENDIX B. CD PLAYER SETUP AND USER MANUAL

- **CD Player Setup**
- **CD Player User Manual**

CD Player Setup

RCA CD PLAYER RS 2664 SETUP GUIDE

Before using the RCA RS 2664 CD player, read the instructions in the *User's Manual* that follows this setup guide.

To set up the CD player and speakers do the following:

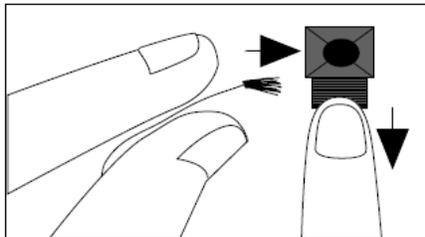
STEP 1: REMOVE CD PLAYER AND SPEAKERS FROM PACKING BOX

STEP 2: ATTACH THE SPEAKER WIRES

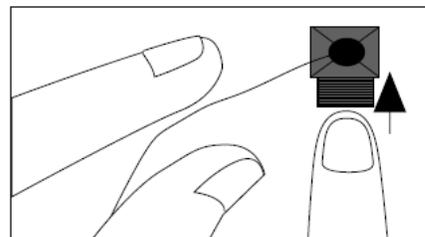
Connect the speakers to the player as noted in the diagram below.

Each speaker has two sets of wires: a black/red wire and a black/purple wire. When connecting the speakers, match the red or purple wires to the red or purple jacks on the main unit. Match the black wires to the black jacks on the main unit.

Speaker Wire Connection



Push Speaker terminal tab down to insert wire.

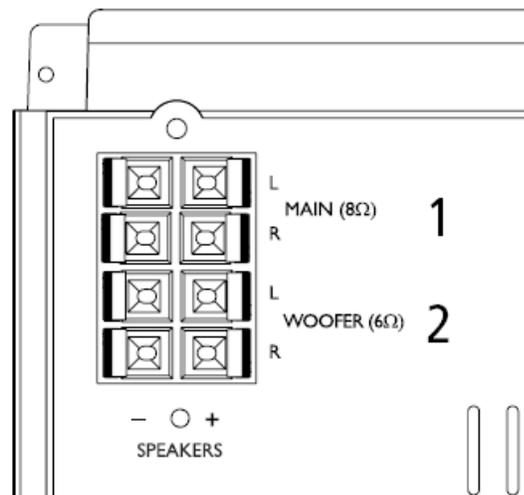


Release tab to lock wire in the terminal.

NOTE: Make sure the insulation is completely removed from the ends of the speaker wires at all connection points.

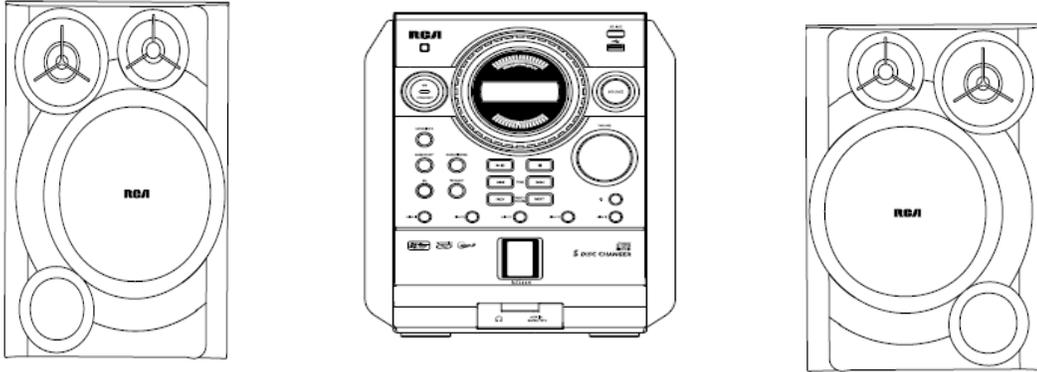
BACK VIEW

1. Main speaker jacks—for the system speakers.
2. Woofer jacks—not used.



STEP 3: POSITION THE SPEAKERS

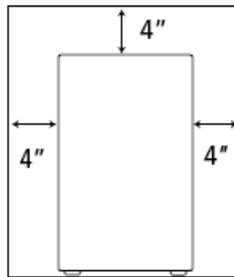
Speakers should be placed facing students and 3 feet from the CD player to ensure good sound separation and to reduce CD player vibration which can cause playback problems. See diagram below. The front of the CD player also should face toward the AA, if possible, for easy access to the controls.



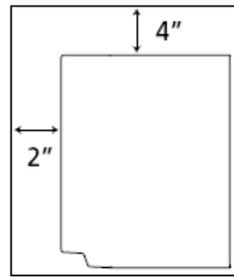
Do not place the player or speakers close to walls. Maintain the minimum distance shown below.

Installation

To ensure sufficient ventilation, keep the spacing shown as below:

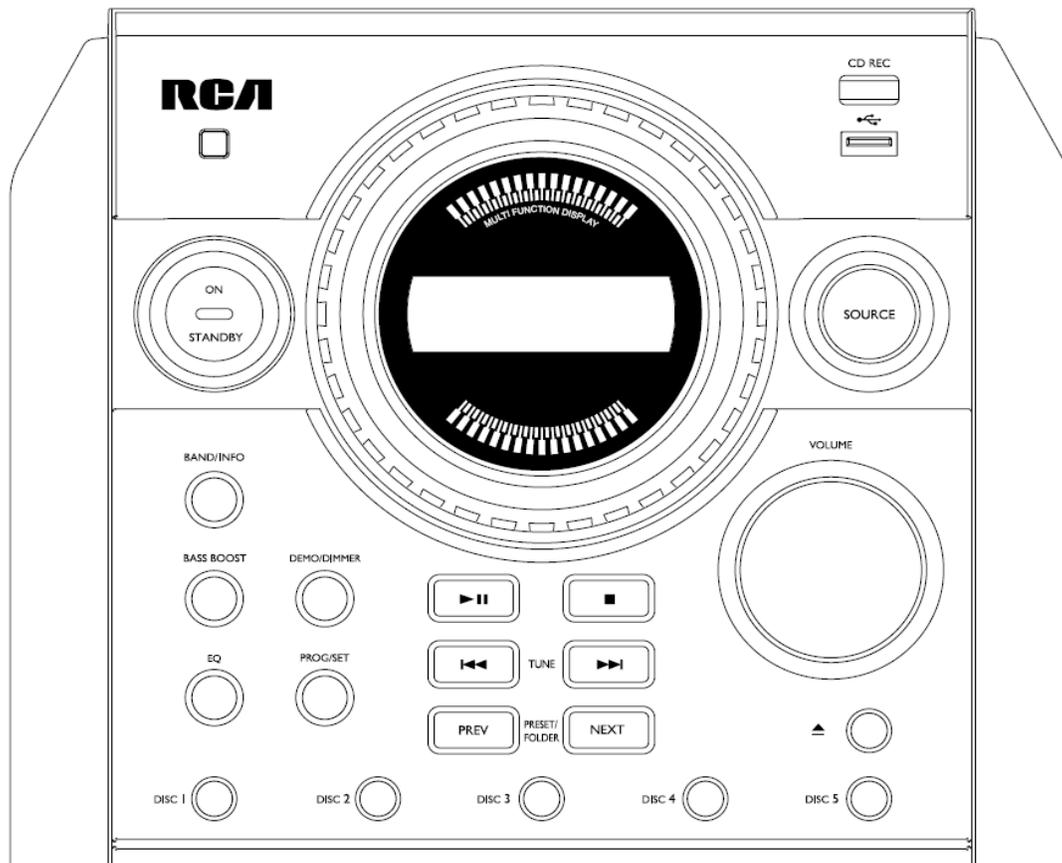


Front view



Side view

STEP 4: OPERATING THE PLAYER



ON/STANDBY—press to turn on the unit or place in standby mode. Remember to unplug the power cord if you not going to use the system for some time. When in standby mode, the bar on the standby button is lit red.

SOURCE—press to select CD player, tuner, or other modes. Set the source to CD player.

CD REC—press to start and stop recording to USB device. Not used here.

BAND/INFO—in CD mode, this function is similar to a playback counter. Pressing the button allows you to display either the amount of time remaining to be played on a track or the amount of time a track has been playing. Repeat pressing the button to select the desired display. Set this to display the amount of time a track has been playing starting from zero.

BASS BOOST—press to turn on or off. The setting should be set to off. The word “Bass” is displayed if the setting is on and not displayed when the setting is off.

DEMO/DIMMER—to activate, press and hold button to adjust brightness.

EQ—press the EQ button until the “Flat” setting is displayed.

PROG/SET—this button is not active since no programs will be set.

VOLUME—to adjust volume, turn the knob clockwise or counterclockwise. Set the volume before the session begins at a level so that all students can hear. Avoid adjusting the volume when the CD is playing—especially the music sections—unless absolutely necessary.

DISC 1/2/3/4/5—these buttons are not used here. The CD holds up to 5 CDs at a time and these buttons allow you to select which CD in a particular tray will be played. **Place the session CD only into tray 1, the top disc tray, of the CD changer. Never store or place CDs in any of the other trays.** The CD player will automatically recognize the CD in tray 1.



—press to stop and pause the CD playback. Use this button when the CD narrator tells you to stop (pause) or restart the CD. You should also use this button to pause the CD when the narrator says “Stop, this is the end of the section.” If you do not press the pause button, the CD narration automatically goes on to the next track (section).

Do not use the  button to stop the CD. See below.

—press to stop playback entirely. **Warning: pressing this button will terminate the section. You will not be able to return to the place you left off without playing through the entire track back to that point. This could cause serious disruption to the session and may result in an incomplete assessment as might occur with a fire drill.**



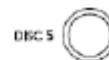
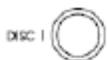
— these buttons allow you to move between tracks. For instance, if you are playing track 1 of a music session CD and press the right arrows, the player moves to track 2. If you are playing track 2 and press the right arrows, the player moves back to track 1.



—use this button to open and close the disc changer. Be certain to place the CD in the top tray (tray 1).



—these buttons are inactive since we do not have preset folders.



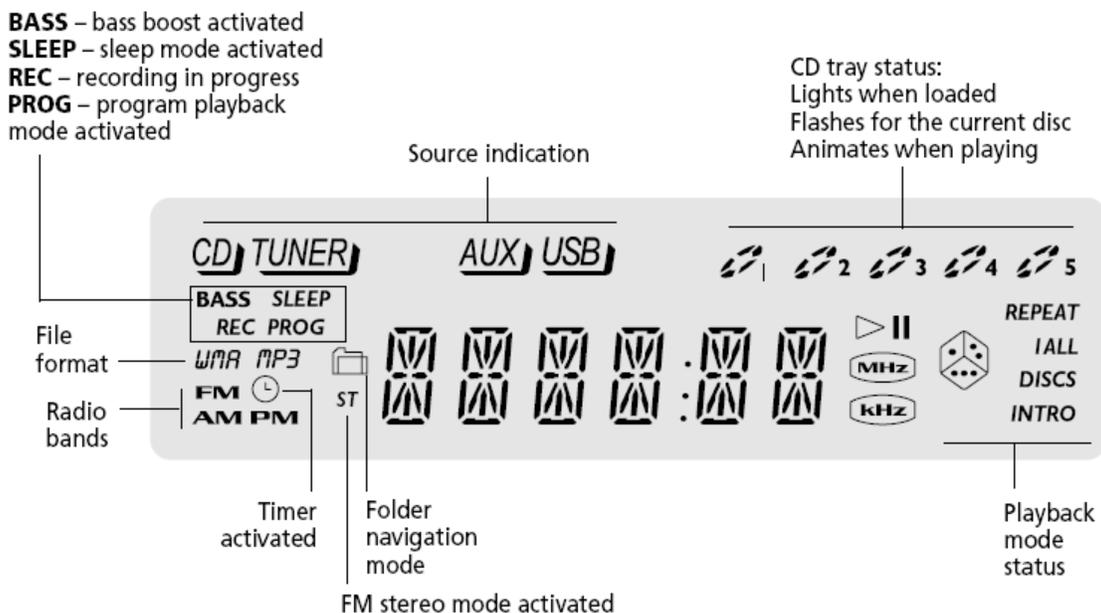
This row of track buttons is not used since we only will use tray 1.

STEP 5. CHECK THE DISPLAY SETTINGS TO CONFIRM THE PLAYER IS SET UP CORRECTLY. THE DISPLAY SHOULD INDICATE:

1. BASS is off (nothing displayed).

2. PROG area on left side of display window indicates “CD.”
3. Source is “CD”.
4. Timer is off (nothing displayed).
5. Playback mode status on the right side should indicate “ALL DISCS.”
6. Random play display  should be off (nothing displayed).
7. When the disc is loaded, only this  display disc should be lit and blinking. The display “spins” when the disc is playing.

Display



STEP 6: PLACE CD IN TRAY 1 OF CD CHANGER

The display will indicate the number of tracks on the CD. For a music session the display will read **2TRK5**, indicating that there are 2 tracks on this CD and the CD is 1 of 5. The Whisper Box CD only has 1 track.

STEP 7: PRESS THE BUTTON TO BEGIN CD NARRATION

TROUBLESHOOTING TIPS

1. System does not turn on.
 - a. Check power cord for a secure connection.
 - b. Unplug unit for a moment, and then plug it back in.
 - c. Check the outlet by plugging in another device.
2. There is no sound.
 - a. Increase volume setting.
 - b. Check connection to speakers.

- c. Check that you have selected the correct function: CD.
 - d. Make sure mute is off.
 - e. Unplug headset.
3. CD does not play.
 - a. Check that CD is in tray 1.
 - b. Check that CD is facing up.
 - c. Check that PAUSE mode is not on.
 - d. Check that CD function is selected.
 - e. Clean the disc.
 - f. Try another disc.
4. CD sound skips.
 - a. Clean the disc.
 - b. Check disc for scratches or other damage.
 - c. Check if something is causing the player to vibrate and reposition. Note that speakers should be 3 or more feet from the player or on a different surface.
5. CD button does not respond.
 - a. Switch to another function (Tuner) and then back to CD.

MAINTENANCE

CAUTION! Do not attempt to open the CD player case. This unit operates with laser and may cause eye damage. Opening the case also voids the warranty. If you encounter a problem, contact the NAEP help desk which will arrange a replacement.

1. Disconnect the system from the power source before cleaning the case. Clean the exterior of the case with a soft, cloth only.
2. Handling CDs
 - a. Do not touch the recorded surface. Hold the CD by the perimeter and inner edge.
 - b. Do not affix labels or adhesive tapes to the label surfaces.
 - c. Do not scratch or damage the label.
 - d. Do not use damaged (cracked or warped) CDs.
3. Cleaning CDs
 - a. Dirty CDs can cause poor sound quality. Always keep CDs clean by wiping them gently with a soft, lint-free cloth from the inner edge toward the outer edge.
 - b. If a CD is clearly dirty, wipe it clean with a moist, soft cloth. Then wipe dry with a soft, dry, lint-free cloth.
 - c. Do not use cleaning sprays, cleaning solvents, or antistatic agents.

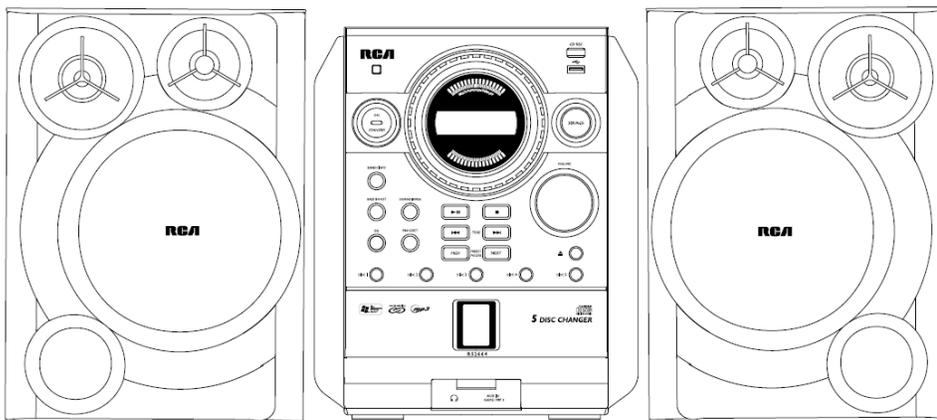
CD Player User Manual

Tocom: 5645 6830

RCA

user manual
manual de usuario

RS2664



EN/E

It is important to read this instruction prior to using your new product for the first time.
Es importante leer este manual antes de usar por vez primera su equipo.

FCC information

This device complies with Part 15 of the FCC Rules. Operation is subject to the following two conditions: (1) This device may not cause harmful interference, and (2) this device must accept any interference received, including interference that may cause undesired operation.

In accordance with FCC requirements, changes or modifications not expressly approved by Thomson Inc. could void the user's authority to operate this product.

This device generates and uses radio frequency (RF) energy, and if not installed and used properly, this equipment may cause interference to radio and television reception.

If this equipment does cause interference to radio or television reception (which you can determine by turning the equipment off and on), try to correct the interference by one or more of the following measures:

- Reorient the receiving antenna (that is, the antenna for the radio or television that is "receiving" the interference).
- Move the unit away from the equipment that is receiving interference.
- Plug the unit into a different wall outlet so that the unit and the equipment receiving interference are on different branch circuits.

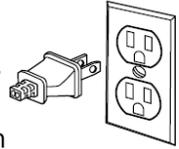
If these measures do not eliminate the interference, please consult your dealer or an experienced radio/television technician for additional suggestions.

Also, the Federal Communications Commission has prepared a helpful booklet, "How To Identify and Resolve Radio TV Interference Problems." This booklet is available from the U.S. Government Printing Office, Washington, DC 20402. Please specify stock number 004-000-00345-4 when ordering copies.

This product complies with DHHS Rules 21 CFR Subchapter J. Applicable at the date of manufacture.

For your safety

The AC power plug is polarized (one blade is wider than the other) and only fits into AC power outlets one way. If the plug won't go into the outlet completely, turn the plug over and try to insert it the other way. If it still won't fit, contact a qualified electrician to change the outlet, or use a different one. **Do not attempt to bypass this safety feature.**



CAUTION: TO PREVENT ELECTRIC SHOCK, MATCH WIDE BLADE OF PLUG TO WIDE SLOT, FULLY INSERT.

 THE LIGHTNING FLASH AND ARROWHEAD WITHIN THE TRIANGLE IS A WARNING SIGN ALERTING YOU OF "DANGEROUS VOLTAGE" INSIDE THE PRODUCT.	CAUTION RISK OF ELECTRIC SHOCK DO NOT OPEN CAUTION: TO REDUCE THE RISK OF ELECTRIC SHOCK, DO NOT REMOVE COVER (OR BACK). NO USER-SERVICEABLE PARTS INSIDE. REFER SERVICING TO QUALIFIED SERVICE PERSONNEL.	 THE EXCLAMATION POINT WITHIN THE TRIANGLE IS A WARNING SIGN ALERTING YOU OF IMPORTANT INSTRUCTIONS ACCOMPANYING THE PRODUCT.
SEE MARKING ON BOTTOM / BACK OF PRODUCT		

WARNING: TO PREVENT FIRE OR ELECTRICAL SHOCK HAZARD, DO NOT EXPOSE THIS PRODUCT TO RAIN OR MOISTURE.



This audio system has earned the ENERGY STAR.

PLEASE READ AND SAVE THIS FOR FUTURE REFERENCE IMPORTANT SAFETY INSTRUCTIONS

Some of the following information may not apply to your particular product; however, as with any electronic product, precautions should be observed during handling and use.

- Read these instructions.
- Keep these instructions.
- Heed all warnings.
- Follow all instructions.
- Do not use this apparatus near water.
- Clean only with dry cloth.
- Do not block any ventilation openings. Install in accordance with the manufacturer's instructions.
- Do not install near any heat sources such as radiators, heat registers, stoves, or other apparatus (including amplifiers) that produce heat.
- Do not defeat the safety purpose of the polarized or grounding-type plug. A polarized plug has two blades with one wider than the other. A grounding type plug has two blades and a third grounding prong. The wide blade or the third prong is provided for your safety. If the provided plug does not fit into your outlet, consult an electrician for replacement of the obsolete outlet.
- Protect the power cord from being walked on or pinched particularly at plugs, convenience receptacles, and the point where they exit from the apparatus.
- Only use attachments/accessories specified by the manufacturer.
- Use only with the cart, stand, tripod, bracket, or table specified by the manufacturer, or sold with the apparatus. When a cart is used, use caution when moving the cart/apparatus combination to avoid injury from tip-over.
- Unplug this apparatus during lightning storms or when unused for long periods of time.
- Refer all servicing to qualified service personnel. Servicing is required when the apparatus has been damaged in any way, such as power-supply cord or plug is damaged, liquid has been spilled or objects have fallen into the apparatus, the apparatus has been exposed to rain or moisture, does not operate normally, or has been dropped.
- **ADDITIONAL SAFETY INFORMATION**
- Apparatus shall not be exposed to dripping or splashing and no objects filled with liquids, such as vases, shall be placed on the apparatus.
- Always leave sufficient space around the product for ventilation. Do not place product in or on a bed, rug, in a bookcase or cabinet that may prevent air flow through vent openings.
- Do not place lighted candles, cigarettes, cigars, etc. on the product.
- Connect power cord only to AC power source as marked on the product.
- Care should be taken so that objects do not fall into the product.
- Do not attempt to disassemble the cabinet. This product does not contain customer serviceable components.
- **IF YOUR PRODUCT OPERATES ON BATTERIES, adhere to the following precautions:**
 - A. Any battery may leak electrolyte if mixed with a different battery type, if inserted incorrectly, or if all batteries are not replaced at the same time.
 - B. Any battery may leak electrolyte or explode if disposed of in fire or an attempt is made to charge a battery not intended to be recharged.
 - C. Discard leaky batteries immediately. Leaking batteries can cause skin burns or other personal injury. When discarding batteries, be sure to dispose of them in the proper manner, according to your state/provincial and local regulations.



Important information

English

Technical information

Product: Audio System
Brand: RCA
Model: RS2664

Electrical consumption

Power Supply: 120V ~ 60Hz
Power Consumption: 240 Watts

For your records

In the event that service should be required, you may need the model number. In the space below, record the date and place of purchase:
Model No.
Date of Purchase
Place of Purchase

Service information

This product should be serviced only by those specially trained in appropriate servicing techniques. For instructions on how to obtain service, refer to the warranty included in this Guide.

Safety precautions

- Never open the cabinet under any circumstances. Any repairs or internal adjustments should be made only by a trained technician.
- Never operate this product with the cabinet removed.
- Do not use your System immediately after transporting it from a cold place to a warm place, as condensation may cause the system to malfunction.
- Keep your unit away from humid areas and abnormally hot places.
- Do not touch the player with wet hands. If any liquid enters the player cabinet, take the player to a trained technician for inspection.
- This compact disc player uses a laser to read the music on the disc. The laser mechanism corresponds to the cartridge and stylus of a record player. Although this product incorporates a laser pick-up lens, it is completely safe when operated according to directions.
- Discs rotate at high speed inside the player. Do not use damaged, warped, or cracked discs.
- Do not touch the pick-up lens which is located inside the disc compartment. To keep dust from collecting on the pick-up lens, do not leave the compartment door open for an extended period of time. If the lens becomes dirty, clean it with a soft brush, or use an air blower brush designed for camera lenses.
- The apparatus shall not be exposed to dripping and splashing and that no objects filled with liquids, such as vases, shall be placed on apparatus.
- Main plug is used as the disconnet device, it shall remain operable and should not be obstructed during intended use. To be completely disconnected the apparatus from supply mains, the main plug of the apparatus shall be disconnected from the mains socket outlet completely.

Important information

Important battery information

- Remove the batteries to avoid leakage if you do not use your remote control for more than one month.
- Discard leaky batteries immediately as leaking batteries may cause skin burns or other personal injuries. Dispose of batteries in the proper manner, according to provincial and local regulations.
- Any battery may leak electrolyte under the following circumstances:
 - if mixed with a different battery type,
 - if inserted incorrectly,
 - if all batteries are not replaced at the same time,
 - if disposed of in fire, or
 - if an attempt is made to charge a battery not intended to be recharged.

Headset safety

- Have a Blast-Just Not in your eardrums!
Make sure you turn down the volume on the unit before you put on headphones. Increase the volume to the desired level only after headphone are in place.
- Do not play your headset at high volume. Hearing experts warn against extended high-volume play.
- If you experience ringing in your ears, reduce volume or discontinue use.
- You should use with extreme caution or temporarily discontinue use in potentially hazardous situations.
Even if your headset is an open-air designed to let you to hear outside sounds, do not turn up the volume so high that you are unable to hear what is around you.



Don't infringe

This product should only be used for the purposes for which it is sold, that is, entertainment, violating no copyright law. Any attempts to use this product for which it is not intended is unlawful and therefore not condoned by Thomson.

Portions based upon Microsoft Windows Media Technologies. Copyright © 1999 Microsoft Corporation. All Rights Reserved. Microsoft, Windows Media, and the Windows Logo are trademarks or registered trademarks of Microsoft Corporation in the United States and/or other countries.

The descriptions and characteristics given in this document are given as a general indication and not as a guarantee. In order to provide the highest quality product possible, we reserve the right to make any improvement or modification without prior notice. The English version serves as the final reference on all products and operational details should any discrepancies arise in other languages.

Getting started

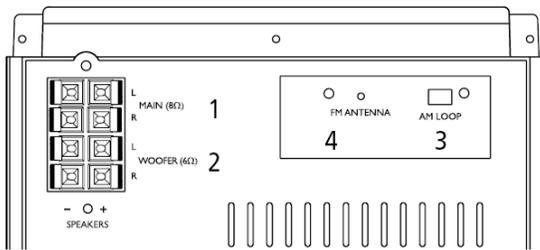
Unpacking the system

You should have the following:

- one main unit (with 2 main speakers)
- one remote control
- one AM loop antenna
- one user manual
- owner registration card

Back view

1. Main speaker jacks (high pass)
2. Woofer jacks (low pass)
3. AM loop antenna jack
4. FM pigtail antenna



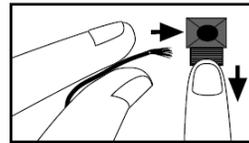
Using FM and AM antennas

Before you use your audio system, you'll want to make sure both the FM and AM antennas are positioned properly. Uncoil the FM antenna at the back of the unit, making sure it is fully extended (you may even want to tape it to the wall behind the unit if possible, the higher the better). You'll also need to connect the AM antenna loop to the back of the unit if you listen to AM stations. Rotate the AM loop antenna for better reception.

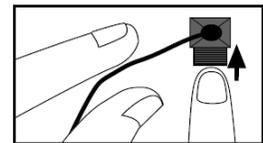
Connecting main speakers

Each speaker has a black/red wire and a black/purple wire. When connecting the speakers, match the red/purple wires to the red/purple jacks and the black wires to the black jacks on the main unit.

Speaker Wire Connection



Push Speaker terminal tab down to insert wire.

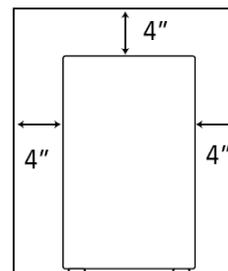


Release tab to lock wire in the terminal.

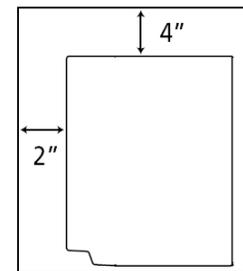
NOTE: Make sure the insulation is completely removed from the ends of the speaker wires at all connection points.

Installation

To ensure sufficient ventilation, keep the spacing shown as below:



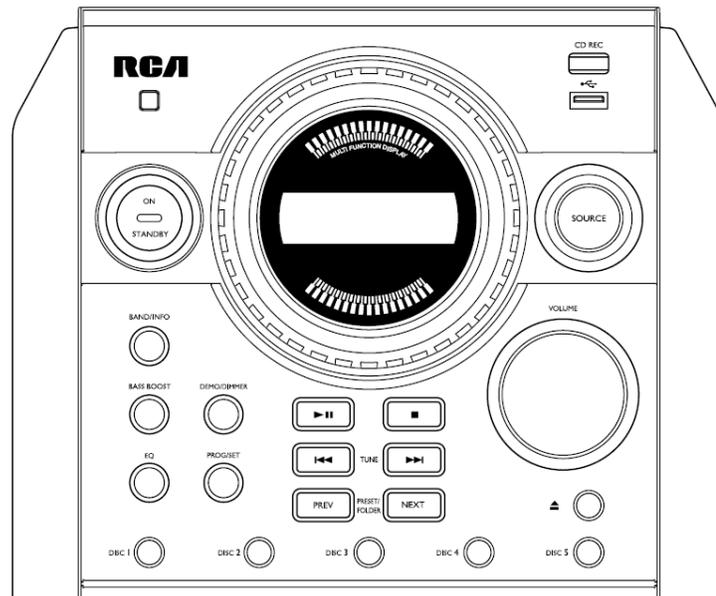
Front view



Side view

General controls

Main unit



ON/STANDBY – to turn on or off (standby mode) the unit. Remember to unplug the power cord from the power outlet if you are not going to use the system for some time.

SOURCE – to select among the CD player, Tuner, AUX and USB modes.

CD REC – to start and stop recording from CD to the USB device.

• USB jack – to connect the USB device. Mass Storage Class (MSC) devices are supported.

BAND/INFO

- in CD mode, to select among the playback information.
- in USB mode, to show the memory usage.
- in mp3/wma disc mode, to show the track play time and ID3 tags information (e.g. song title, artist, album) during playback.
- in tuner mode, to use as BAND key to change among the tuner bands. To enter the auto preset programming in the FM mode when pressed for 2 seconds.

BASS BOOST – to turn on or off the Bass Boost.

General controls

DEMO/DIMMER – to activate or deactivate the display demonstration. Press and hold to adjust the display brightness.

▲ – to open or close the disc tray.

EQ – to select the equalizer presets.

PROG/SET

- to enter the program mode for CD, USB and tuner.
- in USB mode, to enter the file rename operation.

VOLUME – to adjust the volume.

DISC 1/2/3/4/5 – to enter the CD mode and play the corresponding CD.

▶|| – in CD, USB or mp3/wma disc mode, to start and pause the playback.

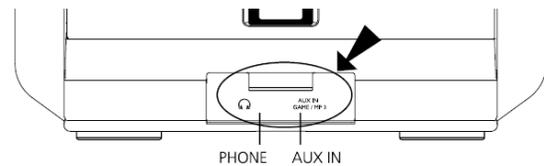
- - in CD, USB or mp3/wma disc mode, to stop the playback.
 - in mp3/wma disc mode, to return to the first track of the current disc; to display the total number of folders and total number of tracks on the current disc when playback is completely stopped.
 - in recording mode, to stop recording to the USB device.

◀◀ / ▶▶

- in CD, USB or mp3/wma disc mode, to go to the previous or next track; press and hold to search backward or forward within a track.
- in tuner mode, to tune down or up the radio frequency.

PREV/NEXT

- in USB or mp3/wma disc mode, to go to the previous or next folder.
- in tuner mode, to select the previous or next preset station.



Phone and AUX IN

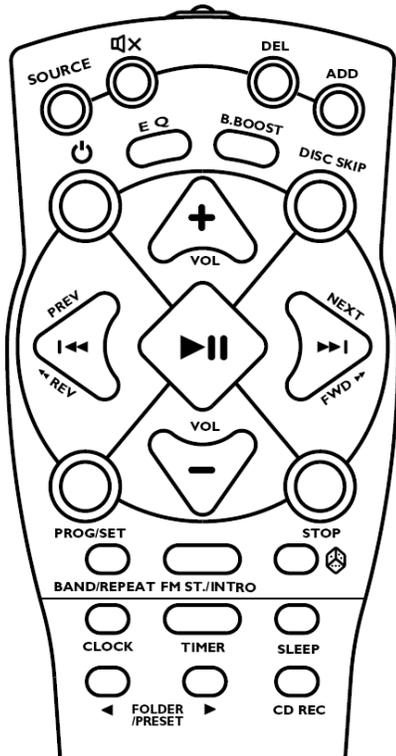
Open the compartment door at the bottom of the main unit to reveal the jacks inside.

PHONE - Jack for connecting headphones.

AUX IN - Jacks for external sound input.

General controls

Remote control



The remote control must be inserted with 2 "AAA" or "UM-4" or "R03" batteries prior to use.

SOURCE – to select among the CD player, Tuner, AUX and USB modes.

MUTE – to mute the audio output.

DEL

- when reviewing the program, to remove track / file from the program list.
- in USB mode, to remove file from the connected USB device.
- in USB mode, to delete the current alphabet during file rename.

ADD – in CD, USB or mp3/wma disc mode, to add tracks to the program list.

POWER – to turn the power on or off (STANDBY mode).

EQ – to select the equalizer presets.

B.BOOST – to turn on or off the Bass Boost.

DISC SKIP – to skip to the next disc in CD mode.

PREV / NEXT

- in CD, USB or mp3/wma disc mode, to go to the previous or next track; press and hold to search backward or forward within a track.
- in tuner mode, to tune down or up the radio frequency.

PAUSE – in CD, USB or mp3/wma disc mode, to start and pause the playback.

VOL +/- – to increase or decrease the volume level.

General controls

PROG/SET

- to enter the program mode for CD, USB and tuner.
- in USB mode, to enter the file rename operation.

STOP

- in CD, USB or mp3/wma disc mode, to stop the playback.
- in USB or mp3/wma disc mode, to return to the first track of the current disc in stop mode; to display the total number of tracks on the current disc when playback is completely stopped.
- in recording mode, to stop recording to the USB device.

BAND/REPEAT

- in tuner mode, to change between the FM and AM radio bands; to enter the auto preset programming in FM mode when pressed for 2 seconds.
- in CD mode, to repeat a track, a CD or all CDs.
- in USB or mp3/wma disc mode, to select the repeat one file or repeat all files mode.

FM ST/INTRO

- to select between the stereo and mono sound in the FM tuner mode.
- to turn the intro mode on or off to play the first 10 seconds of each track in CD, USB or mp3/wma disc mode.

-  – to turn on or off random listening in CD, USB or mp3/wma disc mode.

- CLOCK** – to enter the clock setting mode; to show the clock time.

- TIMER** – to enter the timer setting mode; to turn on or off the timer.

- SLEEP** – to select the time interval in minutes before the unit turns off automatically.

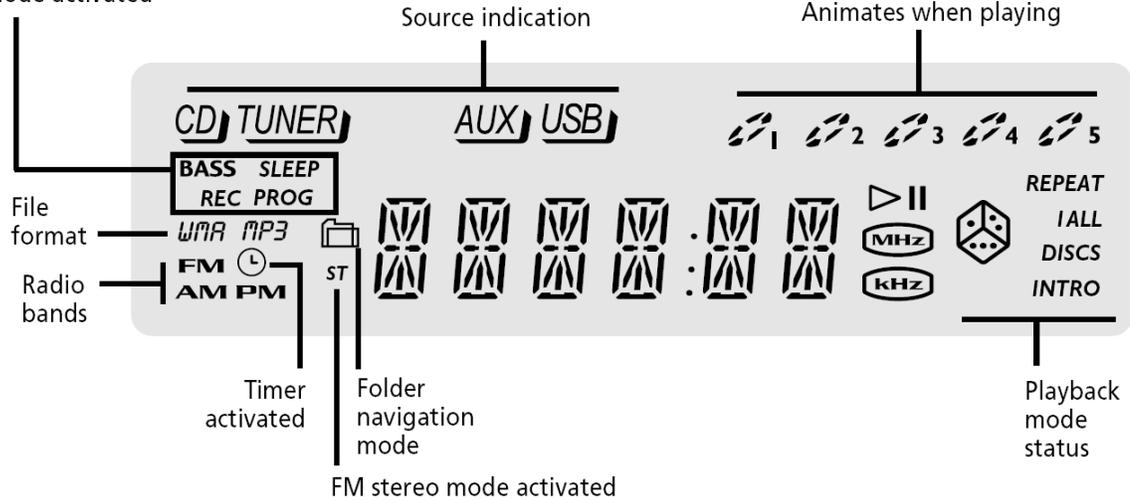
FOLDER/PRESET ◀ / ▶

- in USB or mp3/wma disc mode, to select the previous or next folder.
- in tuner mode, to select the previous or next preset stations.

- CD REC** – to start and stop recording to the USB device.

Display

BASS – bass boost activated
SLEEP – sleep mode activated
REC – recording in progress
PROG – program playback mode activated



Adjusting display brightness

Press and hold **DEMO/DIMMER** to adjust the display brightness.

Showing demonstration

Press **DEMO/DIMMER** to turn on or off the demonstration mode. The demonstration scrolls through all display operations.

Clock/Timer/Sleep timer

Setting the clock

1. Press and hold **CLOCK** on remote control until the hour flashes on the display.
2. Press **◀▶** to set the hour and then press **CLOCK** to shift to the minute digits.
3. Press **◀▶** to set the minute.
4. Press **CLOCK** to save the setting or **■** to quit setting without saving.



When the unit is turned on, you can press **CLOCK** to display the current time for about 4 seconds.

Setting the timer

1. Press and hold **TIMER** on the remote control until "ON" and the clock hour flashes on the display (ON - timer on time).
2. To set the timer on time, press **◀▶** to set the hour and then press **TIMER** to shift to minute digits.
3. Press **◀▶** to set the minute.
4. Press **TIMER** to change to OFF (timer off time) with clock time flashing. Repeat steps 2 & 3 for the timer off time setting.
5. Press **TIMER** to select source. Press **◀▶** to select among TUNER, DISC or USB.
6. Press **TIMER** to set the volume. Adjust **VOLUME** on the main unit or press **VOL +/-** or **◀▶** on the remote control to select the desired volume level.
7. Press **TIMER** on the remote control to save and quit the settings. The timer is automatically activated once timer setting is saved.

Activating the timer

Press and release **TIMER** to turn on or off the timer. The timer icon is displayed when the timer is activated.

Sleep mode

You can select the time interval in minutes before the unit turns off automatically. Press **SLEEP** to select among OFF, 120, 90, 60, 45, 30, 15 and 5 minutes. The SLEEP icon lights on the display when sleep mode is activated.

View remaining sleep time

When sleep mode is activated, press **SLEEP** once to view the remaining sleep time.

Adjust sleep time

Press **SLEEP** again when the remaining sleep time is displayed to change the sleep time. Sleep mode is automatically de-activated when the unit is turned off.

Sound control

Volume control

Adjust **VOLUME** on the main unit or press **VOL +/-** on the remote control to adjust the volume level. The volume level shows briefly on the display to show the change in the volume level.

Muting audio

Press **M** on the remote control to cut the sound. Press again to restore the sound.

Bass boost

Press **BASS BOOST** to turn boosting the bass frequency on or off. The "Bass" icon lights on the display when it is activated.

Using preset equalizer curves

Press **EQ** on the remote control to select among FLAT, ROCK, POP, JAZZ, CLASSIC and CUSTOM. The display shows your selection briefly.

Creating a Custom Curve

1. Press **EQ** on the remote control to select the CUSTOM mode.
2. While CUSTOM is displayed, press **◀◀ / ▶▶** to cycle among the displayed bass- and treble-range levels.
3. While BAS or TRE is displayed, adjust the volume to set the associated gain between -10 - +10.
4. Press **EQ** to exit.

Disc and USB playback

Important CD and mp3/wma information



This unit is compatible with CD-RW/CD-R discs for playback.



Notes on CD-R/RW Disc:

- Do not affix any type of labels to either side (recordable or labeled side) of a CD-R/ RW disc as this may result in malfunction.
- To avoid damages to the CD-R/RW disc, do not open the disc compartment door while the disc is being read.
- Do not load an unrecorded CD-R/RW disc into the unit. It may take a longer time to read the disc.
- Playback capability for CD-RW discs may vary due to variations in the quality of the CD-RW disc and the recorder used to create the disc.



Notes on mp3/wma Disc:

- Use .mp3 as the extension when converting audio files into mp3 for saving onto CD-R/RW, e.g. Abc08.mp3. Do not use any other extension e.g. .doc, .pdf.
- Do not use the .mp3 extension for other text or non-audio data files as this may result in serious malfunction and harmful noise interference.
- For better quality in mp3/wma disc playback, the CD quality should be recorded 128kbps or above.
- Disc data size > 650MB is not recommended.
- Total files and folders in the disc should not exceed 512, it also depends on the length of the file/folder names.
- For mixed mode discs, only one mode will be selected for playback depending on the recording format.
- To ensure good performance, wait until the disc changer completely reads the disc before proceeding.
- mp3 files in CD ROM EXTRA format disc cannot be recognized.

Disc and USB playback

Discs playback

1. Press **SOURCE** repeatedly to select the CD mode.
2. Press **▲** to open the disc compartment.
3. Insert up to 5 discs with the label facing up.
4. Press **▲** again to close the disc compartment.
 - The occupied disc tray icons light up on the display and the current disc icon flashes.
 - If the disc is a mp3/wma CD, the respective mp3 and wma icon lights on the display.
5. Press **▶||** when the disc is stopped to begin playback. Press **▶||** during playback to pause the disc. Press again to resume the playback.
6. During playback, press **■** to stop the playback.

Play and load simultaneously

1. Press **▲** to open the disc tray while a CD is playing.
2. Load/change discs for available trays.
3. Press **▲** again to close the tray.

Selecting discs

Press **DISC 1 / DISC 2 / DISC 3 / DISC 4** or **DISC 5** on the main unit to select a disc.
Press **DISC SKIP** on the remote control to skip discs.

USB playback

1. Insert the USB device's plug into the main unit's USB jack.
2. Press **SOURCE** repeatedly to select the USB mode.
3. Press **▶||** when playback is stopped to begin playback. Press **▶||** during playback to pause the playback. Press again to resume the playback.
4. Press **■** to stop the playback.
5. Unplug the device to disconnect.



- Be sure to remove all discs from the disc compartment before moving or transporting the unit!
- Do not push to force closing of the tray during CD playback or tray opening.
- Press **DISC 1 / DISC 2 / DISC 3 / DISC 4** or **DISC 5** to directly play the entire single CD. To play all discs in the unit, press **▶||** in the CD mode.

Disc and USB playback

Information display

In mp3/wma disc mode, press **BAND/INFO** on the main unit repeatedly during playback to show the ID3 tag information (e.g. song title, artist, album).

When the mp3/wma disc is fully stopped, press **■** to view the Folders Total (FT) and Track Total (TT) on the current disc.

In USB mode, press **BAND/INFO** on the main unit to view used (U) and free (F) memory on the USB device.

Track/folder selection

1. Press **⏮ / ⏭** to skip to the previous or next track.
2. Press and hold **⏮ / ⏭** to search through a track while it is playing.
3. For USB, mp3/wma disc, press **FOLDER/PRESET ◀ / ▶** (or **PREV/NEXT** on the main unit) to skip to the previous or next folder.

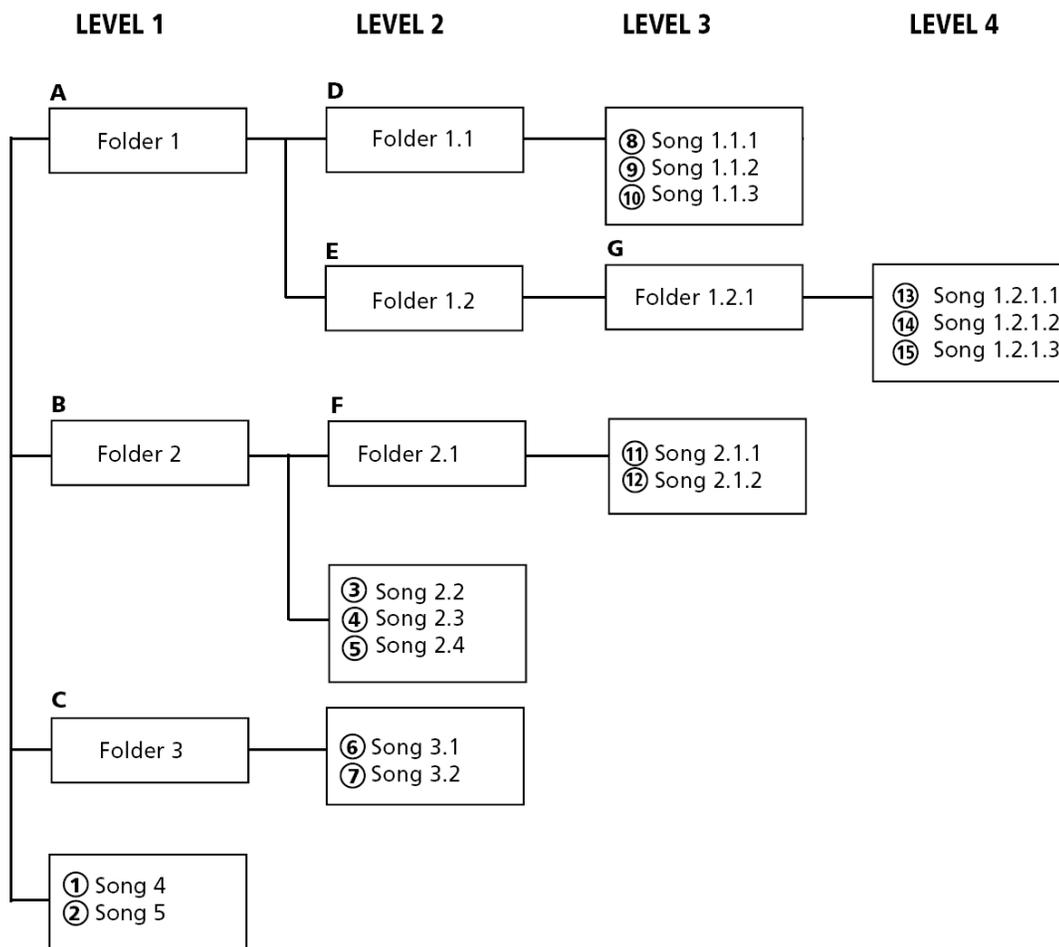


You can use **⏮ / ⏭** or **FOLDER/PRESET ◀ / ▶** to select a track when playback is stopped. When a track is selected (with track number/name shows on the display), press **▶||** within 10 seconds to start the playback.

Disc and USB playback

Playback sequence of disc

- Check that the mp3/wma disc is created with a single folder structure. Refer to the diagram below for playback sequence details on multi-level folder structure.
- For example, folders and songs from level 2 are played before moving on to play folders and songs from level 3.
- Folder playback sequence is indicated by the letters A to G.
- Song playback sequence is indicated by the numbers (1 to 15) in front of the song name.



Intro/Repeat/Random playback

Sampling tracks

Press **INTRO** on the remote control to play the first 10 seconds of each track on the current disc, all discs in the tray, or turn the intro mode off. The INTRO icon is displayed when sampling is activated.

Repeat

Press **BAND/REPEAT** on the remote control to repeat the current track (REPEAT 1), current disc (REPEAT 1 DISC), all discs (REPEAT ALL DISCS), or turn repeat mode off (ALL DISCS).

Random playback

Press  on the remote control to turn on or off the random playback. The  icon is displayed when it is activated.

All the tracks on one disc will be shuffled and played once before shuffling and playing tracks from the next disc.



- The first 99 tracks of each disc will be shuffled and played once before any of them is repeated.
- Random playback can be activated simultaneously with repeat 1 disc (randomly play tracks from one disc repeatedly) or repeat all discs (randomly play tracks from all discs repeatedly).

Program playback

Setting up a program list

1. While playback is stopped for an audio CD, mp3/wma disc or USB device, press **◀◀** / **▶▶** to select the tracks to be added to the program list.
2. Press **ADD** to save the selected track into the next available program location.
3. Repeat steps 1 to 2 to store more tracks into program memory.



- You can create a program of up to 32 tracks.
- Only the first 99 tracks from each disc can be programmed.

Playing a program list

If you are not currently in the program mode, press **PROG/SET** and then **▶▶** to start the program playback.

Displaying the program list

1. While playback is stopped, press **PROG/SET** to enter the program mode.
2. Press **◀◀** / **▶▶** to view each track assignment in the program list.

Deleting from program list

1. While in the program mode, press **◀◀** / **▶▶** to select the track assignment to delete.
2. Press **DEL**.
3. Press **◀◀** / **▶▶** to select "Y" to delete or "N" to cancel the deletion.
4. Press **DEL** to confirm the selection.

Deleting the entire program list

1. While in the program mode, press and hold **DEL**.
2. Press **◀◀** / **▶▶** to select "Y" to delete or "N" to cancel the deletion.
3. Press **DEL** to confirm the selection.

Recording

Recording CD to USB device

1. Connect the USB device to the main unit.
2. When the CD is paused or stopped, press **CD REC** to start the CD playback and recording will begin automatically. This is indicated by the REC icon on the display.
3. Press **CD REC** or **■** to stop the recording.

Example

To record only the selected tracks from a CD:

1. Create a CD program (Refer to "Setting Up a Program List").
2. From normal playback mode, press **PROG**.
3. Press **CD REC**, playback and recording will begin automatically. This is indicated by the PROG and REC icon on the display.
4. Press **CD REC** or **■** to stop recording.



- If CD playback is already started or paused, recording will start instantly from the time point which is playing or paused when **CD REC** is pressed.
- Recording stops automatically when the CD stops (e.g. end of disc is reached).
- The encoding bitrate for CD is 128 kbps.
- Make sure "write protect" is turned off in the USB device during recording.

Deleting a file from USB device

1. In the USB mode, select the file to delete using **◀▶**.
2. Press **DEL** on the remote control.
3. Press **◀▶** on the main unit to select "Y" to delete or "N" to cancel the deletion.
4. Press **DEL** to confirm the selection.

Deleting all files from USB device

In the USB mode, press and hold **DEL** on the remote control to delete all the files on the USB device. Repeat steps 3-4 of the above to delete all the files.

Renaming files

You can rename files in the USB device.

1. In the USB mode, press **PROG/SET** to enter the rename mode.
2. Adjust **VOLUME** on the main unit or press **VOL + / -** to select alphabets.
3. Press **NEXT** on the main unit or **FOLDER/PRESET ▶** on the remote control to confirm the current alphabet and move to the next alphabet.
 - Press **DEL** to delete the current alphabet.
 - Press **PREV** or **FOLDER/PRESET ◀** to edit the previous alphabet.
4. Press **PROG/SET** to confirm and store the new file name after editing the last alphabet.

Radio

Press **SOURCE** repeatedly to enter the tuner mode.

Selecting tuner band

Press **BAND/INFO** (or **BAND/REPEAT** on the remote control) to select between the FM or AM radio band.

Tuning to a station

Press **◀ / ▶** to adjust frequencies. Press and hold to start auto searching for the next available station.

Manually setting presets

1. Press **◀ / ▶** to access the desired frequency.
2. Press **PROG/SET** once. The most recently accessed program location will be displayed.
3. If a different program location is preferred, press **◀ / ▶** on the remote control to move to the desired preset number (1-32).
4. Press **PROG/SET** to store the selected frequency at that preset.

Auto preset programming (FM only)

Press and hold **BAND/INFO** (**BAND/REPEAT** on the remote control) for 2 seconds to scan stations in the FM band. The stations will then be stored as preset channels. A maximum of 32 stations can be stored.

Beware of your preset channels being erased accidentally because the scanning and storing process is automatic upon pressing the button. You can stop the automatic scan by pressing any button, but the erased stations cannot be recovered.

Accessing preset stations

Press **PREV/NEXT** on the main unit or **FOLDER/PRESET** **◀ / ▶** on the remote control to access the previous or next preset station. The **PROG** icon lights up when a preset station is selected. The display first shows the preset program number and after a few seconds, the radio frequency will be displayed.

Suppressing stereo signal

Press **FM ST/INTRO** on the remote control to select between the FM mono and stereo modes. "ST" is displayed in the stereo mode.

Troubleshooting tips

System does not turn on

- Check power cord for a secure connection.
- Unplug the unit for a moment, and then plug it back in.
- Check the outlet by plugging in another device.

There is no sound

- Increase the volume setting.
- Check connection to speakers.
- Check that you have selected the appropriate function: CD, Tuner or Aux.
- Make sure mute is off.
- Make sure headphones are not plugged in.

Poor radio reception

- Check antenna connection.
- Move antenna.
- Turn off nearby electrical appliances, such as hair dryer, vacuum cleaner, microwave oven or fluorescent lights.

CD does not play

- Check that CD is in the tray.
- Check that CD label is facing up.
- Check that PAUSE mode is not on.
- Check that CD function is selected.
- Use CD lens cleaner.
- Clean the disc.
- Try another CD.

CD sound skips

- Clean the disc.
- Check disc for warping, scratches, or other damages.
- Check if something is causing the system to vibrate. If so, move the system.
- Make sure the speakers are at least 3 feet away or on a different surface from the main unit.

CD button does not respond, or does not change discs when you press DISC SKIP

- Switch to another function (Tuner) and then back to CD.

Remote control does not work

- Check that the batteries are properly installed.
- Replace weak batteries.
- Check that the system is plugged into power source.
- Point the remote directly at the system's front panel.
- Move closer to the system.
- Remove any obstacles between the remote and the system.

Maintenance

Disconnect the audio system from the power source before performing any maintenance.

Cleaning

Clean the exterior of the system using a soft dust cloth.

CD player

CAUTION! This unit operates with laser and may only be opened by qualified technicians to avoid accidents.

Handling CDs

- Do not touch the recorded surface. Hold the CD by the perimeter or by the perimeter and the inner edge.
- Do not affix labels or adhesive tapes to the label surfaces.
- Do not scratch or damage the label. CDs rotate at high speeds inside the player.
- Do not use damaged (cracked or warped) CDs

Cleaning CDs

- Dirty CDs can cause poor sound quality. Always keep CDs clean by wiping them gently with a soft cloth from the inner edge toward the outer perimeter.
- If a CD becomes dirty, wipe it clean gently with a wet, soft cloth. Then wipe dry with a dry cloth.
- Do not use record cleaning sprays or antistatic agents on CDs. Also, never clean CDs with benzene, thinner, or other volatile solvents which may cause damage to disc surface.

CD lens care

When your CD lens gets dirty it can also cause the system to output poor sound quality. To clean the lens you will need to purchase a CD lens cleaner which can maintain the output sound quality of your system. For instructions on cleaning the CD lens, refer to the ones accompanying the lens cleaner.

Technical specifications

Power supply: 120V~60Hz

Dimensions (H x W x D mm):

Main unit - 374 x 310 x 495

Speaker - 374 x 286 x 495

Main unit weight: 7kg

Speaker weight: 5.8kg

CD player: Response curve (+/- 2dB): 60Hz to 5kHz

Rating Plate: Refer to the back of the set.

Warranty

Limited warranty (United States)

What your warranty covers:

- Defects in materials or workmanship.

For how long after your purchase:

- One year from date of purchase for labor and parts
- Warranty period for rental units begins with the first rental or 45 days from date of shipment to the rental firm, whichever comes first.

What we will do:

- Pay any Authorized RCA Audio Service Center the labor charges to repair your unit.
- Pay any Authorized RCA Audio Service Center for the new or, at our option, refurbished replacement parts required to repair your unit.

How you get service:

- Take your unit to any Authorized RCA Audio Service Center. To identify your nearest Authorized RCA Audio Service Center, ask your dealer, look in the Yellow Pages, or call 1-800-336-1900.
- Show the Authorized Service Center Representative your evidence of purchase date or first rental.
- Pick up your unit when repairs are completed.
- Proof of purchase in the form of a bill of sale or receipted invoice which is evidence that the product is within the warranty period must be presented to obtain warranty service. For rental firms, proof of first rental is also required.

What your warranty does not cover:

- Customer instruction. (Your Owner's Manual describes how to install, adjust, and operate your unit. Any additional information should be obtained from your dealer.)

- Installation and related adjustments.
- Signal reception problems not caused by your unit.
- Damage from misuse or neglect.
- Cleaning of audio heads.
- Batteries.
- A unit that has been modified or incorporated into other products or is used for institutional or other commercial purposes.
- A unit purchased or serviced outside the U.S.A.
- Acts of nature, such as but not limited to lightning damage.

Product Registration:

- Please complete and mail the Product Registration Card packed with your product. It will make it easier to contact you should it ever be necessary. The return of the card is not required for warranty coverage.

Limitation of Warranty:

- THE WARRANTY STATED ABOVE IS THE ONLY WARRANTY APPLICABLE TO THIS PRODUCT. ALL OTHER WARRANTIES, EXPRESS OR IMPLIED (INCLUDING ALL IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE) ARE HEREBY DISCLAIMED. NO VERBAL OR WRITTEN INFORMATION GIVEN BY THOMSON INC., ITS AGENTS OR EMPLOYEES SHALL CREATE A WARRANTY OR IN ANY WAY INCREASE THE SCOPE OF THIS WARRANTY.
- REPAIR OR REPLACEMENT AS PROVIDED UNDER THIS WARRANTY IS THE EXCLUSIVE REMEDY OF THE CONSUMER. THOMSON INC. SHALL NOT BE LIABLE FOR INCIDENTAL OR CONSEQUENTIAL DAMAGES RESULTING FROM THE USE OF THIS PRODUCT OR ARISING OUT OF ANY BREACH OF ANY EXPRESS OR IMPLIED WARRANTY ON THIS PRODUCT. THIS DISCLAIMER OF WARRANTIES AND LIMITED WARRANTY ARE GOVERNED BY THE LAWS OF THE STATE OF

Warranty

INDIANA. EXCEPT TO THE EXTENT PROHIBITED BY APPLICABLE LAW, ANY IMPLIED WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE ON THIS PRODUCT IS LIMITED TO THE APPLICABLE WARRANTY PERIOD SET FORTH ABOVE.

How State Law relates to warranty:

- Some states do not allow the exclusion nor limitation of incidental or consequential damages, or limitations on how long an implied warranty lasts, so the above limitations or exclusions may not apply to you.
- This warranty gives you specific legal rights, and you also may have other rights that vary from state to state.

If you purchased your unit outside the United States:

- This warranty does not apply. Contact your dealer for warranty information. Service calls which do not involve defective materials or workmanship are not covered by this warranty. Costs of such service calls are the sole responsibility of the purchaser.

Q

APPENDIX Q. QUICK CHECKS

- **Preparing for Assessment Day Checklist (Chapter 4)**
- **Completing Activities Before the Assessment Checklists (Chapter 5)**
- **Completing Activities After the Assessment Checklist (Chapter 7)**
- **Post-Assessment Checklist (Chapter 7)**
- **Makeup Session Checklist (Chapter 8)**

Preparing for Assessment Day Checklist (Chapter 4)

Procedure 4. Prepare the Booklets and Ancillary Materials		
A	Check the assessment booklet bundles.	<input type="checkbox"/>
Step 1	Verify the Bundle # on Bundle Slip matches number in Bundle # box in upper-right section of Administration Schedule.	<input type="checkbox"/>
Step 2	Verify booklet ID # prefixes on Bundle Slip match prefixes printed on the Administration Schedule.	<input type="checkbox"/>
B	Verify the booklet ID number and attach student ID label.	<input type="checkbox"/>
Step 1	Begin with first student listed on Administration Schedule and first booklet in first bundle for your session.	<input type="checkbox"/>
Step 2	Match booklet ID number with column N of the Administration Schedule.	<input type="checkbox"/>
Step 3	Attach student ID label to booklet cover.	<input type="checkbox"/>
Step 4	If the student has a code in column Q, write that code on the student ID label.	<input type="checkbox"/>
C	Prepare accommodation booklets.	<input type="checkbox"/>
Step 1	Remove original booklet assigned to student from the stack of booklets.	<input type="checkbox"/>
Step 2	Record an Administration Code of 52 on original booklet cover.	<input type="checkbox"/>
Step 3	Record line and Session Numbers on original booklet cover and set aside.	<input type="checkbox"/>
Step 4	Affix student ID label to accommodation booklet.	<input type="checkbox"/>
Step 5	Substitute accommodation booklet for original in the stack of booklets for the session the student is assigned to, or, if separate accommodation session is scheduled, set booklet aside.	<input type="checkbox"/>
D	Check column Q on Administration Schedule for Withdrawn/Ineligible/Excluded students and Refusals.	<input type="checkbox"/>
Step 1	If students are coded as Withdrawn/Ineligible/Excluded/Refusal, write the Administration Code on the student ID label and set booklet aside.	<input type="checkbox"/>
E	Record the Line and Session Numbers on booklet cover.	<input type="checkbox"/>
F	Insert required ancillary materials inside the booklet cover (Music only).	<input type="checkbox"/>
G	Band together booklets.	<input type="checkbox"/>
Step 1	Band together booklets for Withdrawn/Ineligible/Excluded students and Refusals along with original booklets for students receiving accommodation booklets.	<input type="checkbox"/>
Step 2	Band together booklets for separate accommodation sessions.	<input type="checkbox"/>
Step 3	Band together booklets for students participating in the regular session.	<input type="checkbox"/>

Preparing for Assessment Day Checklist (Chapter 4) (continued)

H	Conduct a QC check on the prepared booklets.	<input type="checkbox"/>
I	Prepare the visual arts ancillary material.	<input type="checkbox"/>
Step 1	Verify booklet ID number and attach student ID label to visual arts portfolio and/or return envelopes for students to be assessed.	<input type="checkbox"/>
Step 2	Place in Administration Schedule order.	<input type="checkbox"/>
Step 3	Conduct a QC check of the prepared portfolios and/or envelopes	<input type="checkbox"/>
Step 4	Band together and place in box.	<input type="checkbox"/>

Completing Activities Before the Assessment Checklists (Chapter 5)

Procedure 9. Receive the Session Materials	
Original Administration Schedule (and copies of Student Lists for other sessions, if necessary)	<input type="checkbox"/>
Session Box (including assessment booklets, prepared ancillary materials, and “Testing in Progress—Do not Disturb” sign)	<input type="checkbox"/>
Assessment Information Form	<input type="checkbox"/>
Timer	<input type="checkbox"/>
No. 2 pencils and/or pencil kits	<input type="checkbox"/>
Extra ancillary materials	<input type="checkbox"/>
Romare Bearden Poster (if necessary)	<input type="checkbox"/>
CD player with session specific CD, extension cord/adaptor (if necessary)	<input type="checkbox"/>
Student Appreciation Certificates (if necessary)	<input type="checkbox"/>
Extra Teacher Observer Letters	<input type="checkbox"/>
Session Debriefing Form	<input type="checkbox"/>

Completing Activities Before the Assessment Checklists (Chapter 5) (continued)

Procedure 10. Prepare the Room		
A	Set out supplies.	<input type="checkbox"/>
Step 1	Set out materials for easy access. <ul style="list-style-type: none"> ▪ <i>AA Manual</i> ▪ Session Scripts turned to the appropriate session ▪ Administration Schedule plus copies of Student Lists for other sessions ▪ Timer ▪ “Testing in Progress—Do Not Disturb” sign ▪ Romare Bearden Poster (if necessary) ▪ CD player set up with the correct CD and extension cord/adaptor(if necessary) ▪ Session Debriefing Form ▪ Assessment Information Form ▪ Extra Teacher Observer letters 	<input type="checkbox"/>
Step 2	Set out materials for distribution. <ul style="list-style-type: none"> ▪ Sharpened No. 2 pencils ▪ Student Appreciation Certificates (if necessary) ▪ Prepared assessment booklets (Music Only) ▪ Ancillary materials (Music only) ▪ Reminder: Visual arts assessment booklets/pencil kits and ancillary materials will be placed on the students’ desks before the assessment. 	<input type="checkbox"/>
B	Erase or conceal visual materials.	<input type="checkbox"/>
C	Post “Testing in Progress—Do Not Disturb” sign outside the room.	<input type="checkbox"/>
D	Post the Romare Bearden poster, if needed.	<input type="checkbox"/>
E	Write the School ID Number on the board.	<input type="checkbox"/>
F	Set up the CD player and test volume and settings	<input type="checkbox"/>
G	Distribute assessment booklets/pencil kits and ancillary materials (Visual Arts only).	<input type="checkbox"/>

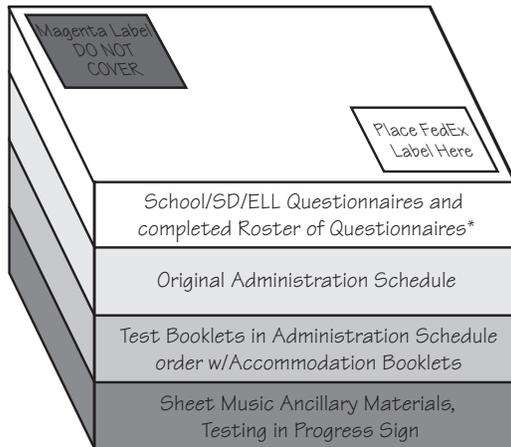
Completing Activities After the Assessment Checklist (Chapter 7)

Procedure 19. Complete the Administration Schedule		
A	Enter an Administration Code in column Q for every student listed on the Administration Schedule.	<input type="checkbox"/>
B	Enter an Administration Code 52 for all unassigned booklets on Administration Schedule.	<input type="checkbox"/>
C	<p>Complete the Summary Box.</p> <ul style="list-style-type: none"> ■ Record total number of students who did not participate in the session “# Absent” box. Include students with Administration Codes 40-45, 48 and 49 in column Q ■ Record total number of parent/student refusals in the “# Refused” box. Will be coded 46 or 47 in column Q. ■ Record total number of students assessed in the “# Assessed (Original Session)” box. This is the total of the Administration Codes 10-14 in column Q 	<input type="checkbox"/>
Procedure 20. Code the Booklet Covers		
A	Organize all booklets back into Administration Schedule order.	<input type="checkbox"/>
B	Ensure that each booklet has the correct school ID number.	<input type="checkbox"/>
C	Transfer the Administration Codes and the Accommodation Codes to the student booklet covers.	<input type="checkbox"/>
D	Write an explanation on the booklet cover for an Administration Code that requires one (Administration Codes 12-14, 22-24, and 48).	<input type="checkbox"/>
E	Code the accommodations on the booklet cover.	<input type="checkbox"/>
F	Code the “Total Time for Accommodation (EXT)” boxes for extended time accommodations.	<input type="checkbox"/>
G	Verify that the student ID labels are removed from booklets and ancillary holders.	<input type="checkbox"/>
H	Band the booklets together and place the Administration Schedule on top of the stack.	<input type="checkbox"/>
I	Prepare ancillary materials for shipment.	<input type="checkbox"/>
J	Provide materials to your supervisor for QC check.	<input type="checkbox"/>

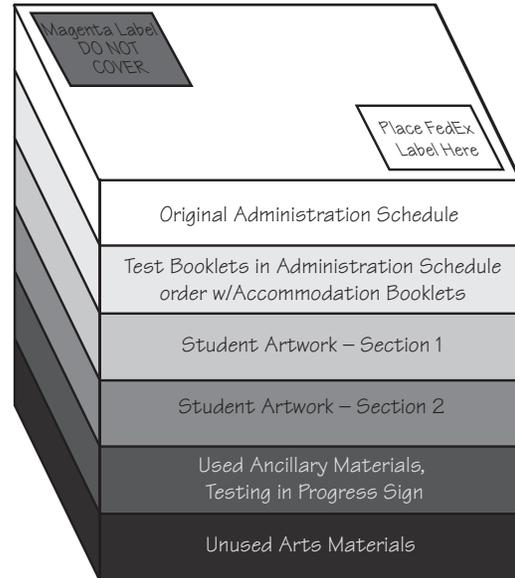
Post-Assessment Checklist (Chapter 7)

Procedure 21. Pack the Session Box and Return Additional Materials to Your Supervisor		
A	Pack the boxes according to Pearson procedure.	<input type="checkbox"/>
Step 1	Place “Testing in Progress” sign and ancillary materials at the bottom of the box, according to the diagrams below.	<input type="checkbox"/>
Step 2	<p>Place all used and unused booklets, in Administration Schedule order, at the bottom of the box.</p> <ul style="list-style-type: none"> ▪ Place used accommodation booklets with the original booklets. ▪ Braille booklets should be sent back to Pearson separately with the accommodation booklet and the Braille companion booklet. ▪ Fold large-print accommodation booklets and place on top of the stack of booklets from the session to which the student was originally assigned. ▪ Band all booklets together. 	<input type="checkbox"/>
Step 3	Place Student Artwork into the box, if necessary, according to the diagrams below.	<input type="checkbox"/>
Step 4	Place the original Administration Schedule(s) with names removed into the box.	<input type="checkbox"/>
Step 5	Place the School/SD/ELL Questionnaires and Roster of Questionnaires on top of the music session box. Or, if no music session, place on top of the first visual arts session box.	<input type="checkbox"/>
Step 6	Place the miscellaneous materials, such as packing lists and Bundle Slips, into the box last.	<input type="checkbox"/>
B	Provide leftover session materials to your supervisor.	<input type="checkbox"/>
C	Provide Session Box(es) to your supervisor for final QC check of session materials.	<input type="checkbox"/>

Music Sessions



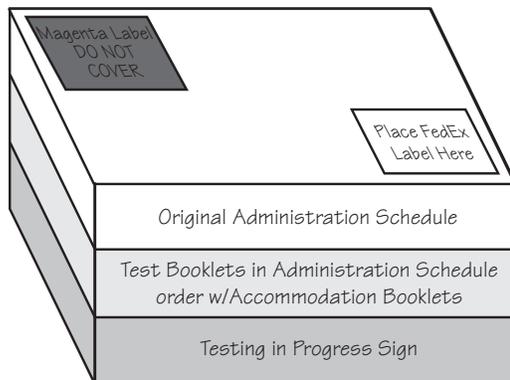
1-Box Visual Arts Sessions



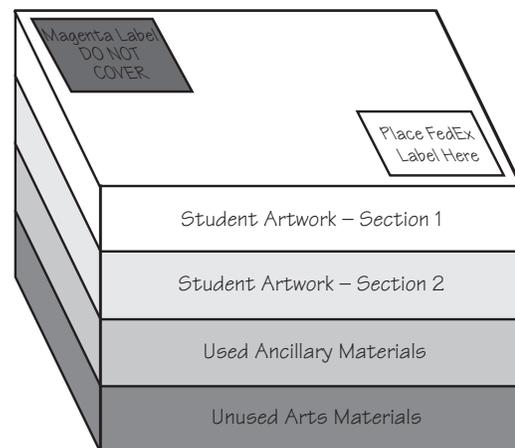
*In schools that have both a music and a visual arts session, the School/SD/ELL Questionnaires and completed Roster of Questionnaires from both sessions should go on top of the music session box. If a school only has a visual arts session, these materials will go on the top of visual arts box 1.

2-Box Visual Arts Sessions

Box 1



Box 2



Makeup Session Checklist (Chapter 8)

Conducting a Makeup Session		
Procedure 23. Secure Assessment Materials for the Makeup Session		<input type="checkbox"/>
Procedure 24. Retrieve the NAEP Storage Envelope		<input type="checkbox"/>
Procedure 25. Organize the Booklets and Ancillary Materials		
<ul style="list-style-type: none"> ▪ Erase all information entered on the booklet cover, except for session/line #. ▪ Place a blank removable label on the booklet cover and record the student's name and booklet number, if necessary. 		<input type="checkbox"/>
Procedure 26. Prepare the Room		<input type="checkbox"/>
Procedure 27. Conduct the Makeup Session		<input type="checkbox"/>
Procedure 28. Complete the Administration Schedule		<input type="checkbox"/>
Step 1	Mark students attending makeup session with a checkmark in the Attendance column.	<input type="checkbox"/>
Step 2	Shade Makeup Held oval at top of Administration Schedule.	<input type="checkbox"/>
Step 3	Change Administration Code for participating students to the appropriate Assessed in Makeup Session Codes (20-24) on Administration Schedule or accommodation code, if necessary.	<input type="checkbox"/>
Step 4	Complete summary box at top of Administration Schedule by entering # of students assessed in the makeup session and add the number assessed in original and number assessed in makeup to obtain the TOTAL ASSESSED.	<input type="checkbox"/>
Procedure 29. Code the Booklet Covers		<input type="checkbox"/>
Procedure 30. Prepare the Ancillary Items for Shipment		<input type="checkbox"/>
Procedure 31. Prepare the NAEP Storage Envelope		<input type="checkbox"/>
Procedure 32. Repack the Session Box and Return It to Your Supervisor		<input type="checkbox"/>
Procedure 33. Complete the Session Debriefing Form and Return It to Your Supervisor		<input type="checkbox"/>