

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.

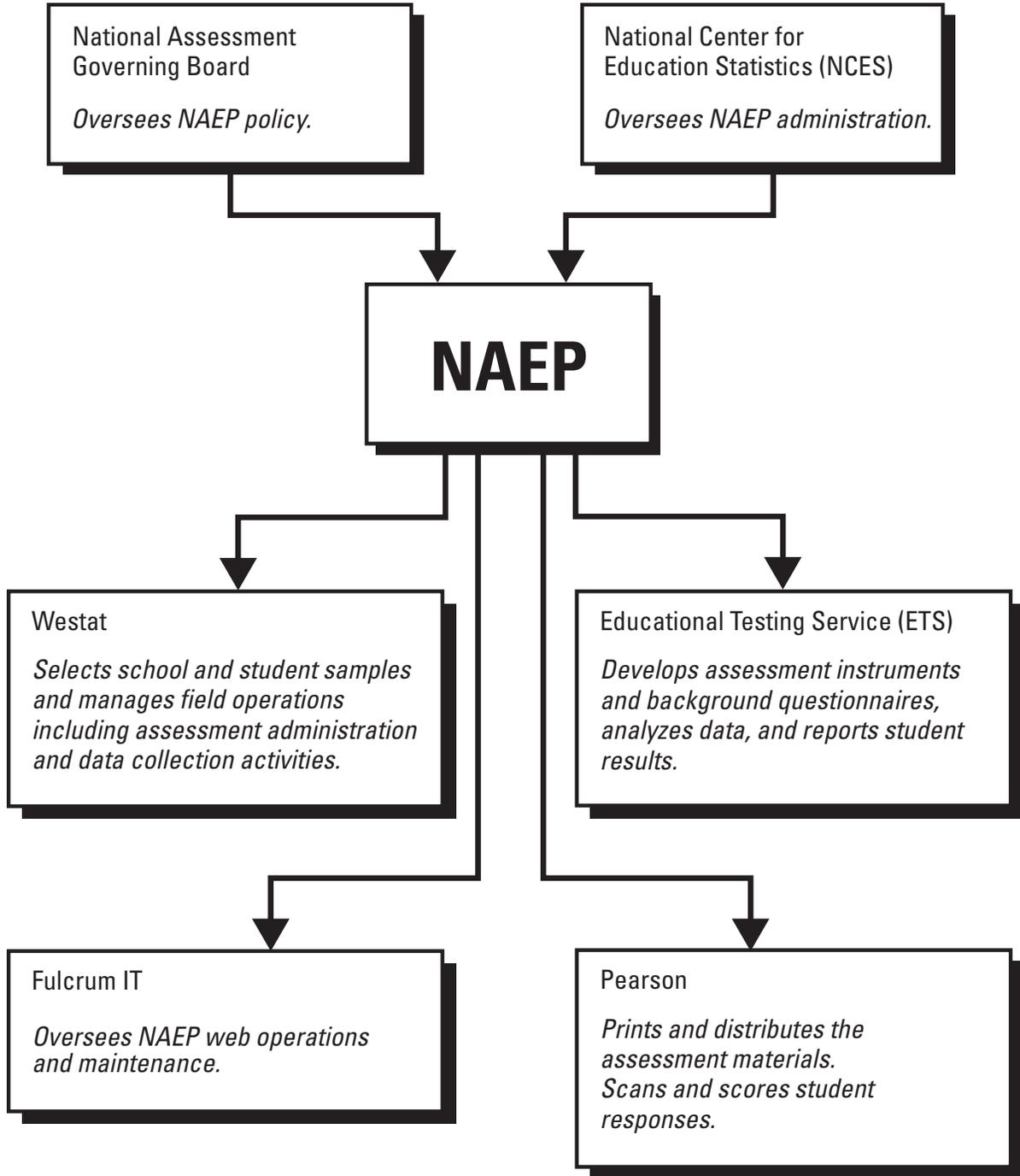
The Commissioner of Education Statistics, who heads NCES in the U.S. Department of Education, is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations. The Associate Commissioner for Assessment at NCES executes the program operations and technical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

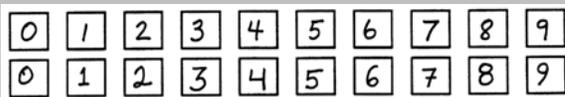
Guidelines for Completing Scannable Documents

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): _____

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

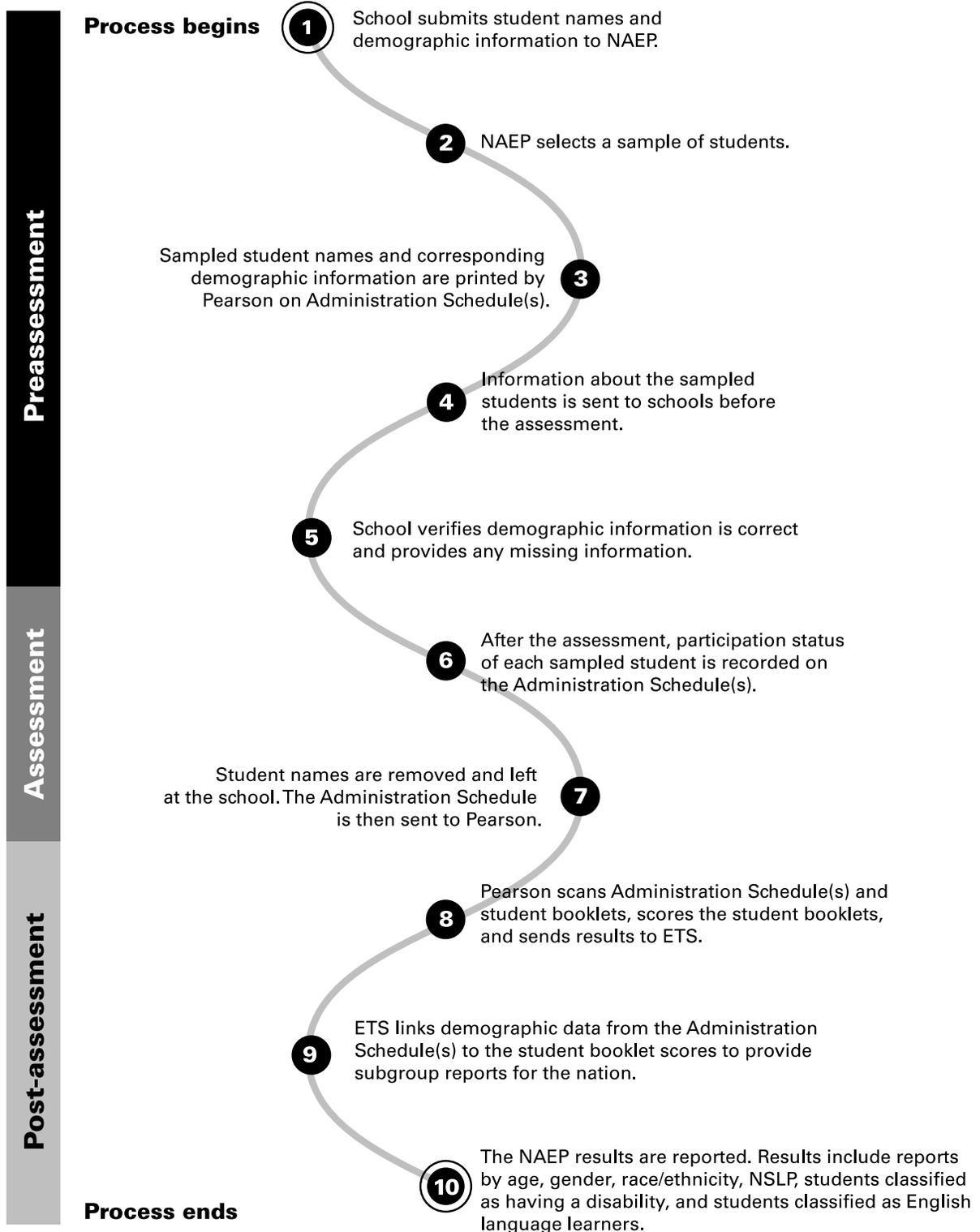
In 2005, female students continued to score higher than male students in reading, by 6 points at grade 4 and by 10 points at grade 8.

	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.

Person Use Only

Demographics
 1 = White, not Hispanic
 2 = Black, not Hispanic
 3 = Hispanic
 4 = American Indian/Alaska Native
 5 = Other (see instructions)
For Use in Column "G"

English Language Learner (ELL)
 1 = Yes, ELL
 2 = No, not ELL
 3 = Formerly ELL (monitored for AYP reporting)
For Use in Column "G"

Accommodation Code
 1 = Accommodation offered in regular session
 2 = Accommodation offered in separate session
 3 = Information unavailable
For Use in Column "H"

Students with Disabilities (SD)
 1 = Yes, IEP
 2 = Yes, IEP/504 plan in process
 3 = Yes, IEP/504 plan
 4 = No, not SD
 5 = Information unavailable
For Use in Column "I"

Session Number
M10801

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:

Original Samples: 22 # Withdrawn & Invigiled (Admin. Codes 01, 04 & 05) _____
 # Selected New Enrollees: _____ # Excluded (Admin. Codes 00-03) _____
 Total in Sample: _____ TO BE ASSESSED: _____
 # Absent (Admin. Codes 10-14, 16) _____ # Assessed (Original Session) _____
 # Failed (Admin. Codes 40, 42, 43) _____ # Assessed (Makeup Session) _____
 TOTAL ASSESSED: _____

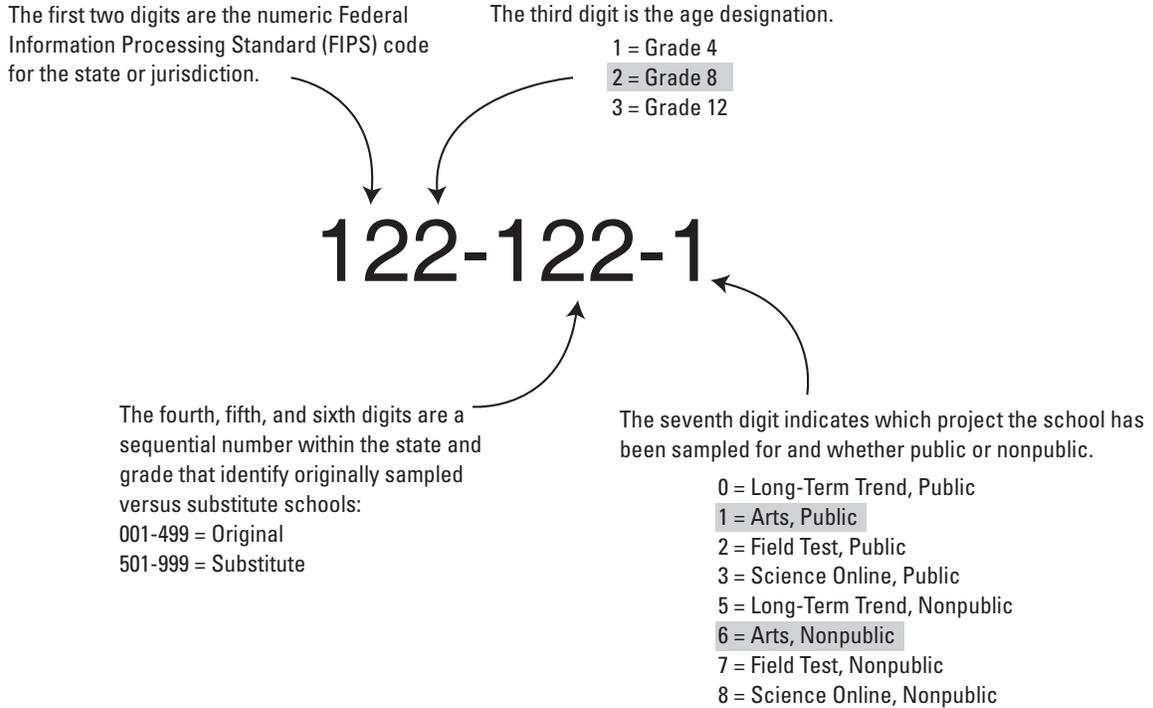
Bundle #'s: 00001, 00002
 Session Number: M10801

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z		
Admin. (L/A)	Student Name	Session #	Line #	Subject	Month	Year	Sex	Race	ELL	SD	Accom.	Disability	Original Booklet ID #	Accommodation Booklet ID #	Accom. Code	Admin. Code	Admin. Code	Admin. Code	Admin. Code	Admin. Code	Admin. Code	Admin. Code	Admin. Code	Admin. Code	Admin. Code		
01	Abate, Mark	101	01	M	0	4	9	3	1	1	1	4	2	2	741 000293 4												
02	Alto, Susan	101	02	M	0	2	9	3	2	3	1	1	2	2	741 054006 9												
03	Bates, Tim	101	03	M	0	6	9	4	1	1	2	4	2	2	741 005241 1												
04	Burns, Carol	101	04	M	1	0	9	4	2	1	1	4	2	2	741 000043 8												
05	Bostwick, Kimberly	101	05	M	1	1	9	4	2	2	1	1	2	2	741 006922 1												
06	Coleman, April	232	06	M	0	9	9	4	2	5	1	4	2	2	741 000841 2												
07	Cruz, Marisol	232	07	M	0	1	9	3	2	3	3	4	1	2	741 043569 2												
08	Davis, Tyrone	232	08	M	0	5	9	4	1	2	1	4	2	2	741 005301 1												
09	Dempeey, Julia	232	09	M	0	7	9	4	2	2	1	4	2	2	741 210021 3												
10	Fairchild, Michael	110	10	M	0	9	9	4	1	1	1	3	2	2	741 210001 6												
11	Guzman, Pedro	110	11	M	1	2	9	4	1	3	2	4	1	2	741 073201 2												
12	Kwon, Sang	110	12	M	1	0	9	4	1	4	1	4	1	2	741 002407 7												
13	Lipsky, Daniel	110	13	M	0	6	9	4	1	1	1	4	2	2	741 000031 9												
14	Lundy, Christina	110	14	M	0	2	9	3	2	1	1	2	2	2	741 076206 0												
15	Masters, Tina	252	15	M	1	0	9	4	2	5	1	4	2	2	741 076206 5												

The form is perforated to remove students' names and leave them at the school after the session.

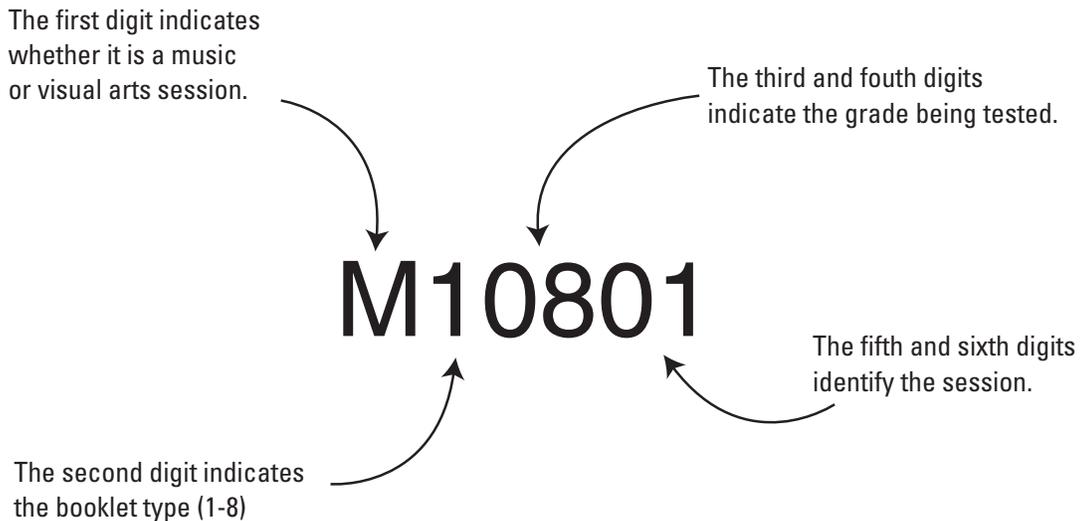
The NAEP School ID Number

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.

