

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.

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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.

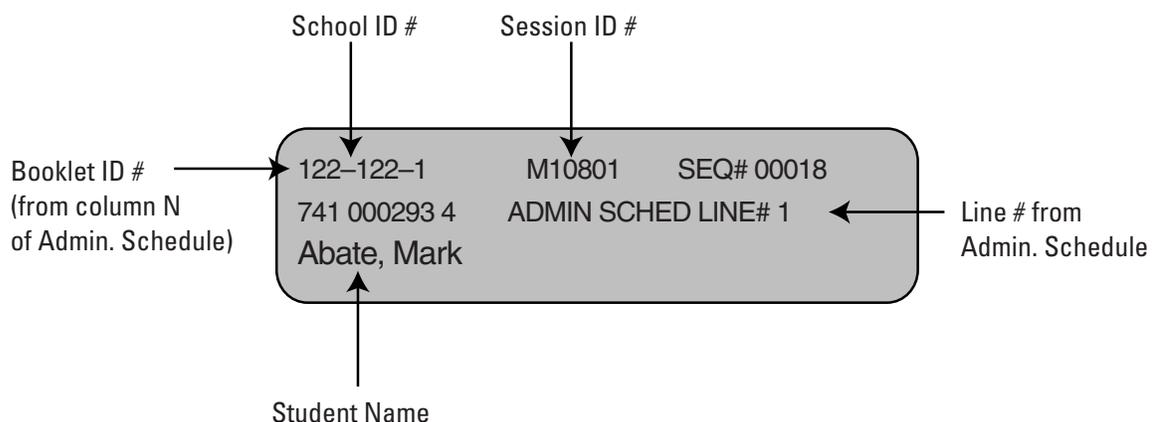
You will then perform the steps that follow.

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.

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.

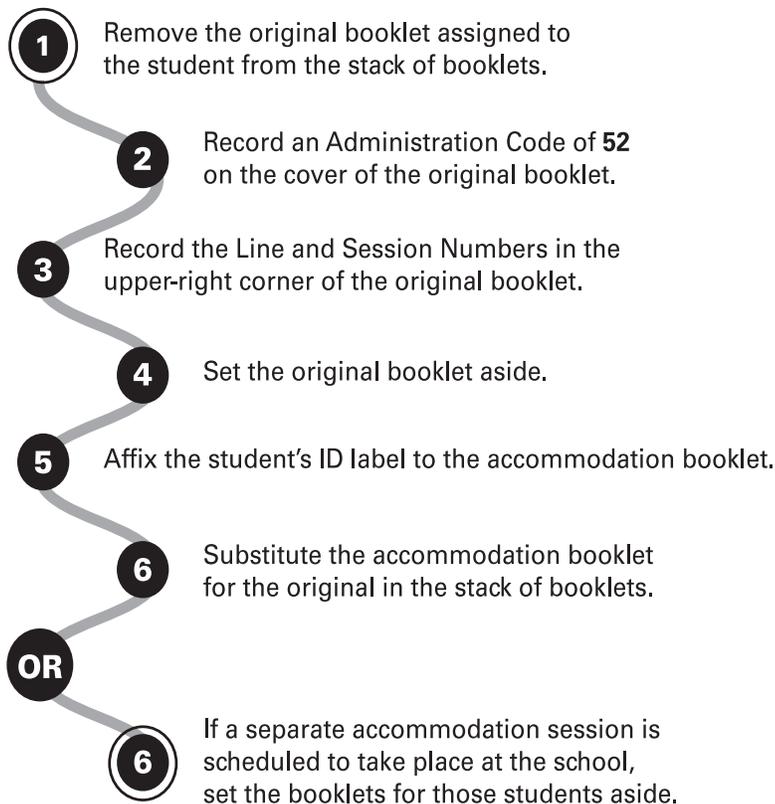
Administration Code	Accommodation	Subjects Allowed
LRG	Large-print booklet	Music (Pearson provides) Visual Arts (not allowed)
OTH	Braille booklet	Music (Pearson provides) Visual Arts (not allowed)

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	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. Figures 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. A. (Detail of Miró and Raphael hands) 7. Credit Page – Visual Art 	There is no preassessment preparation needed. NOTE: You should not put labels on Print Set #3.
Self- Portrait	9"x 12" safety mirrors	Portfolio # 5 , 14"x20" portfolio containing: <ul style="list-style-type: none"> ● Print Set # 6, Self-Portrait, a 9" x 12" envelope containing: <ol style="list-style-type: none"> 1. Print A – <i>Self-Portrait with a Pencil</i>, K. Kollwitz 2. Print B – <i>Self-Portrait</i>, E. Schiele 3. Credit Page – Visual Art ● Set of 12 Cray-Pas™ (1) ● 12" x 18" 60 lb. drawing paper (1) ● Wash-n-Dries™ (2) 	Step 1. Place a booklet ID label on Portfolio #5 in the upper-right corner of the flap. Step 2. Place a student ID label on Portfolio #5 below the booklet ID label. Step 3. Put in one safety mirror. Step 4. Confirm all items are in the portfolio. Step 5. Put portfolios in Administration Schedule order and return to Session Box. NOTE: You should not put labels on Print Set #6.
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). 	Step 1. Fold white paper to form a box. Step 2. Return to Session Box. Step 3. Place a booklet ID label on the Return Envelope in the upper-right corner. Step 4. Place a booklet ID label on the Return Envelope below the booklet ID label. Step 5. Place a booklet ID label on the underside of the box lid. Step 6. Place a student ID label on the top of the box lid. NOTE: If boxes are prepared before assessment day, be careful to not crush them in transit.

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

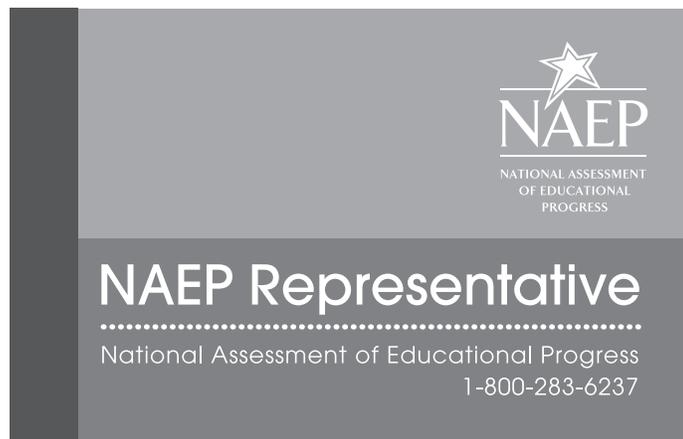
Procedure 7. Report to the School on the Day of the Assessment

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:

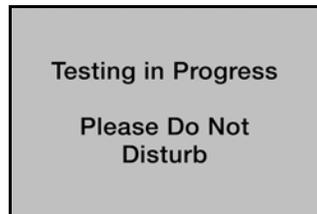
Organize your NAEP materials in the assessment room as best you can without disturbing the items on the teacher's desk or other table you are using. Never go through a classroom desk looking for or taking supplies you might need. Always bring with you to the assessment location all of the supplies that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



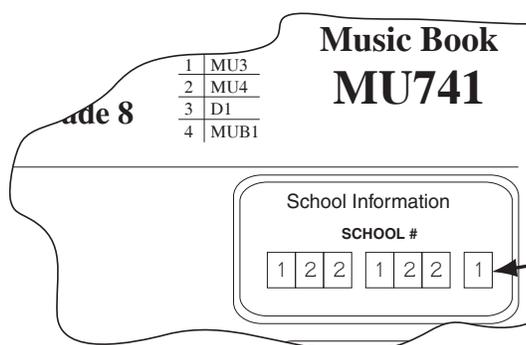
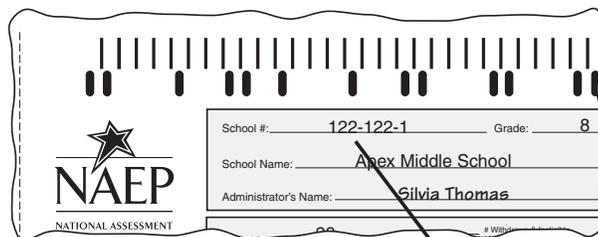
10D. Post the Romare Bearden Poster, If Needed.

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.