

SUPERVISE

a manual for Supervisors

2008



ARTS

NAEP 2007–2008

SUPERVISOR MANUAL—ARTS

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1

OVERVIEW OF NAEP AND 2007-2008 ACTIVITIES

This chapter provides a brief introduction to the National Assessment of Educational Progress (NAEP) and reviews the Arts program.

1. Background of NAEP

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 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 public schools in order for states to receive state-level results in reported subjects, including science and writing.

A. Characteristics of NAEP

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

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 age 9, 13, and 17 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 at ages 9, 13, and 17; and
- comparisons in student performance based on factors such as race/ethnicity, gender, public and private 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 invited 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, which 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.

NAEP is comprised of several different components, some of which are conducted at different times and with different populations.

National NAEP

National NAEP collects and reports statistical information about student performance and factors related to educational performance for the nation and for specific student groups in the population (e.g. race/ethnicity, gender). It includes students drawn from both public and private schools and reports results for student achievement at grades 4, 8, and 12.

State NAEP

Since 1990, NAEP assessments have also been conducted to give results for participating states. Under the No Child Left Behind legislation, states are required to conduct NAEP in reading and mathematics in grades 4 and 8 every other year. Each state receives assessment results that report on the performance of students in that state. In its content, the state assessment is identical to the assessment conducted nationally. However, because the national NAEP samples are not designed to support the reporting of accurate and representative state-level results, separate representative samples of students are selected for each state.

NAEP Trial Urban District Assessment (TUDA)

In 2001, the Governing Board and the Council of the Great City Schools successfully petitioned Congress to fund a NAEP urban school district assessment feasibility study. The first TUDA was conducted in 2002 in five urban districts and the District of Columbia. In 2003, the TUDA included four additional urban districts.

In the NAEP 2007 TUDA, 11 urban districts participated: Atlanta City, Austin Independent School District, Boston School District, Charlotte-Mecklenburg Schools, City of Chicago School District 299, Cleveland Municipal School District, District of Columbia Public Schools, Houston Independent School District, Los Angeles Unified School District, New York City Public Schools, and San Diego City Unified School District. All of these districts also participated in the NAEP 2005 TUDA.

These urban school districts are in high minority and high-density communities. Five are very large school districts, with 100,000 to more than 1 million students, while the other six districts have between 50,000 and 100,000 students. Additional criteria used for district selection include socioeconomic status, the percent of minority students, and the number of schools within the district.

Long-Term Trend (LTT)

NAEP LTT assessments are designed to give information on the changes in academic performance of America's youth. They are administered nationally every 4 years (but are not reported at state or district level) and report student performance at ages 9, 13, and 17 in mathematics and reading. Measuring trends of student achievement or change over time requires the precise replication of past procedures. Therefore, the LTT instrument does not evolve based on changes in curricula or in educational practices, unlike the main NAEP national and state assessments in mathematics and reading, which respond to changes in the classroom by updating the framework for the assessment about every decade, as needed.

B. NAEP Organizational Structure

The chart on page 1.6 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 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. 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 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.

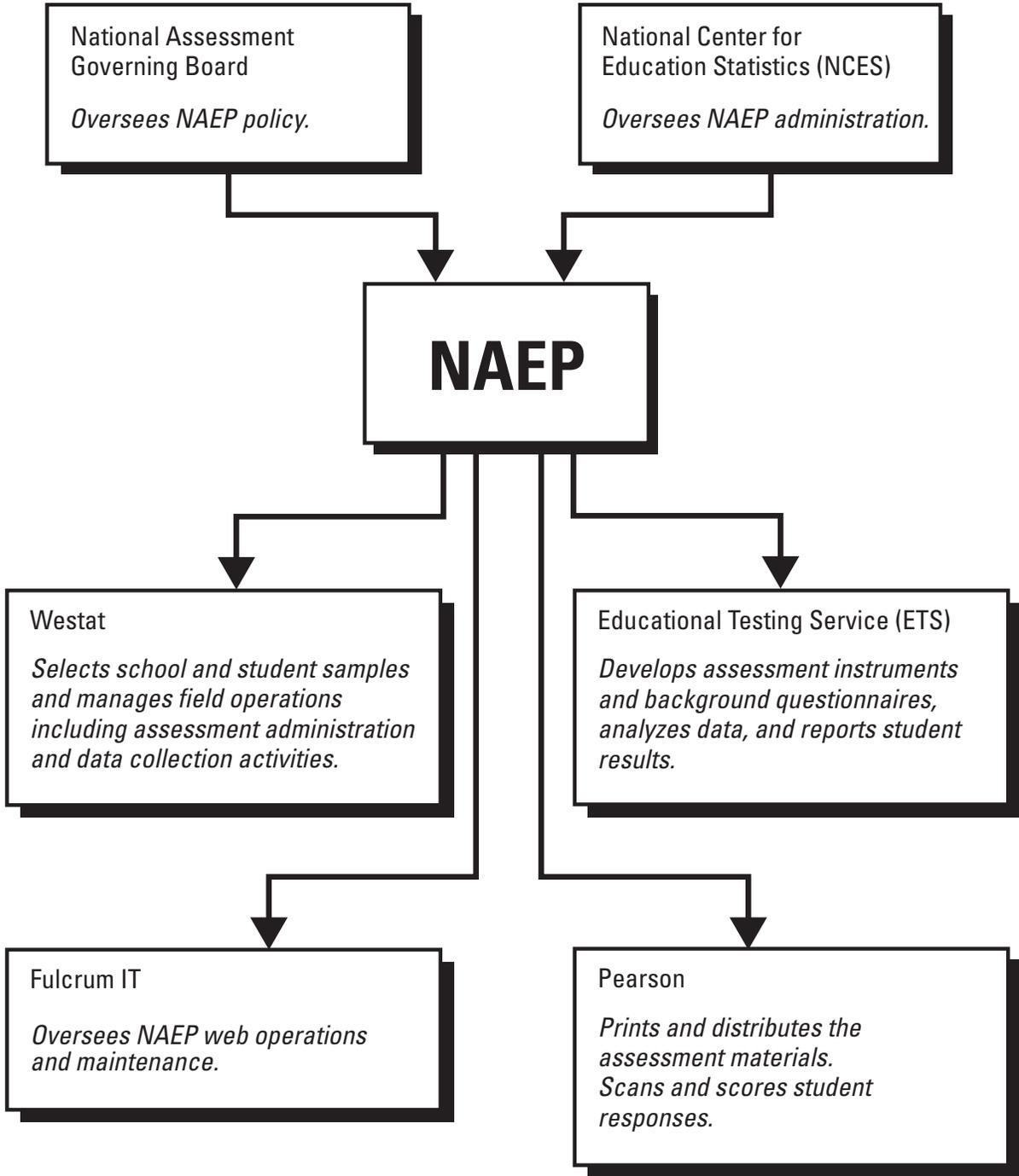
2. The NAEP Program for 2007-2008

The NAEP program for 2007-2008 consists of the following components:

- LTT assessments of reading and mathematics at ages 9, 13, and 17;
- Science Interactive Computer Tasks (SICT) prepilot at grades 4, 8, and 12;
- arts assessments at grade 8;
- field test studies in reading, science, and mathematics at grades 4, 8, and 12; and
- one special study: Grade 12 Motivation Study.

Each of these components is described in more detail on pages 1.7 through 1.8.

NAEP Organizational Structure



A. LTT Assessment

From October 8, 2007 through May 23, 2008, NAEP will be conducting the LTT assessment in reading and mathematics. The LTT assessments are designed to provide information on the changes in the basic achievement of America's youth by monitoring trend lines first established in 1971 for reading and in 1973 for mathematics. The Governing Board schedules LTT assessments every four years. The last LTT assessment took place in 2003-2004.

Assessments in reading and mathematics will be administered to 9-, 13-, and 17-year-old students. Each age group will be assessed during a different time period. **There will be neither School nor Teacher Questionnaires for the LTT assessment.** There will be SD and/or ELL Questionnaires for students classified as SD and/or ELL.

B. SICT 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. Students' actions, as well as their responses to items, will be captured by the computer for later evaluation. In preparation for the 2009 assessments, NAEP will be field testing the interactive computer tasks in 2008 at grades 4, 8, and 12. Prior to the field test, NAEP will be prepiloting the operational procedures for assessing students using the computer-delivery system.

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 at 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. There will be four session types for the field test, as follows:

- **Reading, Mathematics, and Science Paper-and-Pencil.** Students will be assessed in one subject only, but the booklets will be spiraled and bundled together so all subjects can be assessed in one room.
- **Science Hands-on Tasks (Science HOTS).** Students will be assessed using science kits. Students sampled for Science HOTS sessions can be assessed in one room, but must be assessed separately from the paper-and-pencil sessions.
- **SICT.** Students will be assessed using computer-delivered technology. Students sampled for SICT sessions can be assessed in one room, but must be assessed separately from the Science HOTS and paper-and-pencil sessions.
- **Combination of Science HOTS and SICT.** Students will be assessed using both science kits and computer-delivered technology. Students sampled for these combination sessions will move from one type of task to the other. Each type of task will be assessed in a separate room.

Principals at grades 4, 8, and 12 will be asked to complete a School Questionnaire. Teachers who teach reading, mathematics, and science to students in grades 4 and 8 will be asked to complete a Teacher Questionnaire. There will be SD and/or ELL Questionnaires for students classified as SD and/or ELL.

D. Arts Assessment

NAEP will conduct the arts assessment from January 28 through March 7, 2008 at 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.

There will be two session types, as follows:

- Visual Arts. The visual arts paper-and-pencil assessment will include various prompts that direct students to answer questions or to create a product based on presented works of art; and
- Music. The music paper-and-pencil assessment will direct students to answer questions about presented excerpts of audiotaped musical selections.

In most sampled schools, one session of each type will be conducted. Due to the nature of the sessions, such as timing, difference in the scripts, and the noise level of the audiotaped music selections that could distract other students, students sampled for each type must be assessed in separate rooms.

Principals will be asked to complete a School Questionnaire and there will be SD and/or ELL Questionnaires for students classified as SD and/or ELL. **No Teacher Questionnaires will be used for the arts assessment.**

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. Principals will be asked to complete a School Questionnaire. **There are neither Teacher nor SD and/or ELL Questionnaires.** Accommodations will not be offered.

4. The Security of Assessment Materials and Confidentiality Issues

NAEP student data are 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 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, on students, their family background, teachers, and schools.

By statute (P.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 information on individual students or schools is included in its data releases or reports. The names of students who have taken NAEP shall not 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 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 to the NAEP State Coordinator or the field manager, 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://nces.ed.gov/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 for school coordinators if they are faced with media inquiries. Public schools should request copies of the press release from the NAEP State Coordinator. You may provide the press release to private schools.

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.

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		
<p>Accuracy ensures that NAEP results precisely reflect student achievement across the nation.</p> <ul style="list-style-type: none"> ● Sampled schools and sampled students who are eligible for the assessment are 	<p>to be included in the assessment to the greatest extent possible.</p> <ul style="list-style-type: none"> ● Students shall be assessed using accommodations as specified in their education plans and offered by NAEP. 	<ul style="list-style-type: none"> ● The NAEP testing environment shall be correctly structured and a positive atmosphere established so that all students have a fair chance to perform to full capacity.
INTEGRITY		
<p>Integrity ensures that rigorous, ethical, and consistent procedures are used for NAEP test administration and data collection.</p> <ul style="list-style-type: none"> ● Persons administering and monitoring NAEP assessments shall comply with standard NAEP procedures for administering and monitoring the assessment. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Deviations from proper procedures shall be documented, and those affecting student performance shall be reported immediately.
RESPECT		
<p>Respect ensures that students, school staff, and others affected by NAEP test administration and data collection are treated with professionalism, openness, and courtesy.</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 administering NAEP. 	<ul style="list-style-type: none"> ● 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.

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.

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 a supervisor 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.

5. Goals of the NAEP 2008 Arts Training Program

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

As a supervisor, 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 will also be double-checked by someone other than yourself for accuracy. 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 a supervisor, you are responsible for supervising AAs and ensuring the accuracy of their work by conducting a series of QC checks throughout each assessment. Your field manager 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, as well as the *Assessment Administrator (AA) Manual*.

6. 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.



This icon indicates the data must be entered in the School Control System (SCS) website. Details for entering data in the SCS are provided in Appendix F, the *SCS User's Guide*.



Voices of Experience:

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

Chapter 1 Summary

Upon completing this chapter, you should now be able to:

- describe NAEP’s background and characteristics,
- describe NAEP’s organizational structure,
- describe the NAEP program for 2007-2008,
- understand NAEP’s security and confidentiality policies,
- describe the goals of the NAEP 2008 Arts training program, and
- the manual’s format.

2

OVERVIEW OF ARTS ASSESSMENT SUPERVISORY TASKS

This chapter reviews the activities for the Arts assessment and introduces your responsibilities and tasks as a supervisor.

1. Schedule of Arts Assessment Activities

The Arts assessment will include the content areas of music and visual arts. Only grade 8 students will be assessed from January 28, 2008 to March 7, 2008.

2. Overview of Supervisory Tasks

Your job as a NAEP assessment supervisor involves a number of tasks and responsibilities at each stage of the project. The tasks are outlined under the following categories:

- obtaining information about private schools from the gaining cooperation supervisor (GCSV),
- training and supervising assessment administrators (AAs) who will assist you with administering the assessments,
- scheduling and conducting preassessment visits and facilitating requests for changes to assessment dates,
- selecting the student sample,
- receiving, inventorying, and maintaining security of session materials for each school in your assignment,
- preparing for assessments,
- conducting assessments,
- completing post-assessment activities,
- maintaining the School Control System (SCS), and
- reporting your progress to your field manager.

The various chapters of this manual are organized to give you step-by-step instructions for completing the tasks involved in all phases of data collection.

A. Obtaining Information About Private Schools From Gaining Cooperation Supervisors

In most states, NAEP State Coordinators are responsible for informing and securing the cooperation of the public school sample in their states and updating the schools' participation status in the SCS. GCSVs are responsible for gaining the cooperation of the dioceses and private schools in their assignment and for documenting the schools' participation status in the SCS and the School Folder.

GCSVs, brought on in May or June, have been working diligently to recruit the sampled private schools for the Arts. Since private schools are not required to participate in NAEP, the GCSVs used a variety of techniques to secure the schools' agreement to participate.

Before you contact any cooperating private schools in your assignment, it's imperative that you understand the negotiations that have occurred to recruit the schools. You should review the private school recruiting documents in the School Folder and discuss each school with the GCSV. The GCSV may have made special arrangements with the school that must be honored in order to retain the school's cooperation. You must be familiar with all these items before you contact the schools. The GCSV will introduce you (by telephone, e-mail, or letter) to the school coordinator so that he or she knows that a different person from NAEP will be handling their school.

B. Hiring, Training, and Supervising AAs

Most of your AAs should be hired by now. AAs have been hired locally in each of your primary sampling units (PSUs) so that overnight travel is avoided. There may be special circumstances for exceptions to these travel restrictions which you should discuss with your field manager.

You will train your AAs using the *AA Manual*, the AA training presentation, and exercises that will be reviewed at Supervisor Training. You should send each of your AAs the *AA Manual* to read and home study exercises to complete before they attend the AA Training. The AA Training presentation is set up to run on your laptop. You should schedule your AA Training(s) so that the maximum number of AAs can attend at one time. However, we are not anticipating any overnight travel for AAs. If you foresee a situation where an AA needs to be on travel status to attend training, you must obtain permission from your field manager.

C. Setting and Maintaining a Schedule

Your field director preplanned the dates for the private schools in your assignment to fit into the calendar with the preplanned public school dates. GCSVs contacted the nonpublic schools in their assignment to confirm assessment dates and facilitate requests for date changes in such a way that the calendar remains workable and cost efficient. All preplanned dates for the public and private schools in each region have been loaded into the SCS and can be viewed on an online assessment calendar accessible by the supervisor assigned to the region. NAEP State Coordinators have access to the calendar for public school assessments in their state. An assessment calendar link allows you to select from a list of

variables and view and print updated versions of the assessment calendar. The *SCS User's Guide* (Appendix F) provides more detail about using the SCS and a calendar for monitoring your schedule.

You are responsible for creating the schedule for preassessment visits to schools in your region. Chapter 7 contains more information about scheduling preassessment visits.

D. Selecting the Student Samples

Beginning October 1, 2007, states or districts may submit electronic lists of grade 8 students for the sampled schools using the E-Filing function in the SCS. These lists will be sampled by Westat statisticians and data processors. Individual schools may also submit their list of eligible students through the MySchool website for electronic sampling. Alternatively, they may provide a hard copy list for supervisor sampling with the Student Data System (SDS).

Beginning right after supervisor training, you will use the SDS to select samples in schools which did not E-File by the November 16 deadline and which are willing to provide a hard copy of the student list. We expect to sample most private schools at the preassessment visit if they did not E-File. Chapter 5 provides an overview of the sampling process. Detailed step-by-step instructions for using the SDS computer program to draw school samples are provided in the *Student Data System User's Guide* (Appendix E).

E. Preparing for Assessments

Before each assessment period, you'll begin preparing the Preassessment Packets that you'll send to schools and the School Folders that you'll use to track all activities for each school. You should call all the schools in your assignment and schedule the preassessment visit with school coordinators. You will provide the Preassessment Packet to the school.

You will visit the school to prepare for assessment day. During this preassessment visit, you will use the Quality Control Booklet (QCB) to guide and record the results of the preassessment visit activities. These activities will include:

- Reviewing and updating the Administration Schedule, the primary control document used to track information about the assessment.
- Reviewing the completed SD and/or ELL Questionnaires to determine if and how students with disabilities (SD) and/or English language learners (ELL) will be assessed.
- Establishing the procedures for notifying teachers and students.
- Finalizing logistical arrangements for the assessments.

Once the preassessment visit has been completed, you'll enter all required information in the SCS; prepare an Assessment Information Form for the AAs whom you will assign to administer sessions; and assemble and prepare the materials that you will take to the school on the day of the assessment. All preassessment tasks are detailed in chapter 7.

F. Conducting Assessments

Chapter 8 outlines how to conduct assessments from your arrival at the school until students are dismissed from the assessment session. Under your supervision, AAs will QC check the assessment materials, prepare the rooms, and administer sessions using a script specific to the session type.

As the supervisor, you are responsible for ensuring that AAs have been assigned to conduct all sessions, and that AAs report to the school in time to complete all pre-session activities: QC checking the assessment materials and preparing the room. You will circulate among the sessions to monitor the AAs and verify they are using the script and timer to correctly administer sessions, troubleshoot any problems that may arise, and assist with getting students to and from the sessions. You will record your observations about the sessions in the QCB.

G. Completing Post-Assessment Activities

After sessions have concluded, you are responsible for accounting for all assessment materials taken into the school. You will complete the Administration Schedule(s) and determine whether a makeup session is required; oversee AAs as they code booklet covers; edit and prepare materials for shipping; and perform routine edits of their work. Each AA is responsible for completing a Session Debriefing Form, which you will collect and review before using the School Coordinator Debriefing Interview section of the QCB to conduct a short debriefing interview with the school coordinator.

As soon as possible after leaving the school, you will ship the school Session Boxes to Pearson and update the SCS with summary information from the Administration Schedule(s).

Chapters 8 and 9 discuss post-assessment activities in detail.

H. Maintaining the SCS

The SCS has been designed to provide immediate, up-to-date information on the progress of recruiting, scheduling, and assessing schools that have been selected to participate in NAEP. The Student Data System or SDS will be used to draw student samples and enter student information. During the assessment window, the SCS will be used to track progress, measure assessment results, and monitor the shipment and receipt of assessment materials.

Supervisors can use the SCS Data Selection and Report features to run reports for tracking progress and as quality control checks to verify that critical information has been entered into the SCS. The calendar feature allows you to print out a current calendar whenever changes to preassessment visit and/or assessment dates have been entered into the system.

It is critical that you make entries to the SCS promptly and regularly so that you have up-to-date information on your progress and the project can produce current and reliable reports about field activities. Detailed instructions for using the SCS are provided in Appendix F of this manual.

3. Your Assignment of Schools

A typical supervisor region will consist of approximately 15-20 eligible and cooperating schools for the field period. Schools are clustered in geographical PSUs of varying sizes. The field director assigned the schools from one or more PSUs to a supervisor region.

Your field manager will work with you to create a Log of Schools using the Data Selection feature in the SCS. You will use this Log of Schools to track and report on your activities during report calls with your field manager. Detailed instructions for creating school logs are provided in Appendix G of this manual.

4. Keeping Track of NAEP Materials

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

When you receive the session and bulk session materials from Pearson, you will access the Pearson Materials Tracking System (Pearson MTS) from the MyNAEP website and record the date you received the boxes. Similarly, when you return completed Session Boxes after the assessments have been completed in a school and return the Pearson bulk supply boxes at the end of the field period, you will access the Pearson MTS and record the date you shipped the boxes. When the boxes are received at Pearson, they will record the date received. Detailed instructions for using the Pearson MTS are provided in Appendix G of this manual. It is your responsibility to make sure that all Session Boxes you've shipped are received at Pearson.

You will also be responsible for inventorying all the session and bulk supply materials by verifying that each box contains the bundle numbers that have been assigned to that school. As you order additional booklets from Pearson (short shipments), you are required to record the receipt of these booklets and to account for how these booklets are used. You should keep meticulous records of session materials, bulk materials, and short shipment materials used and returned. Your assignment is not considered complete until all materials are accounted for.

Chapter 2 Summary

Upon completing this chapter, you should be able to:

- describe the Arts assessment schedule,
- describe your assignment of schools,
- understand your supervisory tasks, and
- understand how to keep track of NAEP materials.