

- Gather the following materials for each session to give to the AA who will be preparing the materials for the session:
 - Administration Schedule;
 - the Session Box containing:
 - a. student identification labels,
 - b. assessment booklets,
 - c. ancillary materials, and
 - if necessary, accommodation booklets.

Instructions for preparing the assessment booklets and ancillary materials are located in chapter 4 of the *AA Manual*.

10D. Perform a QC Check of the Prepared Booklets and Ancillary Materials and Report Status in the QCB.

Once AAs have finished preparing the booklets and ancillary materials, you are responsible for conducting a QC check of the booklets and ancillary items.

The AA team should also conduct its own QC check to make sure the booklets and ancillary materials have been prepared properly, but you are responsible for the final check of the materials for each session.



To conduct this final QC check, thumb through the booklets and conduct a “spot check” to verify the booklets have been prepared correctly. As a general rule, run every third or fourth booklet in each stack through the comprehensive series of checks provided on the following pages.

Then, “spot check” the ancillary materials to verify that they have been prepared correctly.

Procedures 10D-A through **10D-I**, on the following pages, will help you to identify any major errors with booklet preparation.

Once you have completed the QC check of the booklets and ancillaries, report the status of the materials in Part 1 of the QCB on the Booklet and Materials Preparation QC Record as shown in Exhibit 7-19. There is one Booklet and Materials Preparation QC Record in the QCB. Use one row of the record for each AA.

If you find any errors, consult the AA immediately, and together with the AA, check each booklet to make sure that the same error has not been repeated. **Procedures 10D-J** through **10D-O**, beginning on page 7.87 will help you identify any errors with the preparation of the visual arts ancillary materials. If you find any errors, consult the AA immediately, and together with the AA, check each set of ancillary materials to make sure that the same error has not been repeated.

Exhibit 7-19. Booklet and Materials Preparation QC Record From the QCB

Directions:

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

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

1. **AA Met:** The AA conducted **all** tasks associated with preparing the booklets and ancillaries according to NAEP standards.
2. **AA Partially Met:** The AA conducted **some**, but not all of the tasks associated with preparing the booklets and ancillaries according to NAEP standards.
3. **AA Did Not Meet:** The AA conducted **few or no** tasks associated with preparing the booklets and ancillaries according to NAEP standards. Whenever it is necessary for you to intervene, a "3" rating should be assigned. Ratings of "3" must be explained in the adjacent "Comments" column. Describe the problem and the action you took to correct it.

BOOKLET AND MATERIALS PREPARATION QC RECORD

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

To conduct a thorough QC check of the assessment booklets, complete the following steps:

10D-A. Ensure the AA Has Prepared the Correct Booklets for the Session.

Check that:

- the prefix numbers of the booklet IDs printed on the Bundle Slips match the numbers printed in column **N** on the Administration Schedule; and
- the Bundle Slip numbers match those preprinted in the upper-right corners of the Administration Schedule.

Please see Exhibit 7-15 for an example of how to compare the Administration Schedule and the Bundle Slips.

10D-B. Verify the Preprinted Labels Have Been Affixed to the Front Cover of Every Assessment Booklet.

Thumb through the prepared booklets and spot check the booklets to confirm that every assessment booklet has a preprinted label affixed to it.

10D-C. Verify the Booklet ID Number on the Preprinted Label Matches the Booklet ID Number on the Administration Schedule and the Booklet Cover.

As shown in Exhibit 7-20, check that:

- the booklet ID number matches the Administration Schedule in column **N**, labeled **Original Booklet ID #**, or column **O**, labeled **Accommodation Booklet ID #**;
- the ID number on the affixed label and the ID number printed on the booklet cover match; and
- if the student has been assigned a separate accommodation booklet, the AA has written the accommodation booklet ID number on the affixed label.

Exhibit 7-20. Verify Booklet IDs Match

123-123-1 MI0801 SEQ# 00018
741 005241 1 ADMIN SCHED LINE# 3
Bates, Tim

123-123-1 MI0801 SEQ# 00018
741 054006 9 ADMIN SCHED LINE# 2
Aito, Susan

123-123-1 MI0801 SEQ# 00018
741 000293 4 ADMIN SCHED LINE# 1
Bates, Mark

ST	ST	ST	ST		ST		ST		ST		Original Booklet ID	Accommodation Booklet ID #	ST	ST	ST			
			ST															
01	Abate, Mark	101	M	0	4	9	3	1	1	1	4	2	2	741 000293 4		01	1	ASSESSED IN ORIGINAL
02	Aito, Susan	101	M	0	2	9	3	2	3	1	1	2	2	741 054006 9		01	1	ASSESSED IN ORIGINAL
03	Bates, Tim	101	M	0	6	9	4	1	1	2	4	2	2	741 005241 1		01	1	ASSESSED IN MAKEUP
04	Boetwick, Carol	101	M	1	0	9	4	2	1	1	4	2	2	741 000043 8		01	1	ASSENT
05	Burns, Kimberly	101	M	1	1	9	4	2	2	1	1	2	2	741 006822 1	745 043210 5	01	3	ASSENT
06	Coleman, April	232	M	0	9	9	4	2	5	1	4	2	2	741 000841 2		01	1	ASSENT
07	uz, Marisol			0	1						4	1		741 0435		01		ASSENT

10D-D. Verify That Students Who Require Accommodation Booklets in the Regular Session Have the Accommodation Booklet Substituted for the Original Booklet in the Stack.

Every student who will receive an accommodation booklet will have an accommodation booklet ID number assigned to him/her in column **O** labeled **Accommodation Booklet ID #** on the Administration Schedule.

Verify that:

- for each student to whom you have assigned an accommodation booklet, the AA has removed the original booklet from the pile and replaced it with an accommodation booklet; and
- the original booklet has been coded with a **52** on the cover and set aside.

NOTE: Accommodation booklets are only available for music.

10D-E. Verify the Booklets for Students Who Will Be Assessed in a Separate Accommodation Session Have Been Removed From the Stack and Banded Together for the Accommodation Session.

If a student will be assessed in a separate accommodation session, these booklets will be kept separate for the accommodation session. They should be banded together and stored in the Session Box.

10D-F. Verify That Any Booklets Assigned to Ineligible, Withdrawn, Parent Refusals, Student Refusals, or Excluded Students Have Been Pulled From the Stack and Banded Together.

Check that:

- codes of **46–47, 51, 54–55, 60–65** or **67–69** have been entered as the Administration Code in column **R** on the Administration Schedule;
- the booklets corresponding to students with these codes have been removed from the stack and banded together;
- these booklets have the corresponding Administration Code written on the preprinted label; and
- the Administration Code in column **R** of the Administration Schedule matches the Administration Code written on the booklet cover.

10D-G. Ensure That the Correct Ancillary Materials Have Been Placed Inside the Front Cover of the Music Booklets.

Music booklets MU741, MU744, MU745, and MU747 require a sheet of “Shalom” sheet music in order to complete the block. You should verify that this ancillary has been placed inside the front cover of these booklets.

10D-H. Ensure That the Booklets Are in Administration Schedule Order.

Conduct a spot check of the booklets to make sure:

- each student’s line number and Session Number have been recorded in the spaces provided in the upper-right corner of the booklet; and
- all assessment booklets are in the proper Administration Schedule order.

10D-I. Ensure That the Booklets Have Been Banded Together and the Administration Schedule Is on Top of the Stack of Booklets.

Banding together the stack of booklets will prevent the booklets from becoming mixed up or separated prior to the final steps of preparation on assessment day.

To conduct a thorough check of the assessment materials, complete the following steps:

Procedures 10D-J through 10D-O are for conducting quality control checks on the ancillary materials for the visual arts sessions only.

10D-J. Ensure The AA Has Prepared the Correct Ancillary Materials for the Session.

Check that the correct materials have been prepared as specified in the session scripts for each session:

Visual Arts Session Ancillary Materials Preparation			
Session/CD #	Cognitive Block 1	Cognitive Block 2	Materials Preparation QC Checklist
VA761	Self-Portrait (Portfolio #5)	Mother and Child (Print Set #3)	<input type="checkbox"/> Safety mirror placed in each Portfolio #5. <input type="checkbox"/> Booklet ID and student ID labels placed on each Portfolio #5. <input type="checkbox"/> Each Portfolio #5 has all required items. <input type="checkbox"/> Each Portfolio #5 is in Administration Schedule order. <input type="checkbox"/> Each Print Set #3 (without labels) has all required items.
VA762	Mother and Child (Print Set #3)	Collage (Portfolio #2)	<input type="checkbox"/> Each Print Set #3 (without labels) has all required items. <input type="checkbox"/> Safety scissors placed in each Portfolio #2. <input type="checkbox"/> Booklet ID and student ID labels placed on each Portfolio #2. <input type="checkbox"/> Each Portfolio #2 has all required items. <input type="checkbox"/> Each Portfolio #2 is in Administration Schedule order.

Visual Arts Session Ancillary Materials Preparation (continued)			
Session/CD #	Cognitive Block 1	Cognitive Block 2	Materials Preparation QC Checklist
VA763 VA CD 1	Collage (Portfolio #2)	Whisper Box	<input type="checkbox"/> Safety scissors placed in each Portfolio #2. <input type="checkbox"/> Booklet ID and student ID labels placed on each Portfolio #2. <input type="checkbox"/> Each Portfolio #2 has all required items. <input type="checkbox"/> Each Portfolio #2 is in Administration Schedule order. <input type="checkbox"/> Placed booklet ID and student ID labels on each Whisper Box. <input type="checkbox"/> Placed booklet ID and student ID labels on each Whisper Box return envelope. <input type="checkbox"/> Each Whisper Box and Whisper Box return envelope is in Administration Schedule order.
VA764 VA CD 1	Whisper Box	Self-Portrait (Portfolio #5)	<input type="checkbox"/> Placed booklet ID and student ID labels on each Whisper Box. <input type="checkbox"/> Placed booklet ID and student ID labels on each Whisper Box return envelope. <input type="checkbox"/> Each Whisper Box and Whisper Box return envelope is in Administration Schedule order. <input type="checkbox"/> Safety mirror placed in each Portfolio #5. <input type="checkbox"/> Booklet ID and student ID labels placed on each Portfolio #5. <input type="checkbox"/> Each Portfolio #5 has all required items. <input type="checkbox"/> Each Portfolio #5 is in Administration Schedule order.
VA765	Self-Portrait (Portfolio #5)	Collage (Portfolio #2)	<input type="checkbox"/> Safety mirror placed in each Portfolio #5. <input type="checkbox"/> Booklet ID and student ID labels placed on each Portfolio #5. <input type="checkbox"/> Each Portfolio #5 has all required items. <input type="checkbox"/> Each Portfolio #5 is in Administration Schedule order. <input type="checkbox"/> Safety scissors placed in each Portfolio #2. <input type="checkbox"/> Booklet ID and student ID labels placed on each Portfolio #2. <input type="checkbox"/> Each Portfolio #2 has all required items. <input type="checkbox"/> Each Portfolio #2 is in Administration Schedule order.
VA766 VA CD 1	Mother and Child (Print Set #3)	Whisper Box	<input type="checkbox"/> Each Print Set #3 (without labels) has all required items. <input type="checkbox"/> Placed booklet ID and student ID labels on each Whisper Box. <input type="checkbox"/> Placed booklet ID and student ID labels on each Whisper Box return envelope. <input type="checkbox"/> Each Whisper Box and Whisper Box return envelope is in Administration Schedule order.

Visual Arts Session Ancillary Materials Preparation (continued)			
Session/CD #	Cognitive Block 1	Cognitive Block 2	Materials Preparation QC Checklist
VA767	Collage (Portfolio #2)	Self-Portrait (Portfolio #5)	<input type="checkbox"/> Safety scissors placed in each Portfolio #2. <input type="checkbox"/> Booklet ID and student ID labels placed on each Portfolio #2. <input type="checkbox"/> Each Portfolio #2 has all required items. <input type="checkbox"/> Each Portfolio #2 is in Administration Schedule order. <input type="checkbox"/> Safety mirror placed in each Portfolio #5. <input type="checkbox"/> Booklet ID and student ID labels placed on each Portfolio #5. <input type="checkbox"/> Each Portfolio #5 has all required items. <input type="checkbox"/> Each Portfolio #5 is in Administration Schedule order.
VA768 VA CD 1	Whisper Box	Mother and Child (Print Set #3)	<input type="checkbox"/> Placed booklet ID and student ID labels on each Whisper Box. <input type="checkbox"/> Placed booklet ID and student ID labels on each Whisper Box return envelope. <input type="checkbox"/> Each Whisper Box and Whisper Box return envelope is in Administration Schedule order. <input type="checkbox"/> Each Print Set #3 (without labels) has all required items.

10D-K. Verify the Booklet ID Number and Student Name on the Preprinted Labels Affixed to Each Ancillary (Portfolio #2, Portfolio #5, Whisper Box Return Envelope) Matches the Booklet ID Number and Student Name on the Administration Schedule and the Booklet Cover.

Check that:

- the booklet ID number and student name on the ancillary label matches the booklet ID number printed in column **N (Original Booklet ID #)** or column **O (Accommodation Booklet ID #)** and the student name printed in column **B (Student Name)** on the Administration Schedule, and
- the booklet ID number on the ancillary label and the booklet ID number printed on the booklet cover match.

10D-L. Verify the Ancillary Materials for Students Who Will Be Assessed in a Separate Accommodation Session Have Been Removed From the Stack and Kept Together for the Accommodation Session Along With the Booklets.

If a student will be assessed in a separate accommodation session, these ancillary materials will be kept separate for the accommodation session. They should be banded together and stored with the student's booklet.

10D-M. Verify That No Ancillary Materials Have Been Prepared for Students Assigned Administration Codes of Ineligible, Withdrawn, Parent Refusal, Student Refusal, or Excluded.

Check that students that have been assigned the following Administration Codes do not have any ancillary materials prepared:

- 46 Parent refusal
- 47 Student refusal
- 51 Withdrawn/graduated
- 54 Ineligible, never attends campus
- 55 Ineligible (other specify)
- 60–65, 67–69 Excluded

10D-N. Ensure the Ancillary Materials Are in Administration Schedule Order.

Conduct a spot check of the session's ancillary materials to ensure each set of ancillary materials is in the same order as the Administration Schedule and prepared booklets.

10D-O. Ensure That the Correct Ancillary Materials Are Stored With the Prepared Booklets in the Materials Session Box.

Keeping the prepared ancillary materials and booklets together in the Materials Session Box will prevent the session materials from becoming mixed up or separated prior to the final preparation steps on assessment day.

10E. Review Part 1 of the QCB for Completeness.

Review Part 1 of the QCB to ensure that all the preassessment activities have been completed. If you have omitted something, correct it now.

- Make note of the information you need to collect from the school coordinator when you arrive at the school.
- Review the date, day, and time of the assessment.
- Review directions to the school and parking instructions.
- Review the Assessment Information Form that you prepared for your team to verify that it is complete.
- Verify which AAs will administer each session at the school.

10F. Review Materials in the School Folder.

Review the materials in the School Folder to ensure that you bring the correct materials for the school. Verify that you have the Administration Schedule(s) for the school and all of the other critical documents that should be included. The School Folder contents are listed on the School Folder Transmittal Form included in the folder.

10G. Review Security and Confidentiality Procedures.

It is your responsibility to account for all assessment materials you receive. Review the following guidelines before each assessment day:

- Work carefully and keep accurate records of materials used as you work through your assignment.
- Never lend unused booklets to other NAEP staff or school staff.
- Never leave completed or unused assessment booklets or other NAEP materials at the school overnight. Take everything with you when you leave the school. If you leave the school between sessions, take all of these materials with you and lock them in the trunk of your car. If you leave the preparation room provided by the school, take the materials with you. NAEP materials must never be left unattended, even for a quick trip to the restroom.
- Account for all used and unused materials when the assignment is completed.
- Secure the session materials under lock and key. Notify your field manager within one hour in the event any material goes missing.

At the Supervisor Training, you commit yourself to keeping the used and unused assessment materials secure before, during, and after the assessment. If you signed an Oath of Office and Pledge of Confidentiality during a previous round of NAEP, they are still in effect for NAEP 2007-2008. The violation of the oath or pledge is sufficient grounds for disciplinary action, including dismissal and criminal penalties.

10H. 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, you should gather all of the materials you will need to bring with you. For each assessment, you will need the items listed below:

- School Folder containing the QCB and the Administration Schedules and Roster of Questionnaires you will use for each session,
- *Supervisor and AA Manuals,*
- Session Scripts,
- Teacher Observer Letter(s),
- Accommodation Teacher Letter(s),

- your NAEP photo ID badge,
- Session Boxes (prepared booklets and visual arts ancillary materials), and
- bulk supplies.

Check your packed assessment materials one more time to verify you have the correct box(es) of materials from Pearson for the school as well as any additional materials you will need for assessment day, including copies of the student lists from all sessions for each AA. The table below provides a comprehensive list of what is required from your session and bulk supplies for every assessment conducted at a school.



Voice of Experience:

You cannot be too careful! It is better to check your materials several times than to arrive at the school with the wrong assessment materials.

Materials for Music Sessions	Materials for Visual Arts Sessions
<ul style="list-style-type: none"> • Original Administration Schedule • List of students for session(s) • 1 box of prepared session materials with: <ul style="list-style-type: none"> - Accommodation booklets, if necessary - Additional booklets assigned to students added to the Administration Schedule, if necessary - Ancillary materials • 1 “Testing in Progress—Do Not Disturb” sign • Timer • CD player and extension cord • CD adapter plug, if necessary • CD for specific music session • Session Debriefing Form 	<ul style="list-style-type: none"> • Original Administration Schedule • List of students for other session(s) • 1 box of prepared session materials with: <ul style="list-style-type: none"> - Accommodation booklets, if necessary - Additional booklets assigned to students added to the Administration Schedule, if necessary - Ancillary materials • 1 “Testing in Progress—Do Not Disturb” sign • Timer • CD player and extension cord for Whisper Box sessions, if necessary • CD adapter plug, if necessary • Whisper Box session CD, if necessary • Session Debriefing Form
Extra Materials to Have Available for AAs’ Use	Extra Materials to Have Available for AAs’ Use
<ul style="list-style-type: none"> • One box of pencils 	<ul style="list-style-type: none"> • One box of pencils

Chapter 7 Summary

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

- demonstrate the process for preparing School Folders with the proper materials;
- demonstrate the process for preparing the Preassessment Packets for schools with the required materials, including preparing the SD and/or ELL Questionnaires, when necessary;
- describe what you must do to prepare for and conduct the preassessment visit scheduling telephone call and the confirmation telephone call;
- identify the procedures for preparing for and conducting the preassessment visit;
- demonstrate how to use the QCB to complete the following preassessment visit activities:
 - collecting correct materials from the school coordinator,
 - completing independent work,
 - meeting with school coordinator, and
 - completing additional tasks before leaving the school.
- describe what you must do immediately after the preassessment visit;
- describe how to prepare for assessment day, including:
 - the process for assigning accommodation booklets;
 - how to conduct a QC check of the prepared assessment booklets; and
 - the importance of adequate and careful preparations for assessment day.

8

LEADING ASSESSMENT DAY ACTIVITIES

This chapter describes your responsibilities before, during, and after assessments on assessment day.

1. Complete Activities Before Assessments on Assessment Day

Procedure 11. Report to the School on the Day of the Assessment

Arrive at the school at least 1 hour before the assessment begins.

Follow the school's protocol for visitor check-in. Be sure to have your NAEP ID Badge on before you enter the school. Have a photo ID with you also in case one is required by the school.

Procedure 12. Meet NAEP Observers, If Necessary

As part of NAEP's comprehensive quality assurance (QA) program, observers from the government (federal and state) and the NAEP contracting organizations (HumRRO, ETS, Pearson, Westat), as well as your field manager and field director, will schedule visits to a sample of NAEP schools on assessment day throughout the field period. These visits are for the purpose of monitoring field staff performance and observing firsthand how well established assessment administration procedures work in the schools.

While this is the overall purpose of site visits, each type of observer will have a slightly different focus. For example, observers from NCES will be visiting to see overall how the assessments happen in schools; observers from Pearson will want to learn how the materials and the packaging and shipping processes are functioning; and observers from the Westat home office will be interested in assuring that all field procedures are working as planned and getting feedback from supervisors and AAs on what might be improved in future years. In addition, your field manager is required to observe each assessment team during the field period and will be evaluating the team's performance using a standardized in-person observation form. And finally, HumRRO has been contracted by NCES to conduct independent quality assurance activities throughout the NAEP test cycle. HumRRO has set protocols for conducting site visits to meet their contractual obligation to NCES. Detailed information on observations is provided in chapter 4.

Procedure 13. Retrieve the NAEP Storage Envelope

You will need to retrieve the NAEP Storage Envelope from the school coordinator upon your arrival at the school. If the school coordinator is not readily available, refer to your QCB for the location of the NAEP Storage Envelope, which you recorded during the preassessment visit.

Procedure 14. Obtain a Dated Copy of the Parent/Guardian Notification Letter, If Necessary

If you were not able to obtain a dated copy of the Parent/Guardian Notification Letter from the school coordinator during the preassessment visit, you will need to do so prior to the assessment start time.

If you are not able to secure this documentation that the parents/guardians have been notified, you must postpone the assessment and reschedule for another day.



Reminder!

If you receive the dated copy of the Parent/Guardian Notification Letter for the first time on assessment day, place it into the School Folder and, after the assessment, update the parent notification information in the School Control System (SCS).

Procedure 15. Ask the School Coordinator If Any Parents or Students Have Refused Participation and Code the Administration Schedule(s), If Necessary

If the school coordinator reports that students or parents have refused participation, code the refusals on the Administration Schedule(s).

If a parent/guardian has refused to allow his/her child to participate, enter an Administration Code of **46** in column **Q** on the Administration Schedule next to the student's name.

If a student has refused to participate, enter an Administration Code of **47** in column **Q** on the Administration Schedule next to the student's name.



Voice of Experience:

Use the Attend. Column, column **A**, to write the letter of the Administration Code if the student will not be assessed. Use "W" for Withdrawn & Ineligible (codes **51**, **54**, and **55**), "E" for Excluded (codes **60-69**), and "R" for Refused (codes **46** and **47**). Then when you are determining what numbers to put in the blanks in the summary box at the top of the Administration Schedule, you will quickly know how many to put in each blank.

Procedure 16. Review the Administration Schedule(s) for Incomplete or Missing Data

Review the Administration Schedule for any missing data.

At this point, it is critical that columns E through M on the Administration Schedule are complete. If there are data still missing at this point, ask the school coordinator to provide the data as soon as possible.

Columns **E** through **M** cannot have **any** missing data. The only columns where it is acceptable to have empty boxes are in column **J**, labeled **Final SD Code**, and column **L**, labeled **Final ELL Code**.

If any new data gathered, such as withdrawals, affect the totals in part 1 of the summary box at the top of the Administration Schedule, recalculate the numbers you entered here after the preassessment visit.

Procedure 17. Go to the Location Where the Assessment Team Will Work

The AAs should organize the assessment materials in one location before it is time to go to the separate assessment locations. Remain in this location with your team as much as possible so you are available to oversee activities before the assessment and answer questions from your AAs.

Procedure 18. Give AAs Their Session Materials

Your team of AAs will have already prepared the booklets and other materials prior to the assessment.¹ However, all assessment materials will remain in your possession until assessment day. You will give each AA the appropriate Session Box containing the prepared booklets and other session materials before the session begins on assessment day. Also, give each AA a Session Debriefing Form to complete.

After the AAs arrive at the school, the first task they are required to perform is to open the Session Box and verify the booklets and ancillary materials have been prepared correctly. This procedure is important because, in some cases, the AA who will be administering the session was not the AA who prepared the booklets. In these cases, reviewing the booklet and materials preparation on assessment day is not only a QC check on another AA's work, but also a way for the administering AA to become familiar with the specifics of the session (i.e., students who have withdrawn, refused, or who need accommodations).

The process of helping the AAs organize for the sessions will take up most of the time before the assessment begins. Therefore, it is important to give your AAs their session materials as soon as possible after they arrive at the school.

¹ Whisper Boxes should be assembled the morning of the assessment at the school.

Procedure 19. Ask the School Coordinator to Accompany You and Your Team to the Assessment Locations

Ask the school coordinator to accompany you and the AAs to the assessment locations in time for the rooms to be prepared. The school coordinator can quickly identify the assessment rooms, and his/her presence will help with the introductions to teachers.

Procedure 20. Introduce Yourself and Your Team to the Teacher

As you locate each room, if possible, introduce yourself to the teacher or other school staff members present. An important time to create a positive rapport with the school and its students occurs when you meet a teacher.

The following is an example of how you might introduce yourself and your team to a teacher.

“Hello, (TEACHER NAME). On behalf of the NAEP team, thank you very much for welcoming us at your school and allowing us to use your classroom (OR OTHER ROOM). My name is (YOUR NAME), and I will be supervising NAEP activities at your school today. I have a team of (# OF AAs), who will be working closely with me to administer NAEP. We look forward to working with you and your students.”

Procedure 21. Provide NAEP Instructions for School Staff Observers

Following your introduction, encourage the teacher and/or the school coordinator to remain in the assessment location during the session to observe and assist in classroom control.

For any teacher or other school staff members who will remain in the assessment room, you must also do the following:

- Tell him/her that the AA will conduct the session by reading from a script and explain that all responses to student questions are scripted to ensure standardization in the process across the nation, and it is critical that AAs respond to each student’s concern or question in this way.
- Distribute the Teacher Observer Letter, which provides instructions on the staff member’s role during the assessment and contains a nondisclosure statement to sign because he/she will have access to the assessment booklets and data.
- Collect the signed forms from the staff members and place them in the School Folder.

It needs to be stressed to any observers that they cannot read the actual test booklets. See pages 1.10-1.11 in chapter 1 for information on how to handle requests to view assessment materials.

Teachers who will be assisting in an accommodation session should be given the Accommodation Teacher Letter to read and sign. This form includes directions to teachers who

will be assisting with students in the accommodation session. As with the Teacher Observer Letter, after a teacher has signed the form, place it in the School Folder.

Procedure 22. Conduct QC Check of Assessment Rooms

Once AAs have finished preparing the room, you are responsible for conducting a final QC check. This QC check is the first one you will perform on assessment day, and the first one you will document using the Assessment QC Record. For instructions on how to use the Assessment QC Record, see the boxed text on page 8.7 and example shown on page 8.8.

Once you have conducted a check of each assessment room, report the status on the Assessment QC Record. If the requirement has not been met, please provide an explanation in the Comments column and the action you took to correct it.

To conduct a QC check of the rooms, walk around to each assessment location and check for the following:

22A. Check That All Supplies Needed for the Session Are Organized and Assessment Materials Are Ready.

Look for the following materials to be set out and easily accessible:

- the *AA Manual*;
- appropriate session script;
- the Administration Schedule for the session;
- list of students in the other sessions in the school (if there is more than one session);
- timer;
- extra pencils;
- CD player and speakers properly set up (if needed);
- correct session CD (if needed);
- extra ancillary items; and
- Session Debriefing Form.

Look for the following materials to be ready for distribution:

- prepared assessment booklets (music only),
- Student Certificates of Appreciation (if the school coordinator did not distribute);

- sharpened No. 2 pencils, and
- Romare Bearden Poster for Collage block hung and visible to students (sessions VA762, VA763, VA765, VA767).



Voice of Experience:

The NAEP materials need to be organized in the assessment room *without* disturbing the items on the teacher’s desk or other table being used. Similarly, no one should go through a classroom desk looking for or taking supplies that might be needed. AAs should always bring to the assessment location all of the office supplies that might be required.

22B. Make Sure Any Visual Materials That Would Assist the Students Are Concealed.

The AA is responsible for concealing any items that could assist the students in taking the assessment. These items could be information on the chalkboard or other items related to the subjects being assessed. AAs should not erase anything written on chalkboards unless given specific approval to do so from the school.

22C. Check That the “Testing in Progress—Do Not Disturb” Sign Has Been Posted Outside the Room.

This sign should be posted on the room door, if possible. If this sign is not posted prominently, the testing could be disrupted. If there is more than one door into the testing location, place a sign at each doorway.



Voice of Experience:

If tape is not available, AAs should use extra “removable labels” to tape the sign to the door.

22D. Check That the School ID Number Is Written for Students to See.

The scripts will instruct students to record the school ID number on their booklet covers.



Voice of Experience:

If a session is being conducted in a room without a board, make arrangements with the school coordinator to have a portable board or easel in place. If this is not possible, write the school ID in marker on a large piece of paper and have the AA post it at the front of the room.

How to Use the Assessment Quality Control Record in Part 2 of the QCB



On assessment day, your principle role is to manage the assessment and to perform quality control checks on the work of your team of AAs.

The Assessment Quality Control (QC) Record (see Exhibit 8-1) is the official documentation that you have conducted the required QC checks for each AA at each school. As shown in the example on the next page, the Assessment QC Record provides a grid for you to evaluate each AA on all of the procedures that he/she is to perform.

The Assessment QC Record divides the AA procedures as follows:

- Quality Control Procedures to Complete Before the Assessment
- Quality Control Procedures to Complete During the Assessment
- Quality Control Procedures to Complete After the Assessment

The procedures listed are the AAs' responsibilities and it is your job to use this form to evaluate the performance of your team of AAs and to ensure that any errors or omissions are corrected.

Directions for Using the Assessment QC Record:

- There are five identical Assessment QC Records (two pages each) which lists the tasks for which you should evaluate each AA.
- **Use one Record per AA for each regular and accommodation assessment session.**
- If you need additional pages, make copies of these pages as necessary and keep the additional pages with the QCB.
- Record the AA's name at the top of each page.
- Check the box for regular or accommodation session.
- Record your evaluation of the AA for each task in the spaces provided on the page by circling a rating of 1 through 5. The ratings are defined as follows:
 1. **AA Met:** The AA conducted **all** tasks associated with the procedure according to NAEP standards, in a professional manner, with no or only very minor deviations.
 2. **AA Partially Met:** The AA conducted **some**, but not all, of the tasks associated with the procedure according to NAEP standards. Performance of tasks, while adequate, had rough spots that needed improvement.
 3. **AA Did Not Meet:** The AA conducted **few or no** tasks associated with the procedure according to NAEP standards. Whenever it is necessary for you to intervene, a "3" rating should be assigned. Ratings of "3" must be explained in the adjacent "Comments" column. Describe the problem and the action you took to correct it.
 4. **Did Not Observe:** Use this code when you were not able to observe the AA conducting the procedure.
 5. **Not Conducted:** Use this code when the procedure was not applicable or did not have to be completed for the given session.
- Follow these steps also for school staff members administering an accommodation session. However, do not write the staff member's name at the top of the Assessment QC Record. Instead, write "school staff." Be sure to evaluate his/her performance and make comments just as you would for an AA.

Exhibit 8-1. Assessment Day QC Record

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

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

22E. Check That Session-Specific Materials Are Ready.

The AA should have prepared any necessary session-specific materials, including:

- setting up the CD player (with the correct CD) for all music sessions and any visual arts sessions with the Whisper Box block (VA763, VA764, VA766, VA768); and
- hanging the *Pittsburgh Memories* poster for any visual arts sessions with the Collage block (VA762, VA763, VA765, VA767).

2. Complete Activities During Assessments on Assessment Day

Procedure 23. Observe and Evaluate AAs Administering Regular and Accommodation Assessment Sessions

Use the Assessment QC Record in Part 2 of the QCB as your guide to overseeing the sessions. In many ways, your role of oversight during the assessment is a challenging one. Without being intrusive or overbearing, you need to allow each AA the latitude to conduct the assessment in a way he/she prefers as long as he/she is still operating within the parameters of standard NAEP procedures. If an AA does something or omits something that could jeopardize the statistical validity of the assessment, you must tactfully and privately bring it to his/her attention. If immediate intervention is required, approach the AA and speak softly so observers and students do not hear.

The following, also printed in the QCB, provides instructions for monitoring all of your AAs at each school.

The Sequence of Monitoring AAs:

- Provide an evaluation of each AA of the procedures completed during the session.
- When multiple sessions are held concurrently at a school, you will not be able to observe each AA conducting an entire session. In these cases, do the following:
 - Observe the first AA reading the introductions, distributing materials, and timing and monitoring the session.
 - Observe the second AA timing and monitoring the session and collecting booklets and materials and dismissing students.
 - If there are more than two AAs at a school, modify the previous sequence so you observe each AA for part of a session.
 - Across schools, rotate which AAs you start observing so you equally observe each AA doing each set of tasks.

- If a school staff member is administering an accommodation, you must include him/her in your QC observations. Just write “School Staff” as the AA name at the top of the Assessment QC Record.



To conduct a thorough QC check, observe that the AA has performed the following:

23A. Ensured That Each Student Is At the Correct Location.

As the session is beginning, the AA will verify that students are in the correct session. AAs should use their copies of student lists from other sessions to determine in which session, if any, the student belongs.

23B. Began the Session on Time.

When AAs have begun to administer assessment sessions, walk around to each session to verify that the sessions started on time as scheduled.

If the session has not begun, assist the AA with whatever is needed to start it as quickly as possible.

If two or more students listed on the Administration Schedule have not arrived after the AA has taken attendance, he/she should wait a few minutes before beginning the session. Rarely should the wait exceed 5 minutes.



Impacts Statistical Validity

Under no circumstance should the AA allow another student to substitute for a sampled student who is absent from the session. It is your responsibility to make sure this is clear to your assessment team.

23C. Selected the Correct Script/CD to Conduct the Session.

As described in chapter 1, there are 32 different session scripts depending on the type of session being conducted. They are:

- 8 Music Session Scripts (one for each session type),
- 8 Music Accommodation Session Scripts (one for each session type),
- 8 Visual Arts Session Scripts (one for each session type),
- 8 Visual Arts Accommodation Session Scripts (one for each session type),

A detailed listing of the session script types is found in the *AA Manual*.

Review the scripts to ensure you know which one should be used for each assessment session.

Each music session script has a corresponding CD. Visual Arts Whisper Box session scripts (sessions VA763, VA764, VA766, VA768) also have a corresponding CD.

During your observation, confirm the AAs are using the correct scripts and CDs, if necessary. This is critical because there are differences between scripts in wording, procedures, and required materials.

23D. Read the Session Script Verbatim.

It is important for AAs to read the script with fluency and expression. Fluency means it is evident the AA has practiced the script ahead of time and is familiar with its syntax. Expression means the AA reads the script naturally and comfortably so students easily understand it.

This is a skill that AAs should practice. It is your responsibility to ensure AAs are able to read a script according to standard NAEP procedure.

AAs need to read all sections of the scripts verbatim except during an accommodation session. Depending on the type of accommodation being offered, it may be necessary for the AA to make modifications to the accommodation session script. The script should be used as a guide for the type of modifications NAEP allows.



Impacts Statistical Validity

The script must be read word for word to ensure all sessions are administered in the same way throughout the country. This is absolutely critical to protect the statistical validity of the assessment.

23E. Distributed and Collected Assessment Materials Following the Session Script Instructions.

Music Sessions

For music sessions, you will observe the AA distributing the assessment booklets at the beginning of the session by calling individual students in Administration Schedule order to the front of the room to receive his/her booklet and a pencil.

At the end of each music session, the AA should again call each student in Administration Schedule order to the front of the room to collect the assessment booklet.

This distribution and collection method is the only one that the AA should use for music sessions.

Visual Arts Sessions

For visual arts sessions, the AA should place the booklet, a pencil kit, and the materials for the first cognitive block on each student's desk prior to the students' arrival. As the students enter the room, you will observe the AA directing the students to find their labeled booklet and materials and take a seat. The AA should have arranged the booklets in a logical (alphabetical) manner in order to minimize confusion as students locate their materials.

After the students complete the first cognitive block, you should observe the AA calling each student in Administration Schedule order to the front of the room to collect their first block materials and distribute the materials for the second block.

Sessions VA761, VA762, VA764, VA765, VA767, and VA768

For these sessions, after the students complete the background questions, the AA should again call each student in Administration Schedule order to the front of the room to collect the assessment booklet and the second block materials. All materials should be collected before the students are dismissed.

Sessions VA763 and VA766

For these sessions (in which the Whisper Box is the second cognitive block), after the students complete the background questions, the AA will instruct the students to leave the booklet, completed Whisper Box, and other materials on their desk. After the students are dismissed, the AA will collect the booklets, disassemble and label the Whisper Boxes, and insert them in the labeled return envelopes.



Voice of Experience:

For visual arts sessions, here is another way the alphabetical table tents can be used: the AA can distribute the booklets alphabetically on each desk or workspace. Then they can place the table tents on appropriate desks. Students will gravitate to the areas where they belong and booklet distribution will go much faster.

How Are Latecomers Handled?

Standard NAEP procedures address two different "latecomer" scenarios:

1. If a student arrives at the assessment location during booklet distribution, the AA should ask the student to wait at the front of the room while he/she finishes distributing booklets. Then, the AA should check in the late student(s); give each his/her assigned booklet, pencil, and other required assessment materials; and direct the student to a seat.
2. If a student arrives after the AA or the students have begun reading booklet directions, the AA should 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.

It is important that the AA follow these procedures to ensure the assessment is standardized by giving all students the same booklet directions and the same amount of time to take the assessment.

23F. Clearly Instructed Students to Remove the Student ID Label From the Cover of Their Booklet and Ancillary Materials.

You are evaluating the AA to ensure that he/she has confirmed that every student has removed the student ID label from the cover of his/her booklet and ancillary items and placed these labels on the corner of the desk.

This procedure is critical for protecting the confidentiality of students because the names of students must never leave the school on the booklets.

The AA will collect and destroy these labels before dismissing students from the session.

23G. Verified That Students Have Properly Recorded the NAEP School ID Number on Their Booklet Covers.

Each booklet must have a school ID number recorded on the cover. The script instructs students to enter this information on the front cover of their booklets prior to beginning the assessment.

To collect accurate data, it is critical that students enter the correct school ID number. Prior to the assessment, the AA should write this number clearly on the board so students can easily reference it.

AAs should 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.

23H. Provided Booklet Directions Appropriately.

Verify that the AA has instructed students to read to themselves the directions for using the assessment booklet.

23I. Timed Sections Correctly.

After the booklet directions, each assessment booklet contains several blocks of cognitive questions for students to answer. These are followed by general background questions.

Background and cognitive sections are timed while students work independently. The session script provides instructions to the AA for the presentation and timing of each section.



Impacts Statistical Validity

Timing is a critical component of standardizing an assessment across the country. This check can be conducted by making sure your team has practiced using the timers provided in your bulk supplies and are using them during each assessment session. Instructions for using the timers are provided in the *AA Manual*.

The following chart displays the timings for the music and visual arts sessions:

Music Sessions					
Session/ Booklet Type	Cognitive Section 1	Cognitive Section 2	Student Background Section 3	Subject Background Section 4	Estimated Total Session Time*
MU741	T2MU3 – Shalom – 30 min.	T2MU4 – Texture – 28 min.	2 min. Directions +5 min. Completion	10 min.	90 min.
MU742	T2MU4 – Texture – 28 min.	T2MU5a – Michael Row – 30 min.	2 min. Directions +5 min. Completion	10 min.	90 min.
MU743	T2MU5a – Michael Row – 30 min.	T2MU6a – Minuet in G – 33 min.	2 min. Directions +5 min. Completion	10 min.	95 min.
MU744	T2MU6a – Minuet in G – 33 min.	T2MU3 – Shalom – 30 min.	2 min. Directions +5 min. Completion	10 min.	95 min.
MU745	T2MU3 – Shalom – 30 min.	T2MU5a – Michael Row – 30 min.	2 min. Directions +5 min. Completion	10 min.	90 min.
MU746	T2MU4 – Texture – 28 min.	T2MU6a – Minuet in G – 33 min.	2 min. Directions +5 min. Completion	10 min.	90 min.
MU747	T2MU5a – Michael Row – 30 min.	T2MU3 – Shalom – 30 min.	2 min. Directions +5 min. Completion	10 min.	90 min.
MU748	T2MU6a – Minuet in G – 33 min.	T2MU4 – Texture – 28 min.	2 min. Directions +5 min. Completion	10 min.	90 min.
Visual Arts Sessions					
Session/ Booklet Type	Cognitive Section 1	Cognitive Section 2	Student Background Section 3	Subject Background Section 4	Estimated Total Session Time**
VA761	T2VA3 – Self-Portrait – 40 min.	T2VA4 – Mother & Child – 35 min.	2 min. Directions +5 min. Completion	10 min.	115 min.
VA762	T2VA4 – Mother & Child – 35 min.	T2VA5 – Collage – 60 min.	2 min. Directions +5 min. Completion	10 min.	135 min.
VA763	T2VA5 – Collage – 60 min.	T2VA6 – Whisper Box – 44 min.	2 min. Directions +5 min. Completion	10 min.	145 min.
VA764	T2VA6 – Whisper Box – 44 min.	T2VA3 – Self-Portrait – 40 min.	2 min. Directions +5 min. Completion	10 min.	125 min.
VA765	T2VA3 – Self-Portrait – 40 min.	T2VA5 – Collage – 60 min.	2 min. Directions +5 min. Completion	10 min.	140 min.
VA766	T2VA4 – Mother & Child – 35 min	T2VA6 – Whisper Box – 44 min.	2 min. Directions +5 min. Completion	10 min.	120 min.
VA767	T2VA5 – Collage – 60 min.	T2VA3 – Self-Portrait – 40 min.	2 min. Directions +5 min. Completion	10 min.	140 min.
VA768	T2VA6 – Whisper Box – 44 min.	T2VA4 – Mother & Child – 35 min.	2 min. Directions +5 min. Completion	10 min.	140 min.
* Includes 15 minutes of additional time					
** Includes 20 minutes of additional time					

Upon request of a school, the AA may allow the students to take a break between sections of the assessment. The time the AA should allow for a break will vary by school. You should inform the AA when and how long a break should be and any special procedures he/she should follow as instructed by the school.

23J. Collected Student ID Labels.

Before the end of the assessment session, verify that the AA has collected the student ID labels from the corner of every student's desk, according to the instructions in the session scripts.

Student ID labels must be properly disposed of to maintain the confidentiality of students. Therefore, it is critical that the names of students be removed from the booklets.

Once the AA has collected the student ID labels, it is important that the AA destroys them. You should observe the AA tearing up the labels and placing them in the trash.



Security and Confidentiality Alert

No names on any completed assessment booklets and completed questionnaires are to leave the school on assessment day. It is your responsibility to make sure your AA team destroys the student ID labels and disposes them at the school. Failure to remove all names from booklets or to take the labels out of the school violates NAEP security and confidentiality.

23K. Accounted for All NAEP Materials.

It is critical that NAEP materials are accounted for before dismissing students from the assessment session. You should observe the AA accounting for each and every assessment booklet, whether completed or blank, and all ancillary items.

After collecting NAEP materials, you should observe the AA counting the used booklets to confirm the number matches the number of students present at the session. You should also observe the AA counting the blank booklets to confirm the number he/she has after the session is the same as the number the AA had before the session.

If the AA finds any NAEP booklets missing, including blank booklets, or any ancillary items, students are not to be dismissed until the missing booklets and materials have been located.

The only exceptions to these procedures are Sessions VA763 and VA766, when the Whisper Box is the second cognitive block. See **Procedure 23E** for instructions on collecting materials for these sessions.

23L. Dismissed Students According to School Protocol.

The AA should dismiss students at the conclusion of the assessment session in the manner you have provided on the Assessment Information Form.

Here you are confirming that the AA has read this information ahead of time and is implementing the correct procedure for the particular school.

In order to maintain a good rapport with the school, it is important that the AA follow school protocol.

23M. Restored the Classroom to Its Original State.

You should verify that the AA has restored the classroom to the state in which it was before the assessment by:

- removing all NAEP signs and/or posters;
- removing the CD, packing up the CD player, extension cord and removing any tape the AA used to secure the cords, if necessary;
- removing any extra marks on desks or tables;
- moving any desks and/or chairs back to their original positions; and
- uncovering or restoring any visual materials that may have been concealed before the assessment.

Procedure 24. Observe and Evaluate AAs Monitoring Sessions



While conducting the QC checks of the AAs using the session scripts and administering the sessions described in **Procedure 23**, you will also conduct QC checks to ensure the AAs are effectively monitoring the sessions.

While students are taking the assessment, check that the AA is walking up and down the aisles and moving through the classroom. The AA's presence and behavior should be unobtrusive and professional.

On occasion, you should observe the AA standing at the rear of the room to observe students inconspicuously. The AA's attention must always be focused on the students.

The AA should be performing many of the checks outlined in this chapter. The AA should also be following standard NAEP procedures for responding to students' concerns or questions and handling special situations that may arise as described in the *AA Manual* and *Strategies* magazine.

Finally, an AA should not be completing paperwork during the assessment.

It is important that AAs across the country take this responsibility seriously because effectively monitoring the assessment session can prevent errors in administration.

The following are the items you will observe and evaluate the AAs on while they are monitoring the session.

24A. Followed NAEP Procedure for Answering Students' Questions About How to Record Answers.

Questions about where and how to record answers are the only type of questions that the AA may answer in his/her own words. Verify the AA has clarified students' questions about how or where to record answers, if necessary.

24B. Followed NAEP Procedure for Responding to Students' Questions During Cognitive Block (Subject-Area) Sections of the Assessment.

Ensure that the AA has not helped students respond to any item in a cognitive section. The AA may not provide any specific information, answers, instructions about any question, or assistance in reading or spelling.

- If a student asked a question about a cognitive block item (other than about how or where to record an answer), ensure the AA replied with this scripted response: "I'm sorry. I cannot answer any questions in this section. Please reread the question and do the best you can."
- The AA has read and provided clarification of directions to students, as necessary.

24C. Followed NAEP Procedure for Responding to Students' Questions During the General and Subject-Specific Background Sections.

The NAEP procedure for responding to student questions during the background sections is different than the NAEP procedure for responding to student questions during the cognitive blocks. Ensure that:

- The AA responded to students' questions during the general background section by referring to the Question-by-Question Specifications (QxQs) within each session script.
- The AA answered questions asked by students by walking to the student's desk and responding quietly to the question.
- If several students had the same question, the AA advised all students in the session of the question and answer.
- The AA advised students that they may skip any general background question they do not feel comfortable answering.



Impacts Statistical Validity

Failure to use the QxQs when answering students' questions during the background section of the assessment booklet could jeopardize the validity of data collected.

24D. Ensured That Students Who Finished Sections Early Did Not Go Back to Previous Sections or Work Ahead in the Booklets.

Verify that:

- The AA has told students who finish a section early that they may not go back to previous sections or work ahead in the booklet.
- If a student is working in the wrong section of the booklet, the AA used a gentle reminder of the correct section as a prompt (e.g., “**You should be working on Section 2 now**”). The AA should continue to stand near the student until he/she sees the student working on the correct section.
- The AA encouraged any student who completes a section of the booklet before time is called to review his/her work in that section only. The student should neither be allowed to work ahead in the NAEP booklet nor be allowed to work on his/her homework or other non-NAEP activity.

Special Considerations When Evaluating AAs Administering Separate Accommodation Sessions

The AA’s primary role is to administer the session and clarify the directions for the students. To truly assess the students’ knowledge, it is important for the AA to refrain from giving and/or prompting answers. Here are some basic guidelines for the AA to follow and for you to observe.

The AA may:

- make modifications to the accommodation session script, depending on the type of accommodation being offered;
- answer student questions regarding the general background section of the booklet, the booklet directions, and the recording of answers;
- allow students to take a break between booklet sections; and
- allow the student(s) to use accommodations/adaptations on the assessment if they have been deemed necessary by the school.

The AA may NOT:

- Provide assistance on assessment items. Students may look for validation on certain items; the AA may not indicate verbally or nonverbally his/her recommendations. Instead, the AA is encouraged to remind students to answer the questions to the best of their ability.
- Allow any student to use accommodations/adaptations on the assessment that are not indicated in his/her IEP or that are not normally used by the student during testing.

To ensure standardization within the assessment process, it is critical that accommodations be administered in a uniform manner nationwide.

24E. Appropriately Handled Difficult Situations Pertaining to Students' Behaviors or Attitudes.

Many different situations may arise during the course of administering an assessment. Verify that the AA responds to each situation in an appropriate manner, as necessary.

- The AA should use the classroom management techniques described in the *Strategies* magazine to help avoid many difficult situations involving students' behaviors and attitudes. This magazine also provides guidelines on the NAEP standard procedures for handling such situations if they do arise. Make sure to read this section of the magazine to familiarize yourself with these procedures. It is your job to verify that when an AA responds to a situation, he/she is doing so appropriately.
- The table below provides information on how the AA should document specific situations and code the student booklet covers.

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

24F. Appropriately Handled Unexpected Situations That Arose During the Session.

Listed below are three special situations that may arise, guidelines for how the AA should respond, and instructions for how the AA should document the situation and code the student booklet covers. If any of these situations happened, ensure that the AA responded appropriately.

Situation	Guidelines	Coding and Notes of Explanation
Student received defective assessment materials	<ul style="list-style-type: none"> ● If a student discovers a defective booklet after beginning work, replace the booklet with another 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. 	<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 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 to make sure the correct number of students is with you. Then 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. <ul style="list-style-type: none"> - Generally, a school staff member will advise you of the school protocol in this situation. - Be sure to first follow their instructions. Then, if necessary, stop the timer and collect all the assessment booklets from the students. - Although in most cases, the assessment can proceed through a lockdown. If the session was interrupted, after a school staff member has indicated it is okay to proceed with the assessment, redistribute the booklets and adjust the timing 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.

3. Complete Activities Following Assessments on Assessment Day

The last procedures that must be completed at the school on assessment day will happen after the assessment sessions have ended and all of the materials have been collected and organized. These include continuing to use Part 2 of the QCB to QC check your AAs' work, determine the need for a makeup session, and conduct the debriefing interview with the school coordinator.

Procedure 25. Verify the Administration Schedule Has Been Completed Accurately

The AA team should have conducted its own QC check to make sure the Administration Schedules were completed properly, but you are responsible for the final check of the Administration Schedules for each session.

Once you have conducted this check, report the status of each AA's Administration Schedule in the Assessment QC Record of Part 2 of the QCB.

To conduct a thorough QC check of the Administration Schedules, perform the following checks:

25A. Verify Each Student Listed on the Administration Schedule Has an Accommodation Code Entered in Column P and an Administration Code Entered in Column Q.

You should have already entered the appropriate Accommodation Code (labeled Accom. Code) in column **P** after the preassessment visit. AAs should not change the Accommodation Code.

Entering an Administration Code in column **Q** of the Administration Schedule (labeled Admin. Code) is the AA's first responsibility after students have been dismissed. Check that:

- the AA entered an Administration Code for each student listed on the Administration Schedule by running your finger down column **Q** to verify that there is an entry for every student, and
- the code the AA has entered is consistent with what you have observed during the course of the assessment session.

The Administration Codes (also listed in column **R** of the Administration Schedule) and the guidelines for using them are printed on the following pages. Note that the Administration Codes the AA will enter based on the session results are limited to the assessed student codes **10-14** and the absent codes **40-49**. However, all Administration Codes are listed here for your reference.

Definitions of NAEP Administration Codes in Column R

Assessed Students—Original Session

10	In session full time. Assessed in original session.
11	No responses in booklet. Student was in original session full time, but there were no responses in the booklet.
12	In session part time. Student left the original session and did or did not return. Specify the reason on the booklet cover.
13	Session incomplete. Specify the reason. Original session was interrupted and no student was able to complete the booklet (e.g., fire drill).
14	Other, specify on cover. Use this code for any situation that is not covered by the other Assessed in Original Session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.

Assessed Students—Makeup Session

20	In session full time. Assessed in makeup session.
21	No responses in booklet. Student was in makeup session the full time, but there were no responses in the booklet.
22	In session part time. Student left the makeup session and did or did not return. Specify the reason on the booklet cover.
23	Session incomplete. Specify the reason. Makeup session was interrupted and no student was able to complete the booklet (e.g., fire drill).
24	Other, specify on cover. Use this code for any situation that is not covered by the other Assessed in Makeup Session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.

Definitions of NAEP Administration Codes in Column R (continued)

Absent Student Codes

40	Temporary. Student is temporarily not in school (less than 2 weeks) due to illness, disability, or excused absence.
41	Long-term. Student has been absent from school 2 weeks or more because of an illness or disability.
42	Chronic truant. Student attends school occasionally, if ever.
43	Suspended. Includes in-school suspension.
44	In school, did not attend session. Student was known to be in school on the day of the assessment but, for example, was not released by teacher, or the school would not allow to participate due to disruptive behavior.
45	Accommodation scheduling problem. School refused accommodation session due to staffing and/or scheduling issues.
46	Parent refusal. Parent officially notified school that he/she refused to allow student to participate in the assessment.
47	Student refusal. Student officially notified school or NAEP staff that he/she refused to participate in the assessment before being given an assessment booklet.
48	Other, specify on cover. Use this code for any absence not covered by codes 40-47. Specify reason on booklet cover (e.g., student came to room too late after session started).
49	Session/subject refused by school. Entire session or certain subjects within a cooperating session were not conducted due to the refusal by the state or school.

Other Student Codes

51	Withdrawn/Graduated. Student is no longer enrolled in the school.
52	Unassigned book (unused). Use this code for any booklet not used because the booklet was not assigned to a student. If the student is assigned an accommodation booklet, the original preassigned booklet should receive this code.
54	Ineligible, never attends campus. Student is listed as enrolled but is not physically attending the school (e.g., home schooled or attending all classes off campus).
55	Ineligible, other. Student was not eligible for the assessment for any other reason (e.g., not in the grade being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.
56	Not in Sample (NIS). Use this code for any student not sampled but assessed at the convenience of the school.

Definitions of NAEP Administration Codes in Column R (continued)	
Reasons for Exclusion	
60	SD – Cannot be assessed. Student whose IEP states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation.
61	SD – Required accommodation not permitted. Student cannot be included in the session due to a disability for which a required accommodation was not permitted (e.g., reading the assessment items to a student selected for a reading assessment).
62	ELL – Cannot be assessed. Student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
63	ELL – Required accommodation not permitted. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not permitted (e.g., bilingual booklet for a student selected for the reading assessment).
64	SD & ELL – Cannot be assessed. Student whose cognitive functioning and/or English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
65	SD & ELL – Required accommodation not permitted. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not permitted.
66	Excluded, but assessed. Students who the school deemed should be excluded from the assessment but the school requested that they participate anyway.
67	SD – Required accommodation not available. Student cannot be included in the session due to a disability for which a required accommodation was not available (e.g., scribe or other accommodation supplied by the school).
68	ELL – Required accommodation not available. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not available (e.g., bilingual dictionary or other accommodation supplied by the school).
69	SD & ELL – Required accommodation not available. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which a required accommodation was not available.

25B. Verify That an Administration Code of 52 Has Been Entered for All Unassigned Booklets on the Administration Schedule.

Verify that for all unassigned booklets, the AA entered Administration Code **52 – Unassigned book** in column **Q** of the Administration Schedule. These are lines on the Administration Schedule where there is a preprinted booklet ID number but the booklet was never assigned to a student.

NOTE: Blank lines that do not have a booklet number preprinted should not be given an Administration Code.

25C. Verify the Summary Box Has Been Completed Accurately.

It is very important that the summary information at the top of the Administration Schedule is accurately recorded.

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

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

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

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

You will need to verify these summary box totals before performing the calculations to determine if a makeup session is necessary.

“Not In Sample” Students, Administration Code 56

If a school required some students to be included in the assessment even though they were not sampled, you will have added the students’ names to the bottom of the Administration Schedule prior to the assessment. You will also have entered the Administration Code **56 = Not In Sample** for these students in column **Q** on the Administration Schedule. Since the students are being assessed, you should enter the appropriate Accommodation Code (**1-3**) in column **P**.

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

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

Procedure 26. Verify the Booklet Covers and Visual Arts Ancillary Materials Have Been Completed Accurately

The AA team should have conducted its own QC check to make sure the booklets/materials were completed properly, but you are responsible for the final check of the booklets/materials for each session.

To conduct this final QC check, thumb through the booklets and materials and “spot” check that the booklet covers and the ancillary materials have been completed correctly. As a general rule, run every third or fourth booklet or set of ancillaries in the stack through the comprehensive series of checks provided below. For ancillaries, check that each art production has the correct ID label affixed and is packed correctly following Pearson guidelines as noted in the *AA Manual*.

This procedure will help you identify if the AA is making any major errors. If you find any errors, consult the AA immediately and jointly check each booklet and ancillary to make sure the error has not been repeated.

Once you have conducted this check, report the status of each AA’s materials in the Assessment QC Record in Part 2 of the QCB.

Procedures 26A through **26H** review the quality control checks that you should conduct for the assessment booklets. **Procedures 26I** through **26K** review the quality control checks you should conduct for the visual arts ancillary materials.

To conduct a thorough QC check of booklets, perform the following checks:

26A. Ensure All Booklets, Including Those Separated During Preparation Activities, Are in Administration Schedule Order.

Check that:

- there is one booklet for each selected student regardless of whether or not the student was assessed;
- all booklets are in Administration Schedule order, including booklets for absent, excluded, withdrawn and ineligible students, and students assessed with a special accommodation booklet.

26B. Ensure Each Booklet Has the Correct School ID Number.

Check that students have entered the school number; or, if not, the AA has entered it.

26C. Verify the Correct Accommodation Codes and Administration Codes Were Transferred From the Administration Schedule to the Student Booklet Covers.

Check that for all students the AA has transferred the student's Accommodation Code and Administration Code from the Administration Schedule to the front cover of the student's booklet.

26D. Verify That Any Administration Code Requiring an Explanation Has One on the Front Cover.

The Administration Codes **12-14**, **22-24**, and **48** all require, by definition, an explanation. Verify that each student given one of these codes on the Administration Schedule and booklet cover has a clear explanation written on the booklet front cover.

26E. Verify the “Accommodations Offered” Box on the Front Cover Has Been Coded.

In order to collect all of the information about the students assessed with accommodations, a box to record **Accommodations Offered** has been added to the student booklet cover. As described earlier, for each student requiring at least one accommodation, you will provide this information to your AAs via the Assessment Information Form, as shown in Exhibit 8-2.

For students requiring one or more accommodation, check that the AA has

- recorded the appropriate Accommodation Code in the **Accom. Code (Col. P)** box, and
- shaded the “Y” oval next to each accommodation the student was offered.

For assessed students requiring no accommodations, check that the AA has left the Accommodations Offered box blank. The Accommodation Code should be **1**.

Below is a chart showing the allowed NAEP accommodations for the arts assessment as listed on the booklet covers.

BID	Bilingual dictionary (word-to-word without definitions). Assign if a student uses for all or part of the assessment. (Do not use with reading booklet.)
LRG	Large-print booklet. Usually administered in the regular session. (Music only)
EXT	Extended time. Assessed with additional time to complete the assessment.
REA	Read aloud. Assessed in regular session if only an occasional word or phrase is to be read aloud. Assessed in separate accommodation session if most or all of the assessment is to be read aloud.
SMG	Small group. Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable.
ONE	One-on-one. Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable.
SCR	Scribe or use of computer. Assessed in separate accommodation session. Used to record student answers.
OTH	Other, specify on cover. Assessed with some other accommodation, such as Braille. Specify the accommodation on booklet cover.
BRK	Breaks during test. Assign if breaks were taken by the student between sections.
MAG	Magnification device. Assign if student used such special equipment for all or part of the assessment.
SSA	School staff administers. Assign this code if a school staff member needs to read the script and administer the session.

26F. Verify That Students Who Required the Extended Time Accommodation (EXT) Have the “Total Time” Recorded on the Front Cover.

For students offered the extended time accommodation, check that in the **Total Time for Accommodation (EXT)** boxes on the booklet cover the AA has:

- entered the total number of minutes the student took to complete the cognitive sections of the assessment booklet;
- entered the standard minutes for the specific session (refer to session timing chart) if a student who was offered extended time did not take more than the standard amount of time to complete the cognitive sections; and
- not entered a number of minutes that is more than three times the regular time allocated for the cognitive sections of the booklet, which is the limit for the extended time accommodation.

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

Accom. Code (Col. P)	Admin. Code (Col. Q)
3	10
If Code 2 or 3, complete the box below.	
Accommodations Offered in Regular or Separate Session (Code All That Apply)	
<input type="checkbox"/> N/A <input type="checkbox"/> BIB <input checked="" type="checkbox"/> BID <input checked="" type="checkbox"/> LRG <input checked="" type="checkbox"/> EXT <input checked="" type="checkbox"/> REA <input checked="" type="checkbox"/> SMG <input checked="" type="checkbox"/> ONE <input checked="" type="checkbox"/> SCR <input checked="" type="checkbox"/> OTH <input checked="" type="checkbox"/> BRK <input checked="" type="checkbox"/> MAG <input checked="" type="checkbox"/> SSA	
If Extended Time (EXT) is coded above, enter the total time used below	
<input type="text" value="0"/> <input type="text" value="7"/> <input type="text" value="6"/>	

26G. Verify Student ID Labels Are Removed From Booklets.

All student ID labels must be removed from the booklets. The AA should have instructed students to do this at the beginning of the assessment session. Check that AAs removed the labels from all booklets, including those belonging to students who did not participate in the assessment, unless those students will be invited to participate in a makeup session.

26H. Ensure All Booklets Have Been Banded Together and the Administration Schedule Is on Top of the Stack of Booklets.

Verify that:

- the correct Administration Schedule is placed on top of each stack, and
- the Administration Schedule is not banded with the booklets—this will tear the edges.

To conduct a thorough check of the visual arts ancillary materials, complete the following steps:

26I. Ensure All Ancillary Materials Completed by Students, Including Those Separated During Materials Preparation, Are in Administration Schedule Order.

Check that:

- there is one set of labeled ancillary materials for each student scheduled to take the following assessment blocks:
 - Self-Portrait,
 - Collage, and
 - Whisper Box.
- All ancillary materials are in Administration Schedule order, including materials for absent students and students assessed in a separate accommodation session.

26J. Ensure the AA Has Correctly Prepared the Ancillary Materials for Shipping.

Check that the visual arts ancillary materials have been prepared as specified in the session scripts for each session:

Visual Arts Session Ancillary Materials Post-Assessment Preparation			
Session/ CD #	Cognitive Block 1	Cognitive Block 2	Post Assessment QC Checklist
VA761	Self-Portrait (Portfolio #5)	Mother & Child (Print Set #3)	<input type="checkbox"/> Removed safety mirrors from each used and unused Portfolio #5. <input type="checkbox"/> Booklet ID label placed on back of each student's Self-Portrait artwork. <input type="checkbox"/> Artwork covered with freezer paper and placed in correct student's portfolio. <input type="checkbox"/> Student ID label removed from each Portfolio #5. <input type="checkbox"/> Each Portfolio #5 is in Administration Schedule order. <input type="checkbox"/> Each Print Set #3 packed in the Session Box and returned to supervisor.
VA762	Mother & Child (Print Set #3)	Collage (Portfolio #2)	<input type="checkbox"/> Each Print Set #3 returned to supervisor. <input type="checkbox"/> Removed safety scissors from each used and unused Portfolio #2. <input type="checkbox"/> Booklet ID label placed on back of each student's Collage artwork. <input type="checkbox"/> Artwork covered with freezer paper and placed in correct student's portfolio. <input type="checkbox"/> Student ID label removed from each Portfolio #2. <input type="checkbox"/> Each Portfolio # 2 is in Administration Schedule order.
Visual Arts Session Ancillary Materials Post-Assessment Preparation			
Session/ CD #	Cognitive Block 1	Cognitive Block 2	Post Assessment QC Checklist
VA763 VA CD 1	Collage (Portfolio #2)	Whisper Box	<input type="checkbox"/> Removed safety scissors from each used and unused Portfolio #2. <input type="checkbox"/> Booklet ID label placed on back of each student's Collage artwork. <input type="checkbox"/> Artwork covered with freezer paper and placed in correct student's portfolio. <input type="checkbox"/> Student ID label removed from each Portfolio #2. <input type="checkbox"/> Each Portfolio # 2 is in Administration Schedule order. <input type="checkbox"/> Each student's Whisper Box is disassembled. <input type="checkbox"/> Booklet ID label placed on inside top lid of each student's Whisper Box. <input type="checkbox"/> Whisper Box covered in freezer paper and placed in correct student's return envelope. <input type="checkbox"/> Student ID label removed from each student's Whisper Box and return envelope. <input type="checkbox"/> Each Whisper Box return envelope is in Administration Schedule order.

Visual Arts Session Ancillary Materials Post-Assessment Preparation (continued)

Session/ CD #	Cognitive Block 1	Cognitive Block 2	Post Assessment QC Checklist
VA764 VA CD 1	Whisper Box	Self-Portrait (Portfolio #5)	<input type="checkbox"/> Each student's Whisper Box is disassembled. <input type="checkbox"/> Booklet ID label placed on inside top lid of each student's Whisper Box. <input type="checkbox"/> Whisper Box covered in freezer paper and placed in correct student's return envelope. <input type="checkbox"/> Student ID label removed from each student's Whisper Box and return envelope. <input type="checkbox"/> Each Whisper Box return envelope is in Administration Schedule order. <input type="checkbox"/> Removed safety mirrors from each used and unused Portfolio #5. <input type="checkbox"/> Booklet ID label placed on back of each student's Self-Portrait artwork. <input type="checkbox"/> Artwork covered with freezer paper and placed in correct student's portfolio. <input type="checkbox"/> Student ID label removed from each Portfolio #5. <input type="checkbox"/> Each Portfolio #5 is in Administration Schedule order.
VA765	Self-Portrait (Portfolio #5)	Collage (Portfolio #2)	<input type="checkbox"/> Removed safety mirrors from each used and unused Portfolio #5. <input type="checkbox"/> Booklet ID label placed on back of each student's Self-Portrait artwork. <input type="checkbox"/> Artwork covered with freezer paper and placed in correct student's portfolio. <input type="checkbox"/> Student ID label removed from each Portfolio #5. <input type="checkbox"/> Each Portfolio #5 is in Administration Schedule order. <input type="checkbox"/> Removed safety scissors from each used and unused Portfolio #2. <input type="checkbox"/> Booklet ID label placed on back of each student's Collage artwork. <input type="checkbox"/> Artwork covered with freezer paper and placed in correct student's portfolio. <input type="checkbox"/> Student ID label removed from each Portfolio #2. <input type="checkbox"/> Each Portfolio #2 is in Administration Schedule order.
VA766 VA CD 1	Mother & Child (Print Set #3)	Whisper Box	<input type="checkbox"/> Each Print Set #3 packed in the Session Box and returned to supervisor. <input type="checkbox"/> Each student's Whisper Box is disassembled. <input type="checkbox"/> Booklet ID label placed on inside top lid of each student's Whisper Box. <input type="checkbox"/> Whisper Box covered in freezer paper and placed in correct student's return envelope. <input type="checkbox"/> Student ID label removed from each student's Whisper Box and return envelope. <input type="checkbox"/> Each Whisper Box return envelope is in Administration Schedule order.

Visual Arts Session Ancillary Materials Post-Assessment Preparation			
Session/ CD #	Cognitive Block 1	Cognitive Block 2	Post Assessment QC Checklist
VA767	Collage (Portfolio #2)	Self- Portrait (Portfolio #5)	<input type="checkbox"/> Removed safety scissors from each used and unused Portfolio #2. <input type="checkbox"/> Booklet ID label placed on back of each student's Collage artwork. <input type="checkbox"/> Artwork covered with freezer paper and placed in correct student's portfolio. <input type="checkbox"/> Student ID label removed from each Portfolio #2. <input type="checkbox"/> Each Portfolio #2 is in Administration Schedule order. <input type="checkbox"/> Removed safety mirrors from each used and unused Portfolio #5. <input type="checkbox"/> Booklet ID label placed on back of each student's Self-Portrait artwork. <input type="checkbox"/> Artwork covered with freezer paper and placed in correct student's portfolio. <input type="checkbox"/> Student ID label removed from each Portfolio #5. <input type="checkbox"/> Each Portfolio #5 is in Administration Schedule order.
VA768/ VA CD 1	Whisper Box	Mother & Child (Print Set #3)	<input type="checkbox"/> Each student's Whisper Box is disassembled. <input type="checkbox"/> Booklet ID label placed on inside top lid of each student's Whisper Box. <input type="checkbox"/> Whisper Box covered in freezer paper and placed in correct student's return envelope. <input type="checkbox"/> Student ID label removed from each student's Whisper Box and return envelope. <input type="checkbox"/> Each Whisper Box return envelope is in Administration Schedule order. <input type="checkbox"/> Each Print Set #3 packed in the Session Box and returned to supervisor.

26K. Verify That the Booklet ID Number on The Label Affixed to the Student's Artwork Matches the Preprinted Labels Affixed to Each Ancillary Holder (Portfolio #2, Portfolio #5, Whisper Box Return Envelope).

Check that the booklet ID number on the label attached to the student's artwork matches the booklet ID number printed on the label affixed to the ancillary holder (Portfolio #2, Portfolio #5, Whisper Box Return Envelope).