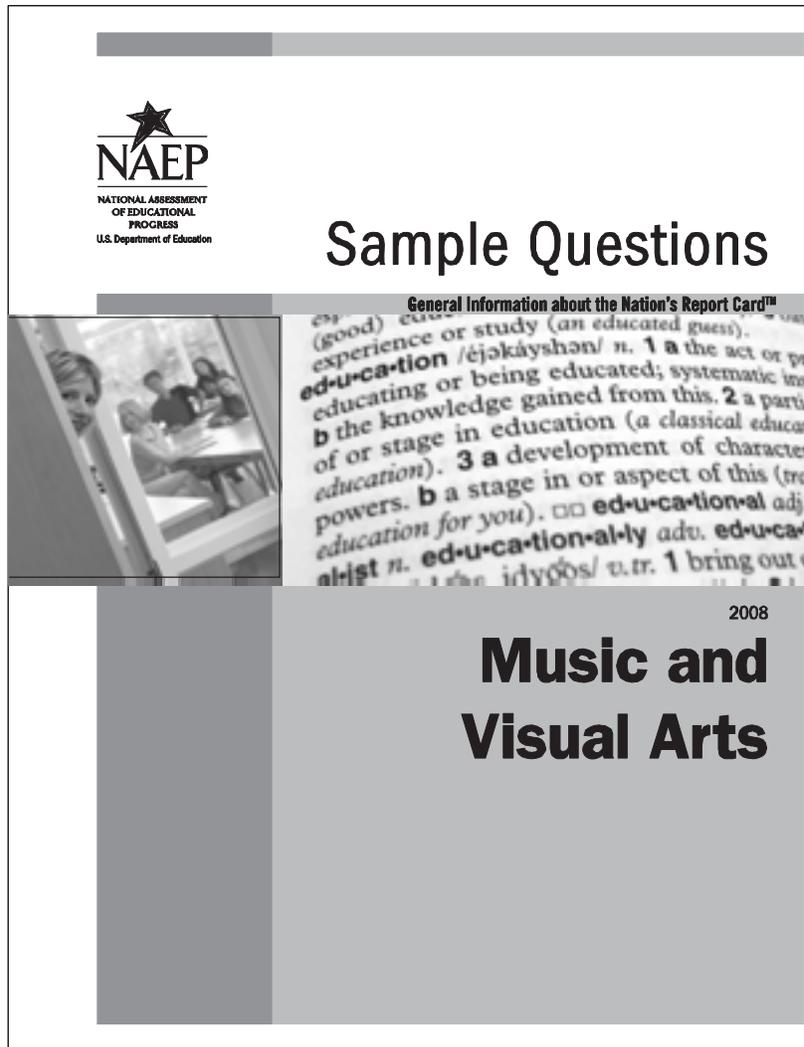


## T. NAEP 2007-2008 Publications

There are a number of NAEP publications that you will use or provide to the schools as needed during your NAEP assignment. These publications come in many formats, from one-page color brochures to small booklets. Below is a list and short descriptions of the most common NAEP publications you will use. You will be provided with a small amount of these documents in your bulk supplies.

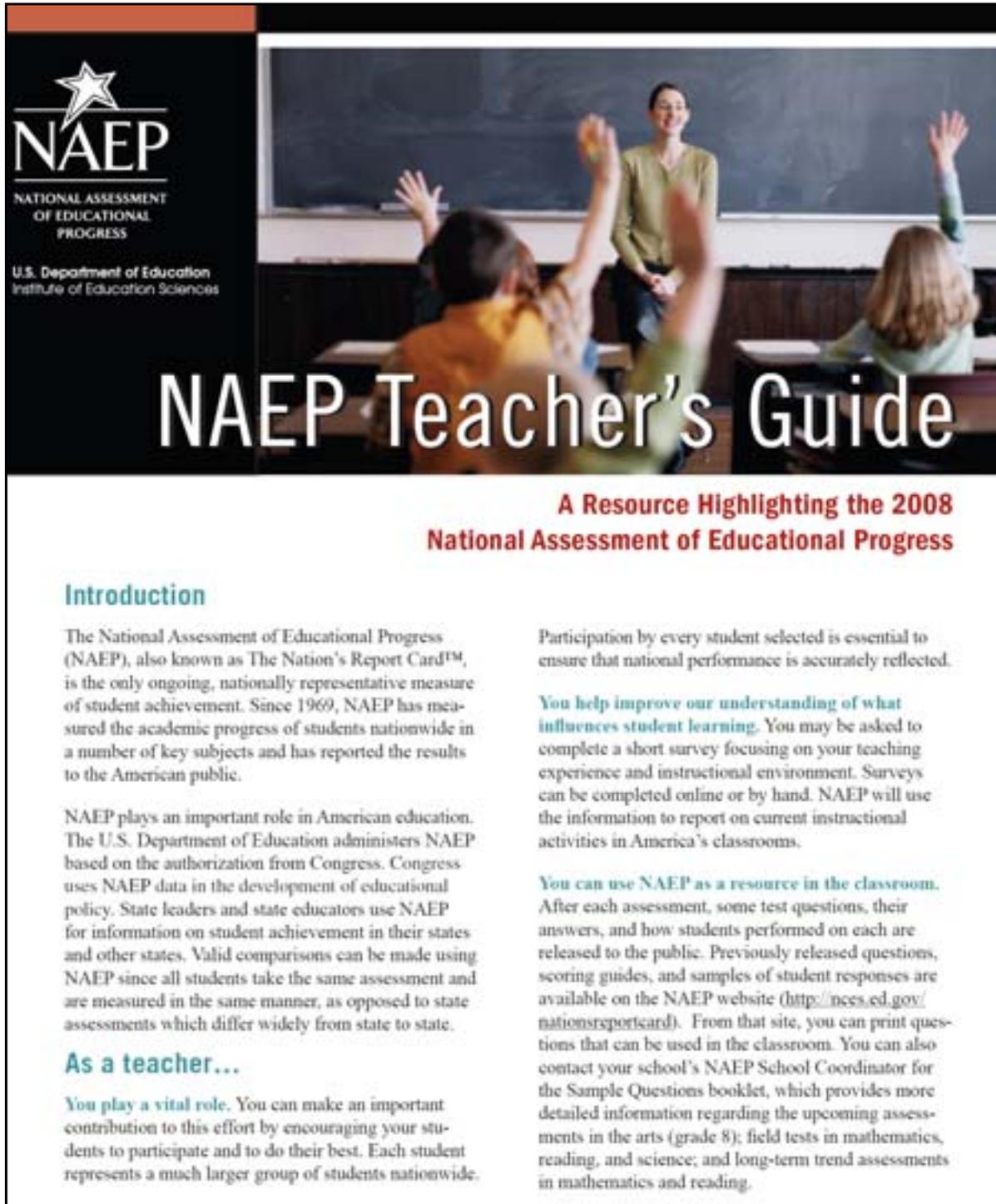
### 1. Sample Questions Booklet

The Arts Sample Questions Booklet contains actual student background questions and examples of the types of cognitive questions in the assessment booklets. Since the cognitive questions in the assessment booklets need to remain secure and are not released to the public, Sample Questions Booklets have been developed for school staff, parents, and other persons interested in the types of questions asked on the NAEP assessment. See chapter 1 for more information on the NAEP Guidelines for Reviewing Assessment Materials.



## 2. *Teacher's Guide to NAEP*

This color brochure provides teachers with facts about NAEP, including why their participation is important and information on how to encourage their students to participate and do their best on NAEP. You will provide these brochures to the school coordinator at the preassessment visit.



The image shows the cover of the 'NAEP Teacher's Guide' brochure. The top half features a photograph of a teacher standing at the front of a classroom, smiling, with several students in the foreground raising their hands. The NAEP logo, which includes a star and the text 'NAEP NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS U.S. Department of Education Institute of Education Sciences', is on the left. The title 'NAEP Teacher's Guide' is prominently displayed in large white letters across the middle of the photo. Below the photo, the text reads: 'A Resource Highlighting the 2008 National Assessment of Educational Progress'. The brochure is divided into two columns of text.

**Introduction**

The National Assessment of Educational Progress (NAEP), also known as The Nation's Report Card™, is the only ongoing, nationally representative measure of student achievement. Since 1969, NAEP has measured the academic progress of students nationwide in a number of key subjects and has reported the results to the American public.

NAEP plays an important role in American education. The U.S. Department of Education administers NAEP based on the authorization from Congress. Congress uses NAEP data in the development of educational policy. State leaders and state educators use NAEP for information on student achievement in their states and other states. Valid comparisons can be made using NAEP since all students take the same assessment and are measured in the same manner, as opposed to state assessments which differ widely from state to state.

**As a teacher...**

**You play a vital role.** You can make an important contribution to this effort by encouraging your students to participate and to do their best. Each student represents a much larger group of students nationwide.

Participation by every student selected is essential to ensure that national performance is accurately reflected.

**You help improve our understanding of what influences student learning.** You may be asked to complete a short survey focusing on your teaching experience and instructional environment. Surveys can be completed online or by hand. NAEP will use the information to report on current instructional activities in America's classrooms.

**You can use NAEP as a resource in the classroom.** After each assessment, some test questions, their answers, and how students performed on each are released to the public. Previously released questions, scoring guides, and samples of student responses are available on the NAEP website (<http://nces.ed.gov/nationsreportcard>). From that site, you can print questions that can be used in the classroom. You can also contact your school's NAEP School Coordinator for the Sample Questions booklet, which provides more detailed information regarding the upcoming assessments in the arts (grade 8); field tests in mathematics, reading, and science; and long-term trend assessments in mathematics and reading.

### 3. Measure Up Flyer

This four-page color flyer provides information for teachers about NAEP results, sample questions, and other topics of interest. A version for public elementary, middle, and high schools has been developed. You will distribute this flyer to each public school coordinator at the preassessment visit, unless the NAEP State Coordinator has already done so. A version has also been developed for private schools, which you will provide at the preassessment visit.



Volume 1, Issue 2, Grades 4, 8, and 12

# Measure Up

Spring 2007

Assessment News for Private Schools



**How Students Are Tested**

The arts make an important contribution to the total experience of education, and, in order to capture this experience, students are tested in three processes: Creating, Performing, and Responding.

**Grade 8 – The Arts Revisited**

In 1997, grade 8 students participated in the NAEP assessment of the arts. Students from the 1997 assessment were assigned tasks related to skill or knowledge in theatrical performance, use of media to create visual arts, or composition of music. Students were also asked to explain, describe, interpret, and evaluate works of art. Fast forward to the winter of 2006 and 600 grade 8 students will have the opportunity to participate in an assessment of the arts in tasks related to music and visual arts.

Students rated student artwork in two categories: creating and responding. In the creating category, scores looked at the relationship between students' abilities to express themselves in written form about their sculptures and the quality of their work. The responding category required students to describe in a thorough, understandable way to critique art, describe clearly the relationship between the technical and expressive aspects of art, and apply design principles to their own creations.

**An Example From the Visual Arts Component of the 1997 Arts Assessment: "The Kitchen"**

Students were first introduced to the idea that a common object can be transformed into a contemporary sculpture. They were then asked to sketch a series of designs for building a sculpture using a kitchen object, such as a utensil. Students then described how they organized and interpreted a kitchen object and attached meaning to their meanings.

Once the ideas were outlined, students created three-dimensional sculptures and integrated shape, detail, and texture by molding plastics and/or wire. The last part of the task was for students to respond to their two- or three-dimensional designs and complete a self-evaluation by answering multiple choice and constructed response questions.

**Did you know?**

- Nationally, about 300 schools will be assessed in the arts. Of that number, only 64 schools will represent private schools.

For more information on the arts assessment:  
<http://naep.nes.ed.gov/nationsreportcard/arts/>

<http://nces.ed.gov/nationsreportcard>



Volume 6, Issue 4-4

# Measure Up

Fall 2007

Assessment news for middle school teachers



**Facts About NAEP 2008**

- From October 8 to December 14, 2007, over 13,000 thirteen-year-olds will take the NAEP long-term trend assessment in reading or mathematics.
- From January 28 to March 7, 2008, over 39,000 eighth-graders will take the NAEP main assessment in reading, mathematics, science, or art.
- Over 800 middle schools have been selected to participate in NAEP 2008.
- Over 600 NAEP staff will administer NAEP 2008.

**LONG-TERM TREND:**

**Three decades of student performance in reading and mathematics**

The NAEP program includes the long-term trend and the main assessments. The long-term trend component assesses students that remain educationally unchanged each time a subject is assessed, allowing students' progress in a subject to be measured over a long period of time. The main assessment, on the other hand, is periodically updated to reflect contemporary changes in educational policies, methods, and institutions, and results in shorter trend times. Additionally, students are sampled by age for long-term trend (9-, 13-, and 17-year-olds) and by grades 4, 8, and 12 for the main assessments. (Additional key differences between NAEP's long-term trend and main assessments are discussed on page 4.) The last long-term trend assessment was administered in 2004. Key findings are listed below.

- ★ In 2004, the average reading score of 13-year-olds was higher than the average score in 1971, but the difference between 1999 and 2004 was not statistically significant.
- ★ Between the first assessment year (1971) and 2004, White, Black, and Hispanic 13-year-olds' average reading scores increased by 5, 22, and 10 points, respectively.
- ★ The average mathematics score for 13-year-olds was higher in 2004 than in any previous assessment year since the first long-term trend mathematics assessment began in 1973.
- ★ In 2004, White, Black, and Hispanic 13-year-olds scored higher on average in mathematics than in 1989 by 6, 11, and 6 points, respectively.
- ★ The White and Black score gap in mathematics for 13-year-olds decreased 19 points, and the White and Hispanic score gap decreased 12 points, between 2004 and the first assessments given in 1973.
- ★ The percentage of 13-year-olds reporting that at least one parent graduated from college increased from 1980 in reading and 1978 in mathematics to 2004, while the percentage reporting that the highest level of education for their parents was a high school diploma or less decreased.

Source: Fuchs, R., and Moran, R. (2008). NAEP 2004 State Assessment Program: Three Decades of Student Performance in Reading and Mathematics (NCES 2008-404). U.S. Department of Education, Bureau of Education Statistics, National Center for Educational Statistics, Washington, DC: Government Printing Office.

<http://nces.ed.gov/nationsreportcard>

## U. Assessment Information Form

Effective communication between you and your AAs is crucial to NAEP's success. The Assessment Information Form is a two-page document developed for you to communicate specific information to the AAs about their assignment and about the accommodation sessions that will be conducted at the school. You can either mail your prepared Assessment Information Forms to your AAs or give the forms to them in person 1-2 weeks before each assessment. Detailed information on how to complete this form is provided in chapter 7.

<b>ACCOMMODATION SESSION INFORMATION</b>		SV: _____ PHONE #: _____ REGION/AREA: _____ <b>NAEP 2008 ARTS ASSESSMENT</b> <b>ASSESSMENT INFORMATION FORM</b>																																																																					
GROUP #: _____ SESSION CHARACTERISTICS (circle all that apply): _____ STUDENT INFORMATION: SESSION # LINE # SUBJECT OTHER ACCOMMODATIONS REQUIRED <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table>														ASSESSMENT DATE: _____ ARRIVAL TIME: _____ SCHOOL: _____ SCHOOL ID #: _____ ADDRESS: _____ SCHOOL COORD: _____ PHONE #: _____ PRINCIPAL: _____		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>SESSION # OR ACCOM. GROUP #</th> <th>REGULAR/ ACCOMMODATIONS</th> <th>ROOM</th> <th>TIME</th> <th>AA</th> <th>ACCOMMODATIONS IN REGULAR SESSION (ADMIN CODE/LINE # ACCOMMODATIONS)</th> </tr> </thead> <tbody> <tr><td> </td><td>R / A</td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>		SESSION # OR ACCOM. GROUP #	REGULAR/ ACCOMMODATIONS	ROOM	TIME	AA	ACCOMMODATIONS IN REGULAR SESSION (ADMIN CODE/LINE # ACCOMMODATIONS)		R / A						R / A						R / A						R / A						R / A						R / A						R / A						R / A				
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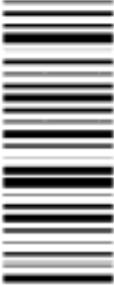
## V. Bundle Slip

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Assessment booklets for both music and visual arts sessions will be packaged in bundles of 11 booklets. Session Boxes for sessions will contain two bundles of booklets. There are eight music session types and eight visual arts session types. The ancillary items required for each session type will also be noted on the slip.

A numbered Bundle Slip, shown below, will be shrink-wrapped with each bundle of booklets. The **Bundle #** on the slip should match the number printed in the **Bundle #** box in the upper-right sections of the Administration Schedule.

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

<b>NAEP 2008 ASSESSMENT – GRADE 8</b>	
<b>TYPE: MUSIC – BK 741</b>	
<b>BUNDLE #: 00001</b>	
<b>INVENTORY #: NA00013508</b>	
SHALOM SHEETS	11 BOOKLETS – MU741
	
000000001 - 2	

## W. Bulk Security Checklist

It is your responsibility to keep track of and account for all booklets assigned to you, both those included in Session Boxes and those sent to you in Pearson bulk supplies. Each time you use a booklet from your bulk supplies, you must record the:

- date you received the booklet from Pearson (Received);
- date you used the booklet (Date Issued);
- School ID and Session ID in which the booklets was used (School/Session);
- Date and time you returned the booklet to Pearson (Date/time Returned); and
- Tracking number of the package in which the booklet was sent to Pearson (Tracking Number).

At the end of the field period, you must return this completed form to your field manager.

NAEP 2008 Bulk Security Checklist					
Supervisor:	Mr. Smith			Seq. #	001
Region #:	IA01				
Bundle #	Received	Date Issued	School/Session	Date/Time Returned	Tracking Number
Book ID's					
<u>201</u>					
7610000091	_____	_____	_____	_____	_____
7610400002	_____	_____	_____	_____	_____
7610000001	_____	_____	_____	_____	_____
7610000060	_____	_____	_____	_____	_____
7610450680	_____	_____	_____	_____	_____
7617534689	_____	_____	_____	_____	_____
7611123794	_____	_____	_____	_____	_____
7611234567	_____	_____	_____	_____	_____
7610005594	_____	_____	_____	_____	_____
7610023364	_____	_____	_____	_____	_____
7610078532	_____	_____	_____	_____	_____
<u>202</u>					
7620000091	_____	_____	_____	_____	_____
7620042000	_____	_____	_____	_____	_____
7620000001	_____	_____	_____	_____	_____
7620000060	_____	_____	_____	_____	_____
7620450680	_____	_____	_____	_____	_____
7627534689	_____	_____	_____	_____	_____
7621123794	_____	_____	_____	_____	_____
7621234567	_____	_____	_____	_____	_____
7620005594	_____	_____	_____	_____	_____
7620023364	_____	_____	_____	_____	_____
7620078532	_____	_____	_____	_____	_____
<b>Instructions: This form is for your use only. Do not return to Pearson.</b>					
Each time you use a booklet from a bundle, you must record the date used, the name and ID of the school, the session and line number it was assigned to and the tracking number of the package in which it was returned to Pearson. All unused booklets from these bundle(s) must have the tracking number of the package in which it was returned to Pearson.					
This completed form must be returned to your field manager at the end of the assessment period.					

## 2. Assessment Forms and Materials

The materials described in this section are used primarily in schools during the assessment period. Some of the materials are used by the AAs for administering the assessment sessions, while others are for observers or school staff who administer accommodation sessions.

### A. Assessment Booklets

The assessment booklets are used to assess the selected students. There are eight music booklets (MU741–MU748) and eight visual arts booklets (VA761–VA768). The cover of each booklet contains space to record the school ID number. Each booklet cover also has a code in the upper-right corner (see examples below). This code is made up of the following two components:

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

The diagram illustrates the layout of an assessment booklet cover. It shows a larger, partially cut-off version at the top and a smaller, complete version below it. The larger version is labeled '2008 Grade 8 Music Book MU741' and includes a table for 'SECTION' with options 1 (MU3), 2 (MU4), 3 (D1), and 4 (MUB1). The smaller version includes the NAEP logo, a barcode with the code '741 - XXXXXX - X', a 'DO NOT USE' keypad, and a 'School Information' section with a 'SCHOOL #' field. A callout box on the right points to the 'MU741' code, identifying 'MU' as 'Letters Identifying Subject' and '741' as 'Three-digit Booklet Version'.

---

## **B. Session Scripts and Question-by-Question Specifications**

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### **1. Session Scripts**

#### **Regular Session Scripts**

Session scripts are used to administer the assessment. This year, there are 16 different scripts for regular assessment sessions as indicated below.

- Eight Music Session Scripts
- Eight Visual Arts Session Scripts

There are differences between scripts in wording, procedures, and required materials. The session scripts are provided in a separate bound booklet.

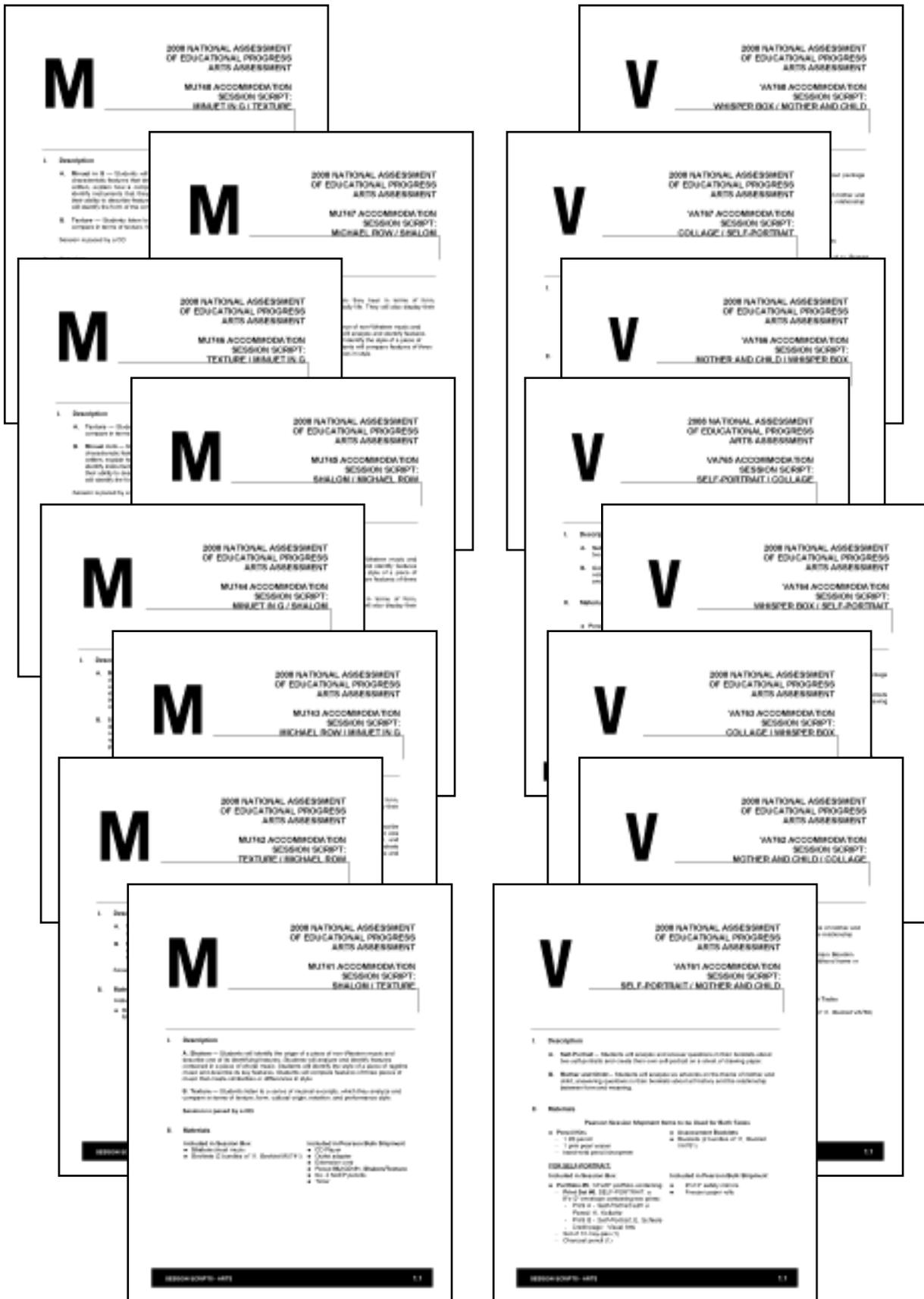


**Accommodation Session Scripts**

Accommodation scripts should be used to administer separate accommodation sessions. These scripts have been developed to meet the specific needs of the students who are being accommodated. Some sections of the scripts have been shortened or simplified, and the timing of the sections is less stringent. There are 16 accommodation scripts:

- Eight Music Accommodation Session Scripts
- Eight Visual Arts Accommodation Session Scripts

These scripts are printed in a separate booklet.



## 2. Question-by-Question Specifications

Question-by-Question Specifications, also referred to as “QxQs” for short, are brief explanations of the intent of each question in the student background questionnaire sections of the assessment booklet, and instructions on how AAs (and any other session administrators) are required to answer certain questions from students about each questionnaire item.

There are two sets of QxQs at the back of each session script. One set for the general student background questions and another for the subject background questions. AAs must refer to them when helping students understand the intent of a question in the background section.

## C. Teacher Observer Letter

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

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

**NAEP 2008 ARTS ASSESSMENT  
TEACHER OBSERVER LETTER**

**We welcome you to the NAEP assessment!**

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

**We appreciate your assistance in NAEP!**

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

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

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

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

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

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

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

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

**AFFIDAVIT OF NONDISCLOSURE**

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

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

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

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

(Signature) \_\_\_\_\_  
(Job Title) \_\_\_\_\_  
(Date) \_\_\_\_\_

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

## D. Accommodation Teacher Letter

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

Since these staff members have access to the assessment booklets and data, the Accommodation Teacher Letter also contains a nondisclosure statement. The letter is printed on two-part paper. On the assessment day, you will provide this letter to school staff administering or assisting in an accommodation session and collect the signed copies just prior to the assessment.

**NAEP 2008 ARTS ASSESSMENT  
ACCOMMODATION TEACHER LETTER**

**We welcome you to the NAEP assessment!**

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

**We appreciate your assistance in NAEP!**

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

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

**If conducting an accommodation session, you may:**

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

**You may not:**

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

**AFFIDAVIT OF NONDISCLOSURE**

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

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

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

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

(Signature) \_\_\_\_\_  
 (Job Title) \_\_\_\_\_  
 (Date) \_\_\_\_\_

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

## E. Session Debriefing Form

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

A Session Debriefing Form, shown below, must be completed for each original session, each separate accommodation session, and each makeup session held in the school. Instructions for completing the form are located in the *AA Manual*.

Overall, how well did this session go?

Very well  
 Satisfactory  
 Unsatisfactory

If "Unsatisfactory," record comment:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Record any UNUSUAL circumstances in this session not previously mentioned

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Subject	Booklet ID #	Student Question

RETURN THIS COMPLETED FORM TO YOUR FIELD MANAGER

31 states \_\_\_\_\_

**SESSION DEBRIEFING FORM—Arts Assessment**

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

Session Date: \_\_\_\_\_ Region #: \_\_\_\_\_  
 School Name: \_\_\_\_\_ School ID #: \_\_\_\_\_  
 Person Completing Form: \_\_\_\_\_ SV: \_\_\_\_\_  
 Other NAEP Staff Assisting with Session: \_\_\_\_\_  
 Other Observer's Present: \_\_\_\_\_  
 Session Number: \_\_\_\_\_ (e.g. M13A07's V13807)  
 This session was:  Regular Session  Accommodation Session  
 Makeup/Regular Session  Makeup/Accommodation Session

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

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

**REACTION TO SESSION**

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

### 3. Guidelines for Completing Scannable Documents

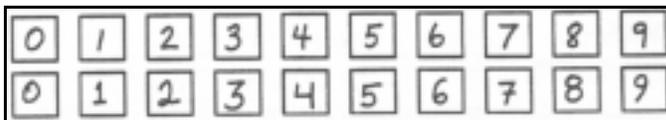
The data you enter on many of the forms discussed in this chapter are machine scannable. Below are the guidelines for completing scannable documents.

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

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

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

The following are **acceptable** writing styles:



The following are **unacceptable** writing styles because there are edges that touch the sides of the box and extraneous loops on characters:



#### Impacts Statistical Validity

Be careful when entering information on scannable documents. Remember to enter information carefully and check your entries to verify you have entered the correct information.

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## Chapter 3 Summary

Upon completing this chapter, you should be able to:

- describe various NAEP materials,
- describe when and how each material is used during NAEP, and
- understand the guidelines for completing scannable documents.