

ADMINISTER

a manual for Assessment Administrators

2008



FIELD TEST

NAEP 2007–2008

ASSESSMENT ADMINISTRATOR MANUAL—FT

Table of Contents		Page
1	INTRODUCTION TO NAEP	1.1
	1. NAEP Overview	1.1
	A. Characteristics of NAEP	1.2
	B. NAEP Organizational Structure	1.4
	2. The NAEP Program for 2008	1.6
	A. Long-Term Trend (LTT)	1.6
	B. Science Interactive Computer Tasks Pre-pilot	1.6
	C. Field Test Studies in Reading, Mathematics, and Science	1.6
	D. Arts Assessment	1.6
	3. The Security of Assessment Materials and Confidentiality Issues	1.6
	A. NAEP Guidelines for Viewing Assessment Materials	1.7
B. Requests From News Media	1.8	
C. The NAEP Code of Ethics	1.8	
4. Goals of the NAEP 2008 FT Training Program	1.10	
5. Manual Format	1.11	
2	UNDERSTANDING NAEP FORMS AND MATERIALS	2.1
	1. NAEP Forms and Materials	2.1
	A. Assessment Information Form	2.2
	B. Administration Schedule	2.3
	C. The Session Scripts	2.10
	D. Teacher Observer Letter	2.13
	E. Accommodation Teacher Letter	2.15
	F. The Session Materials	2.17
	G. Assessment Booklets	2.17
	H. The Ancillary Materials	2.19
	I. The Science Kits	2.22
	J. Student Appreciation Certificates	2.22
	K. Session Debriefing Form	2.23
	L. School Staff Questionnaires and Roster of Questionnaires	2.25
1. School Staff Questionnaires	2.25	
2. Roster of Questionnaires	2.27	

3. The School Questionnaire.....	2.28
4. The Teacher Questionnaire.....	2.30
5. SD and ELL Questionnaires.....	2.33
M. Booklet Preparation and Assessment QC Records.....	2.36

3

QUALITY CONTROL ACTIVITIES 3.1

1. NAEP Quality Control Checks	3.1
A. Quality Control Checks Conducted by Your Supervisor.....	3.1
B. School Visits by NCES, ETS, and Westat	3.1
C. Quality Assurance Conducted by HumRRO.....	3.1
D. School Visits by Your Field Manager.....	3.3
E. Follow-up Telephone Calls to Schools	3.4
2. Your Role in NAEP Quality Control	3.4

4

PREPARING FOR ASSESSMENT DAY 4.1

1. Activities to Complete Before Assessment Day	4.1
Procedure 1. Receive and Review the Assessment Schedule.....	4.1
Procedure 2. Practice Using Session Scripts	4.1
Procedure 3. Receive and Review the Assessment Information Form	4.2
Procedure 4. Prepare the Booklets.....	4.4
4A. Check the Bundles of Assessment Booklets.....	4.4
4B. Verify the Booklet ID Number and Attach the Student ID Label.....	4.6
4C. Prepare Accommodation Booklets.....	4.7
4D. Check Column Q on the Administration Schedule for Withdrawn/Ineligible/Excluded Students and Refusals.	4.9
4E. Record the Line Number and Session Number on the Booklet Cover.....	4.10
4F. Insert Required Ancillary Materials Inside the Booklets.	4.10
4G. Band Together Booklets.....	4.10
4H. Conduct a Quality Control (QC) Check on the Prepared Booklets.....	4.11
Procedure 5. Gather Materials to Bring to the School on Assessment Day	4.11
Procedure 6. Review Guidelines for Professional Dress	4.12

5

PREPARING FOR AND ADMINISTERING ASSESSMENT SESSIONS 5.1

1. Activities to Complete Before the Assessment.....	5.1
Procedure 1. Report to the School on the Day of the Assessment	5.1
Procedure 2. Go to the Location Where the Assessment Team Will Work	5.2
Procedure 3. Receive the Session Materials.....	5.2
Procedure 4. Prepare the Room.....	5.3
4A. Set Out the Supplies You Will Need for the Session.....	5.3
4B. If SICT, Help Your Supervisor Set Up the Computer Room.....	5.4

4C. Erase or Conceal Visual Materials.	5.4
4D. Post the “Testing in Progress—Do Not Disturb” Sign Outside the Room.	5.4
4E. For Grades 4 and 8, Write the Teacher Names and Corresponding Teacher Numbers on the Board.	5.5
4F. For Grades 8 and 12, Write the School ID Number on the Board.	5.6
4G. Conduct Quality Control Check of Assessment Room.	5.7
2. Activities to Complete During the Assessment	5.7
Procedure 5. Administer the Session	5.7
5A. Ensure That Each Student Is at the Correct Location.	5.7
5B. Begin the Session on Time.	5.7
5C. Stagger Start Times.	5.7
5D. Use the Correct Session Script to Conduct the Session.	5.8
5E. Read the Session Script Verbatim.	5.8
5F. Use the Most Appropriate Method to Distribute Booklets.	5.8
5G. Instruct Students to Remove the Student ID Label From the Cover of Their Booklets.	5.9
5H. For FT Sessions, Check That Students Removed Additional Materials From the Inside Cover and Placed Them on the Corner of Their Desks.	5.9
5I. For Grades 8 and 12, Verify That Students Have Properly Recorded the School ID Number on Their Booklet Covers.	5.10
5J. For Grades 4 and 8, Check to See That All Students Have Properly Recorded the Two-Digit Teacher Number in the Correct Area of the Booklet Covers.	5.10
5K. If Grade 4, Read the Booklet Directions Aloud.	5.10
5L. If Grade 4, Distribute and Collect Calculators Appropriately, When Required.	5.10
5M. If Grades 8 and 12: Check To See That Students Who Brought Their Own Calculators Are Using One That Is NAEP Appropriate.	5.11
5N. Time Sections Appropriately.	5.11
5O. If C1 or C2 Session, Collect Booklets and Transport Students to Their Next Session.	5.15
5P. Collect Student ID Labels.	5.15
5Q. Collect NAEP Materials at the End of the Assessment.	5.15
5R. Account for All NAEP Materials Before Dismissing Students.	5.16
5S. Dismiss Students According to School Protocol Outlined on the Assessment Information Form.	5.16
Procedure 6. Administer Science Hands-On Tasks	5.17
6A. Distribute the Science Kits.	5.17
6B. Follow Safety Issues Guidelines.	5.18
6C. Follow Guidelines for Responding to Students’ Questions.	5.18
6D. Follow Guidelines for Cleanup Procedures.	5.18
Procedure 7. Administering SICT	5.19
7A. Instruct Students to Enter Their Login Information.	5.19
7B. Time Directions.	5.19

7C. Instruct Students to Remove the Student ID Label From the Cover of Their Booklets..... 5.19

7D. Time Cognitive Sections – 2 30 min..... 5.19

7E. Time Background Sections. 5.19

7F. Answer Students’ Questions About How to Navigate the System. 5.19

7G. Answer Students’ Questions Related to the Complex Items..... 5.19

Procedure 8. Monitor the Session 5.20

8A. Answer Students’ Questions About How to Record Answers. 5.20

8B. Answer Students’ Questions During Cognitive Block (or Subject-Area) Sections of the Assessment..... 5.20

8C. Answer Students’ Questions During the General Background Section. 5.21

8D. Answering Students’ Questions During the Subject-Area Background Section. 5.21

8E. Ensure That Students Who Have Finished Sections Early Have Not Gone Back to Previous Sections or Worked Ahead in the Booklets..... 5.22

8F. Handle Difficult Situations Pertaining to Students’ Behaviors or Attitudes. 5.22

8G. Handle Other Unexpected Situations That May Arise..... 5.23

6

ADMINISTERING ACCOMMODATION SESSIONS 6.1

Procedure 1. Understand Accommodations Most Frequently Provided by NAEP..... 6.1

Procedure 2. Understand How to Code Accommodations 6.10

2A. Assign the Accommodation Codes 6.10

2B. Accommodations for Science Interactive Computer Tasks (SICT) 6.11

2C. Bilingual, Braille, and Large-Print Booklets 6.12

2D. Extended Time 6.12

2E. Read Aloud to Self 6.12

2F. Code for Read Aloud – Occasional..... 6.13

2G. Administering Bilingual Booklet Accommodations 6.13

2H. If Grade 4, Inclusion Books 6.13

2I. If Grade 4, Code for Inclusion Books 6.13

Procedure 3. Administer Separate Accommodation Sessions 6.13

3A. Use the Accommodation Session Scripts When Conducting Separate Accommodation Sessions. 6.13

3B. Ensure That School Staff Assisting in the Administration Adhere to the Guidelines Described in the Accommodation Teacher Letter. 6.13

3C. Follow the Same Standard NAEP Procedures for Monitoring the Session..... 6.14

Procedure 4. Administer Accommodations Within the Regular Session 6.14

Procedure 5. Recognize Accommodations NOT Allowed by NAEP..... 6.14

5A. Code Students Who Cannot be Assessed—Accommodation Not Permitted. 6.15

5B. Code Students Who Cannot Be Assessed—Accommodation Not Available.....	6.15
5C. Code Students Who Cannot Be Assessed—Cannot Be Assessed.....	6.15
5D. Code Students Who Cannot Be Assessed—Accommodation Scheduling Problem.....	6.16

7

COMPLETING ACTIVITIES AFTER THE ASSESSMENT.. 7.1

Procedure 1. Account for All Materials Used.....	7.1
Procedure 2. Complete the Administration Schedule.....	7.1
2A. Enter an Administration Code in Column Q.....	7.1
2B. Enter an Administration Code of 52 for All Unassigned Booklets..	7.4
2C. Complete the Summary Box.....	7.4
Procedure 3. Code the Booklet Covers.....	7.5
3A. Organize All Booklets Back Into Administration Schedule Order...	7.5
3B. Ensure That Each Booklet Has the Correct School ID Number.....	7.5
3C. Transfer the Administration Codes and the Accommodation Codes to the Student Booklet Covers.....	7.5
3D. Write an Explanation on the Booklet Cover.....	7.5
3E. Code the Accommodations on the Booklet Cover.....	7.5
3F. Code the “Total Time for Accommodation (EXT)” Boxes for Extended Time Accommodations.....	7.7
3G. Verify That Student ID Labels Are Removed From Booklets.....	7.8
3H. Band the Booklets Together and Place the Administration Schedule on Top of the Stack.....	7.8
3I. Provide Materials to Your Supervisor for Quality Control Check....	7.8
Procedure 4. Pack Session Box and Return Additional Materials to Your Supervisor.....	7.9
4A. Pack the Session Boxes According to Pearson Procedure.....	7.9
4B. Provide Leftover Session Materials to Your Supervisor.....	7.10
4C. Provide Session Box to Your Supervisor for Final QC Check of Session Materials.....	7.10
Procedure 5. Complete the Session Debriefing Form.....	7.11

8

CONDUCTING A MAKEUP SESSION..... 8.1

Procedure 1. Secure Assessment Materials for the Makeup Session.....	8.1
Procedure 2. Retrieve the NAEP Storage Envelope.....	8.1
Procedure 3. Organize the Booklets.....	8.1
Procedure 4. Prepare the Room.....	8.2
Procedure 5. Conduct the Makeup Session.....	8.2
Procedure 6. Complete the Administration Schedule.....	8.2
Procedure 7. Code the Booklet Covers.....	8.3
Procedure 8. Prepare the NAEP Storage Envelope.....	8.3
Procedure 9. Repack the Session Box and Return It to Your Supervisor ..	8.3
Procedure 10. Complete the Session Debriefing Form and Return It to Your Supervisor.....	8.3

Q

Quick Checks

T

Test Your Knowledge

A

Appendix A – Glossary

1

INTRODUCTION TO NAEP

1. NAEP Overview

The National Assessment of Educational Progress (NAEP) is a congressionally mandated project administered by the National Center for Education Statistics (NCES) branch of the U.S. Department of Education. The National Assessment Governing Board (the Governing Board) provides overall policy direction for the NAEP program, including selecting the academic subject areas to be assessed and developing content frameworks that specify assessment content. The Governing Board is an independent, bipartisan group whose members include governors, state legislators, local and state school officials, educators, business representatives, and members of the general public.

Often called “the Nation’s Report Card,” NAEP is the only nationally representative, continuing assessment of what America’s students know and can do in various subject areas. Through 1988, NAEP reported only on the academic achievement of the nation as a whole. Beginning in 1990 with the Trial State Assessment, however, states participated in NAEP on a volunteer basis in order to receive state-level results. In 1996, the authorizing statute no longer considered the state component to be “trial.”

A significant change to state NAEP occurred in 2001 with the reauthorization of the Elementary and Secondary Education Act, also referred to as the “No Child Left Behind Act of 2001” (NCLB) (Pub. L. 107-110). NCLB impacted state NAEP beginning in the 2002–2003 school year in the following areas:

- all states and districts are required to participate in NAEP assessments of reading and mathematics¹ at grades 4 and 8 biennially as a condition of receiving Title I funds;
- a federally funded full-time NAEP State Coordinator could be hired in each state; and
- the NCES contractor staff administers the NAEP assessments, thereby greatly reducing the burden on school staff.

¹ State participation in science and writing remains voluntary.

As a result of the NCLB legislation, NCES and the Governing Board implemented the following policies and procedures:

- parental notification is required for all NAEP assessments;
- there are procedures in place for interested parties wishing to view secure assessment items;
- there are procedures in place for those wishing to formally file a complaint; and
- the minimum participation level is raised to 85 percent of originally selected schools to receive reported results in all reported subjects, including science and writing.

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

A. Characteristics of NAEP

NAEP is

- an assessment at grades 4, 8, and 12 that allows student educational achievement to be compared across states and regions of the country;
- an assessment that identifies the percentage of students in the nation who meet standards for Advanced, Proficient, or Basic performance in a variety of subjects;
- a yardstick that state educators, legislators, and governors can use to gauge the effectiveness of state educational policies;
- the only reliable, ongoing measurement tool that members of Congress, the President, and other policymakers and researchers can use to review student progress during the past 30 years at the national level; and
- a source of information that allows the public to assess the academic performance of students in their state and the nation as a whole.

NAEP provides

- state and national performance results in reading, mathematics, science, and writing;
- national student performance results in U.S. history, geography, civics, the arts, foreign language, world history, and economics;
- long-term trends in national student performance in reading and mathematics during the past 30 years; and
- comparisons in student performance based on factors such as race/ethnicity, gender, public and nonpublic schools, level of parental education, prior course-taking, and classroom/school conditions and practices.

Here are additional facts about NAEP:

An independent body decides what is tested.

The Governing Board selects the academic subject areas to be assessed and develops content “frameworks” or test blueprints.

NAEP ensures confidentiality.

No information on individual students, families, or schools is included in NAEP data releases or reports. Likewise, no records are kept that connect students’ names with the answers they gave on the assessment. It is against federal law to identify any student participating in NAEP. The law specifies severe penalties for anyone revealing the identity of students taking NAEP.

Participation in NAEP is designed to cause minimal disruption of school activities.

Most students spend only 90 minutes of their time taking NAEP. No student preparation time is necessary. Assessments are conducted by NAEP staff and take place either in school classrooms or other locations in the school selected by school officials. School officials are always welcome to observe the assessment.

NAEP encourages inclusion of special needs students.

The national and state NAEP assessment procedures encourage inclusion of students with disabilities (SD) and English language learners (ELL). To include the highest possible percentage of sampled students, NAEP permits most commonly offered testing accommodations for special needs students during the assessment.

NAEP uses a variety of assessment formats.

NAEP includes both multiple-choice and open-ended questions that require students to write an answer that, depending on the question, can range from a few words to more than a page. Recent NAEP assessments have also used stimulus materials, including mathematics manipulatives and other materials, to augment the traditional multiple-choice format.

NAEP administers background information questionnaires to explore factors and practices that influence learning.

Students, teachers, and school administrators are surveyed to collect contextual background information regarding student and school characteristics, instructional practices, and curricula. NAEP asks only questions directly related to the appraisal of academic achievement. The input in the questionnaires is used only to analyze overall academic achievement. Individual performance is not evaluated.

B. NAEP Organizational Structure

The chart on the next page shows the current organizational structure of NAEP. Also included in the alliance is HumRRO, the NAEP Education Statistics Services Institute (NESSI), and Hager Sharp.

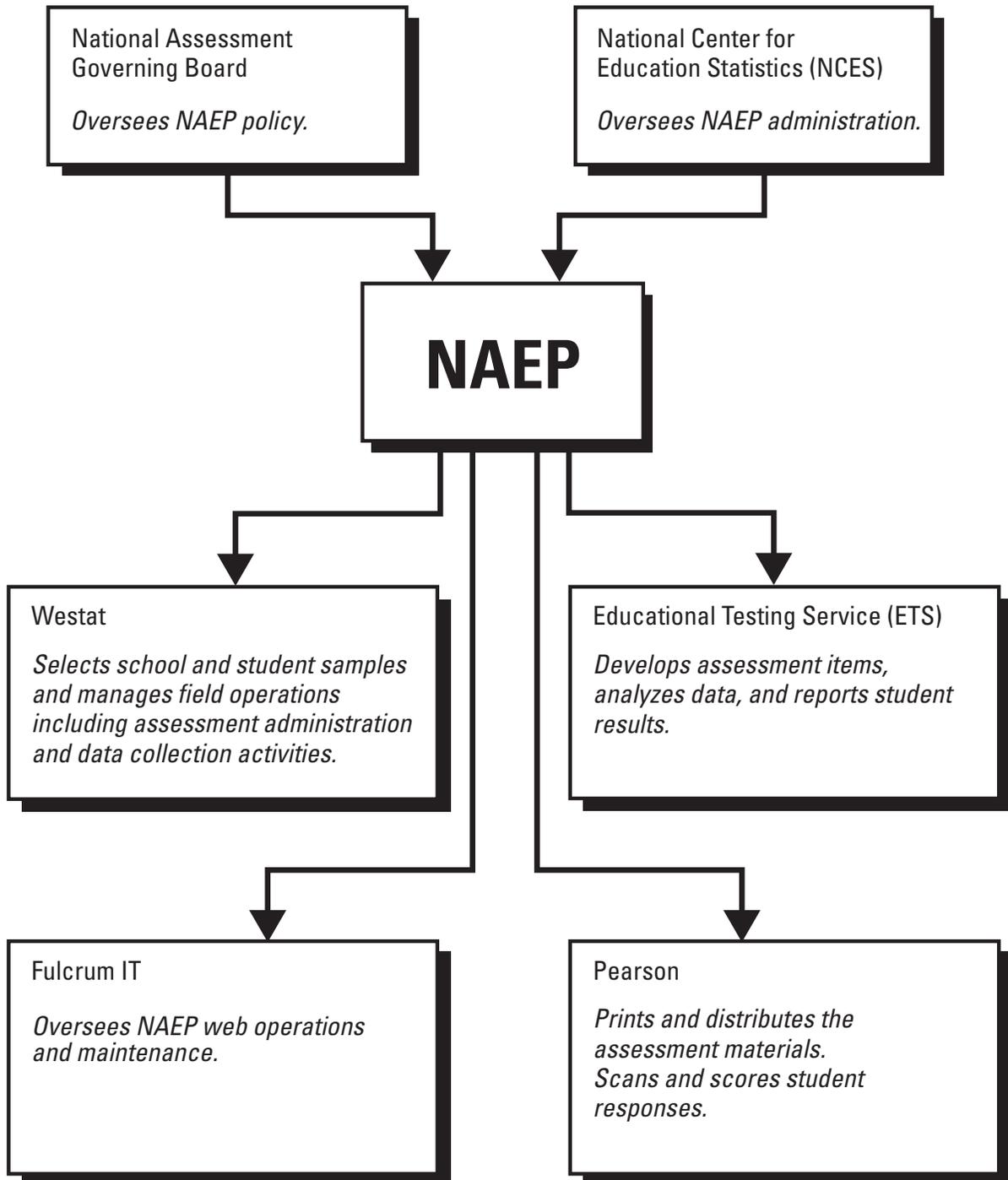
The Commissioner of Education Statistics, who heads NCES in the U.S. Department of Education, is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations. The Associate Commissioner for Assessment at NCES executes the program operations and technical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

The Governing Board, appointed by the Secretary of Education but independent of the U.S. Department of Education, governs the program. Authorized to set policy for NAEP, the Governing Board is broadly representative of NAEP's varied audiences. The Governing Board selects the subject areas to be assessed and develops guidelines for reporting. While overseeing NAEP, the Governing Board often works with several other organizations. For example, the Governing Board has contracted with the Council of Chief State School Officers (CCSSO) to ensure that content is planned through a national process and with ACT, Inc. to identify achievement standards for the subjects and grades tested.

NCES contracts with private companies for test development and administration services.

The Educational Testing Service (ETS) is responsible for developing the assessment items, analyzing the data, and reporting the results. Westat is responsible for selecting the school and student samples and managing field operations (including training, assessment administration, and data collection activities). Pearson is responsible for printing and distributing the assessment materials and for scanning and scoring students' responses. Fulcrum IT is responsible for NAEP web operations and maintenance.

NAEP Organizational Structure



2. The NAEP Program for 2008

A. Long-Term Trend (LTT)

From October 8, 2007 through May 23, 2008, NAEP will be conducting the LTT assessments in reading and mathematics among 9-, 13-, and 17-year-old students. The LTT assessments are designed to collect information on the changes in the basic achievement of America's youth by monitoring trend lines first established in 1971 for reading and 1973 for mathematics. The last LTT assessment was in 2003-2004.

B. Science Interactive Computer Tasks Prepilot

The new NAEP Science Framework for the 2009 science assessment calls for a series of interactive computer tasks during which students will demonstrate their science knowledge and skills, especially their inquiry skills, using online tools. These items will be piloted during the 2008 field test. However, NAEP will be conducting a prepilot in October and November of 2007 to test procedures and items associated with computer delivery in preparation for the field test in 2008.

C. Field Test Studies in Reading, Mathematics, and Science

NAEP will conduct a field test from January 28 through March 7, 2008 in reading, mathematics, and science in grades 4, 8, and 12. The purpose of the field test is to try out new assessment items, materials, and procedures in preparation for the 2009 assessment.

D. Arts Assessment

NAEP will conduct an arts assessment from January 28 through March 7, 2008 in grade 8. The inclusion of the arts in NAEP 2008 will mark the fourth time the disciplines of music and visual arts have been assessed nationally. Music was first assessed in 1972 and visual arts in 1975. They were both last assessed in 1997. The information gleaned from an assessment of the arts on a national scale will broaden our understanding of what American students know and can do in two of the major arts disciplines.

3. The Security of Assessment Materials and Confidentiality Issues

NAEP student data is strictly confidential. To ensure confidentiality, students' names are removed at the school from all completed assessment materials before they are shipped to Pearson for processing. NCES enforces strict confidentiality standards to ensure that no personally identifiable information is ever released to third parties. To protect the confidentiality of **all** NAEP materials, you must strictly observe NAEP rules and guidelines at all times.

A. NAEP Guidelines for Viewing Assessment Materials

Since its inception, NAEP has administered both cognitive test questions and background questionnaires. The test questions assess student knowledge and skills in academic subject areas. The background questionnaires provide information for reporting categories and collecting noncognitive data related to achievement of students, their family background, teachers, and schools.

By statute (Pub. L. 107-110), “the public shall have access to all assessment data, questions, and complete and current assessment instruments” of NAEP with two important exceptions:

1. “Personally identifiable” information about individual students, their families, and schools must remain confidential in accordance with the Federal Privacy Act (Sec. 552a of Title 5, U.S. Code); and
2. Access to cognitive questions may be restricted to maintain security if such questions are to be reused. Breaches of security are punishable as a felony.

To fulfill the first requirement, NAEP has made sure since its inception that no identifying information on individual students or schools is included in its data releases or reports. The names of students who have taken NAEP never leave the school building in which the assessment is administered, and all information collected by NAEP about individual students and schools will remain strictly confidential.

To fulfill the second requirement, the Governing Board adopted a strict policy on how to handle requests to see NAEP assessment booklets. All requests to view NAEP assessment booklets must be handled in the following ways:

If a request is made to view the background questions asked in the student’s assessment booklets, you must provide copies of the NAEP Sample Questions Booklet.

The Sample Questions Booklets contain all of the questions that make up the NAEP background questionnaires. You will receive a supply of Sample Questions Booklets from Westat, and the booklets will also be posted on the MySchool and NAEP websites.

If a request is made to view the actual test questions by school staff members, parents, or anyone else, that person or persons must submit a written request to NCES.

Under the statute, all secure cognitive questions must be made available within 45 days after a written request, provided test security is maintained. All written requests to view test questions should be sent through the field manager or field director to the NAEP State Coordinator, who in turn will contact NCES.

In addition, never, under any circumstance, allow anyone to examine materials completed by students or school staff.

Copying or duplicating actual assessment booklets is never permitted. Following each assessment, NAEP releases approximately 25 percent or more of the test questions. The

questions appear in the NAEP reports and on the NAEP website. You should encourage any interested party to view the previously released NAEP test questions on the NAEP website at <http://nces.ed.gov/nationsreportcard>.

B. Requests From News Media

Representatives of local news media may ask you for information about the state or national assessment and the local school's involvement. **All such inquiries should be referred to school officials who are responsible for handling requests from the press.**

There is a press release available that you may give to school coordinators if they are faced with inquiries from the media. **UNDER NO CIRCUMSTANCES ARE WESTAT STAFF TO MAKE COMMENTS REGARDING THE NATIONAL ASSESSMENT FOR PUBLICATION OR BROADCAST.** This is to ensure that a uniform statement on the national assessment is being presented in all parts of the country.

NO ASSESSMENT SESSION MAY BE HELD IF MEDIA ARE PRESENT AT THE SESSION. Occasionally, school personnel or the media have requested to photograph or videotape NAEP sessions. Under no circumstances will NAEP permit videotaping or photographs to be taken of any part of an actual assessment. Newspaper or broadcast reporters and photographers are not permitted to observe a NAEP session. To accommodate the needs of the media without disrupting the assessment, a videotape and photographs simulating the assessment are available upon request. Media coverage of NAEP after the assessment is completed is the prerogative of local school officials. You should leave all arrangements and/or interviews to the school officials who grant the media permission to enter the school. Reporters requesting more information should be referred to Sherran Osborne at NCES (202-502-7420).

C. The NAEP Code of Ethics

The NAEP assessment teams are critical to NAEP's success. You conduct the assessments and are the face of NAEP in the schools. Assessment sessions must be administered in a standardized and professional manner for the results to accurately reflect the achievement of American students. Only if the sessions are conducted properly will each child have the opportunity to show what he/she knows and can do in the subject being assessed. If the data are not valid, not only will all analyses and reports be incorrect, but the 30-plus-year reputation of NAEP will be discredited.

Because you serve as a representative of NAEP, your attitude and conduct in working with school officials, teachers, and students must reflect the importance and seriousness of this project. Fulfilling your responsibilities in a professional manner will indicate to others that you consider the project worthy of the time and effort that students, parents, teachers, and school, district, and state staff have devoted to NAEP.

NAEP Code of Ethics

NAEP is firmly committed to the collection of high quality, independent, and unbiased measures of student academic performance.

This Code of Ethics defines the principles that are the foundation for fair and accurate test administration and data collection. NAEP grantees, contractors, and subcontractors must ensure that all procedures, materials, training programs, and administrative guidelines are derived from these principles.

This Code of Ethics applies to all staff and contracted employees who are involved in the collection of NAEP data. Each individual must have the opportunity to review the Code before becoming a part of the NAEP team. Prior to collecting NAEP data, an individual must swear or affirm his/her commitment to uphold the principles stated in this Code.

The basic principles guiding NAEP data collection are accuracy, integrity, and respect.

ACCURACY

Accuracy ensures that NAEP results precisely reflect student achievement across the nation.

- Sampled schools and sampled students who are eligible for the assessment are to be included in the assessment to the greatest extent possible.

- Students shall be assessed using accommodations as specified in their education plans and offered by NAEP.

- The NAEP testing environment shall be correctly structured and a positive atmosphere shall be established so that all students have a fair chance to perform to full capacity.

INTEGRITY

Integrity ensures that rigorous, ethical, and consistent procedures are used for NAEP test administration and data collection.

- Persons administering and monitoring NAEP assessments shall comply with standard NAEP procedures for administering and monitoring the assessment.

- Persons authorized by NAEP to have access to NAEP testing materials shall follow the NAEP Guidelines for Viewing Assessment Materials.
- NAEP staff and other proctors assigned to testing sessions shall receive clear, unambiguous guidance on testing procedures.

- Deviations from proper procedures shall be documented, and those affecting student performance shall be reported immediately.

RESPECT

Respect ensures that students, school staff, and others affected by NAEP test administration and data collection are treated with professionalism, openness, and courtesy.

- Schools shall be notified in advance of the assessment and provided all relevant information about NAEP, NAEP assessment procedures and schedules, and NAEP personnel who might be entering the school.

- Test takers and other stakeholders shall have access to information about NAEP, including sample items and NAEP reports.
- Persons administering and monitoring NAEP assessments shall be sensitive to the needs of students, teachers, and the school when administering NAEP.

- NAEP staff members are to ensure the confidentiality of all information provided by students and school staff in response to assessment and questionnaire items.
- Any complaint or concern about a NAEP assessment shall be addressed directly by testing personnel in the field and promptly reported to NCES or its designee.

As a member of the NAEP data collection team, you are expected to abide by the NAEP Code of Ethics for Assessment Administration and Data Collection. This Code of Ethics is a set of principles that NAEP expects all staff members to follow. The Code defines principles that are the foundation for fair and accurate test administration and data collection.

If you have not previously done so during any past employment on NAEP, at the end of the in-person training, you will be asked to sign the following Oath of Office committing yourself to uphold the principles stated in the Code:

“I acknowledge that I have been instructed in and understand the NAEP Code of Ethics. I do solemnly swear (or affirm) that I will adhere to this Code of Ethics; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office upon which I am about to enter.”

4. Goals of the NAEP 2008 FT Training Program

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

As an assessment administrator (AA), many of your responsibilities directly affect the reliability and accuracy of the data collected. NAEP has procedures in place that ensure the data you collect have statistical validity.

Statistical validity means the data collected are accurate and reliable and have been collected in a uniform manner across schools. NAEP goals for 2008 reflect important priorities:

Ensure Statistical Validity Through Quality Control.

Each piece of data you collect or procedure you carry out that affects statistical validity must also be double-checked by someone other than yourself for accuracy. Quality control (QC) checks are an integral and necessary part of NAEP’s quality assurance program. The checks are designed to ensure the integrity of NAEP assessments, to identify and correct potential errors, and to guide corrective actions, when necessary. As an AA, you are responsible for QC checking your own work, as well as that of your fellow AAs. Your supervisor is also responsible for the quality control of the work you do, and will conduct a series of QC checks as well.

Promote the NAEP Code of Ethics.

The NAEP Code of Ethics is a set of principles that NAEP expects all staff to abide by when administering the assessment and collecting NAEP data. The Code outlines the three principles—accuracy, integrity, and respect—that guide all NAEP procedures and the actions of all NAEP staff. The Code also outlines how these principles are reflected in NAEP procedures and in the actions of its staff.

For further information about the Code of Ethics, refer to the article “NAEP Code of Ethics” in *Overview* magazine.

Protect the Security and Confidentiality of NAEP Materials.

NAEP materials contain sensitive information that must be protected in many different ways. Some information cannot leave the school; some information can only be seen by field staff that have signed the Affidavit of Nondisclosure; and some information must be destroyed entirely. The terms “security” and “confidentiality” refer to specific ways this information must be treated by field staff. These are outlined in greater detail at later points in this manual.

5. Manual Format

There are a series of icons used throughout the manual. The table below identifies the icons and their meanings.



This icon indicates the task you are about to complete impacts the statistical validity of the assessment. Expect these items to have a quality control procedure attached to them.



This icon indicates a quality control check or “QC check” will be required.



This icon indicates the NAEP materials you are working with must be kept secured and/or confidential.



Voices of Experience:

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

2

UNDERSTANDING NAEP FORMS AND MATERIALS

1. NAEP Forms and Materials

There are a number of NAEP forms and materials you must be familiar with prior to the assessment. Several of these are scannable documents. Care must always be taken when entering information on these documents.

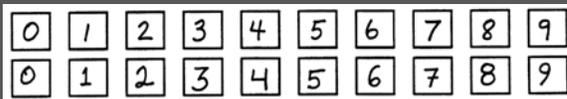
Guidelines for Completing Scannable Documents

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

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

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

The following are **acceptable** writing styles:



The following examples are **unacceptable** due to edges touching the sides of the box and extraneous loops on characters:



A. Assessment Information Form

Effective communication between you and your supervisor is crucial to NAEP's success. The Assessment Information Form has been developed for supervisors to communicate specific information to the AAs about their assignment. Your supervisor will either mail your Assessment Information Forms or give them to you in person 1-2 weeks before each assessment. More detailed information on this form is provided in **Procedure 3** of chapter 4.

SV: _____ PHONE #: _____ REGION/AREA: _____

**NAEP 2008 FIELD TEST
ASSESSMENT INFORMATION FORM**

ASSESSMENT DATE: _____ ARRIVAL TIME: _____
 SCHOOL: _____ SCHOOL ID #: _____
 ADDRESS: _____
 SCHOOL COORD: _____ PHONE #: _____
 PRINCIPAL: _____

SESSION # -OR- ACCOMM. GROUP #	REGULAR/ ACCOMMODATIONS	ROOM	TIME	AA	ACCOMMODATIONS IN REGULAR SESSION (ADMIN SCHED LINE #: ACCOMMODATIONS)
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				
	R / A				

DIRECTIONS TO THE SCHOOL: _____

PARKING: _____

INSTRUCTIONS FOR MEETING THE ASSESSMENT TEAM: _____

OTHER INFORMATION (POLICY FOR DISMISSING STUDENTS, HOW TO HANDLE LATECOMERS, ETC.):

ACCOMMODATION SESSION

GROUP #: _____ **SESSION CHARACTERISTICS** *(circle all that apply)*

STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

GROUP #: _____ **SESSION CHARACTERISTICS** *(circle all that apply)*

STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

GROUP #: _____ **SESSION CHARACTERISTICS** *(circle all that apply)*

STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

GROUP #: _____ **SESSION CHARACTERISTICS** *(circle all that apply):* BIB / REA / SMG / ONE / SCR / SSA

STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED

B. Administration Schedule

The Administration Schedule is a form used throughout the three stages of the NAEP process: preassessment, assessment, and post-assessment. It is the only document that links students selected for the NAEP sample to their demographic data and their performance on the assessment. The importance of the Administration Schedule is revealed through an examination of the following:

- the role of the Administration Schedule during the preassessment activities,
- the role of the Administration Schedule on assessment day, and
- the role of the Administration Schedule after the assessment.

A sample Administration Schedule is shown below and on page 2.5.

Role of the Administration Schedule During the Preassessment Activities

After the sample has been selected for each school, the student names and demographic data are either preprinted or entered by hand on the Administration Schedule. The Administration Schedule then becomes the primary document used to prepare for the assessment. During the preassessment visit, your supervisor will review the student demographic data with the school coordinator and verify that the data are correct. The supervisor will also collect any missing student demographic data.



Impacts Statistical Validity

The Administration Schedule data verified during the preassessment visit plays a key role in analysis and reporting.

This form must be completed in No. 2 pencil.

NAEP
NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS
2008
Field Test
Administration Schedule

Person Use Only

Race/Ethnicity
1 = White, not Hispanic
2 = Black, not Hispanic
3 = Hispanic, Hispanic
4 = Asian/Pacific Islander
5 = American Indian/Alaska Native
6 = Other

English Language Learner (ELL)
1 = Yes, ELL
2 = No, not ELL
3 = Formerly ELL, monitored for AYP reporting
4 = Information unavailable

Special School Lunch Program
1 = Student not eligible
2 = Free lunch
3 = Reduced price lunch
4 = School not participating
5 = School refused
6 = Information unavailable

Students with Disabilities (SD)
1 = Yes, IEP
2 = No, IEP
3 = No, IEP/SD plan in process
4 = No, not SD
5 = Information unavailable

For Use in Column "A"
1 = Information unavailable
2 = Information unavailable
3 = Information unavailable
4 = Information unavailable

Accommodation Code
1 = Accommodation offered in separate location
2 = Accommodation offered in regular location
3 = Accommodation not offered
4 = Not applicable

Session Number
For Use in Columns "I" & "J"
FT0801

School #: 122-122-2 Grade: 6
School Name: Dixon Middle School
Administrator's Name: Silvia Thomas

Original session scheduled for:
Day/Date: Monday, Feb. 10
Time: 8:35
Location: Cafeteria

Makeup session scheduled for:
Day/Date: _____
Time: _____
Location: _____

If Makeup Needed:
Makeup Held:
Makeup Not Held:

Bundle #'s
00001
00002

Session Number
FT0801

Original Sample: 28
Withdrawn & brought back: (Admin. Codes 61, 64 & 65)
Excluded: (Admin. Codes 50-59)
Assessed (Original Session): _____
Assessed (Makeup Session): _____
Assessed (Admin. Codes 42, 43 & 44): _____
Assessed (Admin. Codes 45, 47 & 48): _____
Assessed (Admin. Codes 49, 51 & 52): _____
Assessed (Admin. Codes 53, 54 & 55): _____
Assessed (Admin. Codes 56, 57 & 58): _____
Assessed (Admin. Codes 59, 60 & 62): _____
Assessed (Admin. Codes 63, 66 & 67): _____
Assessed (Admin. Codes 68, 69 & 70): _____
Assessed (Admin. Codes 71, 72 & 73): _____
Assessed (Admin. Codes 74, 75 & 76): _____
Assessed (Admin. Codes 77, 78 & 79): _____
Assessed (Admin. Codes 80, 81 & 82): _____
Assessed (Admin. Codes 83, 84 & 85): _____
Assessed (Admin. Codes 86, 87 & 88): _____
Assessed (Admin. Codes 89, 90 & 91): _____
Assessed (Admin. Codes 92, 93 & 94): _____
Assessed (Admin. Codes 95, 96 & 97): _____
Assessed (Admin. Codes 98, 99 & 100): _____
Assessed (Admin. Codes 101, 102 & 103): _____
Assessed (Admin. Codes 104, 105 & 106): _____
Assessed (Admin. Codes 107, 108 & 109): _____
Assessed (Admin. Codes 110, 111 & 112): _____
Assessed (Admin. Codes 113, 114 & 115): _____
Assessed (Admin. Codes 116, 117 & 118): _____
Assessed (Admin. Codes 119, 120 & 121): _____
Assessed (Admin. Codes 122, 123 & 124): _____
Assessed (Admin. Codes 125, 126 & 127): _____
Assessed (Admin. Codes 128, 129 & 130): _____
Assessed (Admin. Codes 131, 132 & 133): _____
Assessed (Admin. Codes 134, 135 & 136): _____
Assessed (Admin. Codes 137, 138 & 139): _____
Assessed (Admin. Codes 140, 141 & 142): _____
Assessed (Admin. Codes 143, 144 & 145): _____
Assessed (Admin. Codes 146, 147 & 148): _____
Assessed (Admin. Codes 149, 150 & 151): _____
Assessed (Admin. Codes 152, 153 & 154): _____
Assessed (Admin. Codes 155, 156 & 157): _____
Assessed (Admin. Codes 158, 159 & 160): _____
Assessed (Admin. Codes 161, 162 & 163): _____
Assessed (Admin. Codes 164, 165 & 166): _____
Assessed (Admin. Codes 167, 168 & 169): _____
Assessed (Admin. Codes 170, 171 & 172): _____
Assessed (Admin. Codes 173, 174 & 175): _____
Assessed (Admin. Codes 176, 177 & 178): _____
Assessed (Admin. Codes 179, 180 & 181): _____
Assessed (Admin. Codes 182, 183 & 184): _____
Assessed (Admin. Codes 185, 186 & 187): _____
Assessed (Admin. Codes 188, 189 & 190): _____
Assessed (Admin. Codes 191, 192 & 193): _____
Assessed (Admin. Codes 194, 195 & 196): _____
Assessed (Admin. Codes 197, 198 & 199): _____
Assessed (Admin. Codes 200, 201 & 202): _____
Assessed (Admin. Codes 203, 204 & 205): _____
Assessed (Admin. Codes 206, 207 & 208): _____
Assessed (Admin. Codes 209, 210 & 211): _____
Assessed (Admin. Codes 212, 213 & 214): _____
Assessed (Admin. Codes 215, 216 & 217): _____
Assessed (Admin. Codes 218, 219 & 220): _____
Assessed (Admin. Codes 221, 222 & 223): _____
Assessed (Admin. Codes 224, 225 & 226): _____
Assessed (Admin. Codes 227, 228 & 229): _____
Assessed (Admin. Codes 230, 231 & 232): _____
Assessed (Admin. Codes 233, 234 & 235): _____
Assessed (Admin. Codes 236, 237 & 238): _____
Assessed (Admin. Codes 239, 240 & 241): _____
Assessed (Admin. Codes 242, 243 & 244): _____
Assessed (Admin. Codes 245, 246 & 247): _____
Assessed (Admin. Codes 248, 249 & 250): _____
Assessed (Admin. Codes 251, 252 & 253): _____
Assessed (Admin. Codes 254, 255 & 256): _____
Assessed (Admin. Codes 257, 258 & 259): _____
Assessed (Admin. Codes 260, 261 & 262): _____
Assessed (Admin. Codes 263, 264 & 265): _____
Assessed (Admin. Codes 266, 267 & 268): _____
Assessed (Admin. Codes 269, 270 & 271): _____
Assessed (Admin. Codes 272, 273 & 274): _____
Assessed (Admin. Codes 275, 276 & 277): _____
Assessed (Admin. Codes 278, 279 & 280): _____
Assessed (Admin. Codes 281, 282 & 283): _____
Assessed (Admin. Codes 284, 285 & 286): _____
Assessed (Admin. Codes 287, 288 & 289): _____
Assessed (Admin. Codes 290, 291 & 292): _____
Assessed (Admin. Codes 293, 294 & 295): _____
Assessed (Admin. Codes 296, 297 & 298): _____
Assessed (Admin. Codes 299, 300 & 301): _____
Assessed (Admin. Codes 302, 303 & 304): _____
Assessed (Admin. Codes 305, 306 & 307): _____
Assessed (Admin. Codes 308, 309 & 310): _____
Assessed (Admin. Codes 311, 312 & 313): _____
Assessed (Admin. Codes 314, 315 & 316): _____
Assessed (Admin. Codes 317, 318 & 319): _____
Assessed (Admin. Codes 320, 321 & 322): _____
Assessed (Admin. Codes 323, 324 & 325): _____
Assessed (Admin. Codes 326, 327 & 328): _____
Assessed (Admin. Codes 329, 330 & 331): _____
Assessed (Admin. Codes 332, 333 & 334): _____
Assessed (Admin. Codes 335, 336 & 337): _____
Assessed (Admin. Codes 338, 339 & 340): _____
Assessed (Admin. Codes 341, 342 & 343): _____
Assessed (Admin. Codes 344, 345 & 346): _____
Assessed (Admin. Codes 347, 348 & 349): _____
Assessed (Admin. Codes 350, 351 & 352): _____
Assessed (Admin. Codes 353, 354 & 355): _____
Assessed (Admin. Codes 356, 357 & 358): _____
Assessed (Admin. Codes 359, 360 & 361): _____
Assessed (Admin. Codes 362, 363 & 364): _____
Assessed (Admin. Codes 365, 366 & 367): _____
Assessed (Admin. Codes 368, 369 & 370): _____
Assessed (Admin. Codes 371, 372 & 373): _____
Assessed (Admin. Codes 374, 375 & 376): _____
Assessed (Admin. Codes 377, 378 & 379): _____
Assessed (Admin. Codes 380, 381 & 382): _____
Assessed (Admin. Codes 383, 384 & 385): _____
Assessed (Admin. Codes 386, 387 & 388): _____
Assessed (Admin. Codes 389, 390 & 391): _____
Assessed (Admin. Codes 392, 393 & 394): _____
Assessed (Admin. Codes 395, 396 & 397): _____
Assessed (Admin. Codes 398, 399 & 400): _____
Assessed (Admin. Codes 401, 402 & 403): _____
Assessed (Admin. Codes 404, 405 & 406): _____
Assessed (Admin. Codes 407, 408 & 409): _____
Assessed (Admin. Codes 410, 411 & 412): _____
Assessed (Admin. Codes 413, 414 & 415): _____
Assessed (Admin. Codes 416, 417 & 418): _____
Assessed (Admin. Codes 419, 420 & 421): _____
Assessed (Admin. Codes 422, 423 & 424): _____
Assessed (Admin. Codes 425, 426 & 427): _____
Assessed (Admin. Codes 428, 429 & 430): _____
Assessed (Admin. Codes 431, 432 & 433): _____
Assessed (Admin. Codes 434, 435 & 436): _____
Assessed (Admin. Codes 437, 438 & 439): _____
Assessed (Admin. Codes 440, 441 & 442): _____
Assessed (Admin. Codes 443, 444 & 445): _____
Assessed (Admin. Codes 446, 447 & 448): _____
Assessed (Admin. Codes 449, 450 & 451): _____
Assessed (Admin. Codes 452, 453 & 454): _____
Assessed (Admin. Codes 455, 456 & 457): _____
Assessed (Admin. Codes 458, 459 & 460): _____
Assessed (Admin. Codes 461, 462 & 463): _____
Assessed (Admin. Codes 464, 465 & 466): _____
Assessed (Admin. Codes 467, 468 & 469): _____
Assessed (Admin. Codes 470, 471 & 472): _____
Assessed (Admin. Codes 473, 474 & 475): _____
Assessed (Admin. Codes 476, 477 & 478): _____
Assessed (Admin. Codes 479, 480 & 481): _____
Assessed (Admin. Codes 482, 483 & 484): _____
Assessed (Admin. Codes 485, 486 & 487): _____
Assessed (Admin. Codes 488, 489 & 490): _____
Assessed (Admin. Codes 491, 492 & 493): _____
Assessed (Admin. Codes 494, 495 & 496): _____
Assessed (Admin. Codes 497, 498 & 499): _____
Assessed (Admin. Codes 500, 501 & 502): _____
Assessed (Admin. Codes 503, 504 & 505): _____
Assessed (Admin. Codes 506, 507 & 508): _____
Assessed (Admin. Codes 509, 510 & 511): _____
Assessed (Admin. Codes 512, 513 & 514): _____
Assessed (Admin. Codes 515, 516 & 517): _____
Assessed (Admin. Codes 518, 519 & 520): _____
Assessed (Admin. Codes 521, 522 & 523): _____
Assessed (Admin. Codes 524, 525 & 526): _____
Assessed (Admin. Codes 527, 528 & 529): _____
Assessed (Admin. Codes 530, 531 & 532): _____
Assessed (Admin. Codes 533, 534 & 535): _____
Assessed (Admin. Codes 536, 537 & 538): _____
Assessed (Admin. Codes 539, 540 & 541): _____
Assessed (Admin. Codes 542, 543 & 544): _____
Assessed (Admin. Codes 545, 546 & 547): _____
Assessed (Admin. Codes 548, 549 & 550): _____
Assessed (Admin. Codes 551, 552 & 553): _____
Assessed (Admin. Codes 554, 555 & 556): _____
Assessed (Admin. Codes 557, 558 & 559): _____
Assessed (Admin. Codes 560, 561 & 562): _____
Assessed (Admin. Codes 563, 564 & 565): _____
Assessed (Admin. Codes 566, 567 & 568): _____
Assessed (Admin. Codes 569, 570 & 571): _____
Assessed (Admin. Codes 572, 573 & 574): _____
Assessed (Admin. Codes 575, 576 & 577): _____
Assessed (Admin. Codes 578, 579 & 580): _____
Assessed (Admin. Codes 581, 582 & 583): _____
Assessed (Admin. Codes 584, 585 & 586): _____
Assessed (Admin. Codes 587, 588 & 589): _____
Assessed (Admin. Codes 590, 591 & 592): _____
Assessed (Admin. Codes 593, 594 & 595): _____
Assessed (Admin. Codes 596, 597 & 598): _____
Assessed (Admin. Codes 599, 600 & 601): _____
Assessed (Admin. Codes 602, 603 & 604): _____
Assessed (Admin. Codes 605, 606 & 607): _____
Assessed (Admin. Codes 608, 609 & 610): _____
Assessed (Admin. Codes 611, 612 & 613): _____
Assessed (Admin. Codes 614, 615 & 616): _____
Assessed (Admin. Codes 617, 618 & 619): _____
Assessed (Admin. Codes 620, 621 & 622): _____
Assessed (Admin. Codes 623, 624 & 625): _____
Assessed (Admin. Codes 626, 627 & 628): _____
Assessed (Admin. Codes 629, 630 & 631): _____
Assessed (Admin. Codes 632, 633 & 634): _____
Assessed (Admin. Codes 635, 636 & 637): _____
Assessed (Admin. Codes 638, 639 & 640): _____
Assessed (Admin. Codes 641, 642 & 643): _____
Assessed (Admin. Codes 644, 645 & 646): _____
Assessed (Admin. Codes 647, 648 & 649): _____
Assessed (Admin. Codes 650, 651 & 652): _____
Assessed (Admin. Codes 653, 654 & 655): _____
Assessed (Admin. Codes 656, 657 & 658): _____
Assessed (Admin. Codes 659, 660 & 661): _____
Assessed (Admin. Codes 662, 663 & 664): _____
Assessed (Admin. Codes 665, 666 & 667): _____
Assessed (Admin. Codes 668, 669 & 670): _____
Assessed (Admin. Codes 671, 672 & 673): _____
Assessed (Admin. Codes 674, 675 & 676): _____
Assessed (Admin. Codes 677, 678 & 679): _____
Assessed (Admin. Codes 680, 681 & 682): _____
Assessed (Admin. Codes 683, 684 & 685): _____
Assessed (Admin. Codes 686, 687 & 688): _____
Assessed (Admin. Codes 689, 690 & 691): _____
Assessed (Admin. Codes 692, 693 & 694): _____
Assessed (Admin. Codes 695, 696 & 697): _____
Assessed (Admin. Codes 698, 699 & 700): _____
Assessed (Admin. Codes 701, 702 & 703): _____
Assessed (Admin. Codes 704, 705 & 706): _____
Assessed (Admin. Codes 707, 708 & 709): _____
Assessed (Admin. Codes 710, 711 & 712): _____
Assessed (Admin. Codes 713, 714 & 715): _____
Assessed (Admin. Codes 716, 717 & 718): _____
Assessed (Admin. Codes 719, 720 & 721): _____
Assessed (Admin. Codes 722, 723 & 724): _____
Assessed (Admin. Codes 725, 726 & 727): _____
Assessed (Admin. Codes 728, 729 & 730): _____
Assessed (Admin. Codes 731, 732 & 733): _____
Assessed (Admin. Codes 734, 735 & 736): _____
Assessed (Admin. Codes 737, 738 & 739): _____
Assessed (Admin. Codes 740, 741 & 742): _____
Assessed (Admin. Codes 743, 744 & 745): _____
Assessed (Admin. Codes 746, 747 & 748): _____
Assessed (Admin. Codes 749, 750 & 751): _____
Assessed (Admin. Codes 752, 753 & 754): _____
Assessed (Admin. Codes 755, 756 & 757): _____
Assessed (Admin. Codes 758, 759 & 760): _____
Assessed (Admin. Codes 761, 762 & 763): _____
Assessed (Admin. Codes 764, 765 & 766): _____
Assessed (Admin. Codes 767, 768 & 769): _____
Assessed (Admin. Codes 770, 771 & 772): _____
Assessed (Admin. Codes 773, 774 & 775): _____
Assessed (Admin. Codes 776, 777 & 778): _____
Assessed (Admin. Codes 779, 780 & 781): _____
Assessed (Admin. Codes 782, 783 & 784): _____
Assessed (Admin. Codes 785, 786 & 787): _____
Assessed (Admin. Codes 788, 789 & 790): _____
Assessed (Admin. Codes 791, 792 & 793): _____
Assessed (Admin. Codes 794, 795 & 796): _____
Assessed (Admin. Codes 797, 798 & 799): _____
Assessed (Admin. Codes 800, 801 & 802): _____
Assessed (Admin. Codes 803, 804 & 805): _____
Assessed (Admin. Codes 806, 807 & 808): _____
Assessed (Admin. Codes 809, 810 & 811): _____
Assessed (Admin. Codes 812, 813 & 814): _____
Assessed (Admin. Codes 815, 816 & 817): _____
Assessed (Admin. Codes 818, 819 & 820): _____
Assessed (Admin. Codes 821, 822 & 823): _____
Assessed (Admin. Codes 824, 825 & 826): _____
Assessed (Admin. Codes 827, 828 & 829): _____
Assessed (Admin. Codes 830, 831 & 832): _____
Assessed (Admin. Codes 833, 834 & 835): _____
Assessed (Admin. Codes 836, 837 & 838): _____
Assessed (Admin. Codes 839, 840 & 841): _____
Assessed (Admin. Codes 842, 843 & 844): _____
Assessed (Admin. Codes 845, 846 & 847): _____
Assessed (Admin. Codes 848, 849 & 850): _____
Assessed (Admin. Codes 851, 852 & 853): _____
Assessed (Admin. Codes 854, 855 & 856): _____
Assessed (Admin. Codes 857, 858 & 859): _____
Assessed (Admin. Codes 860, 861 & 862): _____
Assessed (Admin. Codes 863, 864 & 865): _____
Assessed (Admin. Codes 866, 867 & 868): _____
Assessed (Admin. Codes 869, 870 & 871): _____
Assessed (Admin. Codes 872, 873 & 874): _____
Assessed (Admin. Codes 875, 876 & 877): _____
Assessed (Admin. Codes 878, 879 & 880): _____
Assessed (Admin. Codes 881, 882 & 883): _____
Assessed (Admin. Codes 884, 885 & 886): _____
Assessed (Admin. Codes 887, 888 & 889): _____
Assessed (Admin. Codes 890, 891 & 892): _____
Assessed (Admin. Codes 893, 894 & 895): _____
Assessed (Admin. Codes 896, 897 & 898): _____
Assessed (Admin. Codes 899, 900 & 901): _____
Assessed (Admin. Codes 902, 903 & 904): _____
Assessed (Admin. Codes 905, 906 & 907): _____
Assessed (Admin. Codes 908, 909 & 910): _____
Assessed (Admin. Codes 911, 912 & 913): _____
Assessed (Admin. Codes 914, 915 & 916): _____
Assessed (Admin. Codes 917, 918 & 919): _____
Assessed (Admin. Codes 920, 921 & 922): _____
Assessed (Admin. Codes 923, 924 & 925): _____
Assessed (Admin. Codes 926, 927 & 928): _____
Assessed (Admin. Codes 929, 930 & 931): _____
Assessed (Admin. Codes 932, 933 & 934): _____
Assessed (Admin. Codes 935, 936 & 937): _____
Assessed (Admin. Codes 938, 939 & 940): _____
Assessed (Admin. Codes 941, 942 & 943): _____
Assessed (Admin. Codes 944, 945 & 946): _____
Assessed (Admin. Codes 947, 948 & 949): _____
Assessed (Admin. Codes 950, 951 & 952): _____
Assessed (Admin. Codes 953, 954 & 955): _____
Assessed (Admin. Codes 956, 957 & 958): _____
Assessed (Admin. Codes 959, 960 & 961): _____
Assessed (Admin. Codes 962, 963 & 964): _____
Assessed (Admin. Codes 965, 966 & 967): _____
Assessed (Admin. Codes 968, 969 & 970): _____
Assessed (Admin. Codes 971, 972 & 973): _____
Assessed (Admin. Codes 974, 975 & 976): _____
Assessed (Admin. Codes 977, 978 & 979): _____
Assessed (Admin. Codes 980, 981 & 982): _____
Assessed (Admin. Codes 983, 984 & 985): _____
Assessed (Admin. Codes 986, 987 & 988): _____
Assessed (Admin. Codes 989, 990 & 991): _____
Assessed (Admin. Codes 992, 993 & 994): _____
Assessed (Admin. Codes 995, 996 & 997): _____
Assessed (Admin. Codes 998, 999 & 1000): _____

A*	B*	C*	D*	E*	F*	G*	H*	I*	J*	K*	L*	M*	N*	O*	P*	Q*	R*
Admin. Code	Student Name	Birth Date	Sex	Year	Month	Day	Grade	ELL	SD	Accommodation Code	Admin. Code						
01	Abate, Mark	101	R	0	4	9	3	1	1	1	2	2	2	2	2	2	001 000293 4
02	Alto, Susan	101	M	0	2	9	3	2	3	1	1	2	2	2	2	2	101 054006 9
03	Bates, Tim	101	S	0	6	9	4	1	1	2	2	2	2	2	2	2	201 005241 1
04	Bostwick, Carol	101	R	1	0	9	4	2	1	1	2	2	2	2	2	2	060 000043 8
05	Burns, Kimberly	101	M	1	1	9	4	2	2	1	1	2	2	2	2	2	150 006922 1
06	Coleman, April	232	S	0	9	9	4	2	5	1	2	2	2	2	2	2	206 000841 2
07	Cruz, Marisol	232	R	0	1	9	3	2	3	3	2	1	2	2	2	2	093 043569 2
08	Davis, Tyrone	232	M	0	5	9	4	1	2	1	2	2	2	2	2	2	105 005301 1
09	Dempsey, Julia	232	S	0	7	9	4	2	2	1	2	2	2	2	2	2	206 210021 3
10	Fairchild, Michael	110	R	0	9	9	4	1	1	1	1	2	2	2	2	2	003 210001 6
11	Guzman, Pedro	110	M	1	2	9	4	1	3	2	2	1	2	2	2	2	102 073201 2
12	Kwon, Sang	110	S	1	0	9	4	1	4	1	2	1	2	2	2	2	201 002407 7
13	Lipsky, Daniel	110	R	0	6	9	4	1	1	1	2	2	2	2	2	2	045 000031 9

The Role of the Administration Schedule on Assessment Day

The Administration Schedule, updated during the preassessment visit, will be used on assessment day to prepare, distribute, and collect the assessment booklets. It is important that each selected student receives the booklet assigned to him/her on the Administration Schedule. The correct distribution of booklets maintains the integrity of the assessment by ensuring that the students are assessed in their assigned subject and the scored assessment booklets are ultimately linked to the correct students' demographic data.

The final Administration Codes for the selected students are entered on the Administration Schedule. These codes are used to produce student participation reports that list the number of students assessed, absent, withdrawn/ineligible, and excluded, as well as the number of new enrollees and refusals.

The Role of the Administration Schedule After the Assessment

After the assessment, the completed Administration Schedules (with student names removed) will be sent to Pearson along with the completed assessment booklets and other materials. Pearson will scan the Administration Schedules, score the assessment booklets, and send the results to Educational Testing Service (ETS). ETS will analyze them to link the scores and demographic data from the Administration Schedule to provide subgroup results for the nation. The NAEP results for the nation include reports by gender, race/ethnicity, Title I, students classified as students with disabilities (SD) and/or English language learners (ELL), and National School Lunch Program (NSLP) status.

Examples of how the Administration Schedule data were reported from the NAEP 2005 assessment are shown below.

	Grades	
	4	8
Score gaps		
Females - Males	6	10

Females Outscore Males in NAEP 2005 Reading

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

	Year	
	'90	'05
Percent at or above Basic level,		
Black 4th Graders	18	73

Percentage of Black Fourth-Graders Scoring at or Above Basic in Mathematics Quadrupled

The percentage of Black fourth-grade students at or above the Basic level in mathematics quadrupled from 18 percent in 1990 to 73 percent in 2005.

A Closer Look at the Administration Schedule

There is one Administration Schedule per session. Only students whose names appear on the Administration Schedules may participate in the assessment, unless the school requests a nonsampled student to participate for the convenience of the school. If a student listed on the Administration Schedule cannot be assessed for any reason, under no circumstances may you substitute another student for the one who is missing.

Below is an illustration of some of the important features of the Administration Schedule.

Each student is assigned a test subject.
R=Reading
M=Mathematics
S=Science

Each school is assigned a NAEP school identification (ID) number. You will find more information about this on the next page.

Each session in a school is assigned a Session Number. There may be more than one session in a school. You will find more information about this on the next page.

This form must be completed in No. 2 pencil.

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
2008
Field Test
Administration Schedule
FT0801

School #: 122-122-2 Grade: 8
School Name: Dixon Middle School
Administrator's Name: Silvia Thomas

Original session scheduled for:
Day/Date: Monday, Feb. 18
Time: 8:35
Location: Cafeteria

Makeup session scheduled for:
Day/Date: _____
Time: _____
Location: _____

Original Sample: 28 # Withdrawn & Irregular: _____
Excluded: _____
Excluded (Admin. Codes 01-08): _____

Assessed (Admin. Codes 40-45, 8, 14): _____
Assessed (Original Session): _____
Assessed (Makeup Session): _____

Assessed: _____
Excluded: _____
Excluded (Admin. Codes 46, 47 & 48): _____

Assessed: _____
Excluded: _____
Excluded (Admin. Codes 46, 47 & 48): _____

Bundle #'s: 0001, 0002
Session Number: FT0801

"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Admin. Code	Student Name	Session #	Month	Year	Sex	Race/ETH	School Lunch	ESL	ELL	ELL Code	ELL Code	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Code	Admin. Codes
01	Abate, Mark	101	0	4	9	3	1	1	1	2	2	2	001 000293 4				
02	Alto, Susan	101	0	2	9	3	2	3	1	1	2	2	101 054006 9				
03	Bates, Tim	101	0	6	9	4	1	1	2	2	2	2	201 005241 1				
04	Bostwick, Carol	101	0	1	0	9	4	2	1	1	2	2	060 000043 8				
05	Burns, Kimberly	101	0	1	1	9	4	2	2	1	1	2	150 006922 1	901	043210 5		
06	Coleman, April	232	0	9	9	4	2	5	1	2	2	2	206 000841 2				
07	Cruz, Marisol	232	0	1	9	3	2	3	3	2	1	2	093 043569 2				
08	Davis, Tyrone	232	0	5	9	4	1	2	1	2	2	2	105 005301 1				
09	Dempsey, Julia	232	0	7	9	4	2	2	1	2	2	2	206 210021 3				
10	Fairchild, Michael	110	0	9	9	4	1	1	1	1	2	2	003 210001 6				
11	Guzman, Pedro	110	1	2	9	4	1	3	2	2	1	2	102 073201 2	902	679983 2		
12	Kwon, Sang	110	1	0	9	4	1	4	1	2	1	2	201 002407 7				
13	Lipsky, Daniel	110	1	0	6	9	4	1	1	1	2	2	045 000031 9				
14	Lundy, Christina	110	0	2	9	3	2	1	1	1	2	2	149 076206 0				
15	Masters, Tina	252	1	0	9	4	2	5	1	2	2	2	212 076206 5				

ASSESSED IN ORIGINAL
10 = No response in booklet
11 = No response in booklet
12 = Session not held
13 = Session not held
14 = Other, specify on cover

ASSESSED IN MAKEUP
20 = No response in booklet
21 = No response in booklet
22 = Session not held
23 = Session not held
24 = Other, specify on cover

ABSENT
40 = Temporary
41 = Long-term
42 = Chronic absent
43 = Suspension
44 = Inactive, did not attend
45 = Accommodation not granted
46 = Student absent
47 = Student absent
48 = Other, specify on cover
49 = Session not held by school

OTHER
51 = Withdrawn/Excluded
52 = Missed work (excused)
53 = Ineligible, never attends campus
54 = Ineligible, other
55 = Not in sample

REASONS FOR EXCLUSION
60 = Cannot be assessed
61 = SD - Required accom. not provided
62 = ELL - Cannot be assessed
63 = ELL - Required accom. not provided
64 = SD & ELL - Cannot be assessed
65 = SD & ELL - Required accom. not provided
66 = Excluded but assessed
67 = SD - Required accom. not provided
68 = Excluded
69 = SD & ELL - Required accom. not provided

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

The NAEP School ID Number

This seven-digit number is unique for each school. It is usually preprinted on the Administration Schedule and should be recorded on all NAEP materials for that school. The structure for this number is as follows:

The first two digits are the numeric Federal Information Processing Standard (FIPS) code for the state or jurisdiction.

The third digit is the age designation.

- 1 = Grade 4
- 2 = Grade 8
- 3 = Grade 12

122-122-2

The fourth, fifth, and sixth digits are a sequential number within the state and grade that identify originally sampled versus substitute schools:
001-499 = Original
501-999 = Substitute

The seventh digit indicates which project the school has been sampled for and whether public or nonpublic.

- 0 = Long-Term Trend, Public
- 1 = Arts, Public
- 2 = Field Test, Public
- 3 = Science Online, Public
- 5 = Long-Term Trend, Nonpublic
- 6 = Arts, Nonpublic
- 7 = Field Test, Nonpublic
- 8 = Science Online, Nonpublic

The Session Number

The Session Number consists of two letters and four numbers. The two letters indicate the subjects being assessed. In 2008, the Field Test includes four different session types: **FT**, **SH**, **IC**, **C1**, or **C2**. Sessions beginning with **FT** are mathematics, reading, and/or science assessment sessions. When the subject area of science is in a FT session, the students will complete a paper-and-pencil based science assessment. This is important to note because in 2008, a separate science session is being piloted to students which includes hands on and/or interactive computer tasks. The other session types are explained below:

- **SH** = Hands-on Computer Tasks (HOTs) only. Sessions beginning with **SH** will include 12-24 students, depending on school size.
- **IC** = Science Interactive Computer Tasks (SICT) only. Sessions beginning with **IC** will include 12-24 students, depending on school size.
- **C1-C2** = Sessions beginning with “C” signify a split session which will include both **Science HOTs** and **SICT**. The C1 sessions will have the computer first, followed by hands-on task. The C2 sessions will have the hands-on task first followed by the computer. There will be 6-10 students per session. Schools selected for the C1 session will always have a C2 session.

Next to the subject indicators will be two numerals: 04, 08, or 12. This is the grade indicator.

The last two numerals are used to identify the session, as there will likely be more than one session in a school. For example, a grade 8 public school with three sessions in a state that opted to participate in mathematics would have three Administration Schedules: one Administration Schedule for session FT0801, the second for session FT0802, and the third for session FT0803.

Refer to the table below for a complete description of session types, subjects, grades, estimated number of sessions, and school types.

Session Descriptions		
Session	Subjects	Grades
FT0401	Mathematics Reading Science	4
SH0401	Hands-on science tasks only (HOTs)	4
IC0401	Science interactive computer tasks only-(ICT)	4
C10401	Interactive computer tasks first, followed by hands-on tasks	4
C20402	Science hands-on first, followed by interactive computer tasks	4
FT0801	Mathematics Reading Science	8
SH0801	Hands-on science tasks only	8
IC0801	Science interactive computer tasks only	8
C10801	Interactive computer tasks first, followed by hands-on tasks	8
C20802	Science hands-on first, followed by interactive computer tasks	8
FT1201	Reading Mathematics Science	12
SH1201	Hands-on science tasks only	12
IC1201	Science interactive computer tasks only	12
C11201	Interactive computer tasks first, followed by hands-on tasks	12
C21202	Science hands-on computer tasks first, followed by interactive computer tasks	12

Two-thirds of the schools selected in 2008 will have Field Test (FT) sessions only, consisting of 90 students with reading/mathematics/science booklets that are paper and pencil based. In one-third of the schools students will be assessed in a field test session plus a group of no less than 12–24 students assigned to complete a Science HOTs, an SICT, or both. You should typically have three to four sessions per school for grades 4 and 8 and four to five sessions per school in grade 12.

In grade 12 schools, students will have reading/mathematics/science booklets with 130 students and either Science HOTs, SICT, or both with 10 students. You should typically have four to five sessions per school in grade 12.

The Columns of the Administration Schedule

The chart and the example Administration Schedule below detail the purpose of each column on the Administration Schedule. It is important to point out that while columns **A-O** have remained unchanged, columns **P** and **Q** have changed.

Column	Title	Use
A	Atten. (for “attendance”)	To indicate whether a student was present or absent for the assessment.
B	Student Name	To list the names of the students selected for the assessment.
C	Homeroom or Other Locator	To help locate the selected students on assessment day. This column is followed by a perforated line, so student names can be removed before the Administration Schedule is sent to NAEP after the assessment. Due to NAEP’s pledge of confidentiality, under no circumstances should a student’s name appear on any assessment materials leaving the school.
D	Line #/Subject	To indicate the subject of each student’s assessment booklet, the HOTs kit type, or a “C” for calculator.
E	Birth Date	To indicate each student’s month and year of birth.
F	Sex	To indicate each student’s gender.
G	Race/Eth.	To indicate each student’s race/ethnicity. The codes used in this column are printed in the upper-left corner of the form.
H	School Lunch	To indicate each student’s eligibility status in the National School Lunch Program (NSLP). The codes used in this column are printed in the upper-left corner of the form.
I	SD	To indicate each student’s disability status. The codes used in this column are printed in the upper-left corner of the form.
J	Final SD Code	To record a student’s SD status if it has changed since it was originally recorded.
K	ELL	To indicate each student’s English language learner status. The codes used in this column are printed in the upper-left corner of the form.
L	Final ELL Code	To record a student’s ELL status if it has changed since it was originally recorded.
M	New Enrollee	To identify whether a student was in the original sample or selected from the list of new enrollees during the preassessment visit.
N	Original Booklet ID #	To indicate the assessment booklet the student must receive. Each student has been assigned an assessment booklet with a unique booklet ID #, which is used to track the booklet from the time it leaves the Pearson warehouse until it is returned and processed.
O	Accommodation Booklet ID #	To record when a student identified as SD or ELL must be reassigned a separate accommodation booklet (not all accommodated students require a separate accommodation booklet).
P (New!)	Accommodation Code	To record a student’s accommodation status.
Q	Administration Codes	To record each student’s participation status.

C. The Session Scripts

Session scripts are used to administer each assessment in a standardized manner.

Regular Scripts

This year, there are 12 different scripts for regular assessment sessions as indicated below.

- Grade 4 Session Script
- Grade 8 Session Script
- Grade 12 Session Script
- Grade 4 Science HOTS Session Script
- Grade 8 Science HOTS Session Script
- Grade 12 Science HOTS Session Script
- Grade 4 Science HOTS/SICT Session Script
- Grade 8 Science HOTS/SICT Session Script
- Grade 12 Science HOTS/SICT Session Script
- Grade 4 SICT/Science HOTS Session Script
- Grade 8 SICT/Science HOTS Session Script
- Grade 12 SICT/Science HOTS Session Script

NOTE: The SICT scripts will be built into the student's computer program.

There are differences from script to script in wording, procedures, and the materials required. The procedure for using the session script to conduct regular sessions is presented in chapter 5.

12th 2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
FT12 SESSION SCRIPT: GRADE 12

8th 2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
FT08 SESSION SCRIPT: GRADE 8

4th 2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
FT04 SESSION SCRIPT: GRADE 4

Introduction

Good morning/afternoon, everyone! My name is (YOUR NAME). Today you are participating in a test called NAEP, also known as The Nation's Report Card. NAEP is a way to show what students like you—from all around the country—know and can do in different subjects. You and your school were especially chosen to represent other fourth-graders and schools across the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone takes the same test; some of you will be answering questions in reading, math, or science. You will also see some questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across the United States. Because your responses help our country's leaders and teachers find out what students your age are learning, it is very important that you try your very best.

Distribute Materials (Choose A or B)

A: Booklets and Materials Not Previously Distributed
(30 students or less)

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in Administration Schedule order to distribute booklets and NAEP pencils.
- Record a "V" or an "A" in the "ATTENDANCE" column of the Administration Schedule.
- Double-check that each student's name and booklet ID on the Administration Schedule match the booklet label.

SESSION SCRIPTS — FT 1.1

12th 2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
FIELD TEST HOTs/HOTs SH12 SESSION SCRIPT: GRADE 12

8th 2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
FIELD TEST HOTs/HOTs SH08 SESSION SCRIPT: GRADE 8

4th 2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
FIELD TEST HOTs/HOTs SH04 SESSION SCRIPT: GRADE 4

Introduction

Good morning/afternoon, everyone! My name is (YOUR NAME). Today you are participating in a test called NAEP, also known as The Nation's Report Card. NAEP is a way to show what students like you—from all around the country—know and can do in different subjects. You and your school were especially chosen to represent other fourth-graders and schools across the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes in which you will complete two science experiments. Not everyone will complete the same experiment. You will also see some questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across the United States. Because your responses help our country's leaders and teachers find out what students your age are learning, it is very important that you try your very best.

Distribute Materials

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in Administration Schedule order to distribute booklets and NAEP pencils.
- Record a "V" or an "A" in the "ATTENDANCE" column of the Administration Schedule.
- Double-check that each student's name and booklet ID on the Administration Schedule match the booklet label.

SESSION SCRIPTS — FT 1.1

12th 2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
FIELD TEST HOTs/SICT C112 SESSION SCRIPT: GRADE 12

8th 2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
FIELD TEST HOTs/SICT C108 SESSION SCRIPT: GRADE 8

4th 2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
FIELD TEST HOTs/SICT C104 SESSION SCRIPT: GRADE 4

Introduction

Good morning/afternoon, everyone! My name is (YOUR NAME). Today you are participating in a test called NAEP, also known as The Nation's Report Card. NAEP is a way to show what students like you—from all around the country—know and can do in different subjects. You and your school were especially chosen to represent other fourth-graders and schools across the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone takes the same test. The test consists of four sections. In the first section, you will be completing a science experiment in this room. In the second section, you will be completing a science task in the computer lab. In the third and fourth sections, you will be answering some questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across the United States. Because your responses help our country's leaders and teachers find out what students your age are learning, it is very important that you try your very best.

Distribute Materials

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in Administration Schedule order to distribute booklets and NAEP pencils.
- Record a "V" or an "A" in the "ATTENDANCE" column of the Administration Schedule.
- Double-check that each student's name and booklet ID on the Administration Schedule match the booklet label.

SESSION SCRIPTS — FT 1.1

12th 2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
FIELD TEST SICT/HOTs C212 SESSION SCRIPT: GRADE 12

8th 2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
FIELD TEST SICT/HOTs C208 SESSION SCRIPT: GRADE 8

4th 2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
FIELD TEST SICT/HOTs C204 SESSION SCRIPT: GRADE 4

Introduction

We are now ready to continue with the test. In this section you will complete a science experiment. Not everyone will complete the same experiment. You will also see some questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across the United States. Because your responses help our country's leaders and teachers find out what students your age are learning, it is very important that you try your very best.

Distribute Materials

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in Administration Schedule order to distribute booklets and NAEP pencils.
- Record a "V" or an "A" in the "ATTENDANCE" column of the Administration Schedule.
- Double-check that each student's name and booklet ID on the Administration Schedule match the booklet label.

SESSION SCRIPTS — FT 1.1

Accommodation Scripts

Accommodation scripts must 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. Each accommodation script is listed below.

- Grade 4 Accommodation Session Script
- Grade 8 Accommodation Session Script
- Grade 12 Accommodation Session Script

The procedure for conducting separate accommodation sessions is provided in chapter 6.

The image displays three overlapping copies of NAEP Field Test Session Scripts for different grade levels. Each script includes an introduction, instructions for small sessions, and additional materials. The scripts are for Grade 12, Grade 8, and Grade 4 accommodations.

Grade 12 Script: 2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS. FIELD TEST SESSION SCRIPT: GRADE 12 ACCOMMODATION. Introduction: For small sessions, place the booklets and NAEP pencils on the desks prior to the session. Remove ancillaries from the booklets and place them on an upper corner of the desk. When all students have arrived, collect all unused booklets and materials. Remove student labels from the booklets of the students in attendance and place them on the desks above the booklets.

Grade 8 Script: 2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS. FIELD TEST SESSION SCRIPT: GRADE 8 ACCOMMODATION. Introduction: For small sessions, place the booklets and NAEP pencils on the desks prior to the session. Remove ancillaries from the booklets and place them on an upper corner of the desk. When all students have arrived, collect all unused booklets and materials. Remove student labels from the booklets of the students in attendance and place them on the desks above the booklets.

Grade 4 Script: 2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS. FIELD TEST SESSION SCRIPT: GRADE 4 ACCOMMODATION. Introduction: For small sessions, place the booklets and NAEP pencils on the desks prior to the session. Remove ancillaries from the booklets and place them on an upper corner of the desk. When all students have arrived, collect all unused booklets and materials. Remove student labels from the booklets of the students in attendance and place them on the desks above the booklets.

Question-by-Question (QxQs) 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.

General Background QxQs

QxQs for the general student background sections of the assessment are provided in the back of each session script. AAs must refer to them when helping students understand the intent of a question in the background sections.

Subject-Area Background QxQs

QxQs for the subject-area background sections of the assessment are also provided in the back of each session script. AAs must refer to them when helping students understand the intent of a question in the reading, mathematics, or science subject-area background sections.

D. 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. In schools selected for SICT, the school computer administrator may remain in the room during the assessment to assist with the computers. NAEP has developed a Teacher Observer Letter 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. Your supervisor will provide these letters to school staff observers and collect the signed letters just prior to the assessment.

**NAEP 2008 Field Test
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.)

E. Accommodation Teacher Letter

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

Since the staff members assisting or administering the assessment sessions have access to the assessment booklets and data, the Accommodation Teacher Letter also contains a nondisclosure statement. Your supervisor will provide these letters to school staff and collect the signed letters just prior to the assessment.

**NAEP 2008 FIELD TEST
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.)

F. The Session Materials

On assessment day, your supervisor will give you the materials for each session you are assigned to conduct in the school. The session materials you receive will depend on the grade being tested and whether the session is regular or an accommodation session. A complete list of session materials for each grade 4, 8, and 12 is also provided in chapter 5.

G. Assessment Booklets

The assessment booklets are used to assess the selected students. There are many different versions of assessment booklets. The cover of each booklet contains space to record the school ID number. Some booklets will also have space to write a teacher number. Each booklet cover also has a code in the upper-right corner as shown below. This code is made up of the following three components:

- a letter identifying the subject;
- a three-digit booklet version number; and
- a letter or letters identifying any additional materials, often called “ancillary materials,” the booklet requires. Only certain assessment booklets require the use of ancillary materials. The materials will vary depending on the subject and the grade being assessed. Some of these materials will be individually prepackaged in clear plastic bags. A label on the bag will tell you the name of the material inside and the code letter. Charts showing these letters and corresponding additional materials appear on the following pages.
- For Science HOTS assessments, the booklet will include the name of the task the student will work on (i.e., “Pendulum”).

You should be able to recognize the booklet codes to ensure you are distributing the correct booklets and materials for each session.

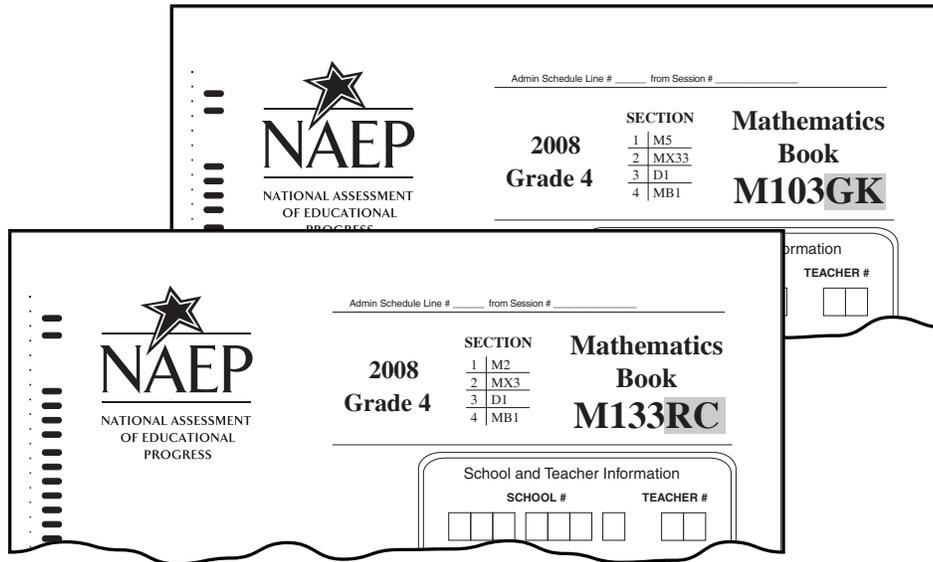
To help further distinguish the correct booklets for a session, the booklet covers are printed in different colors: grade 4 in blue ink, grade 8 in brown ink, and grade 12 in charcoal ink. SICT and Science HOTS will follow the same color scheme.

H. The Ancillary Materials

Certain assessment booklets require the use of additional ancillary materials. The materials will vary depending on the grade to be assessed. Some of these materials will be individually prepackaged in a clear plastic bag. The charts on pages 2.19–2.21 show the ancillary materials and corresponding letter that appears on the student’s booklet cover by grade.

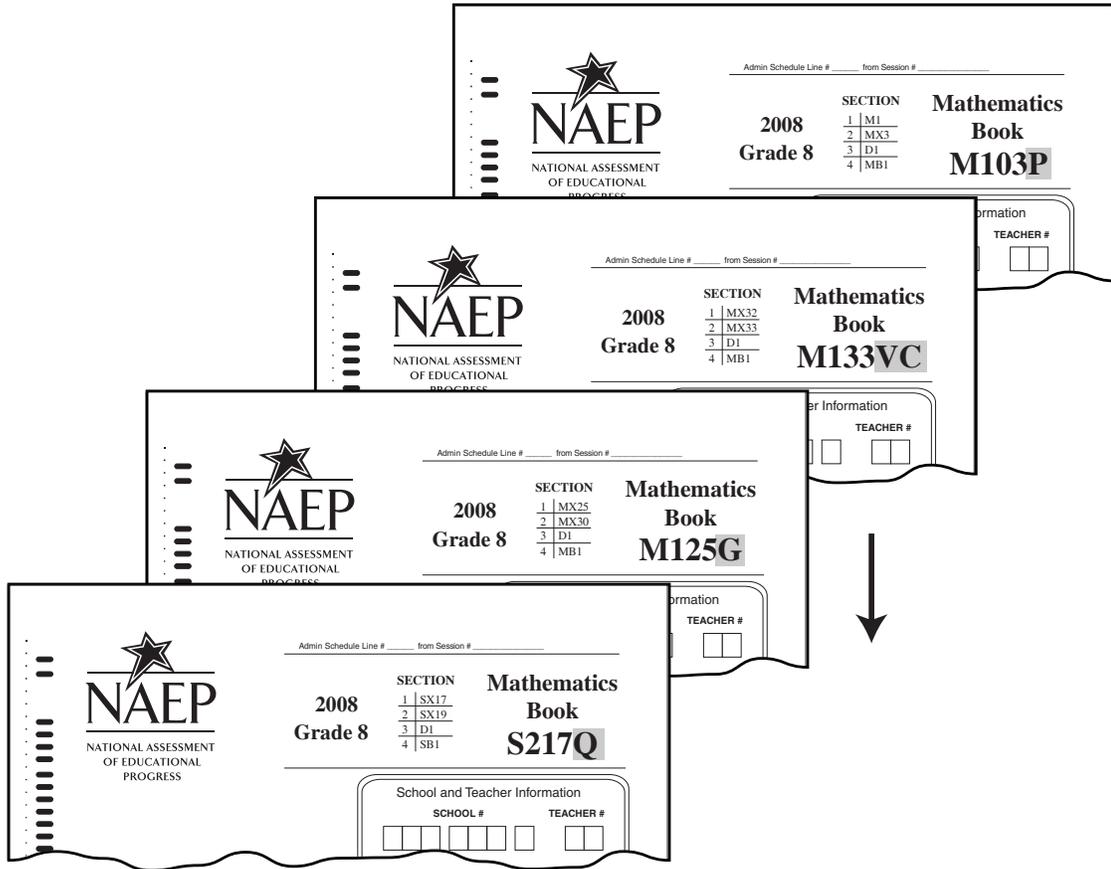
NOTE: Math ancillary “U” Reference sheet is to be inserted into all grade 12 math pilot booklets. Science ancillary “Q” periodic table is to be inserted into all grade 12 science pilot booklets.

Grade 4 Booklet Cover and Ancillary Materials



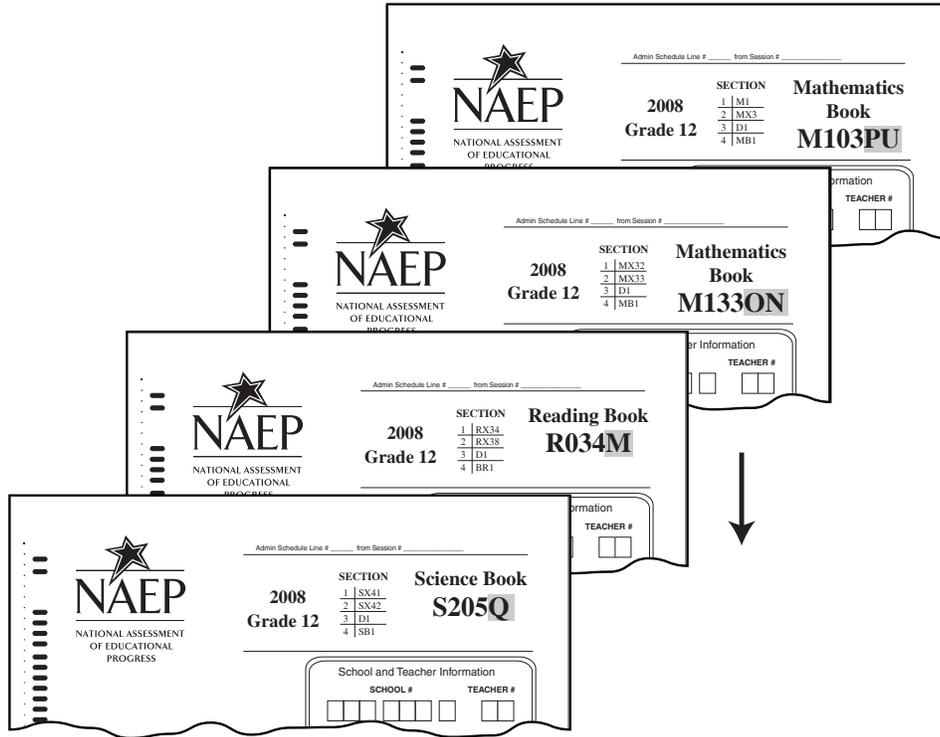
Grade 4	
Subject	Ancillary Materials
Mathematics	C = Calculator (TI-108) R = Ruler G = Manipulative Set “G” prepunched K = Manipulative Set “K” – Foam Shapes

Grade 8 Booklet Cover and Ancillary Materials



Grade 8	
Subject	Ancillary Materials
Mathematics	C = Calculator (TI-30) P = Protractor/Ruler V = Manipulative Set "V" – Box with Protractor G = Manipulative Set "G"

Grade 12 Booklet Cover and Ancillary Materials



Grade 12	
Subject	Ancillary Materials
Mathematics	C = Calculator (TI-30) N = Spinner on cardstock O = Folding card U = Reference sheet of math formulas
Reading	M = Pamphlet, "Applying for a Federal Job"
Science	Q = Periodic table of elements

I. The Science Kits

This year a subset of students selected to take the science assessment will also be asked to complete a hands-on science task using a science kit. The science kits vary by grade as shown in the table below.

Grade	Science Kit
4	Kit A – How Seeds Travel
4	Kit B – Electric Circuits
4	Kit C – Mystery Metal Bars
8	Kit D – Magnetic Fields
8	Kit E – What’s Cooking?
8	Kit F – Clues From Bones
12	Kit G – Pendulum Clock
12	Kit H – Maintaining Water Systems
12	Kit I – Plant Pigments

J. Student Appreciation Certificates

NAEP has created Student Appreciation Certificates as a way to thank each student for his/her participation. In grade 4 schools, you will hand out these certificates to the students at the conclusion of the assessment session. In most grade 8 and 12 schools, the supervisor will prepare these certificates for the school coordinator to use as appointment cards. In grade 8 and 12 schools that elect not to hand out these certificates in advance, your supervisor will give you the certificates to be distributed at the end of the session.



Students in grades 8 and 12 are encouraged to bring their own calculators for use during the assessment. There will be a preprinted message on the back of the certificate of appreciation for students selected for the mathematics assessment. Students are not permitted to use a laptop or other portable computer, cell phone, pocket organizer, device with a typewriter-style keyboard, electronic writing pad, or pen-input device.

 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS	CERTIFICATE OF APPRECIATION	NAME: _____
	Thank you for participating in the National Assessment of Educational Progress  Peggy G. Carr, Associate Commissioner National Center for Education Statistics U.S. Department of Education http://nces.ed.gov/nationsreportcard	DATE: _____
		TIME: _____
		LOCATION: _____
		Please bring your own calculator to the NAEP assessment. You are not permitted to use a laptop or other portable computer, cell phone, pocket organizer, device with a typewriter-style keyboard, electronic writing pad, or pen-input device. If you do not have a calculator, NAEP will provide you with a calculator to use during the assessment.

K. Session Debriefing Form

The Session Debriefing Form has been developed to gather information about the assessments in your assignment. By accurately completing this form, you will provide NAEP with documentation that the session was completed and a record of any problems you may have encountered regarding the session. Particularly with the SICT, we want to get detailed feedback about the session. If problems arise during the session, you 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 has been created for each type of session: FT, SICT, and Science HOTs. For FT accommodation and make-up sessions complete the FT form. For combination C1 and C2 sessions you will complete a SICT and Science HOTs forms. When completing the form make sure you have the correct version for the type of session you administered. Instructions for completing the forms are provided in chapter 7.

L. School Staff Questionnaires and Roster of Questionnaires

1. School Staff Questionnaires

The NAEP questionnaires are the only documents used to collect detailed background information from teachers, principals, or other school administrators. The background information is used to produce NAEP subgroup results that help put the selected students' achievement on the NAEP assessment in context. These results address the relationship between student performance on the assessment and various teacher and school factors by providing grade and subject-specific answers to questions of interest to the academic community, including:

- How do students in smaller classrooms perform as compared to students in larger classrooms?
- Do students taught by a certified teacher tend to perform better than students taught by an uncertified teacher?
- Is there a significant difference between the performance of students who have access to computers in their classroom and those who do not?

The results produced with the completed questionnaire data can be grouped into three categories: (1) school factors, (2) instructional content and practice, and (3) teacher factors.

Below are examples of the results produced with the completed questionnaire data.



Teachers' Training Related to Mathematics Achievement

Eighth-grade students whose teachers majored in mathematics or mathematics education had higher average math scores than eighth-grade students whose teachers did not.

(NAEP 2000 mathematics assessment)



Calculator Use and Student Achievement

Eighth-graders whose teachers reported daily calculator use in class scored higher on the mathematics assessment than their peers whose teachers reported less frequent calculator use.

(NAEP 2000 mathematics assessment)

If the completed questionnaires are not collected and returned, NAEP will not be able to produce these types of comprehensive results.

This year there are four types of NAEP questionnaires for school staff members:

- School Questionnaire,
- Teacher Questionnaire,
- SD Questionnaire, and
- ELL Questionnaires.

These questionnaires will be used to collect additional information for NAEP. School staff may complete the School and Teacher Questionnaires online or by hand. Online questionnaires are located on the MySchool website at www.mynaep.com or at the website printed on the questionnaire cover. When possible, remind school coordinators to encourage teachers to complete Teacher Questionnaires online. Directions for accessing the websites are printed on the cover of each questionnaire. The instructions to the school coordinator for distributing and collecting the SD and/or ELL Questionnaires are printed on the right side of the SD/ELL Rosters of Questionnaires.

The table below shows the questionnaires that will be administered in 2008.

Questionnaire Type	Grades	Subjects	Available online?
NAEP School Questionnaire	4, 8, 12	Reading, Mathematics, and Science	Yes
NAEP Teacher Questionnaire	4	Reading, Mathematics, and Science	Yes
NAEP Teacher Questionnaire	8	Reading	Yes
NAEP Teacher Questionnaire	8	Mathematics	Yes
NAEP Teacher Questionnaire	8	Science	Yes
SD Questionnaire	4, 8, 12	N/A	Yes
ELL Questionnaire	4, 8, 12	N/A	Yes

2. Roster of Questionnaires

The Roster of Questionnaires is the document that links the completed NAEP school staff questionnaires to the principals and teachers of sampled students. Therefore, it is important that the Rosters are completed correctly to ensure that questionnaire data are linked to the correct teachers and schools. If incorrect information is recorded on the Roster, the final NAEP results will not be accurate.

There are four versions of the Rosters:

- Grade 4 Roster of Questionnaires,
- Grade 8 Roster of Questionnaires,
- Grade 12 Roster of Questionnaires, and
- Grade 4 and 8 SD and/or ELL Roster of Questionnaires.

All Rosters are preprinted this year by Pearson with School Name and ID number. The front of the grade 4 and 8 Rosters contains the tracking information for the School and Teacher Questionnaires. The back of each of these Rosters also contains the tracking information for additional Teacher Questionnaires.

The front of the Grade 12 Roster contains the tracking information for the NAEP School Questionnaire. Because there are no Teacher Questionnaires at grade 12, the remainder of the Grade 12 Roster contains tracking information for SD and/or ELL Questionnaires for grade 12 students. As with the SD and ELL Roster, if the school has any SD or ELL students, the student information will be preprinted on the Grade 12 Roster by Pearson.



**2008
Field Test
SD and/or ELL Roster**

This form must be completed in No. 2 pencil.

SCHOOL #: -

Page _____ of _____

SCHOOL NAME: _____

CITY/STATE: _____

SD or ELL Questionnaire		SD or ELL Questionnaire		Returned			School Coordinator Instructions for Distributing and Collecting Questionnaires	
Distributed To (Staff Name) Student's Name	Session # /Line #	Original Student Booklet ID # (Column ID# on Admin. Schedule)	SD or ELL Questionnaire ID # (Barcode ID # on SD or ELL Cover)			Yes		No
		99-	-	-	-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		99-	-	-	-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		99-	-	-	-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		99-	-	-	-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		99-	-	-	-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		99-	-	-	-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		99-	-	-	-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		99-	-	-	-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		99-	-	-	-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		99-	-	-	-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		99-	-	-	-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		99-	-	-	-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		99-	-	-	-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		99-	-	-	-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Every student identified on the NAEP Student Information Report as SD and/or classified as ELL should be listed in the Student's Name column to the left.

2. Record the name of the person at your school most knowledgeable about how each student in is tested on the state assessment in the Distributed To column. (Note: An SD and/or ELL Questionnaire must be completed for each student listed, regardless of whether or not the student will be assessed.)

3. On the front cover of each SD and ELL Questionnaire is a removable label with a student's name written on it. On each label, write the name of the corresponding teacher you recorded on this Roster.

4. Distribute the questionnaires to the appropriate teachers. Be sure to point out the date the questionnaires are to be returned to you.

5. As each questionnaire is returned, fill in the appropriate oval in the Returned column on this Roster. If the student is not classified as SD and/or ELL, fill in the Not Needed oval and discard the questionnaire.

6. Keep this Roster and all completed questionnaires together and return them to the NAEP representative during the preassessment visit.

3. The School Questionnaire

The School Questionnaire is designed to collect information about school characteristics, staff, and instructional programs. The principal, or his/her designee, should complete this questionnaire.

The example on the following page shows a completed School Questionnaire cover and Roster. When the school coordinator receives the School Questionnaire, your supervisor will have already completed most of the information on the cover and Roster. As shown in the example, the following information should have been entered on each questionnaire cover:

- NAEP school ID number;
- the information for completing the questionnaire online; and
- the date the questionnaire should be returned to the school coordinator.

Your supervisor also will have entered the unique seven-digit ID number from the lower-left corner of the questionnaire on the Roster.

On the assessment day, you will collect the completed questionnaires and record how the questionnaire was completed in the **Returned** column on the Roster. If the school coordinator wrote the name of the person completing the questionnaire on the removable label (as shown in the top left of the example), you will need to remove the label prior to shipping the material back to Pearson.



Mrs. Bernard

OF EDUCATIONAL
PROGRESS

2008
Grade 8

School Questionnaire

(School Characteristics and Policies)

Q-964

SCHOOL #

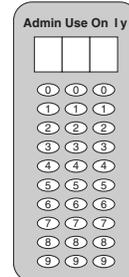
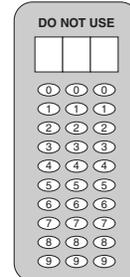
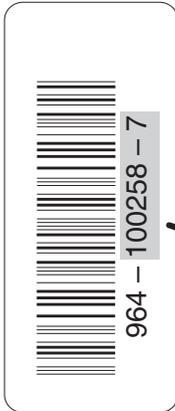
1	2	2	1	2	2	2
---	---	---	---	---	---	---

Directions For School Staff

Complete the questionnaire online* by going to <http://www.naepq.com>

Please complete the questionnaire by: 2/18

* If preferred, use a #2 pencil to complete this hardcopy version and return it to the school coordinator.



According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0790. The time required to complete this information collection is estimated to average 100 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCS, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences. This report is authorized by law (PL 107-112, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1850-0790 • Approval Expires 05/31/2010. Marked Reflex® forms by Pearson NCS EM-17XXXX-001-654321. Printed in U.S.A.

This form must be completed in No. 2 pencil.

**2008 Field Test
Grade 8 Roster of Questionnaires**
(School and Teacher Questionnaire Tracking Form)

I. NAEP School Questionnaire ID# (Barcode ID # on Cover) **964-100258-7**

Returned: Yes No On

II. Teacher Questionnaire

4. The Teacher Questionnaire

The Teacher Questionnaire collects information on a teacher’s background characteristics, educational training, and instructional practices. There are various Teacher Questionnaires depending on the grade and session type. All teachers who teach the subject(s) being assessed to students in the selected grade will be asked to complete a questionnaire. The example on the next page shows a completed Grade 4 Teacher Questionnaire cover.



2008 Teacher Questionnaire

Grade 4 (Reading, Mathematics, Science)

Mr. Randall

Q-977

OF EDUCATIONAL
PROGRESS

TEACHER #

0	1
---	---

SCHOOL #

1	2	2	1	2	1	1
---	---	---	---	---	---	---

Directions For School Staff

Complete the questionnaire online* by going to <http://www.naepq.com>

Please complete the questionnaire by: 2/18.

* If preferred, use a #2 pencil to complete this hardcopy version and return it to the school coordinator.



977 – 542103 – 2

DO NOT USE

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Admin Use On 1 y

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0792. The time required to complete this information collection is estimated to average 100 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5661.

A project of the Institute of Education Sciences. This report is authorized by law (P.L. 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1850-0792 • Approval Expires 05/31/2010
Mark Reflex® forms by Pearson NCS EM-17XXXX-001:654321
Printed in U.S.A.

When the school coordinator receives the Teacher Questionnaires, your supervisor will have already affixed a removable label to each questionnaire and entered the following information on each questionnaire cover:

- the two-digit teacher number from the Roster of Questionnaires;
- NAEP school ID number;
- the information for completing the questionnaire online; and
- the date the questionnaire should be returned to the school coordinator.

Your supervisor also would have recorded the unique eight-digit number for each questionnaire in the **Teacher Questionnaire ID #** column on the Roster.

The school coordinator will write the name of the teacher who received the corresponding Teacher Questionnaire under Teacher's Name on the Roster. If the school coordinator chooses, he/she can use the removable label affixed to the questionnaire cover to write the name of the teacher who was given the questionnaire, as shown in the example on the next page.

You will collect the completed questionnaires on assessment day and record how each questionnaire was completed in the **Returned** column on the Roster. If the school coordinator wrote the name of the person completing the questionnaire on the removable label (as shown on the following page), you will need to remove the label prior to shipping the material back to Pearson.

The example on the next page shows a completed SD Questionnaire cover and Roster. When the school coordinator receives the SD and/or ELL Questionnaires, your supervisor will have entered the following information on each questionnaire cover:

- the NAEP school ID number;
- the 10-digit student booklet ID (from the Administration Schedule);
- the student's demographic information (from the Administration Schedule);
- the student's line number and Session Number (from the Administration Schedule);
- the name of the student for whom the questionnaire needs to be completed (on the removable label); and
- the NAEP subject to be assessed.

Your supervisor also will have entered the following on the Roster:

- the student's name;
- the 10-digit booklet ID (from the Administration Schedule); and
- the SD and/or ELL Questionnaire ID number (from the SD and/or ELL Questionnaire cover).

When you collect the completed questionnaires on assessment day, you will record how each questionnaire was completed in the **Returned** column on the Roster. You will also need to remove the label bearing the student's name from the questionnaire cover prior to shipping the material back to Pearson. If there is any information missing from the cover of the Roster, you will need to enter it after the assessment.

M. Booklet Preparation and Assessment QC Records

As part of the overall quality control procedures for NAEP, your supervisor will use the Booklet Preparation and Assessment QC Records to document student booklet preparation and assessment day procedures completed by each AA for each school. This includes documenting whether AAs administering and monitoring the session did so according to the standards described in chapter 9.

This checklist serves as documentation that assessments are administered in a standardized manner and according to NAEP procedure. The results are reported to the National Center for Education Statistics (NCES) and the other NAEP contractors.

AA Name:		<input type="checkbox"/> Regular Session <input type="checkbox"/> Accommodation Session <input type="checkbox"/> SICT Session
Prepared Assessment Room According to Procedure ✓ Supplies were ready for distribution. ✓ Materials that would assist students are concealed. ✓ "Testing in Progress" sign posted outside room. ✓ School and teacher numbers on board, if applicable.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet 4. Not Observed 5. Not Conducted	
Assessment Administration: Introduction and Materials Distribution ✓ Read script verbatim with fluency. ✓ Used the most appropriate method to distribute booklets.	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 material. ✓ Checked students recorded correct information on the cover or computer.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet 4. Not Observed 5. Not Conducted	
Assessment Administration: Calculator Distribution ✓ Distributed and collected calculators appropriately. ✓ Monitored students used calculators in the correct sections.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet 4. Not Observed 5. Not Conducted	
Assessment Administration: Timed Sections Appropriately ✓ Assessment Administration: Science HOTS Kits Distribution ✓ Distributed and collected kits appropriately. ✓ Monitored students used kit parts in the correct sections.	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 script.	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 Info Form.	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 General or Subject-Area Background Sections ✓ Used guidelines in QxQs 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 ✓ Appropriately handled difficult situations. ✓ Moved around the room to monitor session. ✓ Verified students are working in the correct sections.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet 4. Not Observed 5. Not Conducted	
After the Session: Completing the Administration Schedule ✓ 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. Codes were transferred to the cover accurately. ✓ Accommodation boxes were coded accurately. ✓ ID labels and ancillaries were removed.	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 box has original Administration Schedules and Rosters. ✓ All materials were in box and packed according to procedure.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet 4. Not Observed 5. Not Conducted	

**Part 3:
Booklet Preparation QC Record**

Part 3 of this Quality Control Booklet is the record you will use to QC the booklet preparation process. Refer to your manual for details on how to conduct this QC check.

Directions:
Record the names of each AA who is preparing the booklets 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:

- AA Met:** The AA conducted **all** tasks associated with preparing the booklets according to NAEP standards.
- AA Partially Met:** The AA conducted **some**, but not all of the tasks associated with preparing the booklets according to NAEP standards.
- AA Did Not Meet:** The AA conducted **few or no** tasks associated with preparing the booklets 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.

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

The rating categories for each task 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 need 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 the supervisor to intervene, a “3” rating should be assigned. Ratings of “3” must be explained in the adjacent “Comments” column. The supervisor will describe the problem and the action taken to correct it.
4. **Did Not Observe:** The supervisor will use this code when he/she was not able to observe the AA conducting the procedure.
5. **Not Conducted:** The supervisor will use this code when the procedure was not applicable or did not have to be completed for the given session.

If your supervisor has any concerns about your performance while completing any of your responsibilities, he/she will discuss it with you one on one.

3

QUALITY CONTROL ACTIVITIES

1. NAEP Quality Control Checks

A. Quality Control Checks Conducted by Your Supervisor

Your supervisor will have many important responsibilities, one of which is to perform and document quality control (QC) checks of the procedures you will be carrying out, as described in this manual.

Using the Quality Control Booklet (QCB), your supervisor will document each QC check so that at the end of the assessment, Westat can analyze the data for all assessment administrators (AAs). This QC check is done to ensure each procedure is completed according to the standards NAEP set out and is necessary for demonstrating the statistical validity of the data collected. Your supervisor is required to observe each assessment team during the field period and will be evaluating the team's performance.

B. School Visits by NCES, ETS, and Westat

Staff members from the National Center for Education Statistics (NCES), the Educational Testing Service (ETS), and Westat will regularly conduct both scheduled and unannounced quality control visits to schools on assessment day. The purpose of these site visits is to ensure that the procedures before, during, and after the administration are being conducted according to NAEP guidelines.

C. Quality Assurance Conducted by HumRRO

NCES has contracted with the Human Resources Research Organization (HumRRO) to conduct independent quality assurance (QA) activities throughout the NAEP test cycle. HumRRO's QA efforts include randomly selecting schools at which to conduct site visit observations of NAEP test administration. A large portion of HumRRO's QA activities includes visits to training and assessment locations. The locations of assessment observations are selected from a comprehensive list of all testing sites, and the selection

represents schools from across the country as well as schools of various sizes. Particular NAEP staff members are not targeted for observation.

This QA check is an integral and necessary part of NAEP's quality control program and is primarily designed to obtain an overall evaluation of how well the field procedures are being followed by all field staff.

A HumRRO staff member will contact the supervisor (or another contact provided by Westat) affiliated with each selected site visit location to inform him/her the site has been selected for QA observation. At that time, he/she will discuss the details of the visit and make arrangements to meet the team on the day of the administration.

Observation Protocol

A team of two observers conducts most HumRRO site visits. Observation teams are instructed to split up during the visit, to observe all session types being conducted in a given school (e.g., regular and accommodation sessions), and to remain as unobtrusive as possible. HumRRO staff members may need to ask questions of NAEP staff to ascertain whether certain activities have been performed but should do so only when it will not disrupt the assessment administration activities. Anytime a task is not observed being performed as trained, HumRRO observers are trained to provide full documentation of the specifics of the situation (for example, any extenuating circumstances that may have prevented the task from being performed).

Observation Checklist Items

HumRRO has designed separate rating sheets for pre-, during- and post-assessment activities, and for both supervisor and AA duties. It is important to note that these are only activities that NAEP staff members are expected to perform on the day of assessment. An additional checklist addressing the secure handling of NAEP materials is also completed. Checklists include items related to (though not limited to) the following assessment day responsibilities:

- room preparation,
- classroom management during testing,
- completion of paperwork, and
- general handling of materials.

Interactions Between HumRRO and NAEP Staff Members

Based on the above checklist, it is clear that HumRRO observation teams and NAEP assessment administration teams may experience a variety of interactions, including the following:

- observation from a distance,
- personal inquiry (as to whether or not a specific task was performed), and
- "looking over the shoulder" observation.

Observation From a Distance

The majority of assessment day activities will be easily observable by HumRRO staff. It should be possible for NAEP staff to work while taking little or no notice of the HumRRO team. Observers generally try to find a seat in which they can observe all activities while maintaining a comfortable distance between themselves and the assessment administration team.

Personal Inquiry

In some instances, job tasks may be performed prior to the arrival of the HumRRO team or are simply not directly observable. If the opportunity arises, a HumRRO staff member may approach a member of the administration team to verify that a given task was performed.

“Looking Over the Shoulder” Observation

HumRRO staff members are instructed to observe detailed job tasks including the proper completion of testing materials and paperwork. In some situations, HumRRO staff may quietly walk amongst team members and view their work.

A collegial atmosphere has emerged between HumRRO and NAEP staff during many site visits, which has led to more frequent interchanges between members of either group. As a result, it may seem that when HumRRO staff members are present, they are working with NAEP staff. It is important, however, to note that HumRRO staff members are not present to advise NAEP staff on proper procedure. Some additional examples of what should not be expected of HumRRO observation staff include:

- preparing or assisting in the preparation and/or completion of assessment materials,
- monitoring classrooms/answering students' questions, and
- maintaining the security of test materials.

At the end of each site visit, time permitting, HumRRO observers may ask the NAEP team members a series of questions designed to gather information on how the efficiency and accuracy of future administrations might be improved. Any feedback collected during this brief interview, along with any comments made throughout the visit, may be included in the site visit report and clearly noted as NAEP staff comments.

D. School Visits by Your Field Manager

In addition to the observations by NAEP staff, your field manager will conduct school visits to observe each assessment team periodically throughout the assessment period. These visits will be scheduled with your supervisor in advance. The purpose of these visits is similar to that of the NAEP staff visits. He/she will observe each assessment team and check that all administrative procedures conducted by the assessment team are carried out according to proper procedure. He/she will document his/her observations in the In-Person Quality Control Form. The field manager will also be available during these visits to answer questions that school staff may have about NAEP and to assist the NAEP team as necessary with assessment procedures.

E. Follow-up Telephone Calls to Schools

As a further QC check, your field manager will call a random subset of schools within several days after the assessment date to review with the school coordinator how the session(s) went and to obtain suggestions and comments about NAEP assessments.

2. Your Role in NAEP Quality Control

In NAEP, quality control is the responsibility of every team member. As an AA, you play an important role in NAEP quality control. It is essential that you get in the habit of reviewing your own work and the work of your fellow AAs. There are numerous QC checks presented throughout this manual. You should become very familiar with each of these.

4

PREPARING FOR ASSESSMENT DAY

1. Activities to Complete Before Assessment Day

Procedure 1. Receive and Review the Assessment Schedule

Your supervisor will give you a tentative schedule of your assessments at the AA in-person training. You should review this schedule and let your supervisor know if you have any problems with it. After he/she has conducted the preassessment visits at the schools, you will receive an updated schedule. Remember that your supervisor may alter the schedule at any time due to unforeseen situations such as bad weather and makeup sessions.

Procedure 2. Practice Using Session Scripts

It is your responsibility to practice using the session scripts before you administer an assessment session. It is important for you to be able to read the script verbatim and in a natural manner without stumbling over or omitting words. Since there are differences between scripts, you should also be familiar with the structure of the script that you will use to conduct the session. Directions for using the script to conduct assessment sessions are provided in chapter 5.



Voices of Experience

Before assessment day, use a Post-it™ note to flag the appropriate session script for easy reference on the day of the assessment.

Procedure 3. Receive and Review the Assessment Information Form

You will receive a completed Assessment Information Form from your supervisor for each school in your assignment at least 1-2 weeks before the assessment. This form will provide all of the information you need to prepare for the assessment.

The general assessment information is provided at the top of the form.

Next is a table that shows the session information for all sessions in the school. If accommodation sessions are to be conducted, this table will contain information for those sessions.

Beneath the session information, you will find directions to the school, parking information, instructions for meeting the assessment team, and instructions for dismissing students.

SV: Gally Richardson PHONE #: 309-555-0123 REGION/AREA: FL1

**NAEP 2008 FIELD TEST
ASSESSMENT INFORMATION FORM**

ASSESSMENT DATE: February 18, 2008 ARRIVAL TIME: 7:35 am
 SCHOOL: Dixon Middle School SCHOOL ID #: 122-122-2
 ADDRESS: 12399 Eastern Ave, Oakland, FL
 SCHOOL COORD: Sam Stewart PHONE #: 309-755-6234
 PRINCIPAL: Marilyn Bernard

SESSION # -OR- ACCOMM. GROUP #	REGULAR/ ACCOMMODATIONS	ROOM	TIME	AA	ACCOMMODATIONS IN REGULAR SESSION (ADMIN SCHED LINE #, ACCOMMODATIONS)
FT0801	(R) / A	201	8:35 am	Silvia	#2: EXTENDED TIME
FT0802	(R) / A	203	8:35 am	Dan	
1	R / (A)	library	10:35 am	Dan	
2	R / (A)	222	8:35 am	School Staff	
3	R / (A)	library	10:35 am	Silvia	
	R / A				
	R / A				
	R / A				
	R / A				

DIRECTIONS TO THE SCHOOL: See attached MapQuest map

PARKING: Use visitor parking lot to the right of the main entrance.

INSTRUCTIONS FOR MEETING THE ASSESSMENT TEAM: Sign in at the main office, then meet the team in the library.

OTHER INFORMATION (POLICY FOR DISMISSING STUDENTS, HOW TO HANDLE LATECOMERS, ETC.):
Send students back to class after the assessment. Send latecomers and students who become ill or disruptive to the main office. Dial 403 on the classroom phone if immediate assistance is needed.

Procedure 4. Prepare the Booklets



On a schedule set by your supervisor, you should plan to gather at your supervisor's house or another convenient location (schedule and driving distance permitting) to prepare the assessment booklets for the upcoming week. Once the booklets are prepared, they must remain with your supervisor until the day of the assessment in order to protect the security of the assessment materials.

Meeting with your team to prepare the assessment materials for distribution is a multistep process. Before you begin, you will need to gather the following materials from your supervisor:

- Administration Schedule;
- student ID labels;
- assessment booklets; and
- accommodation booklets, if necessary.

Note that in IC sessions you will only prepare student booklet covers. All of the content will be given online. The student booklet covers and labels will give the student login information.

You will then perform the steps that follow.

4A. Check the Bundles of Assessment Booklets.

Assessment booklets will be packaged in bundles. The number of booklets in the bundle depends on the grade and session type. The bundle sizes are listed in the table below.

Bundle Sizes

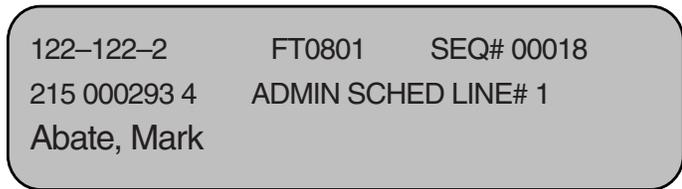
Session	Subjects	Grade	# Booklets in a bundle
FT	Reading/mathematics/science	4	15 booklets
FT	Reading/mathematics/science	8	16 booklets
FT	Reading/mathematics/science	12	16 booklets
SH	Science HOTs	4,8,12	13 booklets
IC	SICT	4,8,12	13 booklets
C1 and C2	SICT and Science HOTs	4,8,12	13 booklets

Each box will contain two bundles of booklets. A numbered Bundle Slip will be shrink-wrapped with each bundle. The **Bundle #** on the slip should match the number printed in the **Bundle #** box in the upper-right section of the Administration Schedule.

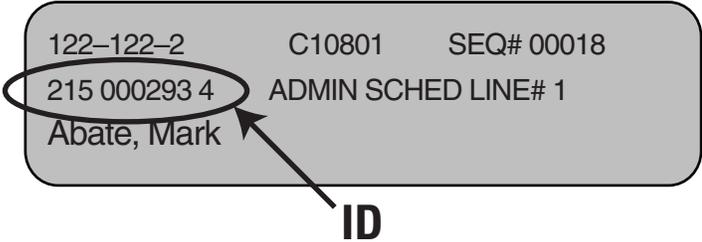
Student ID Labels

Because students' names are never written directly on the assessment booklets, **preprinted removable student ID labels** will be used to help you distribute booklets to the correct students. An example of the information contained on a student ID label for the FT and SH sessions as well as the IC and C1-C2 sessions are shown below.

FT and SH sessions label:



IC and C1-C2 sessions label:



The first line contains the unique school ID number, the specific Session Number from the Administration Schedule, and the sequence number that is used by Pearson only. The second line of the label lists the preassigned booklet ID number from the Administration Schedule and the line number on which the student's name appears on the Administration Schedule. The student's name appears on the last line of the label.

The labels are always printed in the same order as the list of students on the Administration Schedule. Depending on when the student lists were developed, the labels will either be shipped in the Session Boxes to your supervisor with the student names preprinted on them, or your supervisor will print the labels. For the few schools that did not send student names for sampling, you will need to write the student names on the labels by hand when you prepare the booklets.

4C. Prepare Accommodation Booklets.

Some students may require a separate accommodation booklet in order to participate in NAEP. If so, your supervisor will assign an accommodation booklet to the student and record the booklet ID number in column **O** of the Administration Schedule. You will receive assigned accommodation booklets with your session materials.

Below is a chart of accommodations that require separate accommodation booklets along with the subject in which each accommodation is allowed.

Administration Code	Accommodation	Subjects Allowed
BIB	Bilingual booklet	Mathematics
LRG	Large-print booklet	Reading Mathematics Science
REA	Read aloud	Mathematics Science
OTH	Braille booklet	Reading Mathematics Science
OTH	Directions read aloud in native language	Mathematics

For schools selected for SICT, your supervisor will work with the school coordinator to determine which accommodations are available to students being tested on the computer.

Follow these steps below for assigning an accommodation booklet:

NAEP Accommodation Booklet Assigning Process

- 1 Remove the original booklet assigned to the student from the stack of booklets.
 - 2 Record an Administration Code of **52** on the cover of the original booklet.
 - 3 Record the Line and Session Numbers in the upper-right corner of the original booklet.
 - 4 Set the original booklet aside.
 - 5 Affix the student's ID label to the accommodation booklet.
 - 6 Substitute the accommodation booklet for the original in the stack of booklets.
- OR**
- 6 If a separate accommodation session is scheduled to take place at the school, set the booklets for those students aside.

Bilingual Booklets

Since bilingual booklets contain both the English version of the assessment and the Spanish translation, they are printed in two booklets or parts. You will need to affix the preprinted student ID label to the cover of Part 1 and then create a similar label to apply to the cover of Part 2. Each booklet should have its own label.

Please note that there are new procedures this year for assigning Administration Codes on the Administration Schedule (column **Q**) and completing the booklet covers for students assessed with accommodations. More details about these procedures can be found in chapters 6 and 7.

4D. Check Column Q on the Administration Schedule for Withdrawn/Ineligible/Excluded Students and Refusals.

Check the Administration Code in column **Q** for excluded, withdrawn, and ineligible students and refusals. If any of the codes below have been recorded, write the code on the label and set the booklet aside (keeping the label attached to the booklet).

Administration Codes for Withdrawn/Ineligible/Excluded Students and Refusals

Other Student Codes	
51	Withdrawn/Graduated. Student is no longer enrolled in the school or is expelled.
54	Ineligible, never attends campus. Student is listed as enrolled but is not physically attending the school (e.g., home schooled or attending all classes off campus).
55	Ineligible, other. Student was not eligible for the assessment for any other reason (e.g., not in the grade being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.
Reasons for Exclusion	
60	SD – Cannot be assessed. Student whose IEP states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation.
61	SD – Required accommodation not permitted. Student cannot be included in the session due to a disability for which a required accommodation was not permitted (e.g., reading the assessment items to a student selected for a reading assessment).
62	ELL – Cannot be assessed. Student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
63	ELL – Required accommodation not permitted. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not permitted (e.g., bilingual booklet for a student selected for the reading assessment).
64	SD & ELL – Cannot be assessed. Student whose cognitive functioning and/or English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
65	SD & ELL – Required accommodation not permitted. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not permitted.

Reasons for Exclusion (continued)	
67	SD – Required accommodation not available. Student cannot be included in the session due to a disability for which a required accommodation was not available (e.g., Braille typewriter or other equipment supplied by the school).
68	ELL – Required accommodation not available. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not available (e.g., bilingual dictionary or other equipment supplied by the school).
69	SD & ELL – Required accommodation not available. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required equipment was not available.
Absent Student Codes	
45	Accommodation scheduling problem. School refused accommodation session due to staffing and/or scheduling issues.
46	Parent refusal. Parent officially notified school that he/she refused to allow student to participate in the assessment.
47	Student refusal. Student officially notified school or NAEP staff that he/she refused to participate in the assessment before being given an assessment booklet.
49	Session/subject refused by school. Entire session or certain subjects within a cooperating session were not conducted due to the refusal by the state or school.

4E. Record the Line Number and Session Number on the Booklet Cover.

In the spaces provided in the upper-right corner of each booklet cover, record the student’s line number and Session Number from the Administration Schedule.

Do not fill in any information in the boxes labeled “Total Time for Accommodation (EXT),” “Accommodations Offered in Regular or Separate Session,” and “Do Not Use” on the cover of the booklets. This information will be completed during or after the assessment.

4F. Insert Required Ancillary Materials Inside the Booklets.

Turn over the stack of booklets to be used in the session. Place any additional materials required for each booklet, as identified by the letter next to the booklet version number, inside the front cover of the booklet. All additional materials should be placed inside the front cover except the calculators, which are handed out separately.

Repeat this step for booklets to be used in each separate accommodation session. More information on ancillary materials can be found in chapter 2.

4G. Band Together Booklets.

After all booklets are prepared, band together the booklets for excluded, withdrawn, and ineligible students along with booklets for refusals and original booklets for students who received an accommodation booklet. These should be kept banded together separately but

remain at the bottom of the Session Box. It is a good idea to mark this stack of booklets with a Post-it™ note.

Next, band together the booklets for any separate accommodation sessions and place them in the Session Box.

Finally, band together the booklets for participating students and place them in the Session Box with the Administration Schedule on top of the stack. Do not rubber band the Administration Schedule with the booklets as this could tear the Administration Schedule.

4H. Conduct a Quality Control (QC) Check on the Prepared Booklets.

After you prepare your stack of booklets, your supervisor will conduct a “spot” check to ensure the booklets are prepared according to NAEP standards. To conduct this QC check, your supervisor will run every third or fourth booklet in the stack through a comprehensive series of checks. If errors are found, you and your supervisor will check each booklet to make sure that the same error has not been repeated.

After the QC check is completed, your supervisor will record the results in the Quality Control Booklet. You will then repack the Session Box and return it to your supervisor along with the Administration Schedule. Your supervisor will keep the session materials until the assessment day.



Before your supervisor conducts this check, you should conduct an initial QC check by switching your stack of booklets with the stack of another AA.

Procedure 5. Gather Materials to Bring to the School on Assessment Day

Before leaving home for the school on assessment day, or the night before the assessment, gather together all of the materials you will need to bring with you. For each assessment, you will need the items listed below:

- your NAEP Identification (ID) Badge,
- the Assessment Information Form for the school,
- this manual, and
- the session scripts.

Upon arriving at the school, your supervisor will give you the assessment booklets and the other session materials you will need on assessment day.

Procedure 6. Review Guidelines for Professional Dress

Professional behavior and dress are required any time you are working in a school. Clothing is one of the most important elements in effectively taking charge of a classroom and establishing authority.

NAEP recommends the following proper classroom attire:

For women:

- dress pants or skirt,
- blouse or sweater,
- tailored dress, or
- business suit.

For men:

- a collared shirt,
- dress pants,
- sports jacket and tie, or
- suit and tie.

For women, low-heeled, comfortable shoes are preferred. Both men and women need to make sure that you maintain the heels on your shoes to avoid making excess noise as you walk around the room. While monitoring a session, experienced NAEP staff will walk slightly on their tip-toes to minimize the amount of noise and to remain as inconspicuous as possible.



Voices of Experience

The colors that have proven themselves best for establishing authority are navy blue, maroon, rust, gray, and black. You want to have a conservative appearance. Clothing need not be elaborate or expensive but should be neat, business-like, and appropriate.

5

PREPARING FOR AND ADMINISTERING ASSESSMENT SESSIONS

1. Activities to Complete Before the Assessment

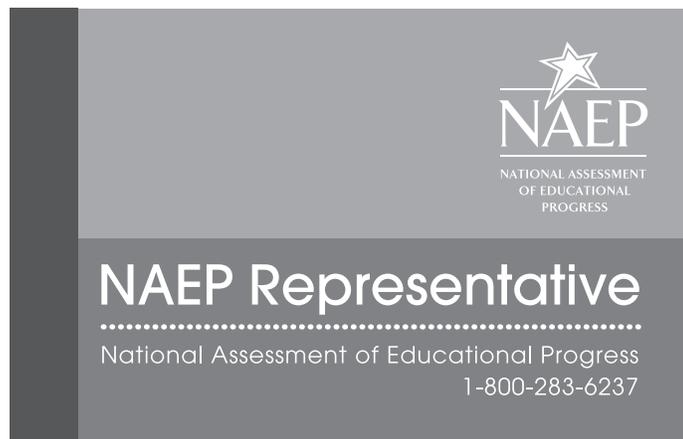
Procedure 1. Report to the School on the Day of the Assessment

On the day of your assignment, you should plan to arrive at the school at least 1 hour before the first session is scheduled. Your arrival time will be noted on the Assessment Information Form and should be confirmed with your supervisor before the assessment day. If there are SICT sessions being conducted your supervisor may ask you to arrive earlier. The amount of time you will need depends on the size of the assessment, whether or not the assessment booklets have been prepared in advance, and the school's schedule.

If you live near other assessment administrators (AAs) on your team or your supervisor, you are encouraged to carpool to and from your assigned schools.

Wear Your NAEP ID Badge.

You should be wearing your NAEP ID badge when you arrive at the school to help establish your authority with both school staff and students. When arriving at the school, you must first check in at the school office, identify yourself, and explain why you are there. Have a photo ID with you in case one is required by the school. In many cases, your supervisor will request that the entire team meet at a designated place and then enter the school together.



Procedure 2. Go to the Location Where the Assessment Team Will Work

Your supervisor will arrange a place for the team of AAs to meet until it is time to go to your session location. You will remain in this location until it's time to go to your assessment location.

Procedure 3. Receive the Session Materials

Your supervisor will provide you with all of the necessary materials for the session(s) you are scheduled to conduct. These materials include the following:

Materials for Each Grade 4 Session	Materials for Each Grade 8 Session	Materials for Each Grade 12 Session
<ul style="list-style-type: none"> ● Original Administration Schedule ● 1 Copy of the Roster of Questionnaires ● Prepared assessment booklets ● Accommodation booklets, if necessary ● Additional booklets assigned to students added to the Administration Schedule, if necessary ● Timer ● “Testing in Progress—Do Not Disturb” sign ● Student Appreciation Certificates, if necessary ● Session Debriefing Form ● 5 blue calculators ● Science HOTS Kits, if applicable <p>Extra Materials to Have Available for AA’s Use</p> <ul style="list-style-type: none"> ● One “Ancillary Materials Grade 4 Math” bag (from bulk supplies) that contains the following: C = Calculator (TI-80) R = Ruler G = Manipulative Set “G” prepunched K = Manipulative Set “K” Foam Shapes ● 10 blue calculators ● One box of pencils ● Goody bags for science kits 	<ul style="list-style-type: none"> ● Original Administration Schedule ● 1 Copy of the Roster of Questionnaires ● Prepared assessment booklets ● Accommodation booklets, if necessary ● Additional booklets assigned to students added to the Administration Schedule, if necessary ● Timer ● “Testing in Progress—Do Not Disturb” sign ● Session Debriefing Form ● Science HOTS Kits, if applicable <p>Extra Materials to Have Available for AA’s Use</p> <ul style="list-style-type: none"> ● One “Ancillary Materials Grade 8” bag (from bulk supplies) that contains the following: Math C = Calculator (TI-30) P = Ruler/Protractor V = Manipulative Set “V” – box w/protractor G = Manipulative Set “G” ● 10 gray calculators ● One box of pencils ● Goody bags for science kits 	<ul style="list-style-type: none"> ● Original Administration Schedule ● 1 Copy of the Roster of Questionnaires ● Prepared assessment booklets ● Accommodation booklets, if necessary ● Additional booklets assigned to students added to the Administration Schedule, if necessary ● Timer ● “Testing in Progress—Do Not Disturb” sign ● Session Debriefing Form ● Science HOTS Kits, if applicable <p>Extra Materials to Have Available for AA’s Use</p> <ul style="list-style-type: none"> ● One “Ancillary Materials Grade 12” bag (from bulk supplies) that contains the following: Math C = Calculator (TI-30) N = Spinner on cardstock O = Folding card U = Reference sheet of math formulas ● Reading M = Pamphlet, “Applying for a Federal Job” ● Science Q = Periodic table of elements ● One box of pencils ● 10 gray calculators ● Goody bags for science kits



Perform QC Check of Assessment Booklets

If your session’s assessment booklets were prepared in advance by an AA other than yourself, it is a good idea to quickly check the booklets to make sure they were prepared properly and are in Administration Schedule order. You should also confirm that during transport to the school, no ancillary materials slipped out of the inside front covers of the booklets.

If multiple sessions are being conducted concurrently at the school, you will receive copies of Administration Schedules for the other sessions as well. This is so that you can help students find the correct session to attend.

Before sessions begin, you should also review the following information on your Assessment Information Form:

- how the students were notified of the assessment (Student Appreciation Certificate or other means),
- how the school wants students returned to their classes at the end of the session, and
- how to call the principal’s office from the assessment classroom in an emergency.

Procedure 4. Prepare the Room



To properly prepare the classroom for the assessment, you must complete the tasks described in this section.

After you have finished preparing your room, your supervisor will conduct a QC check to ensure it has been prepared according to NAEP standards. Once this QC check is completed, he/she will record the results on the Assessment QC Record in the QCB.

4A. Set Out the Supplies You Will Need for the Session.

There are two groups of materials you should have ready for the session, as shown in the chart below.

Materials Out for Easy Access	Materials Ready for Distribution
<ul style="list-style-type: none"> • AA Manual • Appropriate session script • Administration Schedule, list of students in other sessions (if more than one session in the school) • Copy of the Roster of Questionnaires • Timer • Session Debriefing Form • Assessment Information Form 	<ul style="list-style-type: none"> • Sharpened No. 2 pencils • Student Appreciation Certificates (if appropriate) • Assessment booklets with appropriate ancillary materials inserted into the front cover • Number of grade appropriate calculators • Extra calculators and ancillary materials in the event of missing or damaged materials identified during the assessment • SH and C1/C2 sessions: Hands-on science kits and goody bags

**Voices of Experience:**

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

4B. If SICT, Help Your Supervisor Set Up the Computer Room.

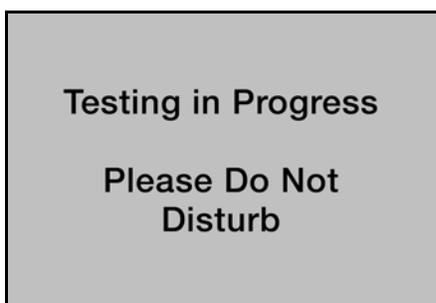
If the school is selected for SICT your supervisor may ask you to help set up the computer lab before the assessment. You may be asked to start up the TestNav application onto each computer and enter the school ID to get the application to the main screen where the student will enter his/her ID and password.

4C. Erase or Conceal Visual Materials.

If you have permission from the school, you should erase the chalkboards and, if necessary, conceal any school materials that would assist the students (e.g., multiplication tables in a mathematics session). Your supervisor will inform you whether you have permission to erase the chalkboards.

4D. Post the “Testing in Progress—Do Not Disturb” Sign Outside the Room.

This sign is in the Session Box and should be posted outside the room. If the sign is not posted prominently, disruptions to the testing could happen. If there is more than one door into the testing location, post a sign at each doorway.



4E. For Grades 4 and 8, Write the Teacher Names and Corresponding Teacher Numbers on the Board.

On the chalkboard at the front of the room, you will need to write the teacher names and each teacher’s corresponding two-digit number. This information is located on the Roster of Questionnaires, as shown below. If the session is being conducted in a room without a board, your supervisor should make arrangements with the school coordinator to have a portable board or easel in place. Otherwise, write the information in marker on a large piece of paper and post it at the front of the room. The same is true for the SICT sessions conducted in a computer lab with no chalkboard.



2008 Field Test
Grade 8 Roster of Questionnaires
(School and Teacher Questionnaire Tracking Form)

SCHOOL #: 1 2 2 - 1 2 2 - 2

Page 1 of 1

SCHOOL NAME: Dixon Middle School
CITY/STATE: Oakland, FL

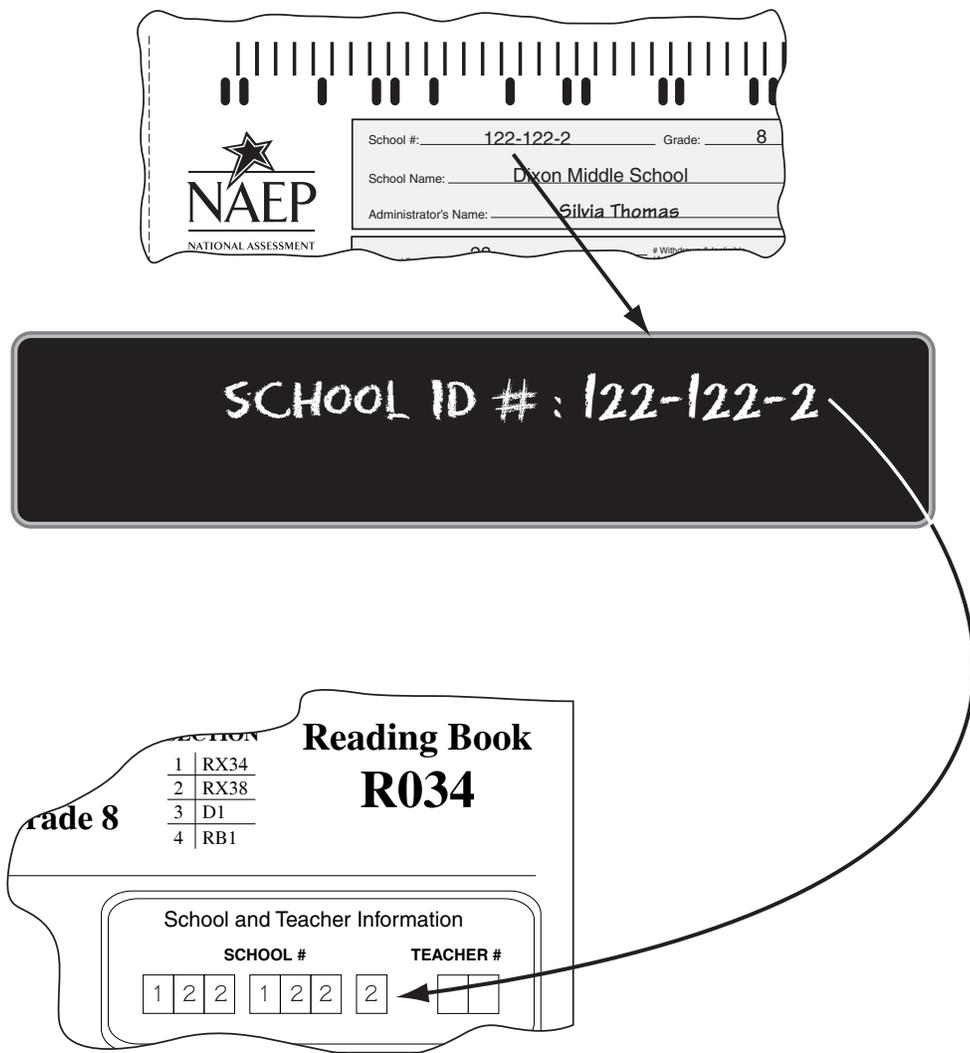
<p>I. NAEP School Questionnaire Distributed to: Mr. Maxwell</p>	<p>I. NAEP School Questionnaire ID# (Barcode ID # on Cover) 964 0 0 0 8 7 5 5</p>	<p style="text-align: center;">Returned</p> <table style="width: 100%; text-align: center;"> <tr> <td>Yes</td> <td>No</td> <td>Online</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	Yes	No	Online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yes	No	Online						
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						

II. Teacher Questionnaire		II. NAEP Teacher Questionnaire Language Arts Teacher Questionnaire							Returned			II. NAEP Teacher Questionnaire Math Teacher Questionnaire							Returned																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
Index	Teacher's Name	Index	987-	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1

4F. For Grades 8 and 12, Write the School ID Number on the Board.

Write the school ID number from the Administration Schedule on the chalkboard at the front of the room.

The script will instruct eighth- and twelfth-grade students to record this number on their booklet covers. To reduce the possibility for error, you will record the school ID number on all grade 4 booklets after the session has been completed.



4G. Conduct Quality Control Check of Assessment Room.

After you have finished preparing your room, your supervisor will conduct a QC check to ensure it has been prepared according to NAEP standards.

After the QC check is complete, your supervisor will report the QC status in the Quality Control Booklet.

2. Activities to Complete During the Assessment

Procedure 5. Administer the Session



To administer the session, perform the following:

5A. Ensure That Each Student Is at the Correct Location.

As the session is beginning, verify students are in the correct location. Use the student lists provided by your supervisor to determine in which session, if any, the student belongs.

In large sessions, AAs should stand in strategic locations: one or two at the door to direct students, and one or two inside the assessment location to monitor students as they wait for the assessment to begin.

5B. Begin the Session on Time.

You should make every effort to begin the session on time. If four or more students listed on the Administration Schedule have not arrived after you have taken attendance, wait a few minutes before beginning the session. While you are waiting, you may informally ask those present if the missing students are absent from school that day. If your supervisor or a school staff member is present, discuss the possibility of finding the missing students. Proceed with the assessment if it is determined that missing students are, in fact, absent or after 5 minutes have passed. Do not, under any circumstances, allow another student to substitute for a sampled student who is absent from the session.

5C. Stagger Start Times.

In schools selected for the SICT assessment you may not be able to assess all the students at the same time if the school does not have enough computers. If you encounter this situation, your supervisor will split the session into groups of students depending on the number of computers available. A new session will start every 90 minutes. You will conduct the assessment sessions until all the students are assessed.

5D. Use the Correct Session Script to Conduct the Session.

As described in chapter 2 you will have the following session scripts:

- Grade 4 Session Script;
- Grade 8 Session Script;
- Grade 12 Session Script;
- Grade 4 Science HOTS Session Script;
- Grade 8 Science HOTS Session Script;
- Grade 12 Science HOTS Session Script;
- Grade 4 Science HOTS/SICT Session Script;
- Grade 8 Science HOTS/SICT Session Script;
- Grade 12 Science HOTS/SICT Session Script;
- Grade 4 Accommodation Session Scripts;
- Grade 8 Accommodation Session Scripts; and
- Grade 12 Accommodation Session Scripts.

5E. Read the Session Script Verbatim.

The script begins by introducing you and NAEP and gives an overview of the session. It is important to read the script with fluency and expression. Fluency means you have practiced the script ahead of time and are familiar with its syntax. Expression means that you can read the script naturally and comfortably, so students easily understand it.

Reading the script verbatim ensures standardized administration of the assessment across the nation. It also preserves trend across time.

5F. Use the Most Appropriate Method to Distribute Booklets.

After you read the script introduction, the script instructs you to distribute the booklets and other materials. In a SICT session you will be instructed to distribute booklet covers only since the students will work on the computer. There are two ways you may choose to distribute booklets. Both methods are written into the script and are listed below. You must decide ahead of time which method to use. A smooth assessment session will be defined from the beginning if you select the most appropriate method for booklet distribution.

Option 1:

You should call the students in Administration Schedule order to the front of the room to receive their booklets and pencils.

Option 2:

You can place the booklet and a pencil on each student's desk prior to the students arriving in the classroom. Your supervisor will provide you with alpha table tents to place on the tables as an indicator to students where they will find their booklets.

Once it looks like all students have arrived, one AA should begin reading the script, while the monitoring AAs walk around the room collecting the booklets at empty seats. These booklets for absent students should then be placed in Administration Schedule order in case a student arrives in time to participate. The booklets should then be counted along with the students present for the assessment to make sure all booklets are accounted for.

When it is clear that no other students will be admitted, one AA should record an “A” for absent in column **A** of the Administration Schedule for each unused booklet collected and place the corresponding booklets in the Session Box for security.

How Are Latecomers Handled?

Standard NAEP procedures address two different “latecomer” scenarios:

1. If a student arrives during booklet distribution, ask the student to wait at the front of the room while you finish distributing booklets. Then, check in the late student; give each his/her assigned booklet, pencil, and other required assessment materials; and direct the student where to be seated.
2. If a student arrives after the AA or the students have begun reading booklet directions, instruct the student to return to his/her classroom or to the office according to school preference. **No student may be admitted once booklet directions are being read.**

5G. Instruct Students to Remove the Student ID Label From the Cover of Their Booklets.

After all students have received a booklet, the session script instructs you to tell the students to remove the student ID labels from the cover of the booklets and place them on the corner of their desks. This will assist you in monitoring the session because you will be able to ascertain the student’s name simply by glancing at the label on the desk.

This procedure is also critical for protecting the confidentiality of students because the names of students must never leave the school on the booklets. **At the end of the session, you will collect and destroy these labels before dismissing students.**

The exception is with the SICT booklet labels. If the students are in a split SICT/Science HOTs session they will not be instructed to remove the label until the second session.

5H. For FT Sessions, Check That Students Removed Additional Materials From the Inside Cover and Placed Them on the Corner of Their Desks.

After the students removed the student ID label from the booklets, you will instruct them to remove any additional materials from the front cover of their booklet and place the materials on the corner of their desks. If SICT, the students will only have a booklet cover.

For grade 8 sessions, check that students, who were required to separate additional materials, did so, and placed them back in the original packet.

5I. For Grades 8 and 12, Verify That Students Have Properly Recorded the School ID Number on Their Booklet Covers.

The session script instructs students in grades 8 and 12 to enter the school ID number you wrote on the board prior to the start of the assessment.

Verify that students have properly recorded the school ID number on their booklet covers by walking around the classroom and conducting a spot check of students' booklets, or computer screens, if necessary.

5J. For Grades 4 and 8, Check to See That All Students Have Properly Recorded the Two-Digit Teacher Number in the Correct Area of the Booklet Covers.

The session script instructs students in grades 4 and 8 to record their two-digit teacher number from the board onto their booklet covers. You will have already written this information on the board prior to the start of the assessment.

To collect accurate data, it is critical that students enter the correct teacher number. Data analysts match these two-digit teacher numbers to the Teacher Questionnaires for each school.

Walk around the classroom and conduct a spot check of students' booklets to be sure this information is entered in the correct location on the student's booklet cover, or computer screen, if necessary.

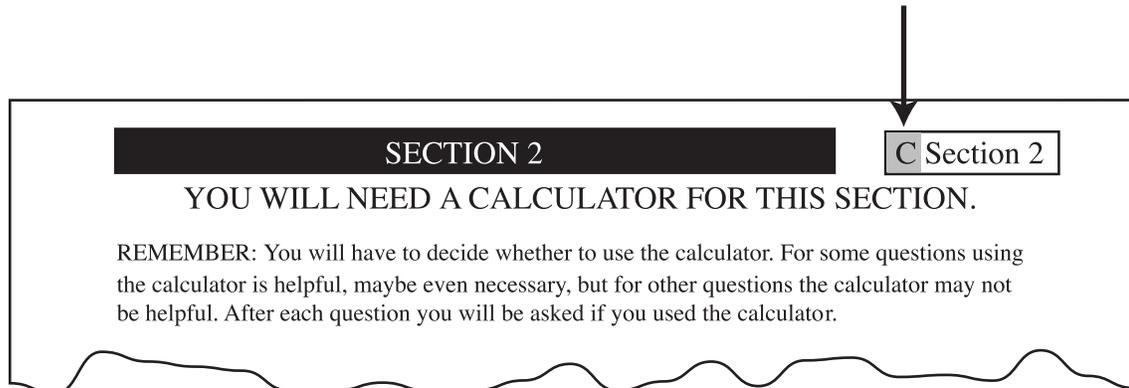
5K. If Grade 4, Read the Booklet Directions Aloud.

The instructions for using the assessment booklets are presented on the first two pages of each booklet and are reprinted in the script. The script instructs you to read these directions aloud to grade 4 students. Students in grades 8 and 12 will be given time to read the directions to themselves.

5L. If Grade 4, Distribute and Collect Calculators Appropriately, When Required.

After the booklet directions and throughout the session, some students being assessed in mathematics will need to use a calculator. Because it is very important that students have a calculator only when working in a section that requires one, calculators must be distributed and collected from individual students at the beginning of each mathematics cognitive section in the assessment booklet. Follow the script instructions for distributing and collecting calculators throughout the session.

If a mathematics booklet requires a calculator, a large “C” (for calculator) will appear on the booklet cover in the upper-right corner, next to the booklet version number. There will also be a “C” printed in the upper-right corner of each page of the booklet that requires a calculator.



The letter “C” will serve as a visual cue for you as you walk around the room and glance at the student’s booklet to verify whether the student should be using a calculator or not.

5M. If Grades 8 and 12: Check To See That Students Who Brought Their Own Calculators Are Using One That Is NAEP Appropriate.

Students in grade 4 must use calculators provided by NAEP. Students in grades 8 and 12 may use their own personal calculators as long as they are not a laptop or other portable computer, pocket organizer, cell phone, device with a typewriter-style keyboard, electronic writing pad, or pen-input device.

Students in grades 8 and 12 who do not bring a calculator should be furnished with one of the gray calculators provided by your supervisor. It is your responsibility to check during the course of the assessment to verify that students are using NAEP-appropriate calculators.

5N. Time Sections Appropriately.

Each assessment booklet contains several blocks of cognitive questions and background questions for students to answer. There are subject area background questions and general background questions.

Background and cognitive sections are timed while students work independently, except for the grade 4 general background section, which is read aloud to the students. The session scripts provide instructions for the timing of each section. The chart below summarizes the timing for each grade and session type.

At the request of the school, you may allow students to take a stretch break between sections of the booklets. Students should not be allowed to leave the assessment location during the break. The time you allow for a break will vary by grade and school. Your supervisor will provide you with any special procedures that should be followed as instructed by the school.

Booklet Section Timing

Session Type: FT (Reading/Mathematics/Science Paper-and-Pencil)

Section #	Content	Timing
Section 1	Subject-Area Cognitive Items	25 minutes
Section 2	Subject-Area Cognitive Items	25 minutes
Section 3	General Student Background Questions	5 minutes (grades 8 and 12) (in grade 4, read aloud by AA)
Section 4	Subject-Area Background Questions	10 minutes (grade 4) 8 minutes (grades 8 and 12)

Session Type: SH (Science Hands-On Tasks Only)

Section #	Content	Timing
Section 1	Kit #1	30 minutes
Section 2	Kit #2	30 minutes
Section 3	General Student Background Questions	5 minutes (grades 8 and 12) (in grade 4, read aloud by AA)
Section 4	Subject-Area Background Questions	10 minutes (grade 4) 8 minutes (grades 8 and 12)

Session Type: IC (Science Interactive Computer Tasks Only)

Section #	Content	Timing
Section 1	Computer Task	30 minutes
Section 2	Computer Task	30 minutes
Section 3	General Student Background Questions (on computer)	5 minutes (grades 8 and 12) (in grade 4, read aloud by AA)
Section 4	Subject-Area Background Questions (on computer)	10 minutes (grade 4) 8 minutes (grades 8 and 12)

Session Type: C1 (SICT/Science HOTS)

Section #	Content	Timing
Section 1	Computer Tasks	30 minutes
Section 2	HOTs	30 minutes
Section 3	General Student Background Questions (in booklet)	5 minutes (grades 8 and 12) (in grade 4, read aloud by AA)
Section 4	Subject-Area Background Questions (in booklet)	10 minutes (grade 4) 8 minutes (grades 8 and 12)

Session Type: C2 (Science HOTS/SICT)

Section #	Content	Timing
Section 1	HOTs	30 minutes
Section 2	Computer	30 minutes
Section 3	General Student Background Questions (on computer)	5 minutes (grades 8 and 12) (in grade 4, read aloud by AA)
Section 4	Subject-Area Background Questions (on computer)	10 minutes (grade 4) 8 minutes (grades 8 and 12)

You are encouraged to practice using the timers before your first test administration so that you are familiar with how they work. Follow the instructions on the next page for using the timers.

NAEP Timer Instructions (TYPE A)

(Read all four steps before you begin.)

1. Press the “HOUR/CLEAR” and/or “MIN” button to set the length of time to be calculated. (**NOTE:** there are no “seconds” displayed on this timer.)
2. Once the appropriate amount of time is set and you are ready to start the timer, press the “START/STOP” button. The colon (:) between the hour and minutes will start flashing as a sign the timer is working.
3. The timer will sound an alarm when the time has expired. Press the “ALARM STOP” button to silence the alarm.
4. If you initially enter an incorrect amount of time to calculate, you will need to start the timer using the “START/STOP” button and then immediately press the “START/STOP” button again when the colon starts to flash. Press the “HOUR/CLEAR” button to reset the amount of time to 0:00 and then start over with step 1 above.



NAEP Timer Instructions (TYPE B)

(Read all five steps before you begin.)

1. Set to “TIMER” using the button on the left of the timer.
2. Press the “HOUR” and/or “MIN” button to set the length of time to be calculated.
3. Once the appropriate amount of time is set and you are ready to start the timer, press the “START/STOP” button. The colon (:) between the hour and minutes will start flashing as a sign the timer is working.
4. The timer will sound an alarm when the time has expired. Press the “START/STOP” button to silence the alarm.
5. If you initially enter an incorrect amount of time to calculate, press and hold the “RECALL/RESET” button to reset the amount of time to 0:00 and then start over with step 2 above.



5O. If C1 or C2 Session, Collect Booklets and Transport Students to Their Next Session.

In a C1 (SICT/Science HOTS) session you will need to collect the booklet covers from the students at the end of the SICT assessment. Walk the students to the room where the Science HOTS assessment will be conducted. Distribute the booklet and science kits following the steps described in **Procedure 6**.

In a C2 (Science HOTS/SICT) session you will need to collect the assessment booklets and science kit materials from the students at the end of the Science HOTS assessment. The guidelines for collecting and cleaning up after a Science HOTS assessment are described in **Procedure 6**. Since the students will work on the computer for the SICT assessment, you may need to walk the students to another room. Take the students to the correct room and follow the instructions in **Procedure 7** to distribute the booklet covers and conduct the SICT assessment.

5P. Collect Student ID Labels.

While the students are working in the last section of their booklets, the session script instructs you to walk through the room and remove the student ID labels from the corner of every student's desk. After the labels are collected, tear them up and throw them in the trash. **Remember, names of NAEP participants must never leave the school on the booklets or any other NAEP documents.**

5Q. Collect NAEP Materials at the End of the Assessment.

At the end of the session, the session script instructs you to collect all materials (except pencils), distribute Student Appreciation Certificates (if necessary), and dismiss the students according to the school's preference. Students may keep the pencils as a thank you gift from NAEP. You will instruct the students to visit the NAEP website printed on the pencil for more information about NAEP.

To collect assessment materials, you should select an appropriate booklet collection method and count the booklets to ensure all of them have been accounted for before dismissing any students from the session. The following are two suggested collection methods for small and large sessions. However, you may find it necessary to devise another method depending on time constraints and grade level. Your supervisor can give you a suggested collection method in a unique situation.

See **Procedure 6** for instructions on how to collect materials used during a Science HOTS session.

Option 1:

Call students to the front of the room in Administration Schedule order and verify that each student has returned an assessment booklet with used ancillary materials included inside the booklet cover. As the booklets are collected, place them face down, one on top of the other.

You should also collect any other NAEP materials that the student may have used, such as calculators. Place these materials in a separate pile on the table or work space in front of you.

Collecting assessment booklets in Administration Schedule order will make your responsibilities following the assessment session much easier.

Option 2:

Instruct students to place the assessment booklet on the corner of their desk or workspace. Collect each booklet while verifying that all used ancillary materials are included inside the cover. Count the booklets before dismissing students to verify that all are accounted for.

You should also collect any other NAEP materials that the student may have used, such as calculators. Place these materials in a separate pile on the table or work space in front of you.

If you are conducting the session in a large space, such as a cafeteria or auditorium, an AA should stand at each exit during booklet collection to ensure that no students leave the area with a booklet or science materials.

NOTE: For those students whose booklet indicates that they are to complete the hands-on science section, you will collect their booklets at the end of the regular session. After all of the other students have been dismissed, you will redistribute the booklets and the appropriate science kit to each student according to his/her booklet cover codes. Follow the instructions for distributing the science kits in the session script. See **Procedure 6** for more details on administering hands-on science tasks.

5R. Account for All NAEP Materials Before Dismissing Students.

It is critical that NAEP materials are accounted for before dismissing students from the assessment session. You must account for each and every assessment booklet, whether completed or blank, as well as the NAEP calculators and used ancillary materials.

After collecting NAEP materials, count the number of used booklets to ensure the number matches the number of students present at the session. You should also count the blank booklets to ensure the number you had before the session is consistent with the number after the session.

If you find any NAEP booklets (including blank ones) missing, students are not to be dismissed until the missing booklet has been found.

5S. Dismiss Students According to School Protocol Outlined on the Assessment Information Form.

Dismiss students at the conclusion of the assessment session in the manner described on the Assessment Information Form. In order to maintain a good rapport with the school, it is important you follow school protocol.

Procedure 6. Administer Science Hands-On Tasks

When administering the Science HOTs assessment you should comply with the following mandatory hands-on science procedures.

6A. Distribute the Science Kits.

Before the session, you should divide the kits into three groups by type to facilitate distribution. You should read the script that instructs the students to raise their hand when their kit type, which is written in their booklet, is called out. You should then give each student the appropriate kit. You will also distribute graph paper on white cardstock developed by Pearson. Student names or other identifiable information will not be on these sheets. Hand 1-2 sheets out with the booklets. At the end of the assessment, these sheets must be collected and sent back to Pearson with other Science HOTs ancillary materials.

Using the session script, you will then instruct students to open their science kits and check the diagram in their booklets to determine if all the necessary supplies have been provided in their kit. If a student's kit has either missing or defective items, you should replace the kit item from the extra science kit supplies that the supervisor has provided you. Your supervisor should have given you the goody bag, which contains extra Science HOTs kit parts that are prone to breaking. Below is a table with the contents of the goody bag for each grade.

Goody Bag Contents		
Grade 4	Grade 8	Grade 12
<ul style="list-style-type: none">• 3 seed packets per seed type (for Kit A – Seeds)• 20 toothpicks (for Kit B – Electrical Circuits)• 5 plastic straws (for Kit B – Electrical Circuits)• 5 light bulbs (for Kit B – Electrical Circuits)• 5 wires with alligator clips (for Kit B – Electrical Circuits)• No additional supplies needed for Kit C – Mystery Metal Bars	<ul style="list-style-type: none">• 5 plastic scoops (for Kit E – What's Cooking?)• 5 extra pairs of safety gloves (for Kit E – What's Cooking?)• No additional supplies needed for Kit D – Magnetic Fields or Kit F – Clues From Bones	<ul style="list-style-type: none">• 3 clips (for Kit G – Pendulum)• 10 pairs of safety gloves (for Kit H – Maintaining Water Systems and Kit I – Plant Pigments)• 3 chromatography plates (for Kit I – Plant Pigments)• 20 toothpicks (for Kit I – Plant Pigments)

During a SH session, when the first Science HOTs session is finished collect all the science kit materials from the student and clean up the assessment area following the guidelines for cleanup procedures below. Once the room is ready for the second Science HOTs session distribute the kits as described above.

6B. Follow Safety Issues Guidelines.

The *Instructions for Administering Hands-On Science Task* document, located with the scripts, outlines the safety issues involved with each of the science kits. As the students are working on the section, check that each student is following these instructions and correct students as needed.

6C. Follow Guidelines for Responding to Students’ Questions.

Since portions of each science kit are unique, there are different responses you should use in answering students’ questions relating to the science kits. You should refer to the *Instructions for Administering Hands-On Science Task* to appropriately answer these specific questions. Any other questions that are not addressed in this document should be answered as outlined later in this chapter.

6D. Follow Guidelines for Cleanup Procedures.

At the end of the session, students will be asked to set aside their waste materials and then place all the other materials back into the kit bag. The specific cleanup procedures that are included in the students’ booklets are also written in *Instructions for Administering Hands-On Science Task*. Check that each student is following these instructions.

After the students have finished cleaning up, you will walk around the room with the garbage bag, which was included in the box of science kits, and have the students dispose of the waste materials. You should then tie up the garbage bag and dispose of it in the garbage. Finally, all of the kit bags and booklets need to be collected by you in an appropriate collection method as described earlier in this chapter. After you have accounted for all of the materials and booklets, you should dismiss the students in the appropriate manner.

Refer to the table below for a list of items that can be left at the school after the assessment:

Grade	Science Kit	Materials left at the school
4	Kit A - How Seeds Travel	All materials must be collected
4	Kit B - Electric Circuits	Battery, Battery Holder, Wires with clips
4	Kit C - Mystery Metal Bars	Ruler, Magnet labeled “Test Magnet”
8	Kit D - Magnetic Fields	Ruler, Compass
8	Kit E - What’s Cooking	Goggles, Hour Glass Timer, Spot Plate, Iodine
8	Kit F - Clues From Bones	Ruler
12	Kit G - Pendulum Clock	Ruler, Clip, Stopwatch, Tape
12	Kit H - Maintaining Water Systems	Goggles, Stopwatch
12	Kit I - Plant Pigment	All materials must be collected

Procedure 7. Administering SICT

During the assessment, students will work on the computer using the TestNav application that your supervisor has installed on the computers. You may have helped your supervisor install the software prior to the start of the assessment.

Make sure all the computers are turned on, and the TestNav log-in screen is ready for the students to use.

7A. Instruct Students to Enter Their Login Information.

Students will use the information on their booklet cover to log-in to the TestNav application. They will enter their booklet barcode as the User ID and the passcode will be printed on the booklet label. At grade 4, wait until all students have logged into the system before moving to the next step.

7B. Time Directions.

You will give the students a predetermined amount of time to review the directions and start the assessment.

7C. Instruct Students to Remove the Student ID Label From the Cover of Their Booklets.

After all students have read the directions, the session script instructs you to ask the students to remove the student ID labels from the cover of the booklets and place them on the corner of their desks. At the end of the session, you will collect and destroy these labels before dismissing students.

7D. Time Cognitive Sections – 2 30 min.

Give students a warning 15 minutes before the end of the section.

7E. Time Background Sections.

You will also need to time background sections appropriately.

7F. Answer Students' Questions About How to Navigate the System.

You may, and should, clarify students' questions about how to navigate through the items and clarification of directions.

7G. Answer Students' Questions Related to the Complex Items.

Refer to the Question-by-Question Specifications (QxQs) in the back of the session script.

Procedure 8. Monitor the Session



During the session, it is your responsibility to ensure that students are working in the correct booklet section or working through the items in a SICT session. This is done by quietly walking up and down the aisles during the session. The *Strategies* magazine describes effective methods for monitoring the session and managing the classroom.

You will perform many of the checks described in this chapter on a continual basis throughout the assessment. You must also follow the standard NAEP procedures for responding to students' concerns or questions and handling special situations that may arise.



Voices of Experience:

It is a good idea to walk around the room with a handful of sharpened pencils ready to hand out when students request them.



Voices of Experience:

Walk around with the Session Debriefing Form inside your script. You will need to record information regarding students' questions about specific items in the table on the back of the form. To make this an easy process, jot down the Session Number and line number of the student and a word or short phrase when a student asks a question. Go back after the session and record more detail. Noting the Session Number and line number of the student is important in identifying the booklet number. NAEP uses this information to find questions that are commonly misunderstood or confusing to students.

It is also helpful to walk around with the Assessment Information Form inside your script. This way, it is easy to review which students get accommodations and what accommodations they get when students begin raising their hands.

8A. Answer Students' Questions About How to Record Answers.

You may, and should, clarify students' questions about how or where to record answers.

8B. Answer Students' Questions During Cognitive Block (or Subject-Area) Sections of the Assessment.

Under no circumstance are you allowed to help students respond to any item in a cognitive section. You may not provide any specific information, answers, or instructions about any question, or assistance in reading or spelling.

Instead, you should reply with this scripted response:

“I’m sorry. I cannot answer any questions. Please reread the question and do the best you can.”

However, you may read and provide clarification of directions to a student.

The NAEP procedure for responding to student questions during the cognitive block is different than the NAEP procedure for responding to student questions during the general background section, which is described below.

You should also be familiar with your session scripts for the Science HOTs and what aspects of these tasks you are allowed to help with.

8C. Answer Students' Questions During the General Background Section.

You must respond to students' questions during the general background section by referring to the QxQs found in the back of each session script.

Questions asked by students during the general background section should be answered individually. If a student has a question, you should walk to the student's desk and respond quietly to the question.

If several students have the same question, you may advise all students in the session of the question and answer.

Also, it is NAEP procedure that the student may skip any background question he/she does not feel comfortable answering. You should advise students of this if they ask.

8D. Answering Students' Questions During the Subject-Area Background Section.

You must respond to students' questions during the subject-area background section by referring to the mathematics, reading, science, and SICT QxQs found in the back of each operational session script.

As with the questions asked by students during the general background section, they should be answered individually. If a student has a question, you should walk to the student's desk and respond quietly to the question.

Unlike in the general background section, students will have different questions in the subject-area background sections depending on the subject area of their assessment booklet. Therefore, you should not advise all students in the session of the question and answer when an individual student asks a question.

As with the questions asked by students during the general background section, it is NAEP procedure that the student may skip any subject area background question that he/she does not feel comfortable answering.



Impacts Statistical Validity

Failure to use the Question-by-Question Specifications when answering students' questions during the background sections of the assessment booklet could jeopardize the validity of data collected.

8E. Ensure That Students Who Have Finished Sections Early Have Not Gone Back to Previous Sections or Worked Ahead in the Booklets.

Redirect students who appear to be working in the wrong section of a booklet. If students finish a section early, they may not go back to previous sections or work ahead.

If a student is working in the wrong section of the booklet, a gentle reminder of the correct section will suffice as an effective prompt (e.g., “**You should be working in Section 2 now.**”). Then, you should continue to stand near the student until you see that he/she is working on the correct section.

A student who completes a section of the booklet before time is called should be encouraged to review his/her work in that section only. The student should not be allowed to work ahead in the NAEP booklet, review previously completed sections of the NAEP booklet, read other material, or work on his/her homework or another non-NAEP activity.

NOTE: SICT students will not be able to go back and check their work.

8F. Handle Difficult Situations Pertaining to Students' Behaviors or Attitudes.

Occasionally during the course of administering an assessment, you may encounter a difficult situation with student behavior or attitude. It is important that you respond appropriately to each situation. *Strategies* magazine provides important classroom management techniques to help you avoid many of these situations. It also provides guidelines for handling difficult situations when they do arise.

The table below outlines the procedures for coding these situations.

Behavior	Coding
Behavior becomes disruptive and out of control	<ul style="list-style-type: none"> ● If student does not remain in the session, write “Disruptive behavior” on the booklet cover. ● Use Administration Code 12.
Reluctant or refuses to participate	<ul style="list-style-type: none"> ● If the student continues to refuse, collect the booklet and materials and dismiss him/her according to the school’s instructions. ● Write “Student refused to work” on the booklet cover. ● Use Administration Code 12.
Emotionally upset	<ul style="list-style-type: none"> ● If student does not remain in the session, write “Emotionally upset” on the booklet cover. ● Use Administration Code 12.
Asks to leave the session	<ul style="list-style-type: none"> ● If a student leaves and returns for any reason, record on the booklet cover the time and section number when the student left and the time and section number when the student returned. ● If a student cannot complete the session, collect the booklet and other materials. ● Write the reason the student left the session on the booklet cover. ● Use Administration Code 12.
Becomes ill	<ul style="list-style-type: none"> ● If student does not remain in the session, write “Student became ill” on the booklet cover. ● Use Administration Code 12.

8G. Handle Other Unexpected Situations That May Arise.

There are four special situations that may arise while you are administering a session. The following procedures for handling and coding each situation are included.

Situation	Guidelines	Coding
Student received defective assessment materials	<ul style="list-style-type: none"> ● If a student discovers a defective booklet after beginning to work, replace the booklet with another booklet of the same version number, if possible. ● If a booklet of the same version number is not available, have the student skip the defective portion and continue working on the remaining portions of the booklet. ● In the event an ancillary material is found to be defective, replace it with another (of the same material), if possible. 	<ul style="list-style-type: none"> ● Record the booklet ID number of the defective booklet on the front cover of the replacement booklet. ● Record the booklet ID number of the replacement booklet on the cover of the defective booklet. ● Write “Defective booklet” on the defective booklet cover. ● Use Administration Code 14.

Situation	Guidelines	Coding
<p>(For SICT) Student cannot access the text</p>	<ul style="list-style-type: none"> ● If a student cannot access the test, try re-entering the ID number. ● Move the student to a different computer, if possible. ● If a different computer is not available, hold the student in the room while you contact Pearson to try to fix the problem. ● If you cannot get the computer to work within a reasonable amount of time, follow the steps in the Coding column. 	<ul style="list-style-type: none"> ● Detail what happened on the Session Debriefing Form. ● Use Administration Code 14.
<p>School fire alarm</p>	<ul style="list-style-type: none"> ● Your first priority is the safety and evacuation of the students and yourselves from the building. If your supervisor has informed you that this is a drill and not an emergency, follow these guidelines: <ul style="list-style-type: none"> - stop the timer; - collect all of the assessment booklets from the students; - take the booklets and the timer with you when you exit the school; - when you are safely outside the school, check the timer and note the time remaining in the session; and - when the students return, redistribute the booklets and adjust the timing of the assessment to account for the time the students were gone. 	<ul style="list-style-type: none"> ● Write a brief note explaining the fire drill and place it at the top of the Session Box. ● If you cannot continue the session, use Administration Code 13. ● If the session resumes, use Administration Code 12.
<p>School lockdown</p>	<ul style="list-style-type: none"> ● Your first priority is the safety of the students and yourselves. ● Generally, a school staff member will advise you of the school protocol in this situation. ● Be sure to first follow school instructions. Then, if necessary, stop the timer and collect all the assessment booklets from the students. ● When a school staff member has indicated it is okay to proceed with the assessment, redistribute the booklets and adjust the timing of the assessment to account for the lost time. 	<ul style="list-style-type: none"> ● Write a brief note explaining the lockdown and place it at the top of the Session Box. ● If you cannot continue the session, use Administration Code 13. ● If the session resumes, use Administration Code 12.

6

ADMINISTERING ACCOMMODATION SESSIONS

Procedure 1. Understand Accommodations Most Frequently Provided by NAEP

NAEP provides accommodations for students identified as students with a disability (SD) and English language learner (ELL) whose Individualized Educational Programs (IEPs) specify them. For ELL students who do not have an IEP, knowledgeable school staff such as IEP or 504 teams, school psychologists, and teachers, will make decisions about accommodations.

Not all SD or ELL students will require test accommodations. Decisions about accommodations are made individually for each student. When it is determined that a student will receive an accommodation for NAEP, your supervisor will work with the school to ensure the accommodation is consistent with what the student routinely uses during state assessments.

The next few pages describe how to administer the accommodations NAEP allows. They also identify the subjects in which each accommodation is allowed, the additional accommodations typically required, and the Administration Codes for accommodations. Finally, there are general guidelines for determining whether to provide accommodations in separate or regular sessions based on limiting distractions in regular sessions while still providing the usual test accommodations that SD or ELL students receive during their state assessment.

For further information on accommodations, refer to the *Inclusion* magazine.

		Accommodation	What Is It?	How to Administer
Direct Linguistic Support	Directions read aloud in native language	Booklet Cover Code OTH FT Session Subjects Math & Science Typical additional accommodations SMG / ONE BIB / EXT SSA	This accommodation requires that the session script instructions be read aloud. This requires the student to use the bilingual Spanish/English mathematics or science booklet. Therefore, this accommodation is only allowed with the mathematics or science booklet in Spanish in the FT Session.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The person administering the session will use the grade-appropriate bilingual session script to conduct the session. • Students will complete the assessment using the bilingual Spanish/English mathematics assessment booklets.
	Test items read aloud in native language			
	Booklet Cover Code OTH			
	FT Session Subjects Math & Science			
	Typical additional accommodations SMG / ONE BIB SSA	For this accommodation, students may request to have words, phrases, or sentences read aloud to them in Spanish.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The person administering the session will use the grade-appropriate bilingual session script to conduct the session. • Students will complete the assessment using the bilingual Spanish/English mathematics assessment booklets. 	
	Booklet Cover Code OTH	This requires the student to use the bilingual Spanish/English mathematics or science booklet. Therefore, this accommodation is only allowed with the mathematics or science booklet in Spanish in the FT Session.		
	FT Session Subjects Math & Science			
	Typical additional accommodations SMG / ONE BIB SSA			
	Bilingual booklet	Booklet Cover Code BIB FT Session Subjects Math & Science Typical additional accommodations SMG / ONE EXT SSA	NAEP has bilingual Spanish/English mathematics or science assessment booklets available for students who require them. When a bilingual booklet is open, one page has the directions and questions in Spanish, and the facing page will have the same directions and questions in English. Because of the size, the booklets are printed in a set of two. Students may mark their answers on either page and in either language.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The person administering the session will use the grade-appropriate, bilingual session script to conduct the session.
	Booklet Cover Code BIB			
FT Session Subjects Math & Science				
Typical additional accommodations SMG / ONE EXT SSA				
Bilingual dictionary without definitions	Booklet Cover Code BID Subjects Math & Science Typical additional accommodations EXT	This is a non-electronic bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a “word-for-word” dictionary, “word-to-word translation dictionary,” or a “bilingual word list.”	<ul style="list-style-type: none"> • This accommodation is usually provided in the regular session, although students who need this accommodation will need to have extended time to look up words in the dictionary. • Prior to the start of the session, the AA should quietly instruct the student to follow along with the regular timing of the assessment, but explain that, at the end, he/she will have extra time to go back and finish working. • The AA is responsible for checking the dictionary prior to the start of the assessment to be sure it does not contain definitions. 	
Booklet Cover Code BID				
Subjects Math & Science				
Typical additional accommodations EXT				

Accommodation	What Is It?	How to Administer
Directions only signed Booklet Cover Code OTH Subjects Reading, Math & Science	This accommodation requires that a qualified sign language interpreter at the school sign the instructions included in the session script. The interpreter may not sign any additional directions in the assessment booklet.	<ul style="list-style-type: none"> This accommodation can be provided in the regular session in the back of the room (or wherever it is typically administered). The interpreter will sit near the students so they are able to see the directions being signed.
Test items signed Booklet Cover Code OTH Subjects Math & Science Typical additional accommodations SMG / ONE EXT SSA	This accommodation requires that a qualified sign language interpreter at the school sign some or all of the test questions and answer choices for the student.	<ul style="list-style-type: none"> This accommodation requires a separate accommodation session. The interpreter will sign the instructions from the grade-appropriate accommodation session script to the student along with the question and answer choices then wait for the student to mark the answer before moving on to the next question. For mathematics or science booklets, the interpreter will refer to the Mathematics or Science Read Aloud Guidelines that are with the accommodation session scripts for details on how to sign certain mathematical symbols and equations.
Read aloud—occasional Booklet Cover Code REA Subjects Math & Science	<p>For this accommodation, students may request to have words, phrases, or sentences read aloud to them.</p> <p><i>Note: Reading the script, instructions or directions aloud, when requested, so students understand where and how to record their answers is NOT considered an accommodation and should not be recorded as one on the Administration Schedule. These instructions can be repeated or reworded in any way, in English, so students understand what to do.</i></p>	<ul style="list-style-type: none"> This accommodation can be provided in the regular session. The AA should quietly instruct the student before the start of the session to raise his/her hand if he/she needs to have a word, phrase, or sentence read aloud. If more than one student in a session requires this accommodation, they should be seated together in a way that minimizes distractions for other students.
Read aloud—most or all Booklet Cover Code REA Subjects Math & Science Typical additional accommodations SMG / ONE EXT	For this accommodation, students may request to have most or all of the assessment booklet read aloud to them.	<ul style="list-style-type: none"> This accommodation requires a separate accommodation session. When a student requires read aloud in a one-on-one setting, the student's originally assigned booklet is used. The AA will administer the session using the grade-appropriate accommodation session script and read the questions and answers choices from the student's booklet. When more than one student requires this accommodation, the students can be grouped together (i.e., small group) based on the subject they are originally assigned (mathematics or science). The AA will administer the assessment using the grade-appropriate accommodation session script and read the questions and answers from an unused assessment booklet. The AA will read aloud all the questions and answer choices and then wait for all of the students to mark their answers before moving on to the next question. For mathematics or science booklets, the AA will refer to the Mathematics or Science Read Aloud Guidelines in the accommodation session script for details on how to read certain mathematical symbols and equations.

		Accommodation	What Is It?	How to Administer
Presentation Format	Braille version of test	Booklet Cover Code OTH Subjects Reading, Math & Science Typical additional accommodations ONE EXT SCR	This is a Braille version of the student's booklet.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The AA will administer the session by reading the grade-appropriate accommodation session script. • Students may require a Braille typewriter or a scribe to respond to the questions. • If a Braille typewriter is used, the AA will write the booklet ID number on all pages created by the Braille typewriter and insert these pages into the student's regular booklet. • If a scribe is used, when a constructed response is required for the reading or mathematics assessment, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (for example, too vs. two). • The scribe should read the written response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.
	Booklet Cover Code			
	Subjects			
	Typical additional accommodations			
	Large print version of test	Booklet Cover Code LRG Subjects Reading, Math & Science	NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged 129 percent.	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session.
	Booklet Cover Code			
Subjects				
Magnification equipment	Booklet Cover Code MAG Subjects Reading, Math & Science	This is a lens or system provided by the school that enhances visual function. Magnification devices include eye-glass-mounted magnifiers, free-standing or hand-held magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session. 	
Booklet Cover Code				

Accommodation	What Is It?	How to Administer
<p>Responds in sign language</p> <p>Booklet Cover Code OTH</p> <p>Subjects Reading, Math & Science</p> <p>Typical additional accommodations SMG / ONE EXT SCR</p>	<p>This accommodation requires that students sign their responses to a qualified sign language interpreter provided by the school. The interpreter records the student's answers in the assessment booklet.</p>	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The AA will administer the session by reading the grade-appropriate accommodation session script. • When a constructed response is required for the reading, mathematics, or science assessment, the interpreter/scribe should write exactly what the student signs. A student should indicate when one sentence ends and another begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (e.g., too vs. two). • The interpreter/scribe should show the student the written response after the student completes it, but NOT sign the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.
<p>Responds using Braille typewriter</p> <p>Booklet Cover Code OTH</p> <p>Subjects Reading, Math & Science</p> <p>Typical additional accommodations SMG / ONE EXT</p>	<p>This accommodation requires that a visually impaired student record his/her answers using a Braille typewriter, a slate and stylus, or an electronic Braille note taker provided by the school.</p>	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session if the Braille typewriter they use is quiet enough. Some older Braille typewriters are very loud and may require a separate session. • The AA will write the booklet ID number on all pages created by the Braille typewriter and insert these pages into the student's booklet.

		Accommodation	What Is It?	How to Administer
Response Format	Responds orally to scribe		This accommodation requires that the student respond orally to a scribe provided by the school or respond by pointing to his/her answers. The scribe then records the student's responses in the assessment booklet.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The AA will administer the session by reading the grade-appropriate accommodation session script. • When a constructed response is required for the reading, mathematics, or science assessment, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (for example, too vs. two). • The scribe should show the student the written response after the student completes it, but NOT read the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.
	Booklet Cover Code	SCR		
	Subjects	Reading, Math & Science		
	Typical additional accommodations	SMG / ONE EXT		
	Responds using computer or typewriter		This accommodation requires that the student record his/her answers using a computer or typewriter provided by the school. <i>Note: Use of the spelling/grammar check function on a computer is not allowed.</i>	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session if the computer or typewriter they use is quiet enough. • The student will use the computer or typewriter to record his/her answers. • The AA will write the booklet ID number on all pages created by the computer and insert these pages into the student's booklet. • The AA is responsible for checking the computer prior to the start of the assessment and for monitoring the student during the assessment to be sure the spelling/grammar check function is disabled.
	Booklet Cover Code	SCR		
	Subjects	Reading, Math & Science		
	Uses template to respond		This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a page by obscuring other parts of the page.	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session.
	Booklet Cover Code	OTH		
Subjects	Reading, Math & Science			

	Accommodation	What Is It?	How to Administer
Response Format	Uses special writing tool	<p>This is a large-diameter pencil, pencil grip, or other special writing tool provided by the school that a student uses to record his/her answers in the assessment booklet.</p> <p><i>NOTE: Some students' IEPs stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation in response to their IEP. Students who do not have this as an IEP requirement, but who typically use large-diameter pencils, pencil grips, or other special writing tools during assessments may use these for NAEP, and it will not be recorded as an accommodation.</i></p>	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session. • The AA will verify that the student has the special writing tool before the session begins.
	Booklet Cover Code OTH		
	Subjects Reading, Math & Science		
Setting Format	Small group	<p>Generally, a small group session includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.</p>	<ul style="list-style-type: none"> • This is by definition a separate session. • The person administering the session will use the grade-appropriate accommodation session script to conduct the session.
	Booklet Cover Code SMG		
	Subjects Reading, Math & Science		
	Typical additional accommodations EXT		
	One-on-one	<p>This accommodation requires that a student is assessed individually in an area free of distractions.</p>	<ul style="list-style-type: none"> • This is a session with one student and one AA or school staff member administering the session. • The person administering the session will use the grade-appropriate accommodation session script to conduct the session. • If the student regularly works with a facilitator provided by the school, that person should be available for the assessment.
Booklet Cover Code ONE			
Subjects Reading, Math & Science			
Typical additional accommodations EXT			
Study carrel	<p>This is a portable screen provided by the school used to limit distractions for a student.</p>	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session, although occasionally the location of the study carrel is in a separate location. • A screen is placed on the student's desk to limit distractions for the student. 	
Booklet Cover Code OTH			
Subjects Reading, Math & Science			

	Accommodation	What Is It?	How to Administer
Setting Format	Preferential seating, light, furniture	This accommodation requires that a student sit in a designated area for the assessment; such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so that a student can see or hear more easily. It may also include special light and furniture used by the student.	<ul style="list-style-type: none"> This accommodation can be provided in the regular session.
	Booklet Cover Code OTH		
	Subjects Reading, Math & Science		
	School Staff Administers	This accommodation requires that a school staff member familiar to the student administer the session.	<ul style="list-style-type: none"> This accommodation requires a separate accommodation session. The school staff member will administer the session by reading the grade-appropriate accommodation session script.
	Booklet Cover Code SSA		
	Subjects Reading, Math & Science		
Timing Accommodations	Extended time	This accommodation requires that students be given extra time to complete the assessment.	<ul style="list-style-type: none"> In a regular session, this accommodation requires that students be given extra time after the timed session has been completed to continue to work on the cognitive sections of the assessment. Prior to the start of the session, the AA should quietly instruct students with this accommodation to follow along with the regular timing of the assessment, but explain that, at the end, they will have extra time to go back and finish working. In a separate session, if most or all of the students are still working on a section at the end of the regular time limit, the AA should allow them to continue to work for about 10 more minutes per section. If most are finished, he/she should move on to the next section. In either case, students who need extra time may go back to work on unfinished sections of the assessment up to the maximum time allowed, which is three times the normal time. The only limit for extended time is that students may not take more than three times the regular time allocated for a particular section of the booklet. During the extended time, the AA must remain in the testing location until students have finished the assessment.
	Booklet Cover Code EXT		
	Subjects Reading, Math Science		

	Accommodation	What Is It?	How to Administer
Timing Accommodations	Breaks during test	This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • There are no specific NAEP requirements regarding the length of time for a break, how often the breaks are taken, or whether the student has contact with other students during the breaks. The test must, however, be administered during a single day.
	Booklet Cover Code BRK		
	Subjects Reading, Math Science		
	Typical additional accommodations SMG / ONE EXT		
Other Accommodations	Other	<p>This category includes accommodations provided by the school that are not listed above and are regularly used by one or more students sampled for the assessment. One example is some hearing-impaired students require the administrator to wear a small microphone.</p> <p>Reading Inclusion Books and Math Inclusion Books are offered to fourth-grade students excluded from reading or mathematics assessments.</p> <p><i>NOTE: Some schools provide special equipment such as colored highlighters for all students to use as a testing "strategy." If these are typically used on the state assessment by these students, they are allowed for use on NAEP and are not considered an accommodation. However, NAEP does not allow the use of scrap paper or graph paper. Students are instructed to show all of their work in the assessment booklet.</i></p>	<ul style="list-style-type: none"> • Reading Inclusion Books and Math Inclusion Books can be administered during a regular or accommodation session. Offered to students in fourth grade.
	Booklet Cover Code OTH		
	Subjects Reading, Math & Science		

Procedure 2. Understand How to Code Accommodations

2A. Assign the Accommodation Codes

After meeting with the school coordinator during the preassessment visit, your supervisor will assign every student a code in column **P** of the Administration Schedule. The codes, along with an explanation, are listed in the table below.

Accommodation Codes	
1	Assess without accommodations. Used for students who are not classified as SD and/or ELL and can be assessed in the regular session without any accommodations.
2	Accommodation offered in regular session. Used for SD and/or ELL students who are offered accommodations that can be provided in the regular session.
3	Accommodation offered in separate session. Used for SD and/or ELL students who are offered accommodations that must be given in a separate session.
4	Not applicable. Used for students who are withdrawn/graduated or ineligible. Also used for students who are excluded (Administration Codes 60–65 and 67–69). Students who are Excluded but Assessed (Administration Code 66) should be given an accommodation code of 2 or 3.

These codes are listed in the upper-left corner of the Administration Schedule.

Your supervisor may ask you to use the Inclusion Worksheet to assign accommodation codes to the booklet cover of the student's accommodation booklet in the accommodation code box. The codes, along with an explanation, are listed in the table below.

Accommodations Offered in NAEP 2008	
Code	Description
BIB	Bilingual Booklet – NAEP provides for mathematics and science at grades 4 and 8.
BID	Bilingual dictionary (without definitions) – school provides for mathematics or science.
LRG	Large-print booklet – School provided only in 2008.
LXT	Extended time – any type of session.
REA	Read-aloud (in any type of session). Not allowed in reading.
SMG	Small group – specific booklets for read-aloud (students use assigned books for other accommodations).
ONE	One-on-one – students use assigned booklets.
SCR	Scribe or Use of Computer (school provides and the students use their assigned booklets).
OTH	Other; specify on cover – students use assigned booklets. School provides any needed Braille booklets.
BRK	Breaks during test – students use assigned booklets.
MAG	Magnification device – school provides.
SSA	School staff administers – students use assigned booklets.

Then, on the cover, under **Accommodations Offered in Regular or Separate Session**, you will record all accommodations offered (whether or not they were used). If extended time was offered (**EXT**), you will also need to record the total time used in the Extended Time boxes on the booklet cover. If extended time was offered but not used, you will enter 050 in the Extended Time boxes.

2B. Accommodations for Science Interactive Computer Tasks (SICT)

Your manager will alert accommodations for sessions.

IC Sessions

For Science ICTS there is a special booklet for read aloud. Students requiring a read aloud accommodation should receive the online portion of booklet S213, which includes ICT's and background questions online; these students, in the IC session, with booklet S213 will not receive a HOTS.

C1 and C2 Sessions

Students in a CI session requiring a read aloud accommodation will also be assigned booklet S213 and will be assessed together in a common accommodation session with students from C2.

Since the SICT is a pilot study, you may find schools have a wide range of all accommodations allowable for computer activities. Be sure to keep track of any other accommodations. Students in the SICT needing an accommodation will receive a code of **OTH** on the student's booklet cover.



Voices of Experience

When preparing the accommodation booklets, it is a good idea to write the three-letter accommodation codes that will be offered to the student on the student ID label. This will help you to prepare the stacks of assessment booklets, and, on assessment day, it will be easier to identify what accommodations the students in the regular session need, if any. You should only write the three-letter code though. Never use the complete accommodation description.

2C. Bilingual, Braille, and Large-Print Booklets

The following table is a quick reference for identifying if Bilingual, Braille, Read Aloud, or Large Print accommodation booklets are offered at grades 4, 8, and 12.

Accommodation Booklet Types	Mathematics			Reading			Science*		
	Grades			Grades			Grades		
	4	8	12	4	8	12	4	8	12
Bilingual	Yes	Yes	No	No	No	No	Yes ¹	Yes ¹	No
Braille	Yes ²	Yes ²	Yes	Yes	Yes	Yes ³	Yes	Yes	Yes
Read Aloud	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes
Large Print	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

¹ Will use booklets from 2005 assessment (does not match a 2008 booklet).
² Will use MATH booklets from 2007 assessment (does not match a 2008 booklet).
³ Will use READING booklet from 2008 assessment.
Note: The "Yes" or "No" is in response to the question, "Does NAEP provide?"
* Unsure about Science HOTS. No ICTs.

2D. Extended Time

Some students may not react well under pressure in timed scenarios or may have a disability that requires them to take longer than other students to complete tasks. Your supervisor will have talked to the school coordinator to see if there are students who are typically accommodated with extended time.

Remember that NAEP is not a "speeded" test and therefore it is unlikely that students will require much more time than the regular session allows.

If a student does not require extended time but will be assessed in a separate session, you should use the regular session script since the accommodation session script does not have timing.

For C1, C2, and IC sessions students cannot be offered extended time.

2E. Read Aloud to Self

It has been noted that use of the "Read aloud to self" accommodation is becoming more common. This accommodation is allowable and should be coded **OTH** on the student's SD booklet cover. If it is encountered in a school, your supervisor will have a conversation with the school coordinator regarding the most efficient way to administer this accommodation. Most students are able to read softly and can remain in the classroom with special attention to seating. Others may need to be assessed with this accommodation in a separate session if their reading aloud would disturb other students. To reduce the strain on staffing, when there is more than one student requiring this accommodation in a separate session, your supervisor may make arrangements to set up a small group session where all of the students requiring this accommodation are grouped together but seated apart from each other in one room.

2F. Code for Read Aloud – Occasional

If a student needs “Read aloud – occasional” your supervisor will code the student a **REA**.

2G. Administering Bilingual Booklet Accommodations

Your supervisor will make sure this accommodation will be offered if allowed by the state.

2H. If Grade 4, Inclusion Books

The Inclusion Book is an easier version of the assessment booklet available to assess students who are excluded from reading or mathematics assessments. Your supervisor will ask the school coordinator if the students can be assessed using this version of the booklet during the regular session.

2I. If Grade 4, Code for Inclusion Books

If a student is assessed with the Inclusion Book version of the booklet, code the student a **14** in the Administration Schedule and code the accommodation on the booklet cover as “Other.”

Procedure 3. Administer Separate Accommodation Sessions

If your supervisor and school coordinator determine a student needs to be administered an accommodation in a separate session, that information will be communicated to you through the Assessment Information Form.

3A. Use the Accommodation Session Scripts When Conducting Separate Accommodation Sessions.

The accommodation session scripts are slightly modified versions of the regular session scripts. The accommodation scripts have shorter or simpler versions of some sections and less stringent timing. Each age has an accommodation script to use for the separate accommodation sessions.

3B. Ensure That School Staff Assisting in the Administration Adhere to the Guidelines Described in the Accommodation Teacher Letter.

In some cases, the school will provide a teacher or staff person familiar with the students to work with you in accommodation sessions. If so, the supervisor will provide the teacher with a copy of the Accommodation Teacher Letter that provides guidelines for what staff members can and cannot do. The staff member will sign the letter and give it back to your supervisor. If you observe a staff member doing something inappropriate, quietly remind him/her of the guidelines in the letter.

3C. Follow the Same Standard NAEP Procedures for Monitoring the Session.

Your job as an AA is to administer the accommodations SD or ELL students need to participate while maintaining NAEP test integrity. To truly assess the students' knowledge, it is important for you to refrain from giving and/or prompting answers. As with regular sessions, you should only provide assistance to students in an accommodation session during the background sections and when making sure they understand how and where to record answers. Refer to chapter 5 for guidelines on monitoring all NAEP sessions.

The *Inclusion* magazine suggests ways you can keep children with disabilities comfortable and on task. Read the magazine carefully and refer to it as necessary.

Procedure 4. Administer Accommodations Within the Regular Session

Every attempt should be made to provide students who need accommodations with the best opportunity to participate in the study and to minimize distractions for other students. In many cases, accommodations can be administered in the regular session if both criteria mentioned above are met.

When administering an accommodation in the regular session, it is important that you are alert to the student's needs without hovering or focusing entirely on that student. Refrain from doing anything that will embarrass or single out the student in a negative way.

Procedure 5. Recognize Accommodations NOT Allowed by NAEP

It is a goal of NAEP to be as inclusive as possible with SD and ELL students. However, there are a few accommodations that NAEP does not allow, including:

- oral or written responses translated into written English;
- bilingual dictionary *for reading*;
- directions read aloud in native language (permissible in Spanish only and only when a Spanish/English bilingual mathematics booklet is used);
- test material read aloud in native language (permissible in Spanish only and only when a Spanish/English bilingual mathematics booklet is used);
- test questions read aloud or signed *for reading*;
- uses a bilingual version of the test (permissible in Spanish only and only when a Spanish/English bilingual mathematics booklet is used);
- tape-records answers;
- test taken over several days;
- use of abacus, arithmetic tables, or graph paper, or any ruler; or
- use of dictionary, thesaurus, or spelling- and grammar-checking software or devices.

5A. Code Students Who Cannot be Assessed—Accommodation Not Permitted.

If a student requires one of these accommodations and cannot be included in the assessment with only accommodations allowed by NAEP as determined by the school staff member most knowledgeable about the student, he/she will be excluded.

These students will receive one of the **REASONS FOR EXCLUSION** Administration Codes below on the Administration Schedule.

- 61 = SD – Required accommodation not permitted
- 63 = ELL – Required accommodation not permitted
- 65 = SD and ELL – Required accommodation not permitted

5B. Code Students Who Cannot Be Assessed—Accommodation Not Available.

If a student can be assessed but the required accommodation, such as a Braille typewriter or other school-provided equipment, is not available to the student for the assessment, the student will also be excluded.

These students will receive one of the **REASONS FOR EXCLUSION** Administration Codes below on the Administration Schedule.

- 67 = SD – Required accommodation not available
- 68 = ELL – Required accommodation not available
- 69 = SD and ELL – Required accommodation not available

5C. Code Students Who Cannot Be Assessed—Cannot Be Assessed.

If it is determined that a student cannot be assessed for reasons other than a required accommodation is not permitted or available for NAEP, give the student an exclusion code.

These students will receive one of the **REASONS FOR EXCLUSION** Administration Codes below on the Administration Schedule.

- 60 = SD – Cannot be assessed
- 62 = ELL – Cannot be assessed
- 64 = SD and ELL – Cannot be assessed

5D. Code Students Who Cannot Be Assessed—Accommodation Scheduling Problem.

If a school refuses an accommodation session due to scheduling or staffing problems, students assigned to that session will be coded Administration Code **45** – Accommodation Scheduling Problem on the Administration Schedule. Do not assign codes **60-69**, which will incorrectly classify the student as excluded rather than absent.

7

COMPLETING ACTIVITIES AFTER THE ASSESSMENT

Procedure 1. Account for All Materials Used

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

Procedure 2. Complete the Administration Schedule



Your role in completing the Administration Schedule involves the following:

2A. Enter an Administration Code in Column Q.

Your first responsibility after students have been dismissed is to record an Administration Code for every student listed on the Administration Schedule who does not already have one recorded. These include assessed students (Administration Codes **10-14**) and absent students (Administration Codes **40-49**).

All Administration Codes are listed on the right side of the Administration Schedule in column **R** and are grouped according to participation status. Although you will primarily use the assessed and absent codes, all Administration Codes and the guidelines for using them are printed on the following pages for reference.

Note that this year the same Administration Codes are applied for both non-accommodated and accommodated students. Specific accommodations are recorded only on the booklet cover.

Definitions of Administration Codes Used 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 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.
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 assessment but, for example, was not released by teacher because of 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.

Definitions of Administration Codes Used in Column R

Other Student Codes	
51	Withdrawn/Graduated. Student is no longer enrolled in the school or is expelled.
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.
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.

2B. Enter an Administration Code of 52 for All Unassigned Booklets.

Enter Administration Code **52** in column **Q** of the Administration Schedule for all unassigned booklets.

2C. Complete the Summary Box.

It is very important that the summary information at the top of the Administration Schedule is accurately recorded. To do so, follow the steps below.

Grade: <u>8</u>	Original session scheduled for: Day/Date: <u>Monday, Feb. 18</u> Time: <u>8:35</u> Location: <u>Cafeteria</u>	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="0"> <tr> <td># Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) <u>3</u></td> <td>+ =</td> <td><u>25</u></td> <td># Absent (Admin. Codes 40-45, & 48) <u>1</u></td> <td>+ =</td> <td><u>24</u></td> <td># Assessed (Original Session) <u>24</u></td> </tr> <tr> <td># Excluded (Admin. Codes 60-69) <u>0</u></td> <td>+ =</td> <td><u>25</u></td> <td># Refused (Admin. Codes 46, 47 & 49) <u>0</u></td> <td>+ =</td> <td><u>24</u></td> <td># Assessed (Makeup Session) <u>0</u></td> </tr> <tr> <td colspan="3">TO BE ASSESSED</td> <td colspan="3">TOTAL ASSESSED</td> <td></td> </tr> </table>			# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) <u>3</u>	+ =	<u>25</u>	# Absent (Admin. Codes 40-45, & 48) <u>1</u>	+ =	<u>24</u>	# Assessed (Original Session) <u>24</u>	# Excluded (Admin. Codes 60-69) <u>0</u>	+ =	<u>25</u>	# Refused (Admin. Codes 46, 47 & 49) <u>0</u>	+ =	<u>24</u>	# Assessed (Makeup Session) <u>0</u>	TO BE ASSESSED			TOTAL ASSESSED				Session Number FT0801
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<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>Enroll</td> <td>Enroll</td> <td>New Enrollee 1=Yes</td> <td>Booklet ID</td> <td>Administration</td> <td>Accom</td> <td>Admin</td> <td>Assess</td> </tr> </table>					"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"	Enroll	Enroll	New Enrollee 1=Yes	Booklet ID	Administration	Accom	Admin	Assess					
"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"																		
Enroll	Enroll	New Enrollee 1=Yes	Booklet ID	Administration	Accom	Admin	Assess																		

1 The AA will 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, the AA will 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 The last value that the AA needs to enter at the top of the Administration Schedule is the # **Assessed (Original Session)**. This is the total of the Administration Codes **10-14** in column **Q**.

After you have checked that all the necessary items on the Administration Schedule have been correctly filled in, give the Administration Schedule to your supervisor. He/she will calculate and determine whether a makeup session is needed at the school.

“Not In Sample” Students, Administration Code 56

Sometimes, for convenience purposes, a school will require some students to be included in the assessment even though they were not sampled. In this case, the supervisor will have added the students’ names to the bottom of the Administration Schedule prior to the assessment. Because no information on these students is required, their birth date, gender, race/ethnicity, etc., may not have been recorded on the Administration Schedule. It is acceptable for this information to be missing for these nonsampled students. In column **Q** on the Administration Schedule, your supervisor will enter Administration Code **56 = Not In Sample** for these students.

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

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

Procedure 3. Code the Booklet Covers



To code the booklet covers, complete the following steps. A checklist of these tasks is also provided in the Quick Checks section of this manual.

3A. Organize All Booklets Back Into Administration Schedule Order.

Ensure that all booklets, including those separated before the assessment, are back in Administration Schedule order. If an accommodation booklet was assigned, the original booklet should be placed above the accommodation booklet in the stack of booklets.

3B. Ensure That Each Booklet Has the Correct School ID Number.

On each grade 4 booklet cover enter the seven-digit school ID number from the Administration Schedule in the boxes labeled **School #**. Grade 8 and grade 12 students should have entered the school ID number; if not, enter it now.

3C. Transfer the Administration Codes and the Accommodation Codes to the Student Booklet Covers.

You will have recorded an Administration Code for each student listed and any unassigned booklets on the Administration Schedule. You must transfer each code from the Administration Schedule (column **Q**) to the **Admin. Code** boxes located on the front cover of the corresponding booklet.

You will also need to transfer the accommodation code that your supervisor recorded on the Administration Schedule (column **P**) to the **Accomm. Code** box on the booklet cover.

3D. Write an Explanation on the Booklet Cover.

The Administration Codes **12-14**, **22-24**, and **48**, all require, by definition, an explanation of the individual situation. If this has not already been done, write a clear explanation on their booklet cover for each student given one of these codes.

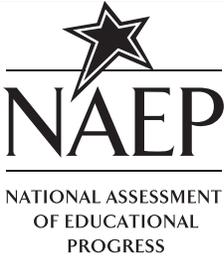
3E. Code the Accommodations on the Booklet Cover.

To collect all of the information about the students assessed with accommodations, a place to record all **Accommodations Offered** has been added to the student booklet cover.

For all students requiring accommodations, you will have recorded an accommodation code of 2 or 3 in the **Accomm. Code** (column **P**) box. For students requiring one or more accommodations, you must shade the “Y” oval meaning “yes” next to each accommodation the student was offered. You will find accommodations information for students on your Assessment Information Form for each school. Because accommodation information is only being captured on the student booklet cover, it is important you code this information accurately.

3F. Code the “Total Time for Accommodation (EXT)” Boxes for Extended Time Accommodations.

If a student was offered the extended time accommodation, you must enter the total number of minutes the student actually took to complete the cognitive sections in the **Total Time for Accommodation (EXT)** boxes on his/her booklet cover. This information must be recorded, whether or not the extended time was used. The standard timing of the cognitive sections is 25 minutes per section or 50 minutes total. The minimum time you should enter if the student took no additional time is 050.



NAEP
NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

Admin Schedule Line # 05 from Session # FT0801

2008
Grado 8
Grade 8

SECCIÓN /SECTION
1 | M6

Folleto Matemáticas
/Mathematics Book
M901-BL
Bilingüe/Bilingual

Información de escuelas y maestros
School and Teacher Information

ESCUELA/SCHOOL #	MAESTRO(A) /TEACHER #								
<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> </tr> </table>	1	2	2	1	2	2	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">1</td> </tr> </table>	0	1
1	2	2	1	2	2				
0	1								

This booklet is part 1 of 2.



901 — 679983 — 2

DO NOT USE

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Accom. Code (Col. P)	Admin. Code (Col. Q)
2	1 0

If Code 2 or 3, complete the box below.

Accommodations Offered in Regular or Separate Session (Code All That Apply)

- N/A BIB
- BID
- LRG
- EXT
- REA
- SMG
- ONE
- SCR
- OTH
- BRK
- MAG
- SSA

If Extended Time (EXT) is coded above, enter the total time used below

0	5	0
---	---	---

PLACE LABEL HERE

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0790. The time required to complete this information collection is estimated to average 100 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences. This report is authorized by law (21,107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1850-0790 • Approval Expires 05/31/2010 Mark Reflex® forms by Pearson NCS EM-17XXX-001:654321 Printed in U.S.A.

3G. Verify That Student ID Labels Are Removed From Booklets.

All salmon-colored student ID labels must be removed from the booklets. You must verify that this was completed by the students. If any were left on the booklet covers (including those booklets assigned to students who did not attend the assessment) remove them now, unless these students will be invited to participate in a makeup session.



It is important to make sure that all student ID labels are removed from the booklet covers and disposed of at the school. Failing to do so compromises the confidentiality of NAEP. Labels left on the books are also problematic for Pearson when the booklets are received. Student ID labels harm the scanners used to scan every booklet page in preparation for scoring the assessment. Labels that are taken out of the school even as trash violates our pledge that no student names are taken out of the school.

3H. Band the Booklets Together and Place the Administration Schedule on Top of the Stack.

Using a rubber band, band the booklets together and place the correct Administration Schedule on top. Do not band the Administration Schedule with the booklets. This will tear the edges.

3I. Provide Materials to Your Supervisor for Quality Control Check.

After you prepare your stack of booklets and the Administration Schedule, your supervisor will conduct a “spot” check to ensure they are prepared according to NAEP standards. To conduct this quality control (QC) check, your supervisor will run every third or fourth booklet in the stack through a comprehensive series of checks. If errors are found, you and your supervisor will check each booklet to make sure the same error has not been repeated.

After the QC check is completed, your supervisor will report the QC status on the Assessment QC Record.



If time allows prior to your supervisor’s check of your booklets, conduct an initial QC check by switching your stack of booklets with another AA’s.

Procedure 4. Pack Session Box and Return Additional Materials to Your Supervisor



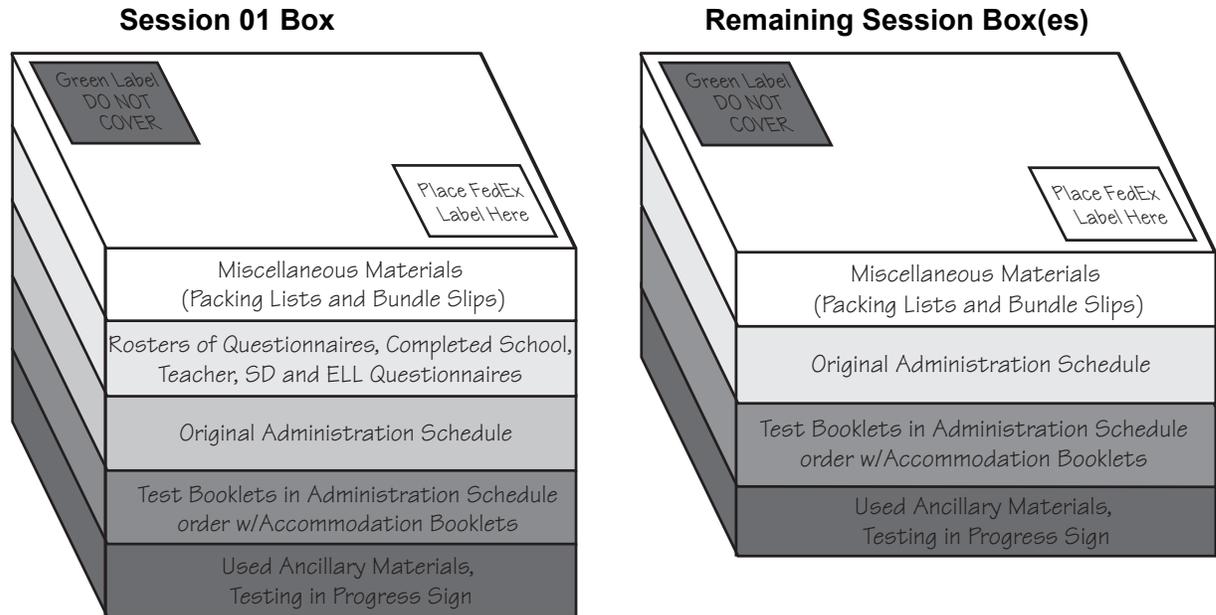
Next, you will pack the Session Box and return the additional materials to the supervisor according to the following procedures.

4A. Pack the Session Boxes According to Pearson Procedure.

All remaining assessment materials must be repacked in their original boxes and returned to Pearson. Prepare the boxes according to the following instructions and illustrations.

1. Place all used and unused booklets in Administration Schedule order. Used accommodation booklets should be placed with the original assessment booklets in the order in which they appear on the Administration Schedule. If a large-print accommodation booklet was used in the session, it can be folded and placed on top of the stack of booklets. All booklets should be banded together.
2. Next, place the original (blue) Administration Schedule(s) with student names removed in the box.
3. Next, place all remaining ancillary materials that are not to be given to the supervisor.
4. Next, place all science kits back in the box in which they were sent to you. The kits must be returned separately from all other materials.
5. Next, if you have the box with the materials from the first session (i.e., the session number ending in 01), obtain from the supervisor the Roster of Questionnaires (without names) and the completed School, Teacher, SD, and/or ELL Questionnaires and place them in the box.
6. At the top of the materials you have packed, place the miscellaneous materials such as packing lists and Bundle Slips. Use the pillow pack that came in the box as filler if necessary.

Your supervisor will ship the completed assessment materials. On occasion, however, you may be asked to assist with this task. If so, your supervisor will provide you with complete instructions for doing so.



4B. Provide Leftover Session Materials to Your Supervisor.

Following the assessment, you should return any leftover materials to your supervisor. These materials include:

- extra pencils;
- all calculators;
- unused science kits;
- unused mathematics ancillaries; and
- session timer.

4C. Provide Session Box to Your Supervisor for Final QC Check of Session Materials.

Return the Session Box to your supervisor who will then verify that all materials are in the Session Box and that the box was packed according to Pearson’s procedures.

Procedure 5. Complete the Session Debriefing Form

It is important for Westat to demonstrate that all data are collected under standard conditions and that any anomalies are carefully documented. The Session Debriefing Form was created for this purpose. Follow the steps on the next two pages for completing this form.

Record the session information in the box at the top of the form. Most of these items can be transferred from the top of the Administration Schedule.

SV initials SR

SESSION DEBRIEFING FORM – Field Test

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

Session Date: <u>February 18, 2008</u>	Region #: <u>FL1</u>
School Name: <u>Dixon Middle School</u>	School ID #: <u>122-122-2</u>
Person Completing Form: <u>Sylvia Thomas</u>	SV: <u>Sally Richardson</u>
Other NAEP Staff Assisting with Session: _____	
Other Observers Present: <u>Sam Stewart (School Coordinator)</u>	
Session Number: <u>FT0801</u> (e.g. FT0401, FT0801, FT1201)	
This session was: <input checked="" type="checkbox"/> Regular Session <input type="checkbox"/> Accommodation Session	
<input type="checkbox"/> Makeup Regular Session <input type="checkbox"/> 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?		X		
Were there any problems getting students to this session?		X		
Were there any problems with the session timing?		X		
Were there any problems with the session materials (including the distribution and use of ancillary items)?		X		
Were there any student refusals?		X		
Were there any students who left the session?		X		
Were students cooperative and orderly during the session?	X			
Were there any problems with accommodations given in this session?		X		
Were there any students still working when the timer rang?		X		
Were there any problems with the location?	X			the testing location was very cold
Were there any interruptions?		X		
Other, specify		X		

REACTION TO SESSION

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

Place a check mark in the Yes or No column for each of the 12 items. Record any comments or explanations about the item in the column labeled "Details."

In this section, we are interested in your opinion of the attitude of the students, the school staff, and any other observers who attended the session.

Here, record your view of how well the session went, and document any pertinent details about the session not mentioned on the previous page.

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:

none

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

Subject	Booklet ID #	Student Question
R	019 002 4077	Student asked the meaning of the word "fancy"

Record any unusual circumstances you encountered while administering the session, and that were not noted previously on the form, in this section.

Record any questions that students asked during the session. Include general questions about the assessment and specific questions about particular assessment items or background questionnaire items.

RETURN THIS COMPLETED FORM TO YOUR FIELD MANAGER.

Give the completed Session Debriefing Forms to your supervisor. He/she will review each form and discuss with you any problems or unusual situations that arose during the session.

8

CONDUCTING A MAKEUP SESSION

Procedure 1. Secure Assessment Materials for the Makeup Session

If the attendance at a session is too low (less than 90 percent), your supervisor will schedule a makeup session. If this is the case, you may be asked to return to the school to administer it. In preparation for the makeup session, you must retain all materials from the original session until the makeup session has been conducted by doing the following:

- Place all booklets and other materials used in the original session in the original Session Box.
- Gather the booklets and any required materials to be used in the makeup session, such as the timer and the “Testing in Progress—Do Not Disturb” sign, and place them on top of the original session materials.
- Protect the security of these materials. Keep the materials in your possession until you return to the school to conduct the makeup session. Before leaving the school, on the original assessment day the supervisor will place the original Administration Schedule and Roster of Questionnaires in the NAEP Storage Envelope for the makeup session.

Procedure 2. Retrieve the NAEP Storage Envelope

You will need to retrieve the NAEP Storage Envelope from the school coordinator upon your arrival at the school to obtain the Administration Schedule. At this time, you will also ask the school coordinator if there are any new parent or student refusals.

Procedure 3. Organize the Booklets

You will need to check the stack of assessment booklets for students invited to the makeup session. If necessary, except for the session and line numbers, erase all information coded on the booklets. If the student ID label was removed after the original session, replace it with a blank removable label provided by your supervisor and record the student name and booklet ID number.

Procedure 4. Prepare the Room

Next, prepare the assessment location using the same guidelines discussed in procedure 4 in chapter 5.

Procedure 5. Conduct the Makeup Session

Be sure to conduct the makeup session following the same procedures used in the original session. As in the original session, read the script verbatim and use the appropriate Question-by-Question Specifications to answer student questions in the background sections of the assessment.

Procedure 6. Complete the Administration Schedule

After the session, enter the results of the makeup session on the Administration Schedule from the original session as follows:

1. Mark students attending the makeup session by putting a checkmark in the Attendance (✓/A) column.

2. Shade in the Makeup Held oval at the top of the Administration Schedule.

3. Change the Administration Code for participating students to the appropriate Assessed in Makeup Session codes (20-24) on the Administration Schedule. Do this by erasing the initial code and entering the Assessed in Makeup Administration Code outlined in the table below.

4. Complete the summary box at the top of the Administration Schedule as follows:

- enter the number of students assessed on the line labeled # Assessed (Makeup Session); and
- add the numbers assessed in the original and makeup sessions to obtain the TOTAL ASSESSED.

Assessed in Makeup Session Administration Codes	
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. Use this code when the 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.

Procedure 7. Code the Booklet Covers

Using the information from the Administration Schedule, you should also code the covers of the booklets for all students invited to attend the makeup session as described in procedure 3 in chapter 7.

Procedure 8. Prepare the NAEP Storage Envelope

You will need to make one copy of the completed Administration Schedule(s) (front and back) with names still attached. Place these copies in the NAEP Storage Envelope.

Then, remove the names from the original Administration Schedule(s) by tearing them off at the perforation. Place the names in the NAEP Storage Envelope.

Finally, using the originals without names, make a copy of the Administration Schedule(s) (front and back). Retain these copies for your supervisor and place the originals in the appropriate Session Box(es).

Return the NAEP Storage Envelope to the school coordinator to retain until the destroy date printed on the envelope.

Procedure 9. Repack the Session Box and Return It to Your Supervisor

Next, you will repack the Session Box according to Pearson procedure as described in procedure 4 in chapter 7. When you are finished, return all assessment materials to your supervisor. He/she will be responsible for shipping the materials as soon as possible after the makeup session.

Procedure 10. Complete the Session Debriefing Form and Return It to Your Supervisor

Your final task will be to complete a Session Debriefing Form according to procedure 5 in chapter 7. If there were any problems, or if anything unusual happened during the makeup session, report this to your supervisor immediately. Include the completed Session Debriefing Form when you return the assessment materials used in the makeup session to your supervisor.

Preparing for Assessment Day Checklist (Chapter 4)

Procedure 4. Preparing the Booklets		<input type="checkbox"/>
A	Check assessment booklet bundles.	<input type="checkbox"/>
Step 1	Verify the Bundle Number on the Bundle Slip matches number in Bundle # box in upper-right section of Administration Schedule.	<input type="checkbox"/>
Step 2	Verify prefixes on Bundle Slip match prefixes printed on the Administration Schedule.	<input type="checkbox"/>
B	Verify booklet ID number and attach student ID label.	<input type="checkbox"/>
Step 1	Begin with first student listed on Administration Schedule and first booklet in first bundle for your session.	<input type="checkbox"/>
Step 2	Match booklet ID number with column N of the Administration Schedule.	<input type="checkbox"/>
Step 3	Attach student ID label to booklet cover.	<input type="checkbox"/>
Step 4	If the student has a code in column P, write that code on the student ID label.	<input type="checkbox"/>
C	Prepare accommodation booklets.	<input type="checkbox"/>
Step 1	Remove original booklet assigned to student from the stack of booklets.	<input type="checkbox"/>
Step 2	Record an Administration Code of 52 on original booklet cover.	<input type="checkbox"/>
Step 3	Record line and Session Numbers on original booklet cover and set aside.	<input type="checkbox"/>
Step 4	Affix student ID label to accommodation booklet.	<input type="checkbox"/>
Step 5	Substitute accommodation booklet for original in the stack of booklets or, if accommodation session is scheduled, set booklet aside.	<input type="checkbox"/>
D	Check column Q on Administration Schedule for Withdrawn/Ineligible/Excluded students and Refusals.	<input type="checkbox"/>
Step 1	If students are coded as Withdrawn/Ineligible/Excluded/Refusal, write the Administration Code on the student ID label and set booklet aside.	<input type="checkbox"/>
E	Record line and Session Numbers on booklet cover.	<input type="checkbox"/>
F	Insert required ancillary materials inside the booklets (except calculators and science kits).	<input type="checkbox"/>
G	Band together booklets.	<input type="checkbox"/>
Step 1	Band together booklets for Withdrawn/Ineligible/Excluded students and Refusals along with original booklets for students receiving accommodation booklets.	<input type="checkbox"/>
Step 2	Band together booklets for separate accommodation sessions.	<input type="checkbox"/>
Step 3	Band together booklets for students participating in the regular session.	<input type="checkbox"/>
H	Conduct a QC check on the prepared booklets.	<input type="checkbox"/>

Completing Activities Before the Assessment Checklists (Chapter 5)

Procedure 3. Receiving the Session Materials	
Original Administration Schedule (and copies of Administration Schedules for other sessions, if necessary)	<input type="checkbox"/>
Session Box (including assessment booklets with ancillaries and “Testing in Progress—Do not Disturb” sign)	<input type="checkbox"/>
Timer	<input type="checkbox"/>
No. 2 pencils	<input type="checkbox"/>
Calculators	<input type="checkbox"/>
Extra ancillary materials	<input type="checkbox"/>
Student Appreciation Certificates (if necessary)	<input type="checkbox"/>
Session Debriefing Form	<input type="checkbox"/>

Procedure 4. Preparing the Room		
A	Set out supplies.	<input type="checkbox"/>
Step 1	Set out materials for easy access. <ul style="list-style-type: none"> ■ <i>AA Manual</i> turned to the appropriate Session Script ■ Administration Schedule plus copies of Administration Schedules for other sessions ■ Copy of the Roster of Questionnaires ■ Timer ■ Session Debriefing Form ■ Assessment Information Form 	<input type="checkbox"/>
Step 2	Set out materials for distribution. <ul style="list-style-type: none"> ■ Prepared assessment booklets with appropriate ancillary materials inserted into the front cover ■ Sharpened No. 2 pencils ■ Correct number of grade appropriate calculators ■ Extra calculators ■ Extra ancillary materials ■ Student Appreciation Certificates (if necessary) ■ SH and C1 - C2 sessions: Hands-on science kits 	<input type="checkbox"/>
B	Erase or conceal visual materials.	<input type="checkbox"/>
C	Post “Testing in Progress—Do Not Disturb” sign outside room.	<input type="checkbox"/>
D	Write school ID number on board (grades 8/12).	<input type="checkbox"/>
E	Write teacher names and corresponding teacher numbers on board (grades 4/8)	<input type="checkbox"/>

Completing Activities After the Assessment Checklist (Chapter 7)

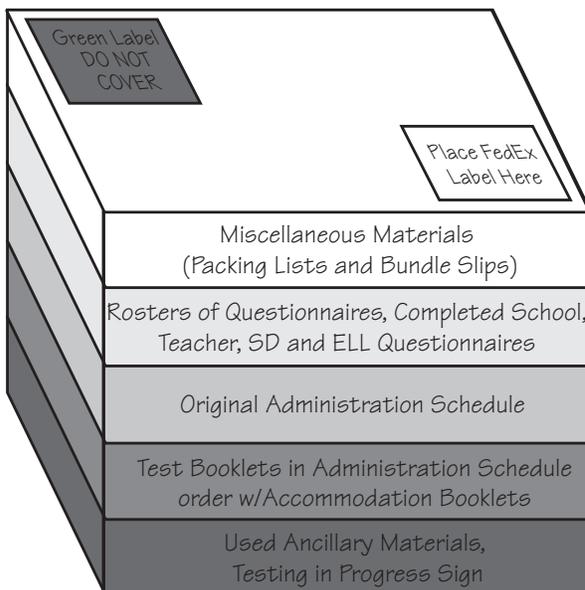
Procedure 2. Completing the Administration Schedule		
A	Enter Administration Code in column Q for every student listed on the Administration Schedule.	<input type="checkbox"/>
B	Enter Administration Code 52 for all unassigned booklets on Administration Schedule.	<input type="checkbox"/>
C	<p>Complete the Summary Box.</p> <ul style="list-style-type: none"> ■ Record total number of students who did not participate in the session “# Absent” box. Include students with Administration Codes 40-45, 48 and 49 in column Q. ■ Record total number of parent/student refusals in the “# Refused” box. Will be coded 46 or 47 in column Q. ■ Record total number of students assessed in the “# Assessed (Original Session)” box. This is the total of the Administration Codes 10-14 in column Q. 	<input type="checkbox"/>

Procedure 3. Coding the Booklet Covers		
A	Organize all booklets into Administration Schedule order.	<input type="checkbox"/>
B	Ensure that each booklet has the correct school ID number.	<input type="checkbox"/>
C	Transfer Administration Codes and the accommodation codes to the student booklet covers.	<input type="checkbox"/>
D	Write an explanation on the booklet cover for an Administration Code that requires one (Administration Codes 12-14, 22-24, and 48).	<input type="checkbox"/>
E	Code all accommodations on the booklet cover.	<input type="checkbox"/>
F	Code the “Total Time for Accommodation (74-EXT)” boxes for extended time accommodations.	<input type="checkbox"/>
G	Verify that the student ID labels are removed from booklets.	<input type="checkbox"/>
H	Band booklets together and place the Administration Schedule on top of the stack.	<input type="checkbox"/>
I	Provide materials to your supervisor for quality control check.	<input type="checkbox"/>

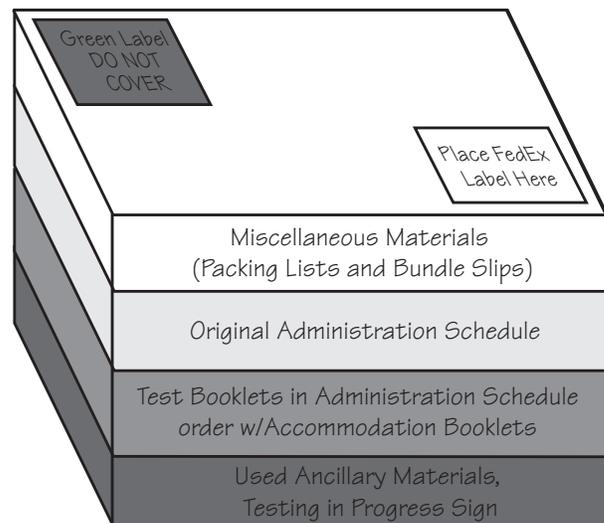
Post-Assessment Checklist (Chapter 7)

Procedure 4. Packing the Session Box(es)		
A	Pack the boxes according to Pearson procedure.	<input type="checkbox"/>
Step 1	<p>Place all used and unused booklets in Administration Schedule order at the bottom of the box.</p> <ul style="list-style-type: none"> ■ Place used accommodation booklets with the original booklets. ■ Place all remaining ancillary materials that are not to be given to the supervisor. ■ Fold large-print accommodation booklets and place on top of the stack of booklets. ■ Band all booklets together. 	<input type="checkbox"/>
Step 2	Place the original (blue) Administration Schedule(s) with names removed into the box.	<input type="checkbox"/>
Step 3	If you have the box for session number ending in 01, place the Roster of Questionnaires (without names), and the completed school, teacher, SD and/or ELL Questionnaires into the box.	<input type="checkbox"/>
Step 4	Place the miscellaneous materials, such as packing lists and Bundle Slips, into the box last.	<input type="checkbox"/>
B	Provide leftover session materials to your supervisor.	<input type="checkbox"/>
C	Provide Session Box to your supervisor for final QC check of session materials.	<input type="checkbox"/>

Session 01 Box

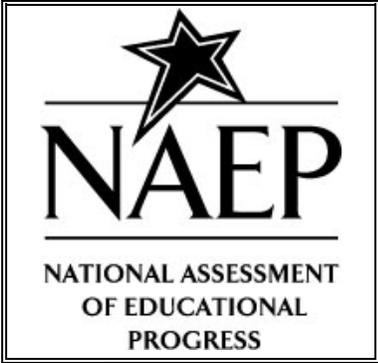


Remaining Session Box(es)

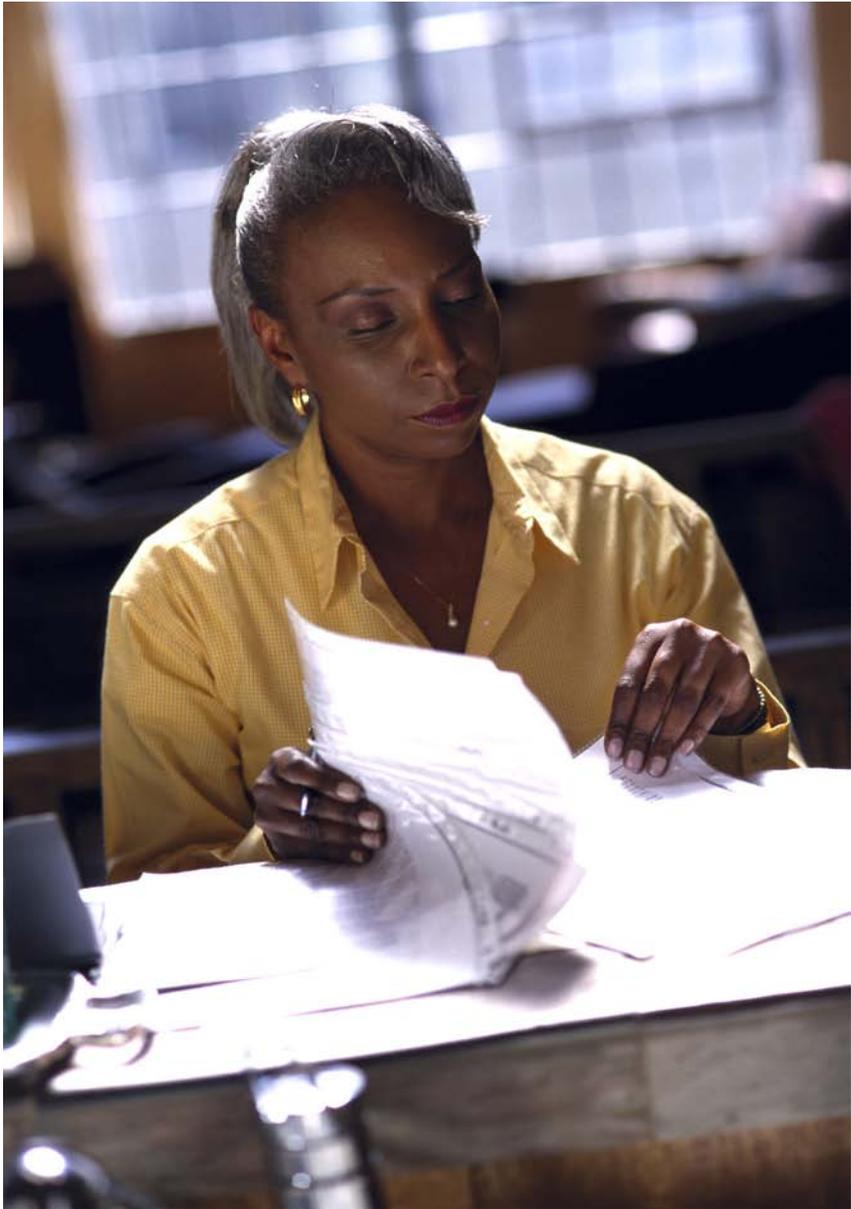


Makeup Session Checklist (Chapter 8)

Conducting a Makeup Session		
Procedure 1. Secure Assessment Materials for the Makeup Session		<input type="checkbox"/>
Procedure 2. Retrieve the NAEP Storage Envelope		<input type="checkbox"/>
Procedure 3. Organize the Booklets		<input type="checkbox"/>
Procedure 4. Prepare the Room		<input type="checkbox"/>
Procedure 5. Conduct the Makeup Session		<input type="checkbox"/>
Procedure 6. Complete the Administration Schedule		<input type="checkbox"/>
Step 1	Mark students attending makeup session with a checkmark in the Attendance column.	<input type="checkbox"/>
Step 2	Shade Makeup Held oval at top of Administration Schedule.	<input type="checkbox"/>
Step 3	Change Administration Code for participating students to the appropriate Assessed in Makeup Session Codes (20-24) on Administration Schedule or accommodation code, if necessary.	<input type="checkbox"/>
Step 4	Complete summary box at top of Administration Schedule by entering number of students assessed and add the number assessed in original and number assessed in makeup to obtain the TOTAL ASSESSED.	<input type="checkbox"/>
Procedure 7. Code the Booklet Covers		<input type="checkbox"/>
Procedure 8. Prepare the NAEP Storage Envelope		<input type="checkbox"/>
Procedure 9. Repack the Session Box and Return to Your Supervisor		<input type="checkbox"/>
Procedure 10. Complete the Session Debriefing Form and Return to Your Supervisor		<input type="checkbox"/>



Test Your Knowledge





Test Your Knowledge – Chapter 1

Instructions: Determine if the statements below are true (T) or false (F).

- _____ 1. Beginning in 2001, all states and districts are required to participate in NAEP assessments of reading and mathematics at grades 4 and 8 biennially as a condition of receiving Title I funds.
- _____ 2. Schools can elect not to notify parents that their child will be participating in NAEP.
- _____ 3. Under absolutely no circumstances can assessment items be viewed by interested parties.
- _____ 4. NAEP provides both state and national results.
- _____ 5. Long-Term Trend Assessment is only administered to students in grades 4, 8, and 12.
- _____ 6. NAEP is a multiple-choice and true/false assessment.
- _____ 7. Students with disabilities (SD) and English language learners (ELL) are always excluded from NAEP assessments.
- _____ 8. To preserve the confidentiality of NAEP assessment items, classroom teachers are permitted in assessment session sites if they sign a Teacher Observer Letter.

Test Your Knowledge – Chapter 2



Instructions: Match the description of the document with the document title.

- | | |
|--|--|
| ___ 1. Provides instructions to school staff observers on their role during the assessment. | a. Assessment QC Record |
| ___ 2. Is used by supervisors to communicate specific assessment information to AAs. | b. Session Debriefing Form |
| ___ 3. The only document that links selected students to their demographic data and their participation on NAEP. | c. Assessment Booklets, Science Kits, and/or Computer. |
| ___ 4. Used to assess the selected students. | d. Roster of Questionnaires |
| ___ 5. Tracks the questionnaires that were distributed at the school. | e. Teacher Observer Letter |
| ___ 6. Provides documentation that the session was completed and records any problems encountered. | f. Session Script |
| ___ 7. Used by supervisors to document assessment day procedures completed by each AA. | g. Administration Schedule |
| ___ 8. Used to administer each assessment in a standardized manner. | h. Accommodation Teacher Letter |
| ___ 9. Given to each student to thank them for their participation. | i. Student Appreciation Certificate |
| ___ 10. Provides instructions to school staff on their role in conducting an accommodation session. | j. Assessment Information Form |

Test Your Knowledge – Chapter 3



Instructions: Fill in the blank with the correct word or words.

1. The name of the company NCES contracts with to conduct independent quality assurance activities throughout the NAEP cycle is _____.
2. The four AA responsibilities that HumRRO will evaluate during session administration are room preparation, _____, completion of paperwork, and _____.
3. The two QC responsibilities of AAs are _____ and _____.
4. Your field manager will make a _____ to a random subset of schools.
5. The purpose of the QCB is to _____.

Test Your Knowledge – Chapter 4



Instructions: Fill in the blanks.

1. List the three items an AA is responsible for bringing to the school on assessment day.

2. Session scripts are found _____.

3. To find information on how students should be released back to class following a session, you should refer to _____.

4. Column _____ of the Administration Schedule will tell you which students require accommodations in the regular session.

5. Before giving the bundles of prepared booklets to your supervisor, it is important to _____.

Test Your Knowledge – Chapter 5



Instructions: Determine if the statements below are True (T) or False (F).

- _____ 1. When AAs receive their session materials, they will also receive lists of students for other sessions being conducted at the school to help students locate the correct session to attend.
- _____ 2. AAs should plan to arrive at the school 1 hour before the first session is scheduled.
- _____ 3. The script instructs students to place the removable ID label back on the booklet before it is collected.
- _____ 4. AAs should delay starting the session for 15 minutes if 4 or more students are missing.
- _____ 5. The AA records the school ID number on the booklet cover for grade 8 students prior to booklet distribution.
- _____ 6. All booklets should be counted before students are dismissed from the testing site.

Test Your Knowledge – Chapter 6



Instructions: Fill in the blanks.

1. List three of the accommodations NAEP allows only to students selected for math.

2. _____ session scripts are slightly modified versions of regular session scripts.

3. For further information about accommodations, you should refer to the _____ magazine.

4. Whenever the school provides a staff person to administer or assist with an accommodation session, he/she must sign a copy of the _____.

5. If a school refuses an accommodation session because NAEP cannot administer it simultaneously with other sessions, the AA should assign a code of _____ on the Administration Schedule to the student(s) affected.

6. List three of the accommodations NAEP allows for schools selected for SICT.



Test Your Knowledge – Chapter 7

Instructions: Number in order the tasks AAs must complete after the assessment below.

- _____ a. Complete the Summary Box at the top of the Administration Schedule.
- _____ b. Transfer Administration Codes and accommodation codes to the student booklet covers.
- _____ c. Account for all materials used.
- _____ d. Pack the Session Box.
- _____ e. Record an Administration Code in column **Q** on the Administration Schedule for every student listed.
- _____ f. Code all accommodations offered on the booklet covers.
- _____ g. Provide materials to your supervisor for a quality control check.
- _____ h. Complete the Session Debriefing Form.
- _____ i. Make sure all student ID labels are removed from the booklets.

Test Your Knowledge – Chapter 8



Instructions: Fill in the blank with the correct word or words.

1. If attendance is _____, the supervisor will schedule a makeup session.
2. Upon your arrival at the school on the makeup day, you will need to retrieve the _____ from the school coordinator.
3. The assessment booklets for students invited to the makeup should be cleared of all information previously coded, except for _____.
4. After the makeup session, the AA conducting the session will code participating students with the appropriate _____ Codes (**20-24**).
5. Before leaving the school, AAs will repack the Session Box according to _____ procedure.

Test Your Knowledge – Answer Key



Chapter 1

1. T, 2. F, 3. T, 4. T, 5. F, 6. F, 7. F, 8. T

Chapter 2

1. e, 2. j, 3. g, 4. c, 5. d, 6. b, 7. a, 8. f, 9. i, 10. h

Chapter 3

1. HumRRO, 2. classroom management during testing, general handling of materials, 3. reviewing your own work, reviewing the work of other AAs, 4. followup telephone call, 5. document each QC check.

Chapter 4

1. NAEP ID Badge, Assessment Information Form, AA Manual, 2. at the back of the manual, 3. Assessment Information Form, 4. P, 5. conduct a quality control check.

Chapter 5

1. T, 2. T, 3. F, 4. F, 5. F, 6. T

Chapter 6

1. list any three of the following: bilingual booklet, bilingual dictionary, directions read aloud in native language, test items read aloud in native language, read aloud-occasional, read aloud-most or all, test items signed, 2. Accommodation, 3. *Inclusion*, 4. Accommodation Teacher Letter, 5. 45, 6. list any three of the following: large font version of screens, on-screen magnifiers, maximum contrast, ability to adjust contrast or font and background color, ability to block out parts in screen to reduce visual load, audio, audio responses, left handed mouse.

Chapter 7

a. 3, b. 4, c. 1, d. 8, e. 2, f. 5, g. 7, h. 9, i. 6

Chapter 8

1. less than 90 percent, 2. NAEP Storage Envelope, 3. the session and line numbers, 4. ASSESSED IN MAKEUP, 5. Pearson

A

APPENDIX A. GLOSSARY

Glossary for Assessment Administrators

AA (Assessment Administrator)

Westat field staff member hired and trained to administer the assessment and assist the supervisor with other NAEP activities in the school.

Accommodations

Alterations in the administration of standardized assessments such as NAEP that are provided to certain students with disabilities (SD) and/or English language learners (ELL) as specified in the student's Individualized Education Program (IEP).

Accommodation Code

Code entered on the Administration Schedule for each selected student. This code is used to indicate whether a student will be assessed with or without accommodations, in a regular session, or in a separate accommodation session.

Administration Code

Participation status code entered on the Administration Schedule for each selected student. This code is used to identify if and how students participated in NAEP.

Administration Schedule

The central document used to list the students in a given school selected to participate in NAEP. It links the student demographic and performance data to produce aggregate reports.

AIR (American Institutes for Research)

Contractor responsible for the development of NAEP student and school staff background questionnaires.

Arts

An assessment in music and visual arts that will mark the fourth time these two subjects have been assessed nationally for NAEP.

Assessment Booklets

Developed to assess the selected students in grades 4, 8, and 12 in the subjects of reading, mathematics, and science during the Field Test 2008. Assessment booklets consist of four parts: two cognitive sections and two background sections.

Assessment Information Form (AIF)

Form used and completed by the supervisor to communicate specific information to an AA about an assignment.

Assessment Session

The period of time during which test booklets are administered to a group of students.

Bundle Slip

Form packaged with each bundle of test booklets that lists session information and the first three digits of the booklet ID numbers contained in the bundle.

ELL (English language learner)

A term used to describe students who are in the process of acquiring English language skills and knowledge. Some schools refer to these students using the term “limited English proficiency” or “LEP.”

ELL Questionnaire

NAEP questionnaire completed for each selected student identified as ELL by the school staff member most knowledgeable about the student.

ETS (Educational Testing Service)

Contractor responsible for the design, analysis, and reporting of NAEP data.

Field Manager

Westat field staff member hired to coordinate all NAEP field activities with the state departments of education and the Westat home office staff.

Field Test (FT)

The second stage of pretesting NAEP assessments after pilot testing. Field tests are administered to a nationally representative sample of students 1 year before the operational assessment. Field test subjects for 2008 are reading, mathematics, and science.

Framework

Under the Governing Board’s direction, the objectives for each assessment are described in a framework document that delineates the important content and process areas to be measured for a given subject area as well as the types of questions to be included on the assessment. The framework development process is congressionally mandated and involves widespread participation and review by policymakers, educators, and members of the general public.

Fulcrum IT

Contractor responsible for the NAEP web operations and web maintenance.

HumRRO (Human Resources Research Organization)

Contractor responsible for conducting independent quality assurance activities throughout the NAEP assessment cycle.

IEP (Individualized Education Program)

Generally, each public school student who receives special education and related services should have an IEP. The IEP includes any accommodations needed in order for the student to participate in standardized tests such as NAEP.

Long-Term Trend (LTT)

An assessment designed to provide information on the changes in the basic achievement of America's youth by monitoring trend lines first established in 1971 for reading and 1973 for mathematics.

MySchool

The website that provides participating schools and districts with a convenient way to access details about the NAEP assessment.

NAEP (National Assessment of Educational Progress)

NAEP is a continuing national survey of the knowledge and skills of American students in major learning areas taught in school. It is often called "the Nation's Report Card."

NAEP Code of Ethics

The code of ethics is a set of principles that NAEP expects all staff members to follow. The code defines principles that are the foundation for fair and accurate test administration and data collection.

NAEP in Your School

Officially titled "NAEP in Your Schools," this document provides an overview of NAEP. It is included in the recruitment materials sent to sampled schools.

NAEP School ID Number

Unique ID number for each participating school used on all NAEP materials.

NAEP State Coordinator

Staff member at the state department of education who works with the Westat field manager to coordinate all NAEP activities in the state.

NAEP Storage Envelope

Used by the school to hold the NAEP material needed by the NAEP team on assessment day and for storage of the material at the school following the assessment.

NAGB (National Assessment Governing Board)

Also known as "the Governing Board," this independent organization is appointed by the U.S. Secretary of Education and develops the content "frameworks" or test blueprints. The Governing Board sets policy for NAEP and selects the subject areas to be assessed and develops guidelines for reporting.

NCES (National Center for Education Statistics)

NAEP is directed by NCES of the U.S. Department of Education.

NSLP (National School Lunch Program)

A federally assisted meal program that provides low-cost or free lunches to eligible students.

Pearson

Contractor responsible for NAEP materials distribution and processing. It is also responsible for scoring the student responses to the test questions. Formerly known as Pearson Educational Measurement.

Preassessment Packet

Contains important information, instructions, and materials the school coordinators need to prepare for the preassessment visit and the assessment process.

Quality Control Booklet (QCB)

Document used by the NAEP supervisor to track work with the school throughout the entire process of planning and supervising assessment activities. The QCB is organized into three parts. Part 1, Preassessment Activities; Part 2, Assessment Day Activities; and Part 3, Post-Assessment Activities.

Roster (Roster of Questionnaires)

Form used to keep track of the NAEP questionnaires distributed to school staff members.

Sample

A portion of a population, or a subset from a set of units, that is selected by some probability mechanism for the purpose of investigating the properties of the population. NAEP does not assess an entire population of schools or students, but rather selects a representative sample from the population to participate in the assessment.

Sample Parent/Guardian Notification Letter

A No Child Left Behind requirement, the letter explains the assessment and its importance to parents/guardians of students selected for the assessment. It may be modified to satisfy any parental notification requirements of the district and/or school.

Sample Questions Booklet

Contains NAEP 2007-2008 background questionnaires accompanied by explanations, rationales, and sample assessment items.

School Coordinator

The principal or other school staff member assigned to coordinate all NAEP activities at the school.

School Folder

Contains all of the official recordkeeping documents and information relating to conducting the school assessment.

School Questionnaire

NAEP questionnaire completed for the school by the principal or other official. It is used to gather information concerning school administration, staff patterns, curriculum, and student services.

Science Hands-On Tasks (Science HOTs)

Science assessment where the student uses science kits to complete hands-on tasks.

Science Interactive Computer Tasks (SICT)

A pre-pilot of test items and procedures that will be piloted during the 2007 pre-pilot. SICT will also be administered during the 2008 Field Test.

SD (Student with a Disability)

A student with a disability needs specially designed instruction to meet his/her learning goals. A student with a disability will usually have an IEP, which guides his/her special education instruction. Students with disabilities are often referred to as special education students and may be classified by the school as learning disabled (LD) or emotionally disturbed (ED).

SD Questionnaire

NAEP questionnaire completed for each selected student identified as SD by the school staff member most knowledgeable about the student.

Session Debriefing Form

Form used by AAs to document certain details about an assessment session.

Session Number

The Session Number consists of two letters and four numbers. The two letters indicate the session type and subject(s) that are to be assessed. The first two numbers indicate the grade level of the assessment and the last two numbers uniquely identify the session from the other sessions that may be conducted at the school.

Session Scripts

Script and instructions used by AAs to conduct all NAEP assessments in a uniform manner.

Statistical Validity

For NAEP, when the analyses and reports from the assessment data precisely reflect student achievement across the nation.

Supervisor

Westat field staff member hired to manage assessment teams, to select the samples of students to be assessed, and to oversee all NAEP activities in the schools.

Teacher Questionnaire

NAEP questionnaire completed by teachers of students in the selected subject and grade to be assessed. It is used to gather information concerning years of teaching experience, frequency of assignments, use of teaching materials, and availability and use of computers.

Title I

A federally funded assistance program for economically and educationally disadvantaged students.

Westat

Contractor responsible for NAEP sampling, data collection, and quality control monitoring activities.