

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 Check Column Q on the Administration Schedule for Withdrawn/Ineligible/Excluded Students and Refusals.....	4.9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.

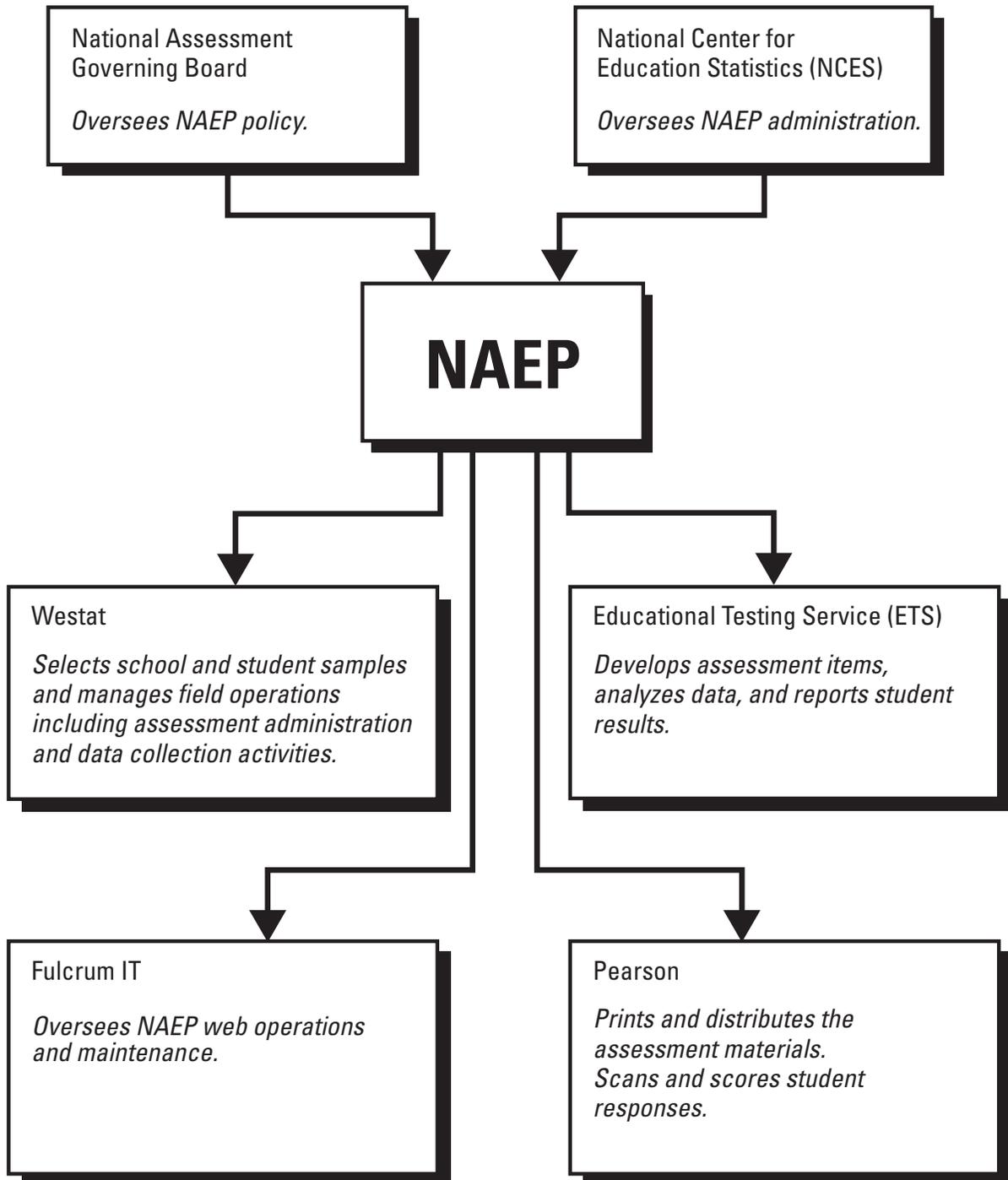
The Commissioner of Education Statistics, who heads NCES in the U.S. Department of Education, is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations. The Associate Commissioner for Assessment at NCES executes the program operations and technical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

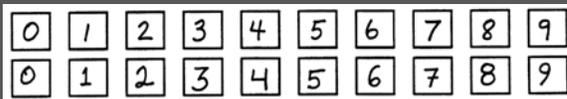
Guidelines for Completing Scannable Documents

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)*

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

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 # Excluded (Admin. Codes 01-08): 0
Selected New Students: 0 # Excluded (Admin. Codes 09-08): 0

Assessed (Admin. Codes 40-45, 8, 14): _____ # Assessed (Original Session): _____
Assessed (Admin. Codes 46, 47 & 8): _____ # Assessed (Makeup Session): _____

TOTAL ASSESSED: _____

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	ELL Code	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code	Administration Codes
01	Abate, Mark	101	0	4	9	3	1	1	1	2	2	2	001 000293 4		01		ASSESSED IN ORIGINAL
02	Alto, Susan	101	0	2	9	3	2	3	1	1	2	2	101 054006 9		02		ASSESSED IN ORIGINAL
03	Bates, Tim	101	0	6	9	4	1	1	2	2	2	2	201 005241 1		03		ASSESSED IN MAKEUP
04	Bostwick, Carol	101	0	1	0	9	4	2	1	1	2	2	060 000043 8		04		ASSESSED IN MAKEUP
05	Burns, Kimberly	101	0	1	1	9	4	2	2	1	1	2	150 006922 1	901 043210 5	05		ASSESSED IN MAKEUP
06	Coleman, April	232	0	9	9	4	2	5	1	2	2	2	206 000841 2		06		ASSESSED IN MAKEUP
07	Cruz, Marisol	232	0	1	9	3	2	3	3	2	1	2	093 043569 2		07		ASSESSED IN MAKEUP
08	Davis, Tyrone	232	0	5	9	4	1	2	1	2	2	2	105 005301 1		08		ASSESSED IN MAKEUP
09	Dempsey, Julia	232	0	7	9	4	2	2	1	2	2	2	206 210021 3		09		ASSESSED IN MAKEUP
10	Fairchild, Michael	110	0	9	9	4	1	1	1	1	2	2	003 210001 6		10		ASSESSED IN MAKEUP
11	Guzman, Pedro	110	1	2	9	4	1	3	2	2	1	2	102 073201 2	902 679983 2	11		ASSESSED IN MAKEUP
12	Kwon, Sang	110	1	0	9	4	1	4	1	2	1	2	201 002407 7		12		ASSESSED IN MAKEUP
13	Lipsky, Daniel	110	1	0	6	9	4	1	1	1	2	2	045 000031 9		13		ASSESSED IN MAKEUP
14	Lundy, Christina	110	0	2	9	3	2	1	1	1	2	2	149 076206 0		14		ASSESSED IN MAKEUP
15	Masters, Tina	252	1	0	9	4	2	5	1	2	2	2	212 076206 5		15		ASSESSED IN MAKEUP

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.

