

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 #

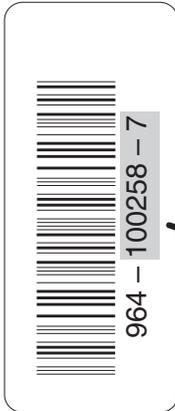
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Directions For School Staff

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, 1950 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
Machine-readable forms by Pearson NCS EM-17XXXX-001-654321
Printed in U.S.A.

DO NOT USE

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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
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SCHOOL #

1	2	2	1	2	1	1
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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

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Admin Use On 1 y

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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.

I. NAEP School Questionnaire Distributed to: Mr. Maxwell		I. NAEP School Questionnaire ID# (Barcode ID # on Cover) 964-000875-5		Returned Yes <input type="radio"/> No <input type="radio"/> Online <input type="radio"/>			NAME: _____					
II. Teacher Questionnaire		II. NAEP Teacher Questionnaire		Returned		II. NAEP Teacher Questionnaire		Returned				
Teacher's Name		Language Arts Teacher Questionnaire		Yes No Online		Math Teacher Questionnaire		Yes No				
01	Mr. Maxwell	01	987-				01	983-	0 0 3 6 2 1 - 7			
02	Ms. Black	02	987-	0	2	2	9	1	1	3		
03	Mrs. Shultz	03	987-									
04	Mr. Montgomery											
05												



2008 Grade 8 Mathematics Teacher Questionnaire

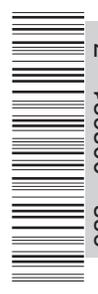
Q-983

TEACHER # SCHOOL #

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.

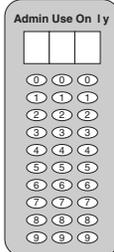


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DO NOT USE



Admin Use On ly



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 1850-0798. 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, 1950 K Street N.W., Washington, D.C. 20006-5651.

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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:

- 1. AA Met:** The AA conducted **all** tasks associated with preparing the booklets according to NAEP standards.
- 2. AA Partially Met:** The AA conducted **some**, but not all of the tasks associated with preparing the booklets according to NAEP standards.
- 3. 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

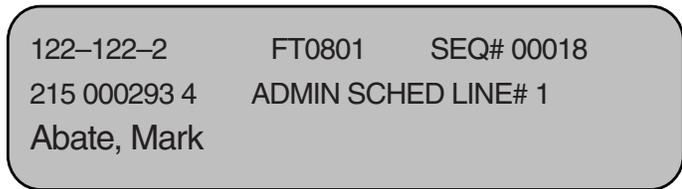
Session	Subjects	Grade	# Booklets in a bundle
FT	Reading/mathematics/science	4	15 booklets
FT	Reading/mathematics/science	8	16 booklets
FT	Reading/mathematics/science	12	16 booklets
SH	Science HOTs	4,8,12	13 booklets
IC	SICT	4,8,12	13 booklets
C1 and C2	SICT and Science HOTs	4,8,12	13 booklets

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.

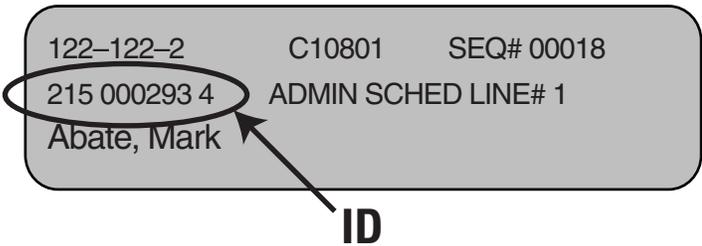
Student ID Labels

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.