

# 10

## SUPERVISING ASSESSMENT DAY ACTIVITIES: BEFORE THE SESSION

Before the session, you will have activities to complete with the school coordinator, you'll oversee the AA team and conduct quality control checks if your school is not scheduled for a Science Interactive Computer Tasks (SICT) session.

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

Supervisors should arrive at the school 1 hour before the assessment begins. If there are SICT sessions being conducted, you may need to arrive as much as 3 hours beforehand.

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

### **Procedure 2. Meet NAEP Observers, If Necessary, and Follow Guidelines for Interacting With Observers**

As explained in the *Overview* magazine, as a part of NAEP's comprehensive quality assurance (QA) program, observers from the government (federal and state); the NAEP contracting organizations (Human Resources Research Organization [HumRRO], ETS, Pearson, Westat); and your field manager will schedule visits to a sample of NAEP schools on assessment day throughout the field period.

While these visitors all monitor field staff performance and observe how well the assessment administration procedures work in schools, each observer has a slightly difference focus. For example, NCES visitors will want to observe how the assessments happen in schools; Pearson observers will want to learn how the materials, packaging, and shipping processes are functioning; and Westat home office observers will be interested in ensuring that all field procedures are working as planned and getting feedback from AAs on what might be improved in future years. In addition, your field manager is required to observe each assessment team during the field period and evaluate the team's performance using a standardized in-person observation form. Finally, the HumRRO has been contracted by NCES to conduct independent quality assurance activities throughout the NAEP test cycle, and HumRRO observers follow protocols for conducting site visits to meet contractual obligations.

All site visits by any of these groups will be scheduled in advance with the field manager. A staff member from the observing organization will contact the field manager affiliated with each selected school 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. Your field manager will inform you prior to assessment day if you are expected to have observers at a given school in your assignment.

## **2A. Meeting NAEP Observers.**

If observers will be present, plan to meet them at the school office or other arranged location after you check in with the school. Observers will typically plan to arrive at the same time as the assessment team so they can observe all assessment day activities in the school. Treat the observers as if they are your guests in the school and you are the host. They will want to follow and watch you and your AAs as you prepare for and conduct the assessment.

## **2B. Guidelines for Interacting With Observers.**

Please carefully study the following guidelines for your interactions with NAEP observers before you begin the assessments in your assignment. Most importantly, remember your interactions with NAEP observers represent staff across the nation. Courtesy and professionalism should be shown at all times.

### **Interactions Between Observers and NAEP Staff Members**

Observers and NAEP assessment administration teams may experience a variety of interactions, including the following:

- **Observation From a Distance**

The majority of assessment day activities will be easily visible to observers. It should be possible for NAEP staff to perform job tasks while taking little or no notice of observers. Observers generally try to find a seat from which they can watch all activities while maintaining a comfortable distance between themselves and the assessment administration team.

- **Personal Inquiry**

In some instances, job tasks, such as booklet preparation, were performed prior to the arrival of the observers or were simply not directly observable. If the opportunity arises, observers may approach a member of the administration team to verify that a given task was indeed performed.

- **“Looking Over the Shoulder” Observation**

Observers will likely want to observe detailed job tasks, including the proper completion of testing materials and paperwork. In some situations, observers may quietly walk among team members and view their work.

## Observer Expectations

A collegial atmosphere can emerge between some observers and NAEP staff during site visits. As a result, it may seem that when observers are present, they are working with NAEP staff. It is important, however, to note that observers, except field managers, are not present to advise NAEP staff on proper procedure. Some additional examples of what should and should not be expected of observers are presented in the following table. Allowable actions are check marked below.

Action by Observer	Observers					
	HumRRO	NCES	ETS, Pearson	State Dept. of Education	Westat (FM, Home Office Staff)	School Staff
Look at student booklets (either blank or completed)	✓	✓	✓	✓	✓	--
Answer general student questions about NAEP	✓	✓	✓	✓	✓	--
Answer questions about assessment booklet items (using QxQs)	--	--	--	--	✓	--
Talk during the assessment	--	--	--	--	--	--
Assist in assessment day activities	--	--	--	--	✓	--
Provide booklet security	--	--	--	--	✓	--
<b>Action by AAs</b>						
Answer questions upon being asked by	✓	✓	✓	✓	✓	✓
Ask procedural questions of	--	--	--	--	✓	--

### Observations by HumRRO

NCES has contracted with HumRRO to conduct independent QA activities throughout the NAEP test cycle. A large portion of HumRRO's QA activities involves visits to training and assessment locations. The locations of assessment observations are selected from among all testing sites and the selections represent schools of various sizes from across the country. Individual NAEP staff members are not targeted for observation.

#### 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 determine 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 correctly, 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 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;
- informing AAs of school protocol;
- classroom management during testing;
- completion of paperwork; and
- general handling of materials.

At the end of each site visit, time permitting, HumRRO observers may ask NAEP staff 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.

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### Procedure 3. Retrieve the NAEP Storage Envelope

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You will need to retrieve the NAEP Storage Envelope from the school coordinator upon your arrival at the school. At this stage in the assessment process, the NAEP Storage Envelope contains the Student Information Report, a copy of the Roster of Questionnaires, and completed questionnaires. If the school coordinator is not readily available, refer to your QCB for the location of the NAEP Storage Envelope which you recorded during the preassessment visit.

### Procedure 4. Obtain a Dated Copy of Parent/Guardian Notification Letter, If Necessary

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

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



#### Reminder!

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

### Procedure 5. Ask the School Coordinator If Any Parents or Students Have Refused Participation and Code the Administration Schedule, If Necessary

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If the school coordinator indicates that students or parents have refused participation, code the refusals on the Administration Schedule.

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

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



#### Voices of Experience:

Use the Attend. Column, column **A**, to write the letter of the Administration Code if the student will not be assessed. Use **W** for Withdrawn & Ineligible (codes **51**, **54**, and **55**), **E** for Excluded (codes **60-66**), and **R** for Refused (codes **46** & **47**). Then when you are counting up to see what numbers to put in the blanks in the summary box at the top of the Administration Schedule, you'll quickly know how many to put in each blank.

## **Procedure 6. Meet With the School Computer Administrator**

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It is critical to meet with the computer administrator before the session in order to verify if the computer lab is ready for the assessment to be conducted. At the preassessment visit, you should have:

- confirmed school computers met hardware and software requirements;
- confirmed access to the Pearson websites through any firewalls, proxy servers, or content filters was granted;
- verified, on the ADMIN Computer, the installation and operation of the proctor caching software (Windows) or activation of the Proctor Caching software (Macintosh);
- verified TestNav functions on all designated Student Computers.
- determined if the IP address would be the same on assessment day or if it would change;
- determined if the software installed today would be on the computers on assessment day or if you would need to install it the morning of the assessment; and
- discussed any additional tasks.

You also need to verify the information you recorded at the preassessment visit is still accurate and the following tasks, as necessary:

- ADMIN Computer
  - verify the Proctor Caching software is installed (Windows),
  - start the Proctor Caching software (Windows),
  - activate the Proctor Caching software (Macintosh),
  - log into the Pearson eMS website and access the session you will be managing
    - a. cache the assessment content, and
    - b. start the session.
- Student Computer
  - install TestNav,
  - open TestNav,
  - enter the TestCode on the login screen, and
  - for grade 4, pre-enter student IDs.

Please refer to your Assessment Day checklists for the ADMIN Computer and Student Computer for step-by-step instructions.

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When students arrive, you will instruct them to enter the ID from the booklet cover labels (except for grade 4 students who you will steer to the correct computer). After students have entered their ID, have them wait for your instruction to log in.

If the computer administrator remains in the room, they can help with technical computer glitches (e.g., computers that crash). However, the computer administrator must sign a Teacher Observer Letter to remain in the room.

## **Procedure 7. Review the Administration Schedule for Incomplete or Missing Data**

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Review the Administration Schedule for any missing data.

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

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

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

## **Procedure 8. Go to the Location Where the Assessment Team Will Work**

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

## **Procedure 9. Give AAs Their Session Materials**

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Your team of AAs will have already prepared the booklets the week prior to the assessment. However, all assessment materials will remain in your possession until assessment day. You will give each AA his/her Session Box, containing the prepared booklets and other session materials, before the session begins on assessment day.

After the AAs arrive at the school, the first task they are required to do is open their Session Box and verify the booklets have been prepared correctly. This procedure is important because in some cases the AA who will be administering the session was not the AA who prepared the booklets. In these cases, reviewing the booklet preparation on assessment day is not only a QC check on another AA's work, but also a way for the administering AA to

become familiar with the specifics of the session (i.e., students who have withdrawn, refused, or who need accommodations).

AAs will also need to confirm that, during transport to the school, no ancillary materials slipped out of the inside front covers of the booklets where they were placed during booklet preparation.

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

### **Procedure 10. Ask the School Coordinator to Accompany You (and Your Team) to the Assessment Locations**

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

### **Procedure 11. Introduce Yourself (and Your Team) to the Teacher**

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

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

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

### **Procedure 12. Provide NAEP Instructions for School Staff Observers**

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

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

- Tell him/her that the AA will conduct the session by reading from a script and explain that all responses to student questions are scripted to ensure standardization in the process across the nation, and it is critical that AAs respond to each student’s concern or question in this way;

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- Distribute the Teacher Observer Letter, which provides instructions on the staff member's role during the assessment and contains a nondisclosure statement that he/she will have to sign because he/she will have access to the assessment booklets and data; and
  - Collect the signed forms from the staff members and place them in the School Folder.

It needs to be stressed to any observers that they cannot read the actual test booklets.

Teachers who will be assisting in an accommodation session should be given the Accommodation Teacher Letter to read and sign. This form includes directions to teachers who will be assisting with students in the accommodation session. As with the Teacher Observer Letter, after a teacher has signed the form, place it in the School Folder.

### **Procedure 13. Conduct QC Check of Assessment Rooms**

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Once AAs have finished preparing the room, you are responsible for conducting a final QC check of the room. This QC check is the first one you will perform on assessment day, and the first one you will document using the Assessment Quality Control Record.

Once you have conducted a check of each assessment room, report the status on the Assessment Quality Control Record. If the requirement has not been met, please provide an explanation in the Comments column.

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

#### **13A. Check to Make Sure All Supplies Needed for the Session Are Organized and Assessment Materials Are Ready for Distribution.**

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

- the *AA Manual*, turned to the appropriate session script;
- copy of the Roster of Questionnaires (for grades 4 and 8);
- the Administration Schedule for the session plus copies of Administration Schedules for the other sessions in the school (if there is more than one session);
- timer; and
- Session Debriefing Form.

If this is an SICT session, make sure the computers students will use are turned on and the test application is ready for students to use. Some computers may have timed out. If this is the case, you may need to unlock the computer screen.

Look for the following materials to be ready for distribution:

- prepared assessment booklets with ancillary materials inserted into the front cover;
- sharpened No. 2 pencils;
- grade 4 sessions: Student Appreciation Certificates;
- extra ancillary materials in the event of missing or damaged materials identified during the assessment;
- HOTS kits and goody bags; and
- grades 4 and 8 sessions: Number of grade-appropriate calculators plus extra ones.



**Voices of Experience:**

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

**13B. Make Sure Any School Materials That Would Assist the Students Are Concealed.**

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

**13C. Check to Make Sure the “Testing in Progress – Do Not Disturb” Sign Has Been Posted Outside the Room.**

This sign should be posted on the room door, if possible. If this sign is not posted clearly, the testing could be disrupted.

**13D. For Grades 8 and 12: Check to See That the School ID Number Is Written on the Board.**

The script for grades 8 and 12 will instruct students to record the school ID number on their booklet covers.

To reduce the possibility for error, the AA will enter the school ID number on all grade 4 booklets after the assessment.



## How to Use the Assessment Quality Control Record in Part 4 of the QCB



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

The Assessment Quality Control Record is the official documentation that you have conducted the required QC checks for each AA at each school. As shown in the example on page 10.13, the AA Quality Control Record provides a grid for you to evaluate each AA on all of the procedures that he/she is to perform.

The QC Record divides the AA procedures as follows:

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

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

### Directions for Using the Assessment Quality Control Record:

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

## Assessment Quality Control Record

AA Name:	<input type="checkbox"/> Regular Session <input type="checkbox"/> Accommodation Session	<input type="checkbox"/> SICT Session <input type="checkbox"/> HOTS Session
Prepared Assessment Room According to Procedure ✓ <i>Supplies were ready for distribution.</i> ✓ <i>Materials that would assist students are concealed.</i> ✓ <i>"Testing in Progress" sign posted outside room.</i> ✓ <i>School and teacher numbers on board, if applicable.</i>	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Introduction and Materials Distribution ✓ <i>Read script verbatim with fluency.</i> ✓ <i>Used the most appropriate method to distribute booklets.</i>	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Additional Materials & Cover Coding ✓ <i>Instructed students to remove ID labels and additional material.</i> ✓ <i>Checked students recorded correct information on the cover or computer.</i>	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Calculator Distribution ✓ <i>Distributed and collected calculators appropriately.</i> ✓ <i>Monitored students used calculators in the correct sections.</i>	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Timed Sections Appropriately ✓ <i>Assessment Administration: Science HOTS Kits Distribution</i> ✓ <i>Distributed and collected kits appropriately.</i> ✓ <i>Monitored students used kit parts in the correct sections.</i>	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Timed Sections Appropriately ✓ <i>Used timer according to script.</i>	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Ending the Session ✓ <i>Collected student ID labels and threw in trash.</i> ✓ <i>Accounted for all NAEP materials before dismissing.</i> ✓ <i>Dismissed according to protocol on Assessment Info Form.</i>	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 ✓ <i>Answered where and how to record answers.</i> ✓ <i>Did not help students respond to any item.</i>	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 ✓ <i>Used guidelines in QxQs when answering questions.</i>	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Monitoring the Session: Classroom Management ✓ <i>Appropriately handled difficult situations.</i> ✓ <i>Moved around the room to monitor session.</i> ✓ <i>Verified students are working in the correct sections.</i>	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 ✓ <i>Every student has correct Admin. Code in column Q.</i> ✓ <i>Top of Administration Schedule is accurate.</i> ✓ <i>Admin. Code 52 has been entered for all unused booklets.</i>	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 ✓ <i>Admin. Codes were transferred to the cover accurately.</i> ✓ <i>Accommodation boxes were coded accurately.</i> ✓ <i>ID labels and ancillaries were removed.</i>	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 ✓ <i>Verified box has original Administration Schedules and Rosters.</i> ✓ <i>All materials were in box and packed according to procedure.</i>	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	

## Chapter 10 Summary

Upon completing this chapter, you should be able to:

- identify what you must do at the school before the assessment;
- describe the guidelines for interacting with observers during visits to NAEP schools;
- identify the QC task, for which you are responsible before the sessions begin on assessment day; and
- describe how to observe/evaluate AAs using the Assessment Quality Control Record.

# 11

## SUPERVISING ASSESSMENT DAY ACTIVITIES: DURING THE SESSION

The activities in this chapter focus on Part 4 of the Quality Control Booklet (QCB), the Assessment Quality Control Record, which you will use to observe and evaluate AAs conducting their assessment day responsibilities.

### **Procedure 1. Observe and Evaluate AAs Administering Regular and Accommodation Assessment Sessions**

Use the Assessment Quality Control Record in Part 4 of the QCB as your guide to overseeing the sessions. In many ways, your role of oversight during the assessment is a challenging one. Without being intrusive or overbearing, you need to allow each AA the latitude to conduct the assessment in a way he/she prefers as long as he/she is still operating within the parameters of standard NAEP procedures. If an AA does something or omits something that could jeopardize the statistical validity of the assessment, you must tactfully and privately bring it to his/her attention. If immediate intervention is required, approach the AA and speak softly so that observers and students do not hear.

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

The Sequence of Monitoring AAs:

- Provide an evaluation of each AA for the procedures completed during the session (Procedures 1 and 2 in this chapter).
- When multiple sessions are held concurrently at a school, you will not be able to observe each AA conducting an entire session. In these cases, do the following:
  - Observe the first AA reading the introduction and distributing materials;
  - Observe the second AA timing and monitoring the session;
  - Observe the third AA collecting booklets and dismissing students;

- If there are more than three AAs at a school, modify the previous sequence so you observe each AA for part of a session; and
- Across schools, rotate which AAs you start observing so that you equally observe each AA doing each set of tasks.
- If all sessions are combined into one large room, all AAs must be in the room and you must observe the entire session.
- If you are conducting an SICT session, you will not be able to observe your AAs.



To conduct a thorough quality control (QC) check, observe that the AA has performed the following:

### **1A. Ensured That Each Student Is at the Correct Location.**

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

### **1B. Started the Session on Time.**

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

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

For C1 and C2 sessions, it is imperative that sessions begin on time, since these are conducted simultaneously.

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



### **Impacts Statistical Validity**

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

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## **1C. Selected the Correct Script to Conduct the Assessment Session.**

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

- 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;
- Grade 4 Accommodation Session Script;
- Grade 8 Accommodation Session Script; and
- Grade 12 Accommodation Session Script.

Review the scripts to ensure you know which one should be used for each assessment session. The SICT script is on the student computers.

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

## 1D. Read the Session Script Verbatim With Fluency and Expression and at an Appropriate Pace.

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

This is a skill that will be practiced during AA Training. It is your responsibility to ensure AAs are able to read a script according to standard NAEP procedure.

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



### Impacts Statistical Validity

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

## 1E. Used the Most Appropriate Method to Distribute Booklets.

There are two methods written into the script that AAs can choose to distribute booklets. The AA must decide ahead of time which method to use. A smooth assessment session will be defined from the beginning if the AA selects the most appropriate method for booklet distribution.

You are evaluating the AA to verify this decision has been made ahead of time, and the AA has selected the most appropriate method.

The following are NAEP guidelines for booklet distribution:

- Option 1, AAs should call the students in Administration Schedule order to the front of the room to receive their booklets;
- Option 2, AAs should place the booklet and a pencil on each student's desk prior to the students' arrival; or
- For large sessions, AAs can arrange the booklets on a table alphabetically by student name and then, as the students enter the room, ask them to find their booklet and take a seat. Give the AAs a set of the alphabetical table tents provided in your bulk supplies to use for this purpose.



### **Voice of Experience:**

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

### **How Are Latecomers Handled?**

Standard NAEP procedures address two different “latecomer” scenarios:

1. If a student arrives at the assessment location during booklet distribution, the AA should ask the student to wait at the front of the room while he/she finishes distributing booklets. Then, the AA should check in the late student(s); give each his/her assigned booklet, pencil, and other required assessment materials; and direct the student where to be seated.
2. If a student arrives after the AA or the students have begun reading booklet directions, the AA should instruct the student to return to his/her classroom or to the office according to school preference. No student may be admitted once booklet directions are being read.
3. It is important that the AA follow these procedures to ensure the assessment is standardized by giving all students the same booklet directions and the same amount of time to take the assessment.

**1F. Clearly Instructed Students to Remove the Student Identification Label From the Cover of Their Booklet.**

In the Field Test (FT) sessions, you are evaluating the AA to ensure he/she has confirmed that every student has removed the student identification label from the cover of his/her booklet and placed this label on the corner of the desk.

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

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

In the SICT and Science HOTs split sessions you are evaluating the AA on removing the label only once at the end of the assessment. Students will switch classrooms in between sessions, and so the label should remain on the booklet cover for the first session.

**1G. Checked That Students Removed Additional Materials From Inside the Booklet Cover.**

After the students remove the student ID labels from their booklets, the AA should instruct them to remove any additional material from the front cover of their booklet and place the materials on the corner of their desks.

For grade 8 sessions, the AA should also have checked that students who were required to separate mathematics manipulatives did so and placed them back into the original packet.

**1H. (Grade 8 or 12): Checked to See That Students Have Properly Recorded the NAEP School ID Number on Their Booklet Covers.**

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

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

AAs should verify that students have properly recorded the school ID number on their booklet covers by walking around the classroom and conducting a spot check of students' booklets.

**NOTE:** Students in grade 4 are not asked to enter the school ID number themselves; the AA assumes responsibility following the assessment for entering it on the front cover of grade 4 booklets.

SICT sessions require students to record the NAEP school ID number on their booklet covers.

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**1I. (Grades 4 and 8): Checked to See That All Required Students Have Properly Recorded the Two-Digit Teacher Number on Their Booklet Covers.**

For grades 4 and 8, the session script read by the AA instructs students to enter teacher information on the front cover of their booklets.

To collect accurate data, it is critical students enter the correct teacher number. Data analysts match these two-digit teacher numbers to the Teacher Questionnaires for each school. Prior to the assessment, the AA should print these numbers clearly on the board so students can easily reference them.

You should observe the AA walking around the classroom and conducting a spot check of students' booklets to ensure students have correctly entered this information on the front cover of their booklet.

**In SICT sessions, all students in grades 4, 8, and 12 will still enter their teacher number on the booklet cover.**

**1J. Provided the Booklet Directions Appropriately for the Grade Level.**

Verify that the AA has:

- if grade 4, read aloud the directions for using the assessment booklet; or
- if grade 8 or 12, instructed students to read to themselves the directions for using the assessment booklet.

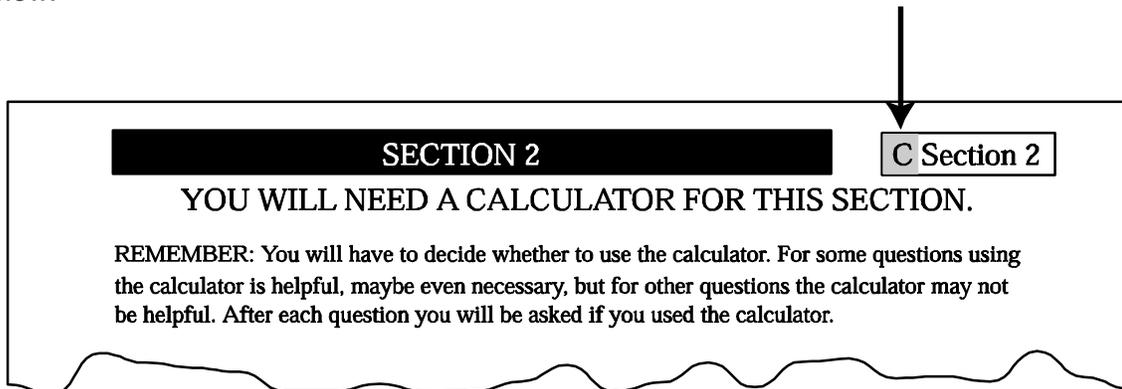
**1K. (Grades 4 and 8): Distributed and Collected Calculators Appropriately.**

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. Students in grades 8 and 12 can use their own scientific calculators only in a section requiring one. You should observe the AA following the script instructions for distributing and collecting calculators throughout the session.

**1L. (Grades 4 and 8): Checked to See That Students Who Are Required to Use a Calculator Are Doing So in the Correct Sections.**

If a mathematics booklet requires a calculator, a large "C" 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, as shown below.



Students are to have a calculator for only those sections of the mathematics booklet that require one. Not all booklets require a calculator and not all sections within a booklet will require a calculator.

The purpose of the “C” is to allow the AA to walk around the room and glance at the student’s booklet to verify whether the student should be using a calculator. You should observe the AAs doing this during the course of an assessment session.

It is critical that the AA check to see that students have been provided the correct materials. In order to provide an accurate picture of what students know and can do, students must be given equal access to materials.

### **1M. Timed Sections Appropriately.**

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

Background and cognitive sections are timed while students work independently except for the grade 4 general background section. This section is read aloud to grade 4 students. The session script provides instructions to the AA for the presentation and timing of each section.

If there are not enough computers to start all sessions at once, you will stagger the SICT sessions 90 minutes apart.



#### **Impacts Statistical Validity**

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

The following chart displays the timings for the session:

**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 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 - Computer 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 (Science - Computer/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/Computer)**

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)

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

**1N. Collected Student Identification Labels From Every Student's Desk.**

Before the end of the assessment session, verify that the AA has collected the student identification labels from the corner of every student's desk as instructed in the session scripts.

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

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

The exception to this rule is a split session of SICT/HOTs. The AA will not instruct the student to remove the label during the first the session. Most likely the students will switch classrooms in between sessions and the AA will need to collect the booklets, in administrative schedule order and redistribute them to the students at the beginning of the next session.

**Security and Confidentiality Alert**

No names are to leave the school on assessment day on either completed booklets or questionnaires. It is your responsibility to make sure your AA team destroys the student identification labels. Failure to remove all names from booklets violates NAEP Security and Confidentiality guidelines.

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## **10. Collected All NAEP Materials, Except Pencils, Following the Assessment Session in a Manner That Allowed the AA to Easily Account for Them.**

After the AA has finished reading the script, you should observe him/her selecting an appropriate booklet collection method and counting the booklets to account for all of them. The following are two suggested collection methods: one for small and another for large sessions. However, the AA may find it necessary to devise another method depending on time constraints and grade level. Be prepared to suggest collection methods to AAs in unique situations.

- **Option 1:**

The AA should 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, confirm the AA has placed the booklets face down, one on top of the other.

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

If there is insufficient time to follow this collection method, the AA should follow the instructions for large sessions.

- **Option 2:**

Verify that the AA has instructed students to place the assessment booklet in the upper-left corner of their desk or workspace. You should observe the AA collecting a booklet from each student in Administration Schedule order. As the AA collects the booklet, you should also observe the AA verifying that all used ancillary materials are included inside the booklet cover.

If testing in a cafeteria or auditorium, verify that an AA is stationed at each exit during booklet collection to ensure no student leaves the testing area with a booklet.

- **For sessions in which the student switches assessment rooms (SICT/Science HOTs):**

Collect all the booklets from the students in Administration Schedule order and wait for the AA to move students to either the computer lab or assessment room for HOTs. AAs should clean off the desks as necessary.

## **1P. Accounted for All NAEP Materials Before Dismissing Students.**

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

After collecting NAEP materials, you should observe the AA counting the used booklets to ensure their number matches the number of students present at the session. You should also observe the AA counting the blank booklets to ensure that the number he/she had before the session is consistent with the number present after the session.

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

For grades 4 and 8, you should also observe the AA counting the calculators collected to ensure that this number matches the number the AA had before the session began.

If the AA finds he/she is missing any items such as calculators, you should observe the AA explaining to the students what is missing and asking students to check their belongings to see if the missing items have been misplaced. If the missing items cannot be produced, it should be reported to you.

If this is an SICT session, be sure all computers have the testing software deleted and follow any procedures specified by the school coordinator and/or the computer administrator at the school for leaving the computers.

### **1Q. Dismissed Students According to School Protocol.**

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

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

To maintain good rapport with the school, it is important that the AA follow school protocol.

## **Procedure 2. Conducting an SICT Session**

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As the supervisor, you are responsible for conducting the actual SICT session. The general duties include:

- monitoring student activity in the room;
- monitoring student computer activity on the ADMIN Computer;
- answering questions as allowed by the QxQs;
- resuming students who have prematurely exited TestNav on the ADMIN Computer using the *Guide to Resuming Students in Pearson's System*; and
- assisting students in logging back in to their TestNav session on their Student Computer after resuming them on the ADMIN Computer.

You are responsible for all SICT sessions, though you will have an AA at such sessions to assist you. Additionally, the AA will, for combination SICT/HOTs sessions, lead the students from the computer lab to the HOTs area after the first block of the C1 session is completed and retrieve the students from the C2 session.

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At the end of an SICT session you are responsible for:

- marking any student who has a status of “Exited” or “Started” as “Stopped” using the *Guide to Marking Students as “Stopped” in Pearson’s System*;
- closing all browsers on the ADMIN Computer;
- uninstalling the Proctor Caching software (Windows);
- restarting the ADMIN Computer (Macintosh); and
- removing any other NAEP installed software (Java, Flash Player, or TestNav) at the request of the school.

**Do not** mark students as “Stopped” with a status of “Not Started.”

**Do not** stop a session.

If the school does not request you uninstall any software you need only uninstall the Proctor Caching software. You should have recorded such a request in your QCB during the preassessment visit.

For step-by-step instructions on uninstalling software on a Windows computer, refer to the *Uninstalling Software – Windows Computers* document. For Macintosh computers, locate the program, drag it to the trash can, and empty the trash can.

If you were provided with any administrator passwords to set up computers, store that documentation in the NAEP Storage Envelope. You may need this information if you need to return for a makeup session.

### **Procedure 3. Observe and Evaluate AAs Administering the Science Session**

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When observing and evaluating an AA administering a Science HOTS session, you should look for the following criteria:

- Students received the appropriate ancillary kit (one at a time in the correct section);
- Students are notified when and where the Science HOTS session will take place;
- The AA prepared the room by making sure all students had sufficient room to work on a level surface;
- The AA distributed the kits double-checking the Administration Schedule to be sure each student received the correct kit, and checked if the kits are not defective;
- The AA monitored the session making certain students followed safety rules and used materials appropriately;

- The AA collected all materials at the end of the session and dismissed students as directed; and
- The AA returned the room to its original condition before leaving and disposed of all used materials.

While AAs are never allowed to answer student questions in the cognitive sections, each kit has specific guidelines describing what the AA may assist the student with during the initial setup of the experiment.

**For the SICT session, the following criteria should be met when monitoring and evaluating AAs:**

- Students were able to enter their ID and password;
- The AA (or possibly the supervisor in some cases) prepared the room by making sure all the computers were turned on and at the ID login screen;
- The AA distributed (or re-distributed) the student booklets;
- The AAs follows the instructions in the session scripts;
- The AA monitored the session making certain students were on task; and
- The AA collected all materials at the end of the session and dismissed students as directed.

#### **Procedure 4. Observe and Evaluate AAs Monitoring Sessions**

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While conducting the QC checks of the AAs using the session scripts and administering the sessions described in Procedure 1, you will also conduct QC checks to ensure the AAs are effectively monitoring the sessions.

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

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

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

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

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

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

**4A. Followed NAEP Procedure for Answering Students' Questions About How to Record Answers.**

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

**4B. Followed NAEP Procedure for Responding to Students' Questions During Cognitive Block (Subject-Area) Sections of the Assessment.**

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

If a student asked a question about a cognitive block item (other than about how or where to record an answer), ensure the AA replied with this scripted response: "I'm sorry. I cannot answer any questions. Please reread the question and do the best you can."

The exception is for Science HOTs and SICT, since there are specific QxQs for student questions.

**4C. Followed NAEP Procedure for Responding to Students' Questions During the General Background Section.**

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

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

#### 4D. Followed NAEP Procedure for Answering Students' Questions During the Subject-Area Background Section.

Ensure that:

- The AA responded to students' questions during the subject-area background section by referring to the mathematics, reading, or science background section QxQs, found in the back of each session script;
- The AA answered students' questions by walking to each student's desk and responding quietly to the question;
- The AA has not attempted to advise all students in the session of the answers to questions asked by individual students. Unlike in the general background section, students' questions in the subject-area background sections will vary depending on the subject area of their assessment booklet; and
- The AA advised students that they may skip any subject-area background question they do not feel comfortable answering.



#### Impacts Statistical Validity

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

#### 4E. Ensured That Students Who Have Finished Sections Early Have Not Gone Back to Previous Sections or Worked Ahead in the Booklets.

Verify that:

- The AA told students who finish a section early that they may not go back to previous sections or work ahead in the booklet.
- The AA encouraged any student who completes a section of the booklet before time is called to review his/her work in that section only. The student should neither be allowed to work ahead in the NAEP booklet nor be allowed to work on his/her homework or other non-NAEP activity.

If a student was working in the wrong section of the booklet, the AA used a gentle reminder of the correct section as a prompt (e.g., **“You should be working on Section 2 now.”**). The AA should continue to stand near the student until he/she sees that the student is working on the correct section.

Students completing SICT questions cannot go back to review their work. The AAs will instruct the students to remain quiet in their seats.

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### **Special Considerations When Evaluating AAs Administering Separate Accommodation Sessions**

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

#### **The AA may**

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

#### **The AA may NOT:**

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

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

#### 4F. Appropriately Handled Difficult Situations Pertaining to Students' Behaviors or Attitudes.

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

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

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

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#### **4G. Appropriately Handled Unexpected Situations That Arose During the Session.**

Refer to pages 5.23–5.24 in the *AA Manual* for a list of special situations that may arise, guidelines for how the AA should respond, and instructions for how the AA should code the student booklet covers in these situations. If any of these situations happened, ensure that the AA responded appropriately.

### **Chapter 11 Summary**

Upon completing this chapter, you should be able to:

- identify the QC tasks for which you are responsible during the NAEP session,
- describe how to observe and evaluate AAs conducting regular and accommodation sessions; and
- be familiar with the guidelines for monitoring AAs conducting SICT and Science HOTS sessions.

# 12

## SUPERVISING ASSESSMENT DAY ACTIVITIES: AFTER THE SESSION

**Following the assessment, you are responsible for quality control of assessment materials and wrapping things up at the school.**

Thus, the last set of procedures that must be completed at the school on assessment day will happen after the assessment sessions have ended and all of the materials have been collected and organized. These include documenting in the Quality Control Booklet (QCB) both your supervisor responsibilities and your quality control (QC) check of AA procedures. If the school did not participate in a Science Interactive Computer Tasks (SICT) session, skip to **Procedure 1** in this chapter.

If the school completed an SICT session, you or the computer administrator must uninstall the TestNav software from each student computer it was loaded onto (including the administrator computer). Your responsibility before completing other supervisor and QC check activities is to make sure TestNav is removed. It is Westat's preference that if the computer administrator is available, then he/she should be the person to remove the software. Most computer administrators will know their school's computer system and will be able to uninstall TestNav. There is a checklist for how to uninstall TestNav (Appendix J) should one be requested.

In the event that there is no computer administrator available, you will uninstall TestNav. Follow the set of instructions in Appendix J, or contact Pearson at 1-888-597-1103.

While TestNav is removed from the computers, the AAs should be collecting and organizing the session materials.

### **Procedure 1. Verify the Administration Schedule Has Been Completed Accurately**

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

Once you have conducted this check, report the status of each AA’s Administration Schedule in the Assessment QC Record in Part 4 of the QCB. If the requirement has not been met, please provide an explanation in the Comments column.

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

**1A. Verify Each Student Listed on the Administration Schedule Has an Administration Code Entered in Column Q.**

Entering an Administration Code in column **M** of the Administration Schedule (labeled Admin. Code) is the AA’s first responsibility after students have been dismissed. Check to see that

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

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

<b>Definitions of Administration Codes in Column Q</b>	
<b>Assessed Students–Original Session</b>	
<b>10</b>	<b>In session full time.</b> Assessed in original session.
<b>11</b>	<b>No responses in booklet.</b> Student was in original session full time, but there were no responses in the booklet.
<b>12</b>	<b>In session part time.</b> Student left the original session and did or did not return. Specify the reason on the booklet cover.
<b>13</b>	<b>Session incomplete.</b> Original session was interrupted and no student was able to complete the booklet (e.g., fire drill). Specify the reason on the booklet covers.
<b>14</b>	<b>Other, specify on cover.</b> 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.
<b>Assessed Students–Makeup Session</b>	
<b>20</b>	<b>In session full time.</b> Assessed in makeup session.
<b>21</b>	<b>No responses in booklet.</b> Student was in makeup session the full time, but there were no responses in the booklet.
<b>22</b>	<b>In session part time.</b> Student left the makeup session and did or did not return. Specify the reason on the booklet cover.
<b>23</b>	<b>Session incomplete.</b> Makeup session was interrupted and no student was able to complete the booklet (e.g., fire drill). Specify the reason on the booklet covers.
<b>24</b>	<b>Other, specify on cover.</b> 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	<b>Temporary.</b> Student is temporarily not in school (less than 2 weeks) due to illness, disability, or excused absence.
41	<b>Long-term.</b> Student has been absent from school 2 weeks or more because of an illness or disability.
42	<b>Chronic truant.</b> Student attends school occasionally, if ever.
43	<b>Suspended.</b> Includes in-school suspension.
44	<b>In school, did not attend session.</b> Student was known to be in school on the day of the assessment but, for example, was not released by teacher, or the school would not allow the student to participate due to disruptive behavior.
45	<b>Accommodation scheduling problem.</b> School refused accommodation session due to staffing and/or scheduling issues.
46	<b>Parent refusal.</b> Parent officially notified school that he/she refused to allow student to participate in the assessment.
47	<b>Student refusal.</b> Student officially notified school or NAEP staff that he/she refused to participate in the assessment before being given an assessment booklet.
48	<b>Other, specify on cover.</b> 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	<b>Session/subject refused by school.</b> Entire session or certain subjects within a cooperating session were not conducted due to the refusal by the state or school.

Other Student Codes	
51	<b>Withdrawn/Graduated.</b> Student is no longer enrolled in the school.
52	<b>Unassigned book (unused).</b> 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 AA should record code 52 on the original preassigned booklet but the code recorded on the Administration Schedule should be the one that reflects the student's participation status in the assessment.
54	<b>Ineligible, never attends campus.</b> Use this code for students who are not physically attending the school, but completing their assignments through the school.
55	<b>Ineligible, other.</b> Use this code for a student who 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	<b>Not in Sample (NIS).</b> Use this code for any student not sampled but assessed at the convenience of the school.

Reasons for Exclusion	
60	<b>SD – Cannot be assessed.</b> Use for any 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	<b>SD – Required accommodation not permitted.</b> Use for any student requiring an accommodation that could not be offered, such as reading the assessment items to a student selected for a reading assessment.
62	<b>ELL – Cannot be assessed.</b> Use for any student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
63	<b>ELL – Required accommodation not permitted.</b> Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation could not be offered, such as a bilingual booklet for a student selected for the reading assessment.

Reasons for Exclusion	
64	<b>SD &amp; ELL – Cannot be assessed.</b> Student cannot be included in the session due to a mental/physical disability and limited English proficiency.
65	<b>SD &amp; ELL – Required accommodation not permitted.</b> Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not offered.
66	<b>Excluded, but assessed.</b> Use this code for students that the school deemed should be excluded from the assessment but the school requested that they participate anyway.
67	<b>SD – Required accommodation not available.</b> Student cannot be included in the session because an accommodation required could not be provided by NAEP or the school, such as test booklet conversion to Braille.
68	<b>ELL – Required accommodation not available.</b> Student cannot be included in the session because a required accommodation could not be provided by NAEP or the school, such as no staff available to administer a bilingual booklet.
69	<b>SD &amp; ELL – Required accommodation not available.</b> Student cannot be included in the session because a required accommodation could not be provided by NAEP or the school.

Assessed With Accommodations Recorded on the Booklet Cover	
BIB	<b>Bilingual booklet (m, s).</b> Extended time and small group or one-on-one is assumed for bilingual booklet.
BID	<b>Bilingual dictionary (m, s).</b> Assign if a student uses for all or part of the assessment. Extended time is assumed.
LRG	<b>Large-print booklet (m, r, s).</b> Extended time is assumed. Use of special equipment such as a magnifying glass is also acceptable with this accommodation. Usually these sessions are small group or one-on-one.
EXT	<b>Extended time (m, r, s).</b> Assessed in regular session, with additional time to complete the assessment available to the student.
REA	<b>Read aloud (m, s).</b> Assessed in regular session, with read-aloud accommodation.
SMG	<b>Small group (m, r, s).</b> Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable (except with reading booklet).
ONE	<b>One-on-one (m, r, s).</b> Assessed in separate accommodation session. Extended time is assumed. Assistance with recording answers is acceptable. Read aloud is acceptable (except with reading booklet).
SCR	<b>Scribe (m, r) or use of computer (m, r, s).</b> Assessed in separate accommodation session. Extended time is assumed. Used to record student answers.
OTH	<b>Other, specify on cover.</b> Assessed with some other accommodation. Specify the accommodation on booklet cover.
BRK	<b>Breaks during test (m, r, s).</b> Assign if breaks were taken by the student between sections.
MAG	<b>Magnification device (m, r, s).</b> Assign if student used such special equipment for all or part of the assessment.
SSA	<b>School staff administers (m, r, s).</b> Assign this code if a school staff member needs to read the script and administer the session.

## 1B. Verify That an Administration Code of 52 Has Been Entered for All Unassigned Booklets on the Administration Schedule.

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

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

## 1C. Verify the Top of the Administration Schedule Has Been Completed Accurately.

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

Grade: <b>8</b>		Original session scheduled for: Day/Date: <b>Monday, Feb. 18</b>		Makeup session scheduled for: Day/Date: _____		If Makeup Needed Makeup Held: <input type="radio"/> Makeup Not Held: <input type="radio"/>		Bundle #'s <b>00001</b> <b>00002</b>	
Middle School		Time: <b>8:35</b>		Time: _____					
Silvia Thomas		Location: <b>Cafeteria</b>		Location: _____					
# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) <b>3</b>		# Absent (Admin. Codes 40-45, & 48) <b>1</b>		# Assessed (Original Session) <b>24</b>				Session Number	
Sample: <b>3</b> - <b>0</b> + <b>0</b> = <b>25</b> TO BE ASSESSED		<b>25</b> - <b>1</b> = <b>24</b>		<b>24</b> + <b>0</b> = <b>24</b> TOTAL ASSESSED				<b>FT0801</b>	
# Excluded (Admin. Codes 60-68) <b>0</b>		# Refused (Admin. Codes 46, 47 & 48) <b>0</b>		# Assessed (Makeup Session) <b>0</b>					
"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"		
Booklet ID	Booklet ID	Booklet ID	Booklet ID	Booklet ID	Accom.	Admin.	Admin.		

**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**.

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

## **Procedure 2. Verify That the Booklet Covers Have Been Completed Accurately**

---

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

To conduct this final QC check, thumb through the booklets and “spot” check that the booklet covers have been completed correctly. This includes checking for the correct accommodation code filled in on the booklet cover for any student assessed with an accommodation. As a general rule, run every third or fourth booklet in the stack through the comprehensive series of checks provided below.

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

Once you have conducted this check, report the status of each AA’s materials in the AA Assessment QC Record in Part 4 of the QCB. If the requirement has not been met, provide an explanation in the Comments column.

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

### **2A. Ensure All Booklets, Including Those Separated During Preparation Activities, Are in Administration Schedule Order.**

Check that:

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

### **2B. Ensure Each Booklet Has the Correct School ID Number.**

Check that

- for grade 4 students, on each booklet, the AA entered the seven-digit NAEP school ID number from the Administration Schedule in the boxes labeled **School #**; and
- grade 8 and grade 12 students have entered the school number; or, if not, the AA has entered it.

---

## **2C. Verify the Students Recorded Their Teacher Numbers.**

Check that all grade 4 and grade 8 students have recorded a teacher number on their booklet. While there is no way you or the AA can know if the student entered the correct teacher number, it is the AA's responsibility to verify that students in grade four and eight entered a teacher number in the proper space on their booklets.

**NOTE:** Students in accommodation sessions may have written their teacher's name on the front cover of the booklet. AAs are responsible for recording the corresponding teacher numbers for these students and erasing the teacher names from the booklet covers. Some of these students may have teachers who were not originally given a number and a Teacher Questionnaire. In this case, you will have to add the teacher to the Roster and provide the AA with the newly assigned teacher number. You will also need to provide the appropriate additional questionnaire for the school coordinator to give to the teacher.

## **2D. Verify the Correct Administration Codes Were Transferred From the Administration Schedule to the Student Booklet Covers.**

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

## **2E. Verify That the Correct Accommodation Code Has Been Recorded in Column P of the Administration Schedule and on the Front Cover of Every Booklet.**

All booklets must have a code of **1-4**. Students who do not have an accommodation should be coded as a **1**. Withdrawn, ineligible, and excluded students should be coded with a **4**. Any students offered an accommodation should have a code of **2** or **3** depending on what was offered. If the accommodation code is a **2** or a **3** and the student is absent, do not change the code in column **P**.

## **2F. Verify Any Unused Booklets Were Coded 52.**

Check that the AA:

- entered Administration Code **52—Unassigned book (unused)** on the booklet cover for each booklet listed on the Administration Schedule that was not assigned to a student; and
- coded the original booklet for a student receiving an accommodation booklet as **52**. (The accommodation booklet and Administration Schedule should be coded with the primary accommodation code for the student.)



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**2I. Verify That Students Who Required the Extended Time Accommodation (EXT) Have the “Total Time” Recorded on the Front Cover.**

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

- entered the total number of minutes the student took to complete the cognitive sections of the assessment booklet;
- entered “**050**” if a student who was offered extended time did not take more than the standard 50 minutes of time to complete the cognitive sections; and
- not entered a number of minutes that is more than three times the regular time allocated for the cognitive sections of the booklet (i.e., no more than 150 minutes), which is the limit for the extended time accommodation.

**2J. Verify Student Identification Labels Are Removed From Booklets.**

All student ID labels must be removed from the booklets. Following the session script, the AA should have instructed students to do this before they were dismissed from the assessment session. Check that AAs removed the labels from all booklets, including those belonging to students who did not participate in the assessment, unless those students will be invited to participate in a makeup session.

**2K. Verify That Ancillary Materials Are Removed From Booklets.**

Check that the AA has removed all ancillary materials from the student booklets. Ancillary materials that are not removed make it difficult for the booklet to be scored.

**2L. Ensure All Booklets Have Been Banded Together and the Administration Schedule Is on Top of the Stack of Booklets.**

Verify that

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

**2M. Ensure That All Science Hands-On Task (Science HOTS) Materials Are Packed in Their Original Box and Are Ready to Be Sent Back to Pearson.**

### Procedure 3. Determine Whether or Not a Makeup Session Must Be Held

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When assessment attendance at each session type is below 90 percent, a makeup session will need to be scheduled. The AAs are responsible for recording on the Administration Schedule the **# Assessed (Original Session)**, **# Refused**, and **# Absent**. It is your responsibility to compute the response rate for the school and determine if a makeup is necessary.

- To calculate the assessment attendance, use the Makeup Session Worksheet located in Part 5 of the QCB.
- If a makeup session is not required, complete the **# Assessed (Makeup Session)**, and **TOTAL ASSESSED** blanks on the top of the Administration Schedules. Enter “0” for **# Assessed (Makeup Session)** and enter the same number as **# Assessed (Original Session)** on the **TOTAL ASSESSED** blank.
- If a makeup session is required, these blanks will be filled in after the makeup session has been completed.

### Procedure 4. Complete School Staff Questionnaire Activities

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To complete questionnaire activities, do the following:

#### 4A. If Necessary, Gather Questionnaires From School Staff.

Collect any outstanding school staff questionnaires from the school coordinator. If a questionnaire has been completed online, you do not need to collect the hard copy version.

At this point, if you find there are questionnaires that have not been completed, arrange to collect the completed questionnaires from the appropriate school staff members before you leave the school. If this is not possible, you must leave a postage-paid Supplemental Shipping Envelope (included in your bulk supplies) with the school coordinator so that the school can return the completed questionnaires directly to Pearson.

#### 4B. Update the Status of Questionnaires on the Roster of Questionnaires.

As completed questionnaires are returned to you, in the **Returned** column in the NAEP section on the original Roster:

- shade the **Yes** oval for hard copy questionnaires;
- shade the **Online** oval for questionnaires completed electronically; or
- shade the **No** oval for any questionnaires not completed online or returned.


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

SCHOOL #: 122-122-2  
 Page 1 of 1

I. NAEP School Questionnaire  
 Distributed to: Mr. Maxwell

I. NAEP School Questionnaire ID#  
 (Barcode ID # on Cover) **964-000875-5**

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

II. Teacher Questionnaire		II. NAEP Teacher Questionnaire							Returned			II. NAEP Teacher Questionnaire							Returned							
1	Teacher's Name	3	Language Arts Teacher Questionnaire							Yes	No	Out/No	4	Math Teacher Questionnaire							Yes	No	Out/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	●			02	983-											
03	Mrs. Shultz	03	987-											03	983-	1	1	5	0	0	4	6	●			
04	Mr. Montgomery	04	987-											04	983-	1	8	4	4	0	3	0			●	
05		05	987-											05	983-											
06		06	987-											06	983-											
07		07	987-											07	983-											
08		08	987-											08	983-											
09		09	987-											09	983-											
10		10	987-											10	983-											
11		11	987-											11	983-											
12		12	987-											12	983-											
13		13	987-											13	983-											
14		14	987-											14	983-											

#### 4C. Verify That the Covers of the Questionnaires Have Been Filled Out Accurately and Completely.

For information on how to complete the front covers of all questionnaires, refer to chapter 3.



#### Impacts Statistical Validity

It is absolutely critical that you stop and perform a QC check at this point. If the covers of the school staff questionnaires have not been completed accurately, it will seriously affect the quality of data collected for the school.

#### 4D. Remove the Label on the Front Cover of Each Questionnaire.

Before giving the questionnaires to the school coordinator, you affixed a removable label to the front cover of each SD, ELL, School, and Teacher Questionnaire. Remove this label from each questionnaire before packing the questionnaires in the Session Box to send to Pearson. Destroy the labels.

**Remember: No names may leave the school on completed assessment materials.**

#### 4E. Verify That Each Roster of Questionnaires Has Been Filled Out Accurately and Completely.



Verify that each Roster has been completed accurately and fully by

- entering any missing information on the Roster(s), and
- reviewing all information that is entered to make sure that it is correct.

### **Procedure 5. Organize the NAEP Storage Envelope**

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In order to properly organize the NAEP Storage Envelope, perform the following steps:

#### 5A. Prepare Materials for the NAEP Storage Envelope.

After verifying that information entered on all the forms is complete and accurate:

- Make a set of copies of the Roster of Questionnaires and all completed original Administration Schedules with student names:
  - make one copy of each of the original Administration Schedules,
  - make one copy of each of the Rosters, and
  - make one copy of each page of the Inclusion Worksheet.
- Remove names from Administration Schedules, Rosters, and the Inclusion Worksheet:
  - tear off the list of student names (columns **A**, **B**, and **C**) at the perforated edge of each Administration Schedule;
  - remove the list of teacher names from each Roster by tearing at the perforated edge; and
  - remove the list of student names from the Inclusion Worksheet (scissors are best used for this task, as the paper is not perforated).
- For the School Folder make one more set of copies of
  - each of the Administration Schedules without the student names, and
  - each of the Rosters without the names.

Place these copies in the School Folder. Keep the originals of the Inclusion Worksheet, without student names, in the School Folder.

---

## **5B. Place Materials in the NAEP Storage Envelope.**

Place the following documents into the NAEP Storage Envelope to be left at the school:

- the teacher name list(s) from each Roster of Questionnaires,
- the student name list(s) from the Administration Schedule(s),
- the student name list(s) from the Inclusion Worksheet(s),
- a copy of each Roster of Questionnaires (with names),
- a copy of all original Administration Schedules (with names),
- a copy of the Inclusion Worksheet(s) (with names),
- all other copies of the Administration Schedules used by the NAEP team for the assessment, and
- any school-specific passwords, if school participated in SICT.

**Note for Steps 5A and 5B:** If a makeup session will be held at the school:

- Leave the names attached to the Administration Schedule and Roster of Questionnaires.
- Fold back the names and make one copy of the Administration Schedule and Roster of Questionnaires for your School Folder.
- Leave the Administration Schedules and Roster with the names attached in the NAEP Storage Envelope at the school to be accessed on the day of the makeup session(s).
- After the makeup session(s), the AA will finalize the NAEP Storage Envelope and provide you with final copies of the Administration Schedule and Roster of Questionnaires for the School Folder.

**5C. Record the NAEP School ID Number on the “Destroy by” Postcard.**

Record the school ID number (from the Administration Schedule) in the space provided on the “Destroy by” postcard, as shown on the example below.

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

**BUSINESS REPLY CARD**  
FIRST CLASS PERMIT NO. 433 ROCKVILLE, MD

POSTAGE WILL BE PAID BY ADDRESSEE

**NAEP**  
**C/O WESTAT**  
1650 Research Boulevard  
Rockville, MD 20850-9973

**NAEP**  
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

School ID 1 2 2 - 1 2 2 - 2  
School Name Dixon Middle School  
City, State Oakland, FL 12345

As requested, the NAEP Storage Envelope containing the Administration Schedule(s), student lists and other NAEP material was destroyed on:

\_\_\_\_\_ (Date Destroyed)

Signed \_\_\_\_\_  
Title \_\_\_\_\_  
Print Name \_\_\_\_\_

## 5D. Staple the “Destroy by” Postcard to the Front of the NAEP Storage Envelope.

Staple the “Destroy by” postcard to the front of the NAEP Storage Envelope in the upper-right corner, as shown here:

The image shows a NAEP Storage Envelope form. The main form is titled "NAEP NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS STORAGE ENVELOPE" and includes fields for "School Coordinator", "Your NAEP Representative", "Your NAEP Representative's Phone", "Assessment Date & Time", and "Time NAEP Team will Arrive". It also provides contact information for the NAEP Help Desk and a list of instructions for the user. A smaller "Destroy by" postcard is attached to the top right corner, containing fields for "School ID", "School Name", "City, State", "Signed", "Title", and "Print Name".

## Procedure 6. Perform Final Check of Session Box Materials

To conduct a final check of the Session Box materials, perform the following:

### 6A. Receive Session Box From AA.

When the AA has completed his/her tasks immediately following the session and you have completed your QC checks, the AA will pack the session materials in the Session Box and give the box to you.

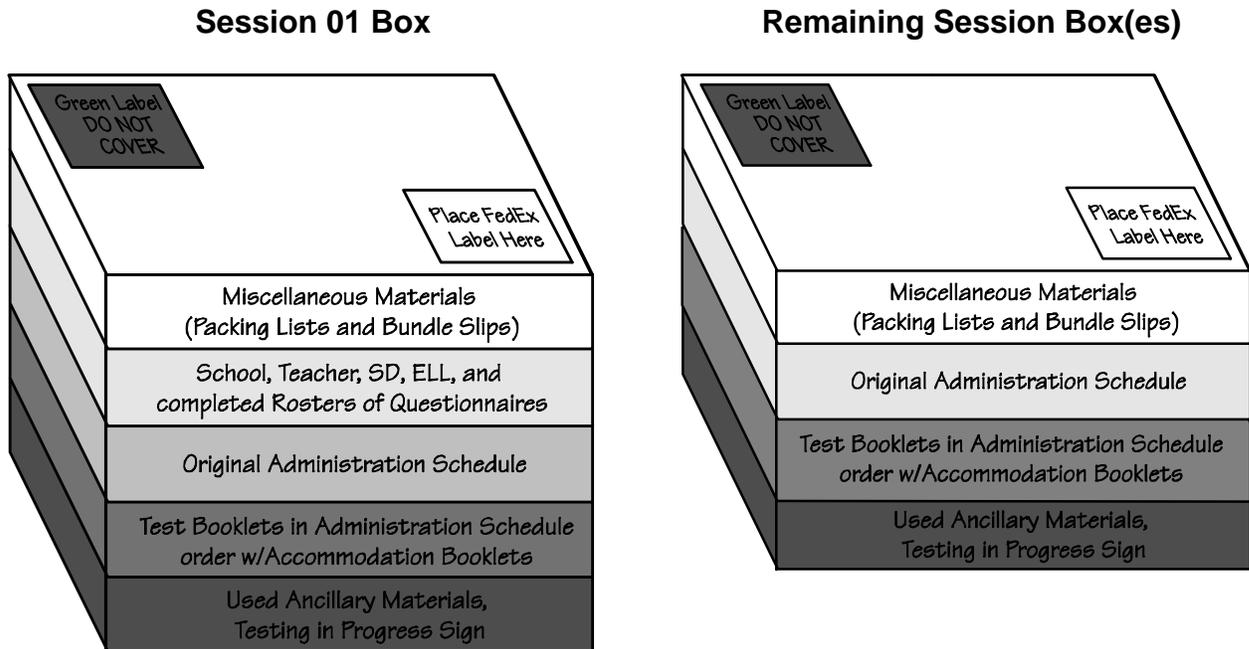
It is your job to make sure that the AA packs the Session Box properly and returns it to you.

### 6B. Place Completed Questionnaires in Session Box.

Once you have received the Session Boxes from the AAs, place the school staff questionnaires you have collected from the school coordinator in Session Box 01 along with the completed original Roster of Questionnaires. Place the questionnaires underneath the packing lists and bundle slips, as shown on the next page.

### 6C. Verify the Boxes Are Packed According to Pearson Procedure.

Next, check to make sure the materials are packed according to the examples shown in the diagrams below.



Here, you are conducting a final comprehensive check of the Session Box(es) that will be sent to Pearson to verify that the AA has properly completed all his/her responsibilities following the assessment, and that you have included all other required materials.

Double-check the following:

- There is an original Administration Schedule without names in each Session Box. **Verify that the AA has included the original Administration Schedule and NOT a photocopy.** You will need to place any copies of the Administration Schedule(s) in the NAEP Storage Envelope.
- The ancillary materials are included in the box to be mailed to Pearson.

**NOTE:** If a school refuses to allow a session to be conducted, code all assigned booklets **49—Session Refused** on the Administration Schedule. After completing the top of the Administration Schedule and making photocopies, open the refused Session Box and place the Administration Schedule for that session inside the box on top of the materials. The bundles of booklets should remain sealed. Return the refused Session Box of materials to Pearson with the other Session Boxes.

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## 6D. Package Science HOTS Science Kits.

The Science HOTS science kits are sent to supervisors in a separate box. The ancillaries should be re-packed into the kit bags they arrived in and placed in the box. There is a corresponding color label with the science kits on the outside of the box. Return the science kits to Pearson with the other Session Boxes.

## 6E. Receive Bulk Supply Session Materials From the AA.

Following the assessment, the AA will have a number of materials that should be returned to you. These include:

- all calculators;
- all unused ancillaries;
- used foam shapes (manipulative set K), rulers, protractors;
- reading brochure (grade 12);
- extra pencils;
- session timer; and
- any extra “Testing in Progress” signs that you may have provided from your bulk supplies (the signs that were shipped in the Session Boxes should be returned in the Session Boxes).

During this final QC check, ask for these materials if you have not received them from the AA.

---

## Procedure 7. Complete School Debriefing Activities

### 7A. Review Session Debriefing Form.

The Session Debriefing Form, shown and described in chapter 2, is the written record of the conduct of each session. It also serves as a resource for answering any questions raised after the assessment.

The AA is responsible for completing the Session Debriefing Form. A Session Debriefing Form must be completed for each assessment session, including makeup, accommodation, and SICT sessions.

After the AA completes the form, you will need to review it. If any problems or unusual situations arose during the administration of the assessment, speak with the AA about them. It is important to document exactly what happened, how it affected the students, and how and by whom the situation was resolved. If no unusual situations or problems occurred, it is not necessary to speak with your AA about the information he or she wrote on the form.

After you have reviewed the form, initial it in the space provided in the top-right corner.

**7B. Debrief the School Computer Administrator.**

If you did not do so at the preassessment visit, use the Computer Administrator Debriefing Questionnaire in Part 7 of the QCB to conduct an interview with the computer administrator who assisted you with the installation and removal of TestNav. If no such person assisted you, then indicate this on the form. The interview should capture the IT person's overall reaction to the process of using TestNav: installation, Proctor Caching, any issues with firewall, etc. Also obtain feedback about how NAEP can improve the set up for SICT sessions.

**7C. Debrief School Coordinator.**

Use the School Coordinator Interview Debriefing Questionnaire in Part 6 of the QCB to conduct a debriefing interview with the school coordinator. You arranged this during the preassessment visit. During this short interview, you will obtain the school coordinator's reaction to assessment activities, ask about any special preparations undertaken before the assessment, and obtain feedback about how NAEP can improve participation.

At the end of the interview, you are prompted to thank the school coordinator, leave the NAEP Storage Envelope, and present the School Certificate of Appreciation.

The debriefing interview should take no more than 5-10 minutes. Use the script beginning on page 6.1 in the QCB to conduct the interview and record the school coordinator's answers to the questions.

This debriefing interview should be conducted only on the day of the original assessment. However, if you are unable to meet with the school coordinator before leaving the school, leave the NAEP Storage Envelope, used ancillary items, and the School Certificate of Appreciation with the school secretary. Call the school coordinator as soon as possible to conduct the debriefing interview over the telephone and to confirm that he/she has received the NAEP Storage Envelope.

For makeup session(s), contact the school coordinator following the makeup session(s) only if something unusual happened during the session.

## Part 6: School Coordinator Debriefing Interview

**Directions:** Complete with the school coordinator before leaving the school on assessment day.

**6-1.** Overall, how do you think the assessment(s) went in your school? Would you say:

Read aloud and check the appropriate box.

- Very well
- Satisfactorily
- Unsatisfactorily

**6-2.** How well did the instruction brochure you received with the Preassessment Packet prepare and direct you in performing the school coordinator tasks? Would you say:

Read aloud and check the appropriate box.

- Very well
- Satisfactorily
- Unsatisfactorily

**6-3.** NAEP is interested in the feedback you have received from other school staff members about this assessment. Would you say it has been:

Read aloud and check the appropriate box.

- Positive
- Neutral
- Negative
- No feedback

- Record comments.

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**Debrief school coordinator****What you need to know:**

- You arranged this interview during the preassessment visit.
- The interview should take no more than 5-10 minutes.
- The rule: The interview should be conducted only on the day of the original assessment.
- The exception to the rule: If you are unable to meet with the school coordinator before leaving the school, leave the NAEP Storage Envelope, used ancillary items, and the School Certificate of Appreciation with the school secretary. Call the school coordinator as soon as possible to conduct the interview over the telephone and confirm he/she has received the NAEP Storage Envelope.
- For makeup session(s), contact the school coordinator following the makeup session(s) only if something unusual happened during the session.

**What you need to do:**

- Use the scripted debriefing questionnaire in Part 6 of the QCB (pages 6.1 and 6.4) to conduct the interview and record the school coordinator's answers to the questions.
- Obtain the school coordinator's reaction to assessment activities, ask about any special preparations undertaken before the assessment, and obtain feedback about how NAEP can improve participation.
- Thank the school coordinator, leave the NAEP Storage Envelope, give the school coordinator any used rulers, protractors, mathematics foam shapes, and writing brochures, and present the School Certificate of Appreciation.