

# ADMINISTER

a manual for Assessment Administrators

2007-2008



**LONG-TERM TREND**

# NAEP 2007–2008

## ASSESSMENT ADMINISTRATOR MANUAL—LTT

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# 1

## INTRODUCTION TO NAEP

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### 1. NAEP Overview

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

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

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

- all states and districts are required to participate in NAEP assessments of reading and mathematics<sup>1</sup> at grades 4 and 8 biennially as a condition of receiving Title I funds;
- a federally funded full-time NAEP State Coordinator could be hired in each state; and
- the NCES contractor staff administers the NAEP assessments, thereby greatly reducing the burden on school staff.

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<sup>1</sup> State participation in science and writing remains voluntary.

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

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

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

## **A. Characteristics of NAEP**

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### **NAEP is**

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

### **NAEP provides**

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

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**Here are additional facts about NAEP:**

**An independent body decides what is tested.**

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

**NAEP ensures confidentiality.**

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

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

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

**NAEP encourages inclusion of special needs students.**

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

**NAEP uses a variety of assessment formats.**

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

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

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

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## B. NAEP Organizational Structure

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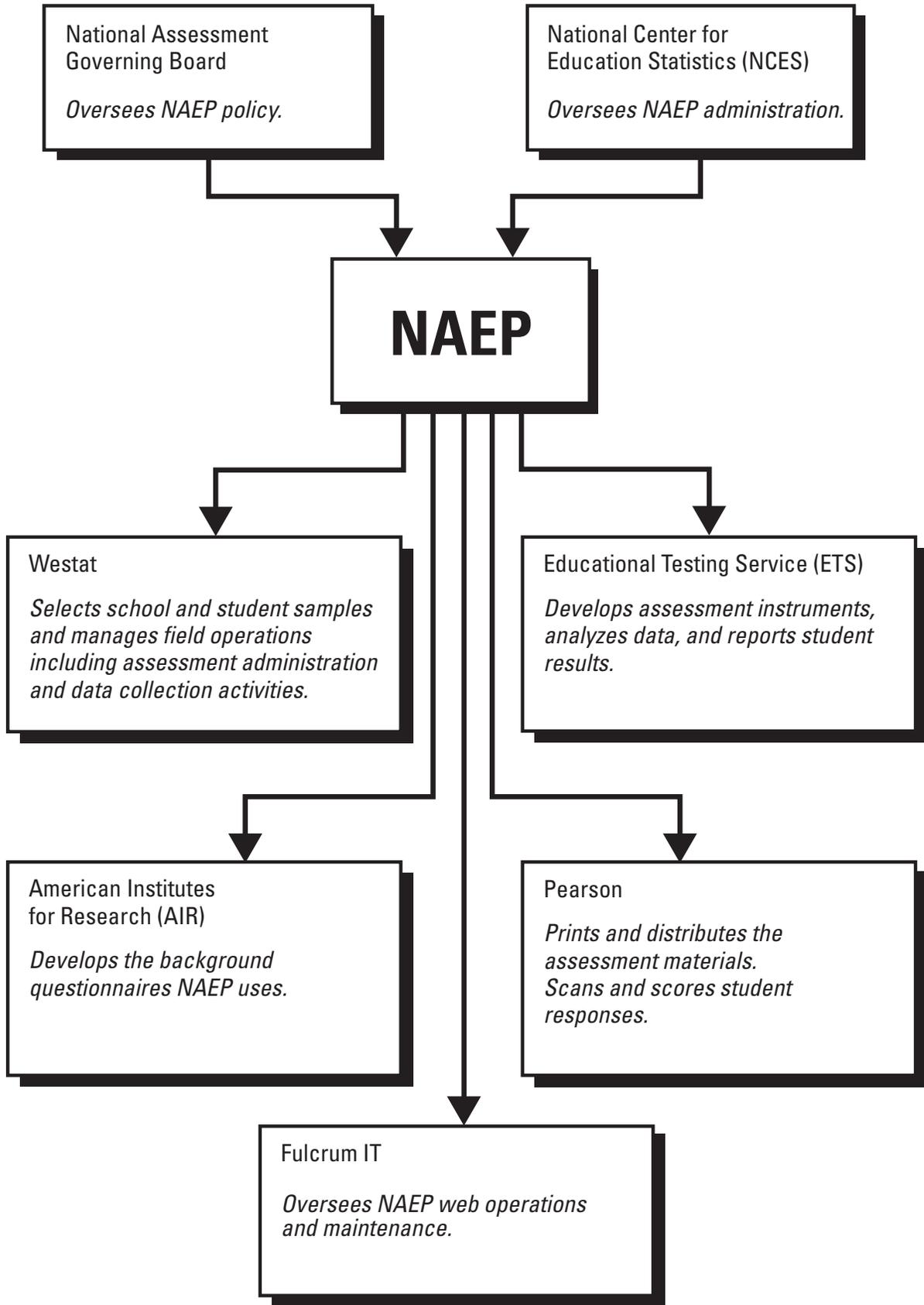
The chart on the next page shows the current organizational structure of NAEP.

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

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

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

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



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## 2. The NAEP Program for 2007-2008

### A. Long-Term Trend (LTT)

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

**There will be neither School nor Teacher Questionnaires for the LTT assessment.** There will be SD and/or ELL Questionnaires for students classified as SD and/or ELL.

### B. Science Interactive Computer Tasks Prepilot

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

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

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

### D. Arts Assessment

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

## 3. The Security of Assessment Materials and Confidentiality Issues

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

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## A. NAEP Guidelines for Viewing Assessment Materials

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

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

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

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

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

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

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

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

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

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

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

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

## **B. Requests From News Media**

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

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

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

## **C. The NAEP Code of Ethics**

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

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

## NAEP Code of Ethics

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

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

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

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

| ACCURACY   |   |  |
|--|---|--|
| <p><b>Accuracy ensures that NAEP results precisely reflect student achievement across the nation.</b></p> <ul style="list-style-type: none"><li>● Sampled schools and sampled students who are eligible for the assessment are to be included in the assessment to the greatest extent possible.</li></ul>   | <ul style="list-style-type: none"><li>● Students shall be assessed using accommodations as specified in their education plans and offered by NAEP.</li></ul>  | <ul style="list-style-type: none"><li>● The NAEP testing environment shall be correctly structured and a positive atmosphere shall be established so that all students have a fair chance to perform to full capacity.</li></ul>   |
| INTEGRITY  |   |  |
| <p><b>Integrity ensures that rigorous, ethical, and consistent procedures are used for NAEP test administration and data collection.</b></p> <ul style="list-style-type: none"><li>● Persons administering and monitoring NAEP assessments shall comply with standard NAEP procedures for administering and monitoring the assessment.</li></ul>   | <ul style="list-style-type: none"><li>● Persons authorized by NAEP to have access to NAEP testing materials shall follow the NAEP Guidelines for Viewing Assessment Materials.</li><li>● NAEP staff and other proctors assigned to testing sessions shall receive clear, unambiguous guidance on testing procedures.</li></ul>            | <ul style="list-style-type: none"><li>● Deviations from proper procedures shall be documented, and those affecting student performance shall be reported immediately.</li></ul>  |
| RESPECT  |   |  |
| <p><b>Respect ensures that students, school staff, and others affected by NAEP test administration and data collection are treated with professionalism, openness, and courtesy.</b></p> <ul style="list-style-type: none"><li>● Schools shall be notified in advance of the assessment and provided all relevant information about NAEP, NAEP assessment procedures and schedules, and NAEP personnel who might be entering the school.</li></ul> | <ul style="list-style-type: none"><li>● Test takers and other stakeholders shall have access to information about NAEP, including sample items and NAEP reports.</li><li>● Persons administering and monitoring NAEP assessments shall be sensitive to the needs of students, teachers, and the school when administering NAEP.</li></ul> | <ul style="list-style-type: none"><li>● NAEP staff members are to ensure the confidentiality of all information provided by students and school staff in response to assessment and questionnaire items.</li><li>● Any complaint or concern about a NAEP assessment shall be addressed directly by testing personnel in the field and promptly reported to NCES or its designee.</li></ul> |

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

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

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

## 4. Goals of the NAEP 2007-2008 LTT Training Program

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

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

**Statistical validity means the data collected are accurate and reliable, and have been collected in a uniform manner across schools. NAEP goals for 2007-2008 reflect important priorities:**

### **Ensure Statistical Validity Through Quality Control.**

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

### **Promote the NAEP Code of Ethics.**

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

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

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### **Protect the Security and Confidentiality of NAEP Materials.**

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

## **5. Manual Format**

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



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



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



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



### **Voices of Experience:**

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

---

# 2

## UNDERSTANDING NAEP FORMS AND MATERIALS

### 1. NAEP Forms and Materials

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

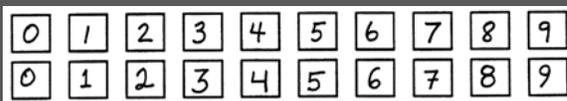
#### Guidelines for Completing Scannable Documents

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

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

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

The following are **acceptable** writing styles:



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



## A. Assessment Information Form

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

SV: \_\_\_\_\_ PHONE #: \_\_\_\_\_ REGION/AREA: \_\_\_\_\_

**ASSESSMENT INFORMATION FORM**

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

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

DIRECTIONS TO THE SCHOOL: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

PARKING: \_\_\_\_\_  
 \_\_\_\_\_

INSTRUCTIONS FOR MEETING THE ASSESSMENT TEAM: \_\_\_\_\_  
 \_\_\_\_\_

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

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## B. Administration Schedule

---

The Administration Schedule is used throughout the three stages of the NAEP process: preassessment, assessment, and post-assessment. It is the only document that links selected students to the correct student demographic data and their performance on the assessment. Consequently, if incorrect or missing student demographic data are shown on the Administration Schedule and not corrected, the validity of the NAEP reports is jeopardized.

You will use the Administration Schedule to prepare, distribute, and collect the assessment booklets. It is important that each selected student receives the booklet assigned to him/her on the Administration Schedule. This ensures students are assessed in their assigned subject and the scored assessment booklets are linked to the correct students' demographic data.

After the assessment, the completed Administration Schedules (with student names removed) are sent to Pearson along with the completed assessment booklets and other materials. Pearson's machine scans the Administration Schedules, scores the assessment booklets, and sends the results to Educational Testing Service (ETS). ETS analyzes the scores and links them and the demographic data from the Administration Schedule to provide subgroup results for the nation. The NAEP results for the nation include reports by grade, gender, race/ethnicity, students classified as having a disability (SD) or as English language learners (ELL), and National School Lunch Participation (NSLP) status.

The importance of the Administration Schedule can be seen in the diagram on the next page.

The tables below show how data collected on the Administration Schedule are linked to the results to produce the reports.

|                               | Grades |    |
|-------------------------------|--------|----|
|                               | 4      | 8  |
| Score gaps<br>Females - Males | 6      | 10 |

### Females Outscore Males in NAEP 2005 Reading

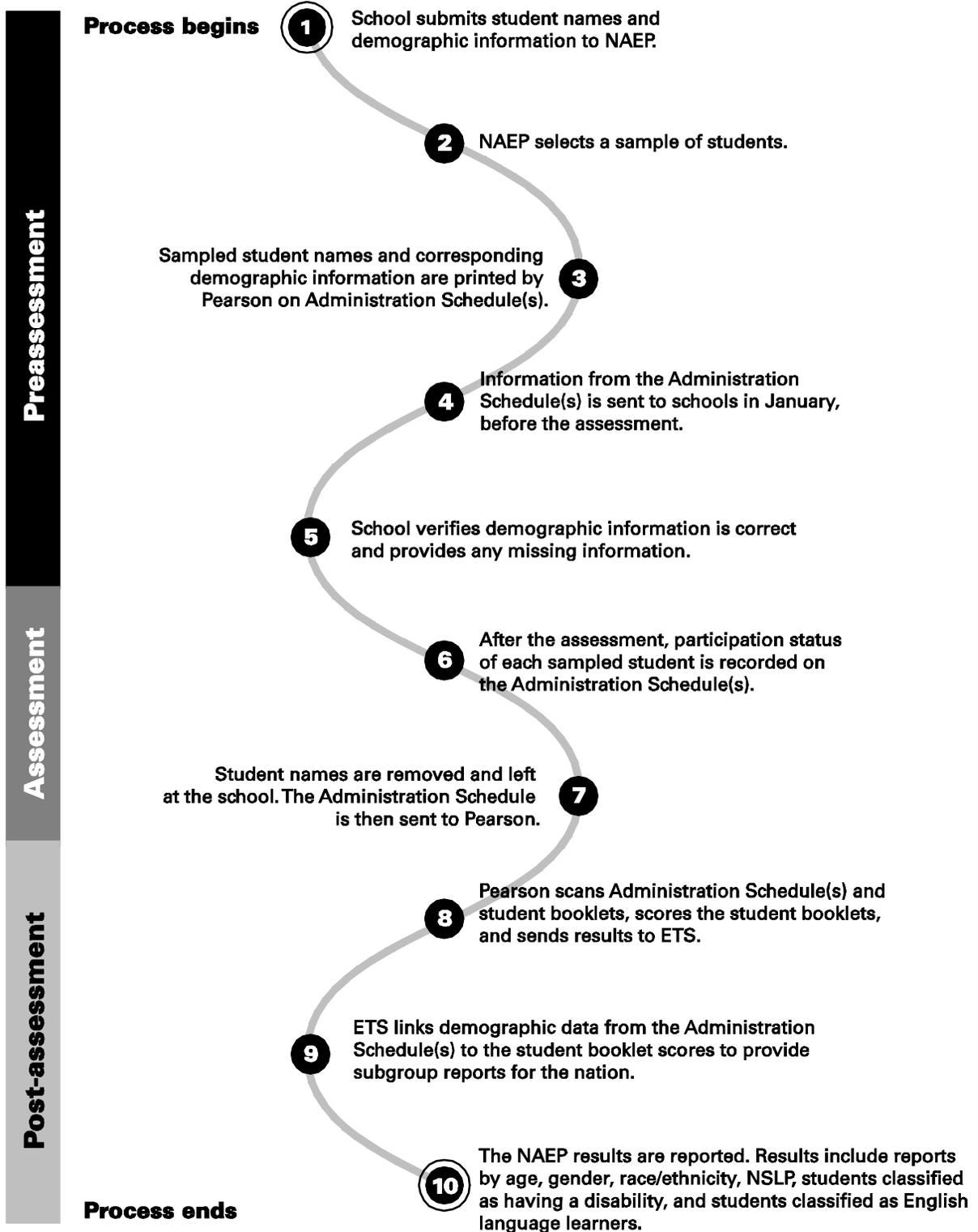
In 2005, female students continued to score higher than male students in reading, by 6 points at grade 4 and by 10 points at grade 8.

|   | Year |     |
|---|------|-----|
|   | '90  | '05 |
| Percent at or above Basic level,<br>Black 4th Graders | 18   | 73  |

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

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

# NAEP Administration Schedule Process



## A Closer Look at the Administration Schedule

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

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

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

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

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

**2007-2008 Long-Term Trend Administration Schedule**

| Student Name       | Grade | Birth Date | NAEP Test Dates | Original Booklet ID # | Accommodation Booklet ID # | Admin. Code | Admin. Code |
|--------------------|-------|------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------------|----------------------------|-------------|-------------|
| Abate, Mark        | 01    | 0 4 9 4    | 1 1 2 2         | 2 2             | 2 2             | 2 2             | 2 2             | 2 2             | 001 00293 4     |                       | 01 1                       |             |             |
| Alto, Susan        | 02    | 0 2 9 4    | 2 3 1 1         | 2 2             | 2 2             | 2 2             | 2 2             | 2 2             | 131 054006 9    |                       | 02 2                       |             |             |
| Bates, Tim         | 03    | 0 6 9 4    | 1 1 2 2         | 2 2             | 2 2             | 2 2             | 2 2             | 2 2             | 002 005241 1    |                       | 03 1                       |             |             |
| Boetwick, Carol    | 04    | 0 8 9 4    | 2 1 1 2         | 2 2             | 2 2             | 2 2             | 2 2             | 2 2             | 132 000043 8    |                       | 04 1                       |             |             |
| Burns, Kimberly    | 06    | 0 1 9 4    | 2 2 1 1         | 2 2             | 2 2             | 2 2             | 2 2             | 2 2             | 003 006822 1    |                       | 06 3                       |             |             |
| Coleman, April     | 06    | 0 7 9 4    | 2 5 1 2         | 2 2             | 2 2             | 2 2             | 2 2             | 2 2             | 133 000841 2    | 955 679965 2          | 06 5                       |             |             |
| Cruz, Mariel       | 07    | 0 8 9 4    | 2 3 3 2         | 1 2 2           | 2 2             | 2 2             | 2 2             | 2 2             | 004 043669 2    |                       | 07 1                       |             |             |
| Davis, Tyrone      | 08    | 0 5 9 4    | 1 2 1 2         | 2 2             | 2 2             | 2 2             | 2 2             | 2 2             | 134 005301 1    |                       | 08 1                       |             |             |
| Dompeoy, Julia     | 09    | 0 7 9 4    | 2 2 1 2         | 2 2             | 2 2             | 2 2             | 2 2             | 2 2             | 005 210021 3    |                       | 09 4                       | 5 4         |             |
| Fairchild, Michael | 10    | 0 8 9 4    | 1 1 1 1         | 2 2             | 2 2             | 2 2             | 2 2             | 2 2             | 135 210001 6    |                       | 10 1                       |             |             |
| Guzman, Pedro      | 11    | 0 8 9 4    | 1 3 2 2         | 1 1             | 2 2             | 2 2             | 2 2             | 2 2             | 006 073201 2    |                       | 11 1                       |             |             |
| Kwon, Sang         | 12    | 0 8 9 4    | 1 4 1 2         | 1 2             | 2 2             | 2 2             | 2 2             | 2 2             | 136 002407 7    |                       | 12 1                       |             |             |
| Lipeky, Daniel     | 13    | 0 6 9 4    | 1 1 1 2         | 2 2             | 2 2             | 2 2             | 2 2             | 2 2             | 007 000031 9    |                       | 13 1                       |             |             |
| Lundy, Christina   | 14    | 0 9 9 4    | 2 1 1 1         | 2 2             | 2 2             | 2 2             | 2 2             | 2 2             | 195 076206 0    |                       | 14 5                       |             |             |
| Masters, Tina      | 15    | 0 8 9 4    | 2 5 1 2         | 2 2             | 2 2             | 2 2             | 2 2             | 2 2             | 008 076206 5    |                       | 15 1                       |             |             |

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

### The NAEP School ID Number

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

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

The third digit is the age designation.

- 1 = Age 9
- 2 = Age 13
- 3 = Age 17

122-122-0

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

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

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

### The Session Number

The Session Number consists of two letters and four numbers. The two letters are “LT” to indicate it is a Long-Term Trend (LTT) session.

Next to the “LT” will be two numerals – 09, 13, 17 – that indicate which age is being tested.

The last two numerals are used to identify the session, as there will likely be more than one session in a school. For example, a public school with age 9 students with two sessions would have two Administration Schedules: one for session LT0901 and the second for session LT0902.

There is no subject indicator in the session number. All LTT sessions will test some students in mathematics and some in reading.

### The Columns of the Administration Schedule

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

This form must be completed in No. 2 pencil.

**NAEP**  
NATIONAL ASSESSMENT  
OF EDUCATIONAL  
PROGRESS

**2007-2008  
Long-Term Trend  
Administration  
Schedule**

School #: 122-122-0 Age: 13  
School Name: Dixon Middle School  
Administrator's Name: Silvia Thomas  
Original session scheduled for: Day/Date: Wednesday, Oct. 10  
Time: 8:35  
Location: Cafeteria  
Makeup session scheduled for: Day/Date: \_\_\_\_\_  
Time: \_\_\_\_\_  
Location: \_\_\_\_\_  
# Makeup Needed: Makeup Held  Makeup Not Held

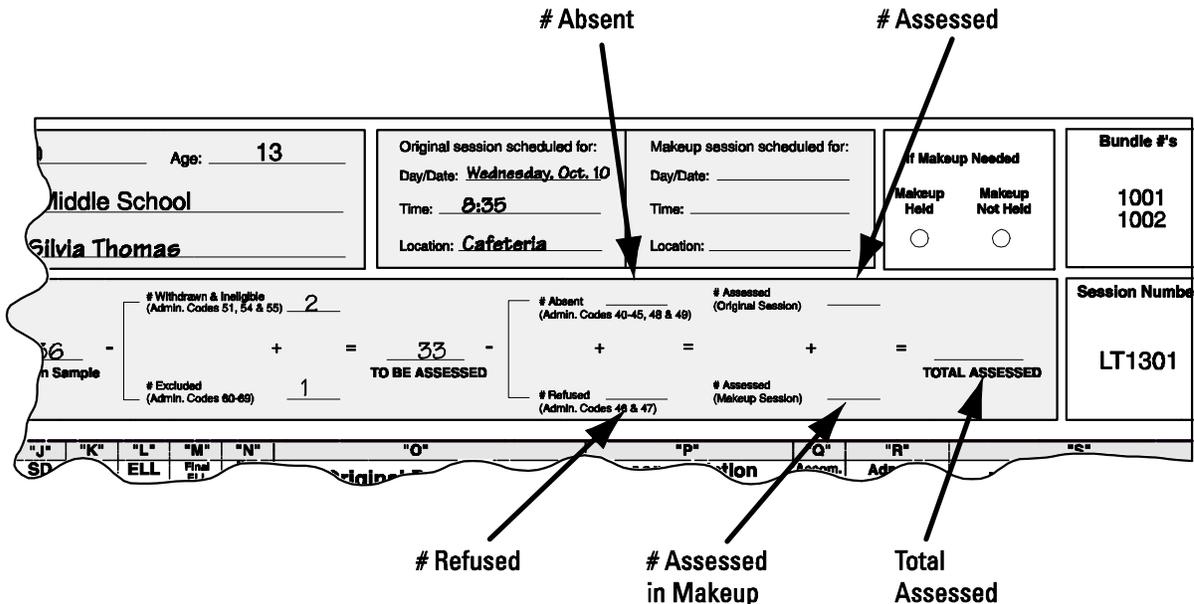
Bundle #'s: 1001, 1002  
Session Number: LT1301

# Original Sample: 32  
# Excluded (Admin. Codes 60-69): 1  
# Absent (Admin. Codes 40-45, 48 & 49): 2  
# Assessed (Original Session): 33  
# Assessed (Makeup Session): \_\_\_\_\_  
TOTAL ASSESSED: \_\_\_\_\_

| "A"          | "B"                | "C"   | "D"        | "E"   | "F"        | "G"   | "H"        | "I"   | "J"        | "K"   | "L"        | "M"   | "N"        | "O"   | "P"        | "Q"   | "R"        | "S"   |
|--------------|--------------------|-------|------------|-------|------------|-------|------------|-------|------------|-------|------------|-------|------------|-------|------------|-------|------------|-------|
| Alt./L (V/A) | Student Name       | Grade | Birth Date | Grade |
| 01           | Abate, Mark        | 01    | R          | 0     | 4          | 9     | 4          | 1     | 1          | 1     | 2          | 2     | 2          | 2     | 2          | 2     | 2          | 2     |
| 02           | Aito, Susan        | 101   | R          | 0     | 2          | 9     | 4          | 2     | 3          | 1     | 1          | 2     | 2          | 2     | 2          | 2     | 2          | 2     |
| 03           | Bates, Tim         | 101   | R          | 0     | 6          | 9     | 4          | 1     | 1          | 2     | 2          | 2     | 2          | 2     | 2          | 2     | 2          | 2     |
| 04           | Boetwick, Carol    | 101   | M          | 0     | 1          | 0     | 9          | 4     | 2          | 1     | 1          | 2     | 2          | 2     | 2          | 2     | 2          | 2     |
| 05           | Burns, Kimberly    | 101   | R          | 0     | 1          | 1     | 9          | 4     | 2          | 2     | 1          | 1     | 2          | 2     | 2          | 2     | 2          | 2     |
| 06           | Coleman, April     | 150   | M          | 0     | 7          | 0     | 9          | 4     | 2          | 5     | 1          | 2     | 2          | 2     | 2          | 2     | 2          | 2     |
| 07           | Cruz, Marleol      | 232   | R          | 0     | 1          | 9     | 4          | 2     | 3          | 3     | 2          | 1     | 2          | 2     | 2          | 2     | 2          | 2     |
| 08           | Davis, Tyrone      | 232   | M          | 0     | 5          | 9     | 4          | 1     | 2          | 1     | 2          | 2     | 2          | 2     | 2          | 2     | 2          | 2     |
| 09           | Dempsey, Julia     | 232   | R          | 0     | 7          | 9     | 4          | 2     | 2          | 1     | 2          | 2     | 2          | 2     | 2          | 2     | 2          | 2     |
| 10           | Fairchild, Michael | 110   | M          | 0     | 9          | 9     | 4          | 1     | 1          | 1     | 1          | 2     | 2          | 2     | 2          | 2     | 2          | 2     |
| 11           | Guzman, Pedro      | 110   | R          | 0     | 1          | 2     | 9          | 4     | 1          | 3     | 2          | 2     | 1          | 2     | 2          | 2     | 2          | 2     |
| 12           | Kwon, Sang         | 110   | M          | 0     | 1          | 0     | 9          | 4     | 1          | 4     | 1          | 2     | 1          | 2     | 2          | 2     | 2          | 2     |
| 13           | Lipsky, Daniel     | 110   | R          | 0     | 6          | 9     | 4          | 1     | 1          | 1     | 2          | 2     | 2          | 2     | 2          | 2     | 2          | 2     |
| 14           | Lundy, Christina   | 345   | M          | 0     | 2          | 9     | 4          | 2     | 1          | 1     | 1          | 2     | 2          | 2     | 2          | 2     | 2          | 2     |
| 15           | Maeters, Tina      | 252   | R          | 0     | 1          | 0     | 9          | 4     | 2          | 5     | 1          | 2     | 2          | 2     | 2          | 2     | 2          | 2     |

**The Summary Box at the Top of the Administration Schedule**

The summary box (the long rectangular box below the school information boxes) is used to summarize attendance data that you will record in column R after the assessment. The formula in this box calculates the total number of students assessed.





## D. The Session Scripts

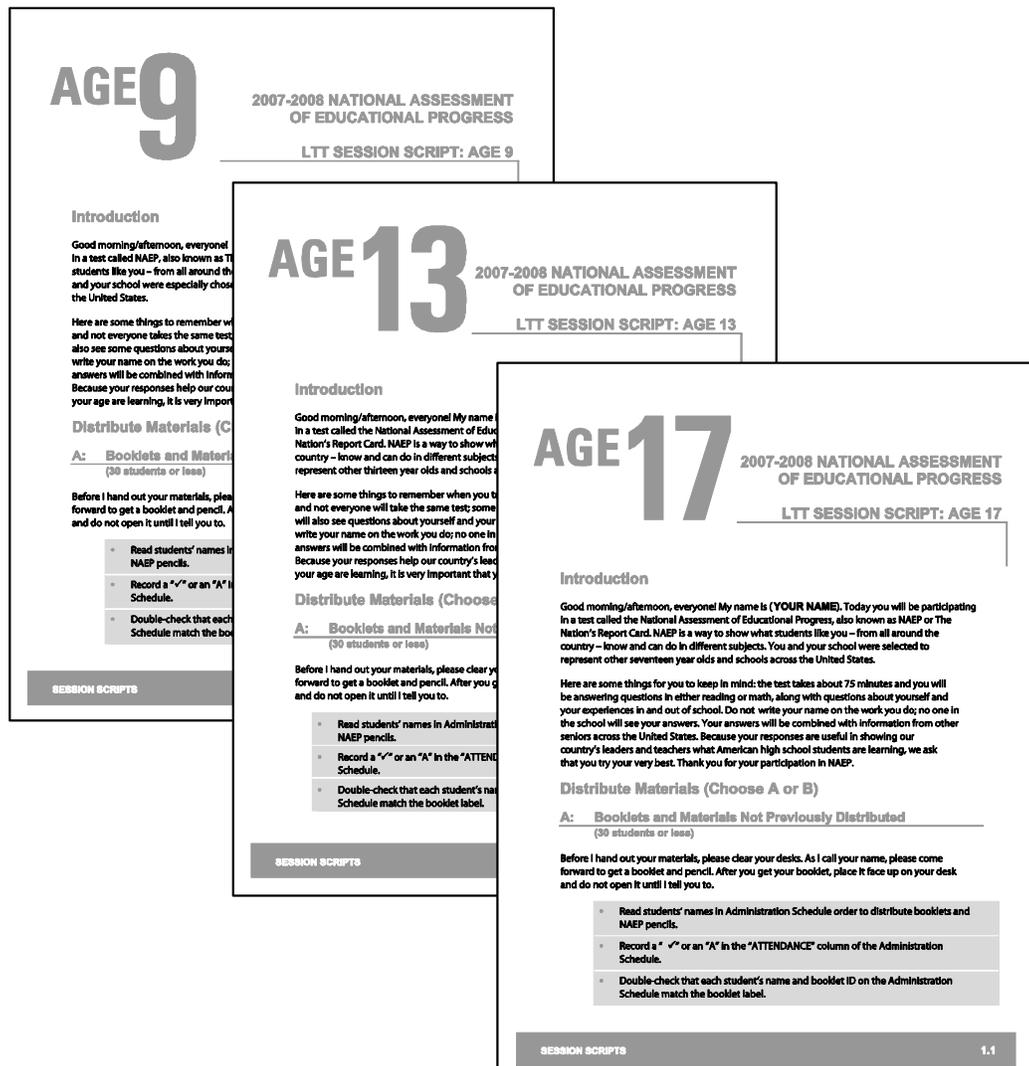
Session scripts are used to administer each assessment in a standardized manner.

### Regular Scripts

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

- Age 9 Session Script
- Age 13 Session Script
- Age 17 Session Script

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



## Accommodation Scripts

Accommodation scripts must be used to administer separate accommodation sessions. These scripts have been developed to meet the specific needs of the students who are being accommodated. Some sections of the scripts have been shortened or simplified, and the timing of the sections is less stringent. Each accommodation script is listed below.

- Age 9 Accommodation Session Script
- Age 13 Accommodation Session Script
- Age 17 Accommodation Session Script

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

The image displays three overlapping copies of accommodation scripts for the 2007-2008 National Assessment of Educational Progress (NAEP). The scripts are for Age 9, Age 13, and Age 17. Each script is titled "SESSION SCRIPT: AGE [Age] ACCOMMODATION" and includes an "Introduction" section. The Age 9 script has a footer that says "SESSION SCRIPTS". The Age 13 script has a footer that says "SESSION SCRIPTS". The Age 17 script has a footer that says "SESSION SCRIPTS" and a page number "3.1".

**AGE 9** 2007-2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS  
SESSION SCRIPT:  
AGE 9 ACCOMMODATION

**Introduction**

- For small sessions, place the booklet on the desk.
- When all students have arrived, collect all unused booklets and materials. Remove student labels from the booklets of the students in attendance and place them on the desks above the booklets.

Good morning/afternoon, everyone! My name is (YOUR NAME). Today you will be participating in a test called the National Assessment of Educational Progress, also known as NAEP or The Nation's Report Card. NAEP is a way to show what students like you – from all around the country – know and can do in different subjects. You and your school were selected to represent other seventeen year olds and schools across the United States.

Here are some things for you to keep in mind: the test takes about 75 minutes and you will be answering questions in either reading or writing, along with questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other seniors across the United States. Because your responses are useful in showing our country's leaders and teachers what American high school students are learning, we ask that you try your very best. Thank you for your participation in NAEP.

SESSION SCRIPTS

**AGE 13** 2007-2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS  
SESSION SCRIPT:  
AGE 13 ACCOMMODATION

**Introduction**

- For small sessions, place the booklet on the desk.
- When all students have arrived, collect all unused booklets and materials. Remove student labels from the booklets of the students in attendance and place them on the desks above the booklets.

Good morning/afternoon, everyone! My name is (YOUR NAME). Today you will be participating in a test called the National Assessment of Educational Progress, also known as NAEP or The Nation's Report Card. NAEP is a way to show what students like you – from all around the country – know and can do in different subjects. You and your school were selected to represent other seventeen year olds and schools across the United States.

Here are some things for you to keep in mind: the test takes about 75 minutes and you will be answering questions in either reading or writing, along with questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other seniors across the United States. Because your responses are useful in showing our country's leaders and teachers what American high school students are learning, we ask that you try your very best. Thank you for your participation in NAEP.

SESSION SCRIPTS

**AGE 17** 2007-2008 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS  
SESSION SCRIPT:  
AGE 17 ACCOMMODATION

**Introduction**

- For small sessions, place the booklet on the desk.
- When all students have arrived, collect all unused booklets and materials. Remove student labels from the booklets of the students in attendance and place them on the desks above the booklets.

Good morning/afternoon, everyone! My name is (YOUR NAME). Today you will be participating in a test called the National Assessment of Educational Progress, also known as NAEP or The Nation's Report Card. NAEP is a way to show what students like you – from all around the country – know and can do in different subjects. You and your school were selected to represent other seventeen year olds and schools across the United States.

Here are some things for you to keep in mind: the test takes about 75 minutes and you will be answering questions in either reading or writing, along with questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other seniors across the United States. Because your responses are useful in showing our country's leaders and teachers what American high school students are learning, we ask that you try your very best. Thank you for your participation in NAEP.

SESSION SCRIPTS

3.1

### **General Background Question-by-Question Specifications**

Question-by-Question Specifications (QxQs) for the general student background sections of the assessment are provided in the back of each session script. You must refer to them when helping students understand the intent of a question in the general background sections. Guidelines for using the QxQs are provided in Procedure 12 in chapter 5.

## **E. The Session Materials**

---

On assessment day, your supervisor will give you the materials for each session you are assigned to conduct in the school. The session materials you receive will depend on the age being tested and whether the session is regular or an accommodation session. A complete list of session materials for each age 9, 13, and 17 session is also provided in chapter 5.

## F. Teacher Observer Letter

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

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

**NAEP 2007-2008 LONG-TERM TREND  
TEACHER OBSERVER LETTER**

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

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

**We appreciate your assistance in NAEP!**

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

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

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

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

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

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

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

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

**AFFIDAVIT OF NONDISCLOSURE**

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

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

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

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

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

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

## G. Accommodation Teacher Letter

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

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

**NAEP 2007-2008 LONG-TERM TREND  
ACCOMMODATION TEACHER LETTER**

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

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

**We appreciate your assistance in NAEP!**

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

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

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

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

**You may not:**

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

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

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## H. Student Appreciation Certificates

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NAEP has created Student Appreciation Certificates as a way to thank each student for his/her participation. In schools with age 9 students, you will hand out these certificates to the students at the conclusion of the assessment session. In most schools with 13- and 17-year-old students, the supervisor will prepare these certificates for the school coordinator to use as appointment cards. In schools with 13- and 17-year-old students that elect not to hand out these certificates in advance, you will be responsible for distributing them at the end of the session.



## I. Session Debriefing Form

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

This form must be completed for each original session, each separate accommodation session, and each makeup session held in the school. Instructions for completing the form are provided in chapter 7.

SV initials \_\_\_\_\_

SESSION DEBRIEFING FORM

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

|   |   |
|---|---|
| Session Date: _____                                 | Region #: _____                                       |
| School Name: _____                                  | School ID #: _____                                    |
| Person Completing Form: _____                       | SV: _____   |
| Other NAEP Staff Assisting with Session: _____      |   |
| Other Observers Present: _____                      |   |
| Session Number: _____ (e.g. LT0901, LT1302, LT1701) |   |
| This session was:                                   |   |
| <input type="checkbox"/> Regular Session            | <input type="checkbox"/> Accommodation Session        |
| <input type="checkbox"/> Makeup Regular Session     | <input type="checkbox"/> Makeup Accommodation Session |

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

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

**REACTION TO SESSION**

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

## J. Booklet Preparation and Assessment QC Records

As part of the overall quality control procedures for NAEP, your supervisor will use the Booklet Preparation and Assessment QC Records to document student booklet preparation and assessment day procedures completed by each AA for each school. This includes documenting whether AAs administering and monitoring the session did so according to the standards described in chapter 5.

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

| CONDUCT PREASSESSMENT VISIT  |   | Part 1   |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
|--|---|--|---------|--------|--|---|--|--|---|--|--|---|--|--|---|--|--|---|--|--|---|--|--|---|--|--|---|--|---|--|----------|--|---|---|---|---|--|---|---|---|---|---|--|---|---|---|---|---|---|---|---|---|--|---|---|---|
| PROCEDURE 10D: RECORD RESULTS OF BOOKLET PREPARATION   |   |  |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
| <b>Directions:</b>   |   |  |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
| Record the names of each AA who is preparing the booklets under the "AA Name" column.  |   |  |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
| Record your evaluation of the AA by circling a rating of 1 through 3. The ratings are defined as follows:  |   |  |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
| <ol style="list-style-type: none"> <li><b>AA Met:</b> The AA conducted all tasks associated with preparing the booklets according to NAEP standards.</li> <li><b>AA Partially Met:</b> The AA conducted some, but not all of the tasks associated with preparing the booklets according to NAEP standards.</li> <li><b>AA Did Not Meet:</b> The AA conducted few or no tasks associated with preparing the booklets according to NAEP standards. Whenever it is necessary, a description of the problem and the action you took to correct it should be assigned. Ratings of "3" must be explained in the "Comments" column.</li> </ol>  |   |  |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
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|  | Prepared Assessment Booklets According to Procedure   | 1. AA Met<br>2. AA Partially Met<br>3. AA Did Not Meet |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
| AA Name:   | <input type="checkbox"/> Regular Session<br><input type="checkbox"/> Accommodation Session      |  |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
| <b>Prepared Assessment Room According to Procedure</b><br>✓ Supplies were ready for distribution.<br>✓ Materials that would assist students are concealed.<br>✓ "Testing in Progress" sign posted outside room.<br>✓ School number on board, if applicable.  | 1. AA Met<br>2. AA Partially Met<br>3. AA Did Not Meet →<br>4. Not Observed<br>5. Not Conducted |  |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
| <b>Assessment Administration: Introduction and Materials Distribution</b><br>✓ Began the session on time.<br>✓ Selected the correct script.<br>✓ Used the most appropriate method to distribute booklets.  | 1. AA Met<br>2. AA Partially Met →<br>3. AA Did Not Meet<br>4. Not Observed<br>5. Not Conducted |  |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
| <b>Assessment Administration: Additional Materials &amp; Cover Coding</b><br>✓ Instructed students to remove ID labels and additional material.<br>✓ Checked age 13 and 17 students recorded correct school ID on the cover.   | 1. AA Met<br>2. AA Partially Met →<br>3. AA Did Not Meet<br>4. Not Observed<br>5. Not Conducted |  |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
| <b>Assessment Administration: Reading the Script</b><br>✓ Read script verbatim with fluency and expression.  | 1. AA Met<br>2. AA Partially Met →<br>3. AA Did Not Meet<br>4. Not Observed<br>5. Not Conducted |  |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
| <b>Assessment Administration: Timed Sections Appropriately</b><br>✓ Used timer according to script.  | 1. AA Met<br>2. AA Partially Met →<br>3. AA Did Not Meet<br>4. Not Observed<br>5. Not Conducted |  |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
| <b>Assessment Administration: Ending the Session</b><br>✓ Collected student ID labels and threw in trash.<br>✓ Accounted for all NAEP materials before dismissing.<br>✓ Dismissed according to protocol on Assessment Info Form.   | 1. AA Met<br>2. AA Partially Met →<br>3. AA Did Not Meet<br>4. Not Observed<br>5. Not Conducted |  |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
| <b>Monitoring the Session: Answering Questions in Cognitive Sections</b><br>✓ Answered where and how to record answers.<br>✓ Did not help students respond to any item.  | 1. AA Met<br>2. AA Partially Met →<br>3. AA Did Not Meet<br>4. Not Observed<br>5. Not Conducted |  |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
| <b>Monitoring the Session: Answering Questions in General Background Section</b><br>✓ Used guidelines in QxQs when answering questions.  | 1. AA Met<br>2. AA Partially Met →<br>3. AA Did Not Meet<br>4. Not Observed<br>5. Not Conducted |  |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
| <b>Monitoring the Session: Classroom Management</b><br>✓ Verified students are working in the correct sections.<br>✓ Appropriately handled difficult situations.<br>✓ Moved around the room to monitor session.  | 1. AA Met<br>2. AA Partially Met →<br>3. AA Did Not Meet<br>4. Not Observed<br>5. Not Conducted |  |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
| <b>After the Session: Completing the Administration Schedule</b><br>✓ Every booklet has correct Accom. Code in column Q.<br>✓ Every student has correct Admin. Code in column R.<br>✓ Top of Administration Schedule is accurate.<br>✓ Admin. Code 52 has been entered for all unused booklets.  | 1. AA Met<br>2. AA Partially Met →<br>3. AA Did Not Meet<br>4. Not Observed<br>5. Not Conducted |  |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
| <b>After the Session: Coding the Assessment Booklet Covers</b><br>✓ Admin. and Accom. Codes were transferred to the cover accurately.<br>✓ Accommodation ovals were coded accurately.<br>✓ ID labels were removed.   | 1. AA Met<br>2. AA Partially Met →<br>3. AA Did Not Meet<br>4. Not Observed<br>5. Not Conducted |  |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |
| <b>After the Session: Perform Final Check of Session Box</b><br>✓ Verified box has original Administration Schedules and Rosters.<br>✓ All materials were in box and packed according to procedure.  | 1. AA Met<br>2. AA Partially Met →<br>3. AA Did Not Meet<br>4. Not Observed<br>5. Not Conducted |  |         |        |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |   |  |          |  |   |   |   |   |  |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |

The rating categories for each task are defined as follows:

1. **AA Met:** The AA conducted all tasks associated with the procedure according to NAEP standards, in a professional manner, with no or only very minor deviations.
2. **AA Partially Met:** The AA conducted some, but not all, of the tasks associated with the procedure according to NAEP standards. Performance of tasks, while adequate, had rough spots that need improvement.
3. **AA Did Not Meet:** The AA conducted few or no tasks associated with the procedure according to NAEP standards. Whenever it is necessary for the Supervisor to intervene, a “3” rating should be assigned. Ratings of “3” must be explained in the adjacent “Comments” column. The supervisor will describe the problem and the action taken to correct it.
4. **Did Not Observe:** The supervisor will use this code when he/she was not able to observe the AA conducting the procedure.
5. **Not Conducted:** The supervisor will use this code when the procedure was not applicable or did not have to be completed for the given session.

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



**SD and/or ELL Roster of Questionnaires**

Since there are no School or Teacher Questionnaires, there is only one Roster of Questionnaires needed for LTT: the SD and/or ELL Roster of Questionnaires.

The SD and/or ELL Roster of Questionnaires is the document that tracks the SD and ELL Questionnaires that were distributed at the school. Your supervisor is provided with one or more SD and/or ELL Roster of Questionnaires for each school.



**2007 - 2008  
Long Term Trend  
SD and/or ELL Roster**

SCHOOL #:   -   -

Page \_\_\_\_\_ of \_\_\_\_\_

SCHOOL NAME: \_\_\_\_\_

CITY/STATE: \_\_\_\_\_

**This form must be completed in No. 2 pencil.**

| SD or ELL Questionnaire<br>Distributed To (Staff Name)<br>Student's Name | SD or ELL Questionnaire |  | SD or ELL Questionnaire ID #<br>(Barcode ID # on SD or ELL Cover) |   |   |   |   |   |   | Returned              |                       |                       | School Coordinator Instructions for Distributing and Collecting Questionnaires  |
|--|-------------------------|--|---|---|---|---|---|---|---|-----------------------|-----------------------|-----------------------|---|
|  | Question #<br>/ Item #  | Original Student Roster ID #<br>(Column "ID" on Admin. Schedule) | 99-   | - | - | - | - | - | - | Yes                   | No                    | Not Needed            |   |
|  |                         |  | 99-   | - | - | - | - | - | - | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <ol style="list-style-type: none"> <li>1. Every student identified on the NAEP Student Information Report as SD and/or classified as ELL should be listed in the "Student's Name" column to the left.</li> <li>2. Record the name of the person at your school most knowledgeable about how each student is listed on the state assessment in the "Distributed To" column. (Note: An SD and/or ELL Questionnaire must be completed for each student listed, regardless of whether or not the student will be assessed.)</li> <li>3. On the front cover of each SD and ELL Questionnaire is a non-removable label with a student's name written on it. On each label, write the name of the corresponding teacher you recorded on this Roster.</li> <li>4. Distribute the questionnaire to the appropriate teacher. Be sure to jot out the date the questionnaire was to be returned to you.</li> <li>5. As each questionnaire is returned, fill in the appropriate oval in the "Returned" column on this Roster. If the student is not classified as SD and/or ELL, fill in the "Not Needed" oval and discard the questionnaire.</li> <li>6. Keep this Roster and all completed questionnaires together and return them to the NAEP representative during the preassessment visit.</li> </ol> |
|  |                         |  | 99-   | - | - | - | - | - | - | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
|  |                         |  | 99-   | - | - | - | - | - | - | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
|  |                         |  | 99-   | - | - | - | - | - | - | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
|  |                         |  | 99-   | - | - | - | - | - | - | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
|  |                         |  | 99-   | - | - | - | - | - | - | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
|  |                         |  | 99-   | - | - | - | - | - | - | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
|  |                         |  | 99-   | - | - | - | - | - | - | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
|  |                         |  | 99-   | - | - | - | - | - | - | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
|  |                         |  | 99-   | - | - | - | - | - | - | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
|  |                         |  | 99-   | - | - | - | - | - | - | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
|  |                         |  | 99-   | - | - | - | - | - | - | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
|  |                         |  | 99-   | - | - | - | - | - | - | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
|  |                         |  | 99-   | - | - | - | - | - | - | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |

# 3

## QUALITY CONTROL ACTIVITIES

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### 1. NAEP Quality Control Checks

#### A. Quality Control Checks Conducted by Your Supervisor

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

Using the Quality Control Booklet (QCB), your supervisor will document each QC check so that at the end of the assessment, Westat can analyze the data for all assessment administrators (AAs). This QC check is done to ensure each procedure is completed according to the standards NAEP set out and is necessary for demonstrating the statistical validity of the data collected. Your supervisor is required to complete one QCB for each age assessed in a school.

#### B. School Visits by NCES, ETS, and Westat

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

#### C. Quality Assurance Conducted by HumRRO

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

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

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

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

### **Observation Protocol**

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

### **Observation Checklist Items**

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

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

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

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

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

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### **Observation From a Distance**

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

### **Personal Inquiry**

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

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

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

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

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

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

## **D. School Visits by Your Field Manager**

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

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## **E. Follow-up Telephone Calls to Schools**

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

## **2. Your Role in NAEP Quality Control**

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

# 4

## PREPARING FOR ASSESSMENT DAY

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### 1. Activities to Complete Before Assessment Day

#### **Procedure 1. Receive and Review the Assessment Schedule**

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

#### **Procedure 2. Practice Using Session Scripts**

---

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



#### **Voices of Experience**

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

#### **Procedure 3. Receive and Review the Assessment Information Form**

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

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

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

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

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

**ASSESSMENT INFORMATION FORM**

ASSESSMENT DATE: October 10, 2007 ARRIVAL TIME: 7:35 am  
 SCHOOL: Dixon Middle School SCHOOL ID #: 122-122-0  
 ADDRESS: 12399 Eastern Ave., Oakland, FL  
 SCHOOL COORD: Sam Stewart PHONE #: 309-755-5234  
 PRINCIPAL: Marilyn Bernard

| SESSION #<br>OR<br>ACCOMMODATION GROUP # | REGULAR/<br>ACCOMMODATIONS | ROOM    | TIME     | AA           | ACCOMMODATIONS IN REGULAR SESSION<br>(ADMIN #CHED LINE # ACCOMMODATION#) |
|--|----------------------------|---------|----------|--------------|--|
| LT1301                                   | R / A                      | 201     | 8:35 am  | Silvia       | #2: EXTENDED TIME  |
| LT1302                                   | R / A                      | 203     | 8:35 am  | Dan          |  |
| 1  | R / A                      | library | 10:35 am | Dan          |  |
| 2  | R / A                      | 222     | 8:35 am  | School Staff |  |
| 3  | R / A                      | library | 10:35 am | Silvia       |  |
|  | R / A                      |         |          |              |  |
|  | R / A                      |         |          |              |  |
|  | R / A                      |         |          |              |  |
|  | R / A                      |         |          |              |  |

DIRECTIONS TO THE SCHOOL: See attached MapQuest map

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

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

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

The back side of the form contains tables your supervisor will use to communicate detailed information about the specific accommodation sessions scheduled at the school. Each table shows the overall session characteristics, the line numbers of the students assigned to the session, and any additional accommodations they may require during the session.

| ACCOMMODATION SESSION INFORMATION |        |   |   |  |
|-----------------------------------|--------|---|---|--|
| G UP #: 1                         |        | H (circle all that apply) : BIB / <u>REA</u> / <u>SMG</u> / ONE / SCR / SSA |   |  |
| STUDENT INFORMATION               |        |   |   |  |
| SESSION #                         | LINE # | SUBJECT   | OTHER ACCOMMODATIONS REQUIRED                 |  |
| LT1301                            | 5      | M   | Extended time (EXT)                           |  |
| LT1301                            | 14     | M   | Extended time (EXT)                           |  |
|                                   |        |   |   |  |
|                                   |        |   |   |  |
| G UP #: 2                         |        | H (circle all that apply) : BIB / REA / SMG / <u>ONE</u> / SCR / <u>SSA</u> |   |  |
| STUDENT INFORMATION               |        |   |   |  |
| SESSION #                         | LINE # | SUBJECT   | OTHER ACCOMMODATIONS REQUIRED                 |  |
| LT1301                            | 12     | M   | Extended time (EXT), Breaks during test (BRK) |  |
|                                   |        |   |   |  |
|                                   |        |   |   |  |
| G UP #: 3                         |        | H (circle all that apply) : BIB / REA / SMG / <u>ONE</u> / SCR / SSA        |   |  |
| STUDENT INFORMATION               |        |   |   |  |
| SESSION #                         | LINE # | SUBJECT   | OTHER ACCOMMODATIONS REQUIRED                 |  |
| LT1301                            | 21     | R   | Extended time (EXT), Study Carrel (OTH)       |  |
|                                   |        |   |   |  |
|                                   |        |   |   |  |
| G UP #:                           |        | H (circle all that apply) : BIB / REA / SMG / ONE / SCR / SSA               |   |  |
| STUDENT INFORMATION               |        |   |   |  |
| SESSION #                         | LINE # | SUBJECT   | OTHER ACCOMMODATIONS REQUIRED                 |  |
|                                   |        |   |   |  |
|                                   |        |   |   |  |
|                                   |        |   |   |  |
| G UP #:                           |        | H (circle all that apply) : BIB / REA / SMG / ONE / SCR / SSA               |   |  |
| STUDENT INFORMATION               |        |   |   |  |
| SESSION #                         | LINE # | SUBJECT   | OTHER ACCOMMODATIONS REQUIRED                 |  |
|                                   |        |   |   |  |
|                                   |        |   |   |  |
|                                   |        |   |   |  |

It is important that you arrive at the school on time and meet your assessment team in the appropriate location. Your supervisor will determine when and where the team will meet.

It is also important that you are aware of the protocols you must follow while working with the school, including the policy for dismissing students at the end of the session and handling students who arrive after the session has begun. You also must know how to handle ill or persistently disruptive students. All of this information will be recorded on the Assessment Information Form.

After reviewing the form, you should have the necessary information to get to the school on assessment day and administer your session(s). If you have questions about any of the information, contact your supervisor immediately.

## Procedure 4. Prepare the Booklets



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

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

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

You will then perform the steps that follow.

### 4A. Check the Bundles of Assessment Booklets.

Assessment booklets will be packaged in bundles. The number of booklets in the bundle is the same for all ages being tested.

#### Bundle Sizes

| Age | Bundle size |
|-----|-------------|
| 9   | 16 booklets |
| 13  | 16 booklets |
| 17  | 16 booklets |

The number of bundles in each Session Box will be determined by the number of students pre-printed on the Administration Schedules. A numbered Bundle Slip will be shrink-wrapped with each bundle. The **Bundle #** on the slip should match the number printed in the **Bundle #** box in the upper-right section of the Administration Schedule.

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

NAEP LTT 07/08 ASSESSMENT - AGE 13

TYPE: Reading/Math

BUNDLE # 1002

INVENTORY #: NA00011774

NAEP LTT 07/08 ASSESSMENT - AGE 13

TYPE: Reading/Math

BUNDLE # 1001

INVENTORY #: NA00011774

001  
131  
002  
132  
003  
133  
004  
134  
005  
135  
006  
136  
007  
195  
008



000000001 - 2



000000001 - 2

This form must be completed in No. 2 pencil.

**NAEP**  
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS  
2007-2008  
Long-Term Trend  
Administration  
Schedule  
LT1301

School #: 122-122-0 Age: 19  
School Name: Dixon Middle School  
Administrator's Name: Silvia Thomas

Original session scheduled for: Date: Wednesday, Oct. 10 Time: 8:00 Location: Cafeteria  
Multiple sessions scheduled for: # Sessions: 2 # Sessions needed: 2

Original Sample: 52 Total in Sample: 56  
# Sessions: 4 # Sessions needed: 4  
# Sessions: 1 # Sessions needed: 1

Original Booklet ID # 001 000283 4  
Accommodation Booklet ID # 125 043210 5

| Adm. Code | Student Name       | Grade | Month | Year | NAEP Code | NAEP Item | Original Booklet ID # | Accommodation Booklet ID # | Adm. Code | Adm. Code | Administration Codes |                               |
|-----------|--------------------|-------|-------|------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------------------|----------------------------|-----------|-----------|----------------------|-------------------------------|
| 01        | Abate, Mark        | 01    | 0     | 4    | 9         | 4         | 1         | 1         | 1         | 2         | 2         | 2         | 2         | 001 000283 4          |                            | 01        | 1         | 0                    | 01 - Assessed in Original     |
| 02        | Alto, Susan        | 01    | 0     | 2    | 9         | 4         | 2         | 5         | 1         | 1         | 2         | 2         | 2         | 131 054006 9          |                            | 02        | 2         | 1                    | 02 - No response to booklet   |
| 03        | Bates, Tim         | 01    | 0     | 6    | 9         | 4         | 1         | 1         | 2         | 2         | 2         | 2         | 2         | 002 005241 1          |                            | 03        | 1         | 0                    | 03 - Assessed in Backup       |
| 04        | Doetwick, Carol    | 01    | 0     | 1    | 0         | 9         | 4         | 2         | 1         | 1         | 2         | 2         | 2         | 132 000043 8          |                            | 04        | 1         | 1                    | 04 - Other, specify on report |
| 05        | Burns, Kimberly    | 01    | 0     | 1    | 9         | 4         | 2         | 2         | 1         | 1         | 2         | 2         | 2         | 003 006922 1          | 125 043210 5               | 05        | 3         | 1                    | 05 - Temporary                |
| 06        | Coleman, April     | 01    | 0     | 7    | 0         | 9         | 4         | 2         | 5         | 1         | 2         | 2         | 2         | 133 000841 2          | 835 678885 2               | 06        | 5         | 1                    | 06 - Long-term                |
| 07        | Cruz, Marisol      | 01    | 0     | 1    | 9         | 4         | 2         | 3         | 3         | 2         | 1         | 2         | 2         | 004 043569 2          |                            | 07        | 1         | 4                    | 07 - Chronic illness          |
| 08        | Davis, Tyrone      | 01    | 0     | 5    | 9         | 4         | 1         | 2         | 1         | 2         | 2         | 2         | 2         | 134 005301 1          |                            | 08        | 1         | 1                    | 08 - Other, specify on report |
| 09        | Dempsey, Julia     | 01    | 0     | 7    | 9         | 4         | 2         | 2         | 1         | 2         | 2         | 2         | 2         | 005 210021 3          |                            | 09        | 4         | 5                    | 09 - Other, specify on report |
| 10        | Fairchild, Michael | 01    | 0     | 9    | 9         | 4         | 1         | 1         | 1         | 1         | 2         | 2         | 2         | 135 210001 6          |                            | 10        | 1         | 1                    | 10 - Unassigned book provided |
| 11        | Guzman, Pedro      | 01    | 0     | 1    | 2         | 9         | 4         | 1         | 3         | 2         | 2         | 1         | 2         | 006 073201 2          |                            | 11        | 1         | 1                    | 11 - Unassigned book provided |
| 12        | Kwon, Sang         | 01    | 0     | 1    | 0         | 9         | 4         | 1         | 4         | 1         | 2         | 1         | 2         | 136 002407 7          |                            | 12        | 1         | 1                    | 12 - Unassigned book provided |
| 13        | Lipeky, Daniel     | 01    | 0     | 6    | 9         | 4         | 1         | 1         | 1         | 1         | 2         | 2         | 2         | 007 000031 9          |                            | 13        | 1         | 1                    | 13 - Unassigned book provided |
| 14        | Lundy, Christina   | 01    | 0     | 2    | 9         | 4         | 2         | 1         | 1         | 1         | 1         | 2         | 2         | 195 076206 0          | 125 062211 0               | 14        | 5         | 1                    | 14 - Unassigned book provided |
| 15        | Maesters, Tina     | 01    | 0     | 1    | 0         | 9         | 4         | 2         | 5         | 1         | 2         | 2         | 2         | 008 076206 5          |                            | 15        | 1         | 1                    | 15 - Unassigned book provided |

Be sure to open the bundles in the order indicated on the Administration Schedule, and never use booklets for any session other than those booklets specified on the Administration Schedule.

### 4B. Verify the Booklet ID Number and Attach the Student ID Label.

Beginning with the first student listed on the Administration Schedule and the first booklet in the first bundle for the session, check that the booklet ID number is the same on the booklet and in column **O** of the Administration Schedule (see below).

Then, attach the salmon-colored label bearing the student's name and booklet ID number to the cover of the booklet matching that ID. If the student has an "Other" (51-56) or "Excluded" (60-69) code in column **R**, write that code on the removable label. If you find you need to fix a label or create a new one, your supervisor will have blank removable labels to use for this purpose.

**Note:** The student ID labels for schools with age 13 students will not have the students' names pre-printed. You will need to write them in.

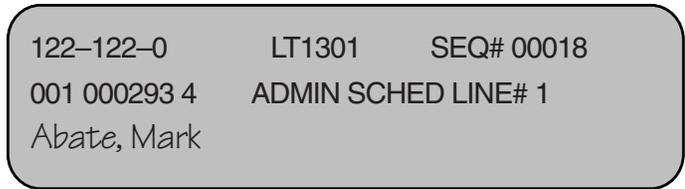
As the booklets are prepared, be sure to stack them face down to keep them in Administration Schedule order.

The diagram illustrates the process of matching student ID labels to NAEP booklets. Three booklets are shown: Reading Book R002, Mathematics Book M131, and Reading Book R001. Each booklet has a barcode and a label with student information. Callouts point from these labels to an Administration Schedule table at the bottom. The table has columns for Student Name, Grade, and Original Booklet ID #. The labels also include a 'School Information' section with fields for School #, State, and District, and a section for 'Accommodations Allowed to Regular or Separate Booklets' with checkboxes for various options like NAEP-IBL, NAEP-IBD, NAEP-IBCT, etc.

| Student Name    | Grade | Original Booklet ID # |
|-----------------|-------|-----------------------|
| Alonso, Mark    | 10Y   | 001 000243 4          |
| Alta, Susan     | 10Y   | 131 054006 9          |
| Barton, Tim     | 10Y   | 002 005241 1          |
| Borwick, Carol  | 10Y   | 132 050043 6          |
| Burns, Kimberly | 10Y   | 003 008822 1          |
| Colman, April   | 10O   | 120 045210 5          |
| Markel          |       | 133 044041 2          |

### Student ID Labels

Because students' names are never written directly on the assessment booklets, **preprinted removable student ID labels** will be used to help you distribute booklets to the correct students. An example of the information contained on a student ID label is shown below.



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

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

### 4C. Prepare Accommodation Booklets.

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

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

| Administration Code | Accommodation                            | Subjects Allowed       |
|---------------------|--|------------------------|
| 71-BIB              | Bilingual booklet                        | Mathematics            |
| 73-LRG              | Large-print booklet                      | Reading<br>Mathematics |
| 75-REA              | Read aloud                               | Mathematics            |
| 79-OTH              | Braille booklet                          | Reading<br>Mathematics |
| 79-OTH              | Directions read aloud in native language | Mathematics            |

Follow these steps on the next page for assigning an accommodation booklet:

# NAEP Accommodation Booklet Assigning Process

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

## Bilingual Booklets

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

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

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

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

#### Administration Codes for Withdrawn/Ineligible/Excluded Students and Refusals

| Other Student Codes   |   |
|-----------------------|---|
| 51                    | <b>Withdrawn/Graduated.</b> Student is no longer enrolled in the school or is expelled.   |
| 54                    | <b>Ineligible, never attends campus.</b> Student is listed as enrolled but is not physically attending the school (e.g., home schooled or attending all classes off campus).  |
| 55                    | <b>Ineligible, other.</b> Student was not eligible for the assessment for any other reason (e.g., not in the grade being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.                                 |
| Reasons for Exclusion |   |
| 60                    | <b>SD – Cannot be assessed.</b> 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> Student cannot be included in the session due to a disability for which a required accommodation was not permitted (e.g., reading the assessment items to a student selected for a reading assessment).                         |
| 62                    | <b>ELL – Cannot be assessed.</b> 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 was not permitted (e.g., bilingual booklet for a student selected for the reading assessment). |
| 64                    | <b>SD &amp; ELL – Cannot be assessed.</b> Student whose cognitive functioning and/or English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.  |
| 65                    | <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 permitted.   |
| 67                    | <b>SD – Required accommodation not available.</b> Student cannot be included in the session due to a disability for which a required accommodation was not available (e.g., Braille typewriter or other equipment supplied by the school).  |

| <b>Reasons for Exclusion (continued)</b> |  |
|--|--|
| <b>68</b>                                | <b>ELL – Required accommodation not available.</b> Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not available (e.g., bilingual dictionary or other equipment supplied by the school). |
| <b>69</b>                                | <b>SD &amp; ELL – Required accommodation not available.</b> Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required equipment was not available.  |
| <b>Absent Student Codes</b>              |  |
| <b>45</b>                                | <b>Accommodation scheduling problem.</b> School refused accommodation session due to staffing and/or scheduling issues.  |
| <b>46</b>                                | <b>Parent refusal.</b> Parent officially notified school that he/she refused to allow student to participate in the assessment.  |
| <b>47</b>                                | <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.  |
| <b>49</b>                                | <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.  |

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

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

**Do not fill in any information in the boxes labeled “Total Time for Accommodation (74-EXT),” “Accommodations Offered in Regular or Separate Session,” and “Do Not Use” on the cover of the booklets.** This information will be completed during or after the assessment.

#### **4F. Band Together Booklets.**

After all booklets are prepared, band together the booklets for excluded, withdrawn, and ineligible students along with booklets for refusals and original booklets for students who received an accommodation booklet. These should be kept banded together separately but remain at the bottom of the Session Box. It is a good idea to mark this stack of booklets with a Post-it™ note.

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

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

#### **4G. Conduct a Quality Control (QC) Check on the Prepared Booklets.**

After you prepare your stack of booklets, your supervisor will conduct a “spot” check to ensure the booklets are prepared according to NAEP standards. To conduct this QC check, your supervisor will run every third or fourth booklet in the stack through a comprehensive

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series of checks. If errors are found, you and your supervisor will check each booklet to make sure that the same error has not been repeated.

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



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

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

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

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

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

## **Procedure 6. Review Guidelines for Professional Dress**

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

NAEP recommends the following proper classroom attire:

### **For women:**

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

**For men:**

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

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

**Voices of Experience**

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

# 5

## PREPARING FOR AND ADMINISTERING ASSESSMENT SESSIONS

### 1. Activities to Complete Before the Assessment

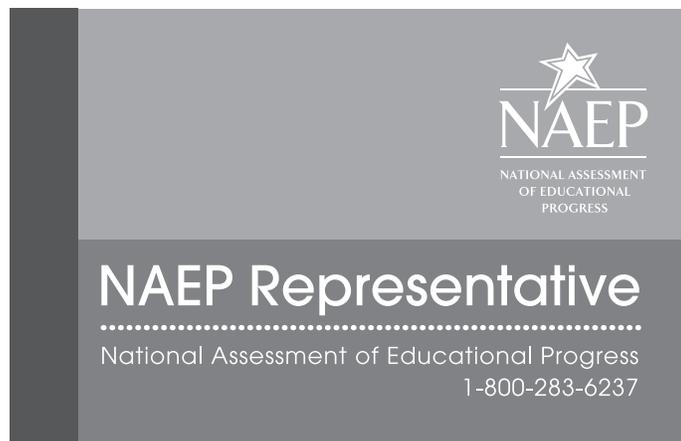
#### Procedure 7. Report to the School on the Day of the Assessment

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

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

#### **Wear Your NAEP ID Badge.**

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



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

Your supervisor will arrange a place for the team of AAs to meet until it is time to go to your session location.

## Procedure 9. Receive the Session Materials

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

| Materials for Each Age 9 Session  | Materials for Each Age 13 Session  | Materials for Each Age 17 Session  |
|---|--|--|
| <p><b><u>Session Box</u></b></p> <ul style="list-style-type: none"> <li>• Prepared assessment booklets</li> <li>• “Testing in Progress—Do Not Disturb” sign</li> <li>• Timer</li> </ul> <p><b><u>Other</u></b></p> <ul style="list-style-type: none"> <li>• Assessment Information Form</li> <li>• No. 2 pencils</li> <li>• Original Administration Schedule</li> <li>• List of sampled students in other sessions, if necessary</li> <li>• Student Appreciation Certificates, if necessary</li> <li>• Session Debriefing Form</li> </ul> | <p><b><u>Session Box</u></b></p> <ul style="list-style-type: none"> <li>• Prepared assessment booklets</li> <li>• “Testing in Progress—Do Not Disturb” sign</li> <li>• Timer</li> </ul> <p><b><u>Other</u></b></p> <ul style="list-style-type: none"> <li>• Assessment Information Form</li> <li>• No. 2 pencils</li> <li>• Original Administration Schedule</li> <li>• List of sampled students in other sessions, if necessary</li> <li>• Session Debriefing Form</li> </ul> | <p><b><u>Session Box</u></b></p> <ul style="list-style-type: none"> <li>• Prepared assessment booklets</li> <li>• “Testing in Progress—Do Not Disturb” sign</li> <li>• Timer</li> </ul> <p><b><u>Other</u></b></p> <ul style="list-style-type: none"> <li>• Assessment Information Form</li> <li>• No. 2 pencils</li> <li>• Original Administration Schedule</li> <li>• List of sampled students in other sessions, if necessary</li> <li>• Session Debriefing Form</li> </ul> |



### Perform QC Check of Assessment Booklets

If your session’s assessment booklets were prepared in advance by an AA other than yourself, it is a good idea to quickly check the booklets to make sure they were prepared properly and are in Administration Schedule order.

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

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

## Procedure 10. Prepare the Room

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

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

### 10A. Set Out the Supplies You Will Need for the Session.

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

| Materials Out for Easy Access   | Materials Ready for Distribution   |
|---|--|
| <ul style="list-style-type: none"><li>• AA Manual turned to the appropriate session script</li><li>• Administration Schedule, list of students in other sessions (if more than one session in the school)</li><li>• Timer</li><li>• Session Debriefing Form</li><li>• Assessment Information Form</li></ul> | <ul style="list-style-type: none"><li>• Sharpened No. 2 pencils</li><li>• Student Appreciation Certificates (if appropriate)</li><li>• Assessment booklets</li></ul> |



#### Voices of Experience:

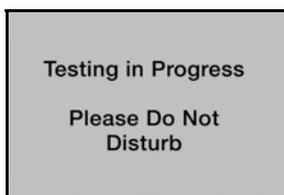
Organize your NAEP materials in the assessment room as best you can without disturbing the items on the teacher's desk or other table you are using. Never go through a classroom desk looking for or taking supplies you might need. Always bring with you to the assessment location all of the supplies that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

**10B. Erase or Conceal Visual Materials.**

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

**10C. Post the “Testing in Progress—Do Not Disturb” Sign Outside the Room.**

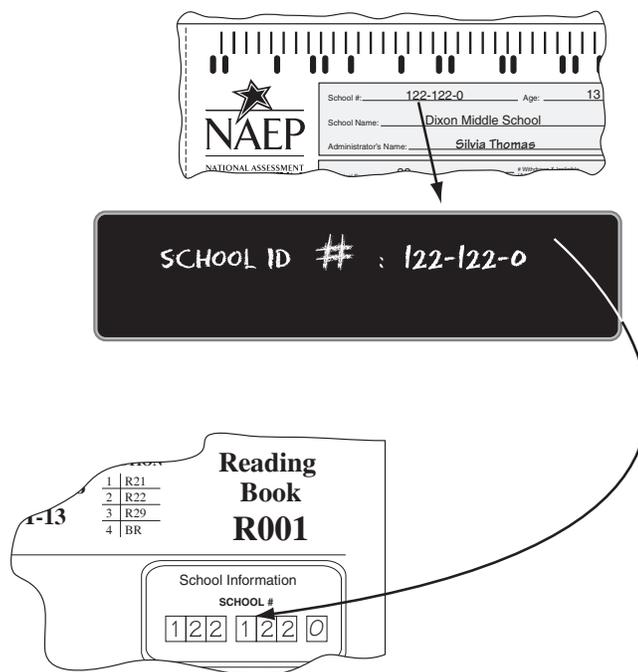
This sign is in the Session Box and should be posted outside the room. If the sign is not posted prominently, disruptions to the testing could happen. If there is more than one door into the testing location, post a sign at each doorway.



**10D. For Ages 13 and 17, Write the School ID Number on the Board.**

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

The script will instruct 13- and 17-year-olds to record this number on their booklet covers. To reduce the possibility for error, you will record the school ID number on all age 9 booklets after the session has been completed.



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## 2. Activities to Complete During the Assessment

### Procedure 11. Administer the Session

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To administer the session, perform the following:

#### 11A. Ensure That Each Student Is at the Correct Location.

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

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

#### 11B. Begin the Session on Time.

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

#### 11C. Use the Correct Session Script to Conduct the Session.

After all students have been seated, you must conduct the assessment by reciting the appropriate session script verbatim. This is critical because there are differences between scripts in wording, procedures, and required materials.

#### 11D. Read the Session Script Verbatim.

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

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

### 11E. Use the Most Appropriate Method to Distribute Booklets.

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

#### **For small sessions (30 students or less):**

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

#### **For large sessions (more than 30 students):**

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

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

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

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

Standard NAEP procedures address two different "latecomer" scenarios:

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

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## 11F. Instruct Students to Remove the Student ID Label From the Cover of Their Booklets.

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

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

### Remove Label

Now remove the peach-colored label with your name on it from the booklet. Place the label on an upper corner of your desk.

## 11G. For Ages 13 and 17, Verify That Students Have Properly Recorded the School ID Number on Their Booklet Covers.

The session script instructs 13- and 17-year-old students to enter the school ID number you wrote on the board prior to the start of the assessment.

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

### Code the Booklet Cover

Now, please look again at the front cover of your booklet. You will see a group of boxes labeled "School Number."

- Point to the "School #" boxes on the Booklet Cover Poster.

The number you are to write in these boxes is on the chalkboard. It is **(READ NUMBER)**.

- Point to the number on the chalkboard as you read it. Repeat the number as necessary.

### 11H. For Age 9, Read the Booklet Directions Aloud.

The instructions for using the assessment booklets are presented on the first two pages of each booklet and are reprinted in the script. The script instructs you to read these directions aloud to age 9 students. The script instructs you to give 13 - and 17-year-old students time to read the directions to themselves.

### 11I. Time Sections Appropriately.

Each assessment booklet contains three blocks of cognitive questions and background questions for students to answer.

Background and cognitive sections are timed while students work independently, except for the age 9 general background section, which is read aloud to the students. The session scripts provide instructions for the timing of each section. The chart below summarizes the timing for each grade and session type.

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

#### Booklet Section Timing

| Section #                      | Timing   |
|--------------------------------|--|
| General Directions             | 2 minutes (ages 13 and 17 only)<br>(age 9 is read aloud by AA) |
| Cognitive Block 1              | 15 minutes   |
| Cognitive Block 2              | 15 minutes   |
| Cognitive Block 3              | 15 minutes   |
| Background Question Directions | 2 minutes (ages 13 and 17 only)<br>(age 9 is read aloud by AA) |
| Core Background Questions      | 5 minutes (ages 13 and 17 only)<br>(age 9 is read aloud by AA) |

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

**NAEP Timer Instructions (TYPE A)**  
(Read all four steps before you begin.)

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



**NAEP Timer Instructions (TYPE B)**  
(Read all five steps before you begin.)

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



## 11J. Collect Student ID Labels.

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

### SECTION 4

- Set timer for 5 minutes.

You will have 5 minutes to answer the rest of the questions in Section 4 on your own. While you work on this section, I will collect the labels from your desks and throw them away. Please begin.

- Start timer.
- Walk through the room and collect the labels from every desk. Tear them up and throw them away.
- When all students have finished Section 4, but after no more than 5 minutes, say:

Please stop working and close your booklet.

## 11K. Collect NAEP Materials at the End of the Assessment.

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

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

### **For small sessions (30 students or less):**

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

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

**For large sessions (more than 30 students):**

Instruct students to place the assessment booklet on the corner of their desk or workspace. Collect each booklet. Count the booklets before dismissing students to verify that all are accounted for.

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

**11L. Account for All NAEP Materials Before Dismissing Students.**

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

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

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

**11M. Dismiss Students According to School Protocol.**

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

**Procedure 12. Monitor the Session**

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

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



**Voices of Experience**

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



### Voices of Experience

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

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

#### **12A. Answer Students' Questions About How to Record Answers.**

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

#### **12B. Answer Students' Questions During Cognitive Block (Subject-Area) Sections of the Assessment.**

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

Instead, you should reply with this scripted response:

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

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

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

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### **12C. Answer Students' Questions During the Core Background Section.**

You must respond to students' questions during the core background section by referring to the Question-by-Question Specifications (QxQs) found in the back of each session script.

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

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

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

### **12D. Ensure That Students Who Have Finished Sections Early Have Not Gone Back to Previous Sections or Worked Ahead in the Booklets.**

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

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

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

### **12E. Handle Difficult Situations Pertaining to Students' Behaviors or Attitudes.**

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

The table below outlines the procedures for coding these situations.

| Behavior                                       | Coding  |
|--|---|
| Behavior becomes disruptive and out of control | <ul style="list-style-type: none"> <li>● If student does not remain in the session, write <b>“Disruptive behavior”</b> on the booklet cover.</li> <li>● Use Admin. Code <b>12</b>.</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 Admin. Code <b>12</b>.</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 Admin. Code <b>12</b>.</li> </ul>   |
| Asks to leave the session                      | <ul style="list-style-type: none"> <li>● If a student leaves and returns for any reason, record on the booklet cover the time and section number when the student left and the time and section number when the student returned.</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 Admin. Code <b>12</b>.</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 Admin. Code <b>12</b>.</li> </ul>  |

## 12F. Handle Other Unexpected Situations That May Arise.

Listed below are three special situations that may arise while you are administering a session. Procedures for handling and coding each situation are included.

| Situation                                       | Guidelines   | Coding   |
|---|--|--|
| Student received defective assessment materials | <ul style="list-style-type: none"> <li>● If a student discovers a defective booklet after beginning to work, replace the booklet with another booklet of the same version number, if possible.</li> <li>● If a booklet of the same version number is not available, have the student skip the defective portion and continue working on the remaining portions of the booklet.</li> <li>● In the event an ancillary material is found to be defective, replace it with another (of the same material), if possible.</li> </ul>   | <ul style="list-style-type: none"> <li>● Record the booklet ID number of the defective booklet on the front cover of the replacement booklet.</li> <li>● Record the booklet ID number of the replacement booklet on the cover of the defective booklet.</li> <li>● Write “<b>Defective booklet</b>” on the defective booklet cover.</li> <li>● Use Admin. Code <b>14</b>.</li> </ul> |
| School fire alarm                               | <ul style="list-style-type: none"> <li>● Your first priority is the safety and evacuation of the students and yourselves from the building. If your supervisor has informed you that this is a drill and not an emergency, follow these guidelines:               <ul style="list-style-type: none"> <li>- stop the timer;</li> <li>- collect all of the assessment booklets from the students;</li> <li>- take the booklets and the timer with you when you exit the school;</li> <li>- when you are safely outside the school, check the timer and note the time remaining in the session; and</li> <li>- when the students return, redistribute the booklets and adjust the timing of the assessment to account for the time the students were gone.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Write a brief note explaining the fire drill and place it at the top of the Session Box.</li> <li>● If you cannot continue the session, use Admin. Code <b>13</b>.</li> <li>● If the session resumes, use Admin. Code <b>12</b>.</li> </ul>   |
| School lockdown                                 | <ul style="list-style-type: none"> <li>● Your first priority is the safety of the students and yourselves.</li> <li>● Generally, a school staff member will advise you of the school protocol in this situation.</li> <li>● Be sure to first follow school instructions. Then, if necessary, stop the timer and collect all the assessment booklets from the students.</li> <li>● When a school staff member has indicated it is okay to proceed with the assessment, redistribute the booklets and adjust the timing of the assessment to account for the lost time.</li> </ul>   | <ul style="list-style-type: none"> <li>● Write a brief note explaining the lockdown and place it at the top of the Session Box.</li> <li>● If you cannot continue the session, use Admin Code <b>13</b>.</li> <li>● If the session resumes, use Admin. Code <b>12</b>.</li> </ul>  |

# 6

## ADMINISTERING ACCOMMODATION SESSIONS

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### **Procedure 13. Understand Accommodations Most Frequently Provided by NAEP**

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

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

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

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

Direct Linguistic Support

| Accommodation  | What Is It?   | How to Administer   |
|--|---|---|
| <b>Directions read aloud in native language</b><br><b>Booklet Cover Code</b><br>79-OTH<br><b>Subjects</b><br>Math<br><b>Typical additional accommodations</b><br>76-SMG / 77-ONE<br>71-BIB<br>74-EXT<br>82-SSA | This accommodation requires that the session script instructions be read aloud. This requires the student to use the bilingual Spanish/English mathematics booklet. Therefore, this accommodation is only allowed with the mathematics booklet in Spanish.  | <ul style="list-style-type: none"> <li>• This accommodation requires a separate accommodation session.</li> <li>• The person administering the session will use the age-appropriate bilingual session script to conduct the session.</li> <li>• Students will complete the assessment using the bilingual Spanish/English mathematics assessment booklets.</li> </ul>   |
| <b>Test items read aloud in native language</b><br><b>Booklet Cover Code</b><br>79-OTH<br><b>Subjects</b><br>Math<br><b>Typical additional accommodations</b><br>76-SMG / 77-ONE<br>71-BIB<br>82-SSA           | For this accommodation, students may request to have words, phrases, or sentences read aloud to them in Spanish. This requires the student to use the bilingual Spanish/English mathematics booklet. Therefore, this accommodation is only allowed with the mathematics booklet in Spanish.   | <ul style="list-style-type: none"> <li>• This accommodation requires a separate accommodation session.</li> <li>• The person administering the session will use the age-appropriate bilingual session script to conduct the session.</li> <li>• Students will complete the assessment using the bilingual Spanish/English mathematics assessment booklets.</li> </ul>   |
| <b>Bilingual booklet</b><br><b>Booklet Cover Code</b><br>71- BIB<br><b>Subjects</b><br>Math<br><b>Typical additional accommodations</b><br>76-SMG / 77-ONE<br>74-EXT<br>82-SSA                                 | NAEP has bilingual Spanish/English mathematics assessment booklets available for students who require them. When a bilingual booklet is open, one page has the directions and questions in Spanish, and the facing page will have the same directions and questions in English. Because of the size, the booklets are printed in a set of two. Students may mark their answers on either page and in either language. | <ul style="list-style-type: none"> <li>• This accommodation requires a separate accommodation session.</li> <li>• The person administering the session will use the age-appropriate, bilingual session script to conduct the session.</li> </ul>  |
| <b>Bilingual dictionary without definitions</b><br><b>Booklet Cover Code</b><br>72-BID<br><b>Subjects</b><br>Math<br><b>Typical additional accommodations</b><br>74-EXT  | This is a non-electronic bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a “word-for-word” dictionary, “word-to-word translation dictionary,” or a “bilingual word list.”  | <ul style="list-style-type: none"> <li>• This accommodation is usually provided in the regular session, although students who need this accommodation will need to have extended time to look up words in the dictionary.</li> <li>• Prior to the start of the session, the AA should quietly instruct the student to follow along with the regular timing of the assessment, but explain that, at the end, he/she will have extra time to go back and finish working.</li> <li>• The AA is responsible for checking the dictionary prior to the start of the assessment to be sure it does not contain definitions.</li> </ul> |

| Accommodation   | What Is It?   | How to Administer  |
|---|---|--|
| <b>Directions only signed</b><br><b>Booklet Cover Code</b><br>79-OTH<br><b>Subjects</b><br>Reading & Math   | This accommodation requires that a qualified sign language interpreter at the school sign the instructions included in the session script. The interpreter may not sign any additional directions in the assessment booklet.  | <ul style="list-style-type: none"> <li>This accommodation can be provided in the regular session in the back of the room (or wherever it is typically administered).</li> <li>The interpreter will sit near the students so they are able to see the directions being signed.</li> </ul>   |
| <b>Test items signed</b><br><b>Booklet Cover Code</b><br>79-OTH<br><b>Subjects</b><br>Math<br><b>Typical additional accommodations</b><br>76-SMG / 77-ONE<br>74-EXT<br>82-SSA | This accommodation requires that a qualified sign language interpreter at the school sign some or all of the test questions and answer choices for the student.   | <ul style="list-style-type: none"> <li>This accommodation requires a separate accommodation session.</li> <li>The interpreter will sign the instructions from the age-appropriate accommodation session script to the student along with the question and answer choices then wait for the student to mark the answer before moving on to the next question.</li> <li>For mathematics booklets, the interpreter will refer to the Mathematics Read Aloud Guidelines that are with the accommodation session scripts for details on how to sign certain mathematical symbols and equations.</li> </ul>  |
| <b>Read aloud—occasional</b><br><b>Booklet Cover Code</b><br>75-REA<br><b>Subjects</b><br>Math  | For this accommodation, students may request to have words, phrases, or sentences read aloud to them.<br><br><i>Note: Reading the script, instructions or directions aloud, when requested, so students understand where and how to record their answers is NOT considered an accommodation and should not be recorded as one on the Administration Schedule. These instructions can be repeated or reworded in any way, in English, so students understand what to do.</i> | <ul style="list-style-type: none"> <li>This accommodation can be provided in the regular session.</li> <li>The AA should quietly instruct the student before the start of the session to raise his/her hand if he/she needs to have a word, phrase, or sentence read aloud.</li> <li>If more than one student in a session requires this accommodation, they should be seated together in a way that minimizes distractions for other students.</li> </ul>   |
| <b>Read aloud—most or all</b><br><b>Booklet Cover Code</b><br>75-REA<br><b>Subjects</b><br>Math<br><b>Typical additional accommodations</b><br>76-SMG / 77-ONE<br>74-EXT      | For this accommodation, students may request to have most or all of the assessment booklet read aloud to them.  | <ul style="list-style-type: none"> <li>This accommodation requires a separate accommodation session.</li> <li>When a student requires read aloud in a one-on-one setting, the student's originally assigned booklet is used. The AA will administer the session using the age-appropriate accommodation session script and read the questions and answers choices from the student's booklet.</li> <li>When more than one student requires this accommodation, the students can be grouped together (i.e., small group) based on the subject they are originally assigned (mathematics). The AA will administer the assessment using the age-appropriate accommodation session script and read the questions and answers from an unused assessment booklet. The AA will read aloud all the questions and answer choices and then wait for all of the students to mark their answers before moving on to the next question.</li> <li>For mathematics booklets, the AA will refer to the Mathematics Read Aloud Guidelines in the accommodation session script for details on how to read certain mathematical symbols and equations.</li> </ul> |

Presentation Format

| Accommodation  | What Is It?  | How to Administer  |
|--|--|--|
| <p><b>Braille version of test</b></p> <p><b>Booklet Cover Code</b><br/>79-OTH</p> <p><b>Subjects</b><br/>Reading &amp; Math</p> <p><b>Typical additional accommodations</b><br/>77-ONE<br/>74-EXT<br/>78-SCR</p> | <p>NAEP provides a Braille version of the assessment booklet for visually impaired students. The Braille booklet is packaged with an identical Braille companion booklet, if one is required by the administrator, and the matching regular assessment booklet.</p>  | <ul style="list-style-type: none"> <li>• This accommodation requires a separate accommodation session.</li> <li>• The AA will administer the session by reading the age-appropriate accommodation session script.</li> <li>• Students may require a Braille typewriter or a scribe to respond to the questions.</li> <li>• If a Braille typewriter is used, the AA will write the booklet ID number on all pages created by the Braille typewriter and insert these pages into the student’s regular booklet.</li> <li>• If a scribe is used, when a constructed response is required for the reading or mathematics assessment, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it’s critical to distinguish meaning (for example, too vs. two).</li> <li>• The scribe should read the written response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.</li> </ul> |
| <p><b>Large print version of test</b></p> <p><b>Booklet Cover Code</b><br/>73-LRG</p> <p><b>Subjects</b><br/>Reading &amp; Math</p>  | <p>NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged 129 percent.</p>  | <ul style="list-style-type: none"> <li>• This accommodation can be provided in the regular session.</li> </ul>   |
| <p><b>Magnification equipment</b></p> <p><b>Booklet Cover Code</b><br/>81-MAG</p> <p><b>Subjects</b><br/>Reading &amp; Math</p>  | <p>This is a lens or system provided by the school that enhances visual function. Magnification devices include eye-glass-mounted magnifiers, free-standing or hand-held magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.</p> | <ul style="list-style-type: none"> <li>• This accommodation can be provided in the regular session.</li> </ul>   |

|                     | Accommodation   | What Is It?   | How to Administer   |
|---------------------|---|---|---|
| Presentation Format | <b>Magnification equipment</b>  | This is a lens or system provided by the school that enhances visual function. Magnification devices include eye-glass-mounted magnifiers, free-standing or hand-held magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen. | <ul style="list-style-type: none"> <li>This accommodation can be provided in the regular session.</li> </ul>  |
|                     | <b>Booklet Cover Code</b><br>81-MAG   |   |   |
|                     | <b>Subjects</b><br>Reading & Math   |   |   |
| Response Format     | <b>Responds in sign language</b>  | This accommodation requires that students sign their responses to a qualified sign language interpreter provided by the school. The interpreter records the student's answers in the assessment booklet.  | <ul style="list-style-type: none"> <li>This accommodation requires a separate accommodation session.</li> <li>The AA will administer the session by reading the age-appropriate accommodation session script.</li> <li>When a constructed response is required for the reading or mathematics assessment, the interpreter/scribe should write exactly what the student signs. A student should indicate when one sentence ends and another begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (e.g., too vs. two).</li> <li>The interpreter/scribe should show the student the written response after the student completes it, but NOT sign the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.</li> </ul> |
|                     | <b>Booklet Cover Code</b><br>79-OTH   |   |   |
|                     | <b>Subjects</b><br>Reading & Math   |   |   |
|                     | <b>Typical additional accommodations</b><br>76-SMG / 77-ONE<br>74-EXT<br>78-SCR |   |   |
|                     | <b>Responds using Braille typewriter</b>  | This accommodation requires that a visually impaired student record his/her answers using a Braille typewriter, a slate and stylus, or an electronic Braille note taker provided by the school.   | <ul style="list-style-type: none"> <li>This accommodation can be provided in the regular session if the Braille typewriter they use is quiet enough. Some older Braille typewriters are very loud and may require a separate session.</li> <li>The AA will write the booklet ID number on all pages created by the Braille typewriter and insert these pages into the student's booklet.</li> </ul>   |
|                     | <b>Booklet Cover Code</b><br>79-OTH   |   |   |
|                     | <b>Subjects</b><br>Reading & Math   |   |   |
|                     | <b>Typical additional accommodations</b><br>76-SMG / 77-ONE<br>74-EXT           |   |   |

|                 |  | Accommodation             | What Is It?  | How to Administer  |
|-----------------|--|---------------------------|--|--|
| Response Format | <b>Responds orally to scribe</b>             |                           | This accommodation requires that the student respond orally to a scribe provided by the school or respond by pointing to his/her answers. The scribe then records the student's responses in the assessment booklet. | <ul style="list-style-type: none"> <li>This accommodation requires a separate accommodation session.</li> <li>The AA will administer the session by reading the age-appropriate accommodation session script.</li> <li>When a constructed response is required for the reading assessment, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (for example, too vs. two).</li> <li>The scribe should show the student the written response after the student completes it, but NOT read the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.</li> </ul> |
|                 | <b>Booklet Cover Code</b>                    | 78-SCR                    |  |  |
|                 | <b>Subjects</b>                              | Reading & Math            |  |  |
|                 | <b>Typical additional accommodations</b>     | 76-SMG / 77-ONE<br>74-EXT |  |  |
|                 | <b>Responds using computer or typewriter</b> |                           | This accommodation requires that the student record his/her answers using a computer or typewriter provided by the school.<br><i>Note: Use of the spelling/grammar check function on a computer is not allowed.</i>  | <ul style="list-style-type: none"> <li>This accommodation can be provided in the regular session if the computer or typewriter they use is quiet enough.</li> <li>The student will use the computer or typewriter to record his/her answers.</li> <li>The AA will write the booklet ID number on all pages created by the computer and insert these pages into the student's booklet.</li> <li>The AA is responsible for checking the computer prior to the start of the assessment and for monitoring the student during the assessment to be sure the spelling/grammar check function is disabled.</li> </ul>  |
|                 | <b>Booklet Cover Code</b>                    | 78-SCR                    |  |  |
|                 | <b>Subjects</b>                              | Reading & Math            |  |  |
|                 | <b>Uses template to respond</b>              |                           | This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a page by obscuring other parts of the page.   | <ul style="list-style-type: none"> <li>This accommodation can be provided in the regular session.</li> </ul>   |
|                 | <b>Booklet Cover Code</b>                    | 79-OTH                    |  |  |
| <b>Subjects</b> | Reading & Math                               |                           |  |  |

|  | Accommodation   | What Is It?  | How to Administer  |
|--|---|--|--|
| Response Format                                    | <b>Uses special writing tool</b>  | <p>This is a large-diameter pencil, pencil grip, or other special writing tool provided by the school that a student uses to record his/her answers in the assessment booklet.</p> <p><i>NOTE: Some students' IEPs stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation in response to their IEP. Students who do not have this as an IEP requirement, but who typically use large-diameter pencils, pencil grips, or other special writing tools during assessments may use these for NAEP, and it will not be recorded as an accommodation.</i></p> | <ul style="list-style-type: none"> <li>• This accommodation can be provided in the regular session.</li> <li>• The AA will verify that the student has the special writing tool before the session begins.</li> </ul>  |
|  | <b>Booklet Cover Code</b><br>79-OTH   |  |  |
|  | <b>Subjects</b><br>Reading & Math   |  |  |
| Setting Format                                     | <b>Small group</b>  | <p>Generally, a small group session includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.</p>  | <ul style="list-style-type: none"> <li>• This is by definition a separate session.</li> <li>• The person administering the session will use the age-appropriate accommodation session script to conduct the session.</li> </ul>  |
|  | <b>Booklet Cover Code</b><br>76-SMG   |  |  |
|  | <b>Subjects</b><br>Reading & Math   |  |  |
|  | <b>Typical additional accommodations</b><br>74-EXT  |  |  |
|  | <b>One-on-one</b>   | <p>This accommodation requires that a student is assessed individually in an area free of distractions.</p>  | <ul style="list-style-type: none"> <li>• This is a session with one student and one AA or school staff member administering the session.</li> <li>• The person administering the session will use the age-appropriate accommodation session script to conduct the session.</li> <li>• If the student regularly works with a facilitator provided by the school, that person should be available for the assessment.</li> </ul> |
|  | <b>Booklet Cover Code</b><br>77-ONE   |  |  |
|  | <b>Subjects</b><br>Reading & Math   |  |  |
| <b>Typical additional accommodations</b><br>74-EXT |   |  |  |
| <b>Study carrel</b>                                | <p>This is a portable screen provided by the school used to limit distractions for a student.</p> | <ul style="list-style-type: none"> <li>• This accommodation can be provided in the regular session, although occasionally the location of the study carrel is in a separate location.</li> <li>• A screen is placed on the student's desk to limit distractions for the student.</li> </ul>  |  |
| <b>Booklet Cover Code</b><br>79-OTH                |   |  |  |
| <b>Subjects</b><br>Reading & Math                  |   |  |  |

|                       |   | Accommodation  | What Is It?  | How to Administer  |
|-----------------------|---|--|--|--|
| Setting Format        | <b>Preferential seating, light, furniture</b> | <b>Booklet Cover Code</b><br>79-OTH<br><br><b>Subjects</b><br>Reading & Math | This accommodation requires that a student sit in a designated area for the assessment; such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so that a student can see or hear more easily. It may also include special light and furniture used by the student. | <ul style="list-style-type: none"> <li>This accommodation can be provided in the regular session.</li> </ul>   |
|                       |   |  |  |  |
|                       |   |  |  |  |
| Setting Format        | <b>School Staff Administers</b>               | <b>Booklet Cover Code</b><br>82-SSA<br><br><b>Subjects</b><br>Reading & Math | This accommodation requires that a school staff member familiar to the student administer the session.   | <ul style="list-style-type: none"> <li>This accommodation requires a separate accommodation session.</li> <li>The school staff member will administer the session by reading the age-appropriate accommodation session script.</li> </ul>  |
|                       |   |  |  |  |
|                       |   |  |  |  |
| Timing Accommodations | <b>Extended time</b>                          | <b>Booklet Cover Code</b><br>74-EXT<br><br><b>Subjects</b><br>Reading & Math | This accommodation requires that students be given extra time to complete the assessment.  | <ul style="list-style-type: none"> <li>In a regular session, this accommodation requires that students be given extra time after the timed session has been completed to continue to work on the cognitive sections of the assessment. Prior to the start of the session, the AA should quietly instruct students with this accommodation to follow along with the regular timing of the assessment, but explain that, at the end, they will have extra time to go back and finish working.</li> <li>In a separate session, if most or all of the students are still working on a section at the end of the regular time limit, the AA should allow them to continue to work for about 10 more minutes per section. If most are finished, he/she should move on to the next section. In either case, students who need extra time may go back to work on unfinished sections of the assessment up to the maximum time allowed, which is three times the normal time.</li> <li>The only limit for extended time is that students may not take more than three times the regular time allocated for a particular section of the booklet.</li> <li>During the extended time, the AA must remain in the testing location until students have finished the assessment.</li> </ul> |
|                       |   |  |  |  |
|                       |   |  |  |  |

|                       | Accommodation   | What Is It?   | How to Administer   |
|-----------------------|---|---|---|
| Timing Accommodations | <b>Breaks during test</b>   | This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day.  | <ul style="list-style-type: none"> <li>• This accommodation requires a separate accommodation session.</li> <li>• There are no specific NAEP requirements regarding the length of time for a break, how often the breaks are taken, or whether the student has contact with other students during the breaks. The test must, however, be administered during a single day.</li> </ul> |
|                       | <b>Booklet Cover Code</b><br>80-BRK                                   |   |   |
|                       | <b>Subjects</b><br>Reading & Math                                     |   |   |
|                       | <b>Typical additional accommodations</b><br>76-SMG / 77-ONE<br>74-EXT |   |   |
| Other Accommodations  | <b>Other</b>  | <p>This category includes accommodations provided by the school that are not listed above and are regularly used by one or more students sampled for the assessment. One example is some hearing-impaired students require the administrator to wear a small microphone.</p> <p><i>NOTE: Some schools provide special equipment such as colored highlighters for all students to use as a testing "strategy." If these are typically used on the state assessment by these students, they are allowed for use on NAEP and are not considered an accommodation. However, NAEP does not allow the use of scrap paper or graph paper. Students are instructed to show all of their work in the assessment booklet.</i></p> |   |
|                       | <b>Booklet Cover Code</b><br>79-OTH                                   |   |   |
|                       | <b>Subjects</b><br>Reading & Math                                     |   |   |

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## **Procedure 14. Administer Separate Accommodation Sessions**

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

### **14A. Use the Accommodation Session Scripts When Conducting Separate Accommodation Sessions.**

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

### **14B. Ensure That School Staff Assisting in the Administration Adhere to the Guidelines Described in the Accommodation Teacher Letter.**

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

### **14C. Follow the Same Standard NAEP Procedures for Monitoring the Session.**

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

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

## **Procedure 15. Administer Accommodations Within the Regular Session**

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

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

## **Procedure 16. Recognize Accommodations NOT Allowed by NAEP**

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

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

### **16A. Code Students Who Cannot be Assessed—Accommodation Not Permitted.**

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

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

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

**16B. Code Students Who Cannot Be Assessed—Accommodation Not Available.**

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

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

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

**16C. Code Students Who Cannot Be Assessed—Cannot Be Assessed.**

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

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

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

**16D. Code Students Who Cannot Be Assessed—Accommodation Scheduling Problem.**

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

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## Procedure 17. Understand How to Code Accommodations

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This year, there is a new procedure for assigning accommodation codes on the Administration Schedule and Booklet Covers. After meeting with the school coordinator during the preassessment visit, your supervisor will use the Inclusion Worksheet to assign codes to column **Q** of the Administration Schedule. The codes, along with an explanation, are listed in the table below.

| Accommodation Codes |   |
|---------------------|---|
| 1                   | <b>Assess without accommodations.</b> Used for all students who are not classified as SD and/or ELL, as well as students who are classified as SD and/or ELL and can be assessed in the regular session without any accommodations.   |
| 2                   | <b>Accommodation offered in regular session.</b> Used for SD and/or ELL students who are offered accommodations that can be provided in the regular session.  |
| 3                   | <b>Accommodation offered in separate session.</b> Used for SD and/or ELL students who are offered accommodations that must be given in a separate session.  |
| 4                   | <b>Not applicable.</b> Used for students who are withdrawn/graduated or ineligible. Also used for students who are excluded (Admin. Codes 60–65 and 67–69). Students who are Excluded but Assessed (Admin. Code 66) should be given an accommodation code of 2 or 3. Should also be assigned to all unused booklets (Admin. Code 52). |

After the session, you will transfer the accommodation code that your supervisor recorded on the Administration Schedule (column **Q**) onto the student's booklet cover in the **Accomm. Code** box. Then, on the cover, under **Accommodations Offered in Regular or Separate Session**, you will record all accommodations offered (whether or not they were used). If extended time was offered (74 – EXT), you will also need to record the total time used in the Extended Time boxes on the booklet cover. If extended time was offered but not used, you will enter 045 in the Extended Time boxes.

# 7

## COMPLETING ACTIVITIES AFTER THE ASSESSMENT

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### **Procedure 18. Account for All Materials Used**

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

### **Procedure 19. Complete the Administration Schedule**

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Your role in completing the Administration Schedule involves the following:

#### **19A. Enter an Administration Code in Column R.**

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

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

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

| Definitions of Administration Codes Used in Column R |   |
|--|---|
| <b>Assessed Students—Original Session</b>            |   |
| 10   | <b>In session full time.</b> Assessed in original session.  |
| 11   | <b>No responses in booklet.</b> Student was in original session full time, but there were no responses in the booklet.  |
| 12   | <b>In session part time.</b> Student left the original session and did or did not return. Specify the reason on the booklet cover.  |
| 13   | <b>Session incomplete.</b> Specify the reason. Original session was interrupted and no student was able to complete the booklet (e.g., fire drill).   |
| 14   | <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>              |   |
| 20   | <b>In session full time.</b> Assessed in makeup session.  |
| 21   | <b>No responses in booklet.</b> Student was in makeup session full time, but there were no responses in the booklet.  |
| 22   | <b>In session part time.</b> Student left the makeup session and did or did not return. Specify the reason on the booklet cover.  |
| 23   | <b>Session incomplete.</b> Specify the reason. Makeup session was interrupted and no student was able to complete the booklet (e.g., fire drill).   |
| 24   | <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.   |
| <b>Absent Student Codes</b>                          |   |
| 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 assessment but, for example, was not released by teacher because of 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.   |

| <b>Other Student Codes</b>   |   |
|------------------------------|---|
| <b>51</b>                    | <b>Withdrawn/Graduated.</b> Student is no longer enrolled in the school or is expelled.   |
| <b>52</b>                    | <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 original preassigned booklet should receive this code.  |
| <b>54</b>                    | <b>Ineligible, never attends campus.</b> Student is listed as enrolled but is not physically attending the school (e.g., home schooled or attending all classes off campus).  |
| <b>55</b>                    | <b>Ineligible, other.</b> Student was not eligible for the assessment for any other reason (e.g., not in the grade being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.                                 |
| <b>56</b>                    | <b>Not In Sample (NIS).</b> Use this code for any student not sampled but assessed at the convenience of the school.  |
| <b>Reasons for Exclusion</b> |   |
| <b>60</b>                    | <b>SD – Cannot be assessed.</b> 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.   |
| <b>61</b>                    | <b>SD – Required accommodation not permitted.</b> Student cannot be included in the session due to a disability for which a required accommodation was not permitted (e.g., reading the assessment items to a student selected for a reading assessment).                         |
| <b>62</b>                    | <b>ELL – Cannot be assessed.</b> Student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.  |
| <b>63</b>                    | <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 was not permitted (e.g., bilingual booklet for a student selected for the reading assessment). |
| <b>64</b>                    | <b>SD &amp; ELL – Cannot be assessed.</b> Student whose cognitive functioning and/or English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.  |
| <b>65</b>                    | <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 permitted.   |
| <b>66</b>                    | <b>Excluded, but assessed.</b> Students who the school deemed should be excluded from the assessment but the school requested that they participate anyway.   |
| <b>67</b>                    | <b>SD – Required accommodation not available.</b> Student cannot be included in the session due to a disability for which a required accommodation was not available (e.g., scribe or other accommodation supplied by the school).  |
| <b>68</b>                    | <b>ELL – Required accommodation not available.</b> Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not available (e.g., bilingual dictionary or other accommodation supplied by the school).  |
| <b>69</b>                    | <b>SD &amp; ELL – Required accommodation not available.</b> Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which a required accommodation was not available.   |

**19B. Enter an Administration Code of 52 for All Unassigned Booklets.**

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

**19C. Complete the Summary Box.**

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

|  |   |  |   |   |                         |                 |        |        |     |
|--|---|--|---|---|-------------------------|-----------------|--------|--------|-----|
| Age: <u>13</u><br>Middle School<br>Silvia Thomas   | Original session scheduled for:<br>Day/Date: <u>Wednesday, Oct. 10</u><br>Time: <u>8:35</u><br>Location: <u>Cafeteria</u> | Makeup session scheduled for:<br>Day/Date: _____<br>Time: _____<br>Location: _____ | If Makeup Needed<br>Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/> | Bundle #'s<br>1001<br>1002                          |                         |                 |        |        |     |
| # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) <u>2</u><br>36 - <u>2</u> = <u>33</u><br>In Sample | # Absent (Admin. Codes 40-45, 48 & 49) <u>2</u><br>TO BE ASSESSED   | # Assessed (Original Session) <u>31</u>  | # Excluded (Admin. Codes 60-69) <u>1</u><br>+ <u>1</u> = <u>33</u>                          | # Assessed (Makeup Session) _____<br>TOTAL ASSESSED | Session Numbr<br>LT1301 |                 |        |        |     |
| "J"  | "K"   | "L"  | "M"   | "N"   | "O"                     | "P"             | "Q"    | "R"    | "S" |
|  |   |  |   |   | Original Booklet #      | Accommodation # | Accom. | Admin. |     |

**1** 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 **R**.

**2** Next, enter the total number of parent and student refusals, which will be coded **46 and 47** in column **R**. This total is entered in the # Refused space.

**3** Finally, enter the # Assessed (Original Session). This is the total of the Administration Codes **10-14** in column **R**.

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

#### **“Not In Sample” Students, Administration Code 56**

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

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

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

### **Procedure 20. Code the Booklet Covers**

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

#### **20A. Organize All Booklets Back Into Administration Schedule Order.**

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

#### **20B. Ensure That Each Booklet Has the Correct School ID Number.**

On each age 9 booklet cover enter the seven-digit school ID number from the Administration Schedule in the boxes labeled **School #**. The 13- and 17-year-old students should have entered the school ID number; if not, enter it now.

**20C. Transfer the Administration Codes and the Accommodation Codes to the Student Booklet Covers.**

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

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

**20D. Write an Explanation on the Booklet Cover.**

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

**20E. Code the Accommodations on the Booklet Cover.**

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

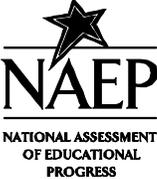
For all students requiring accommodations, you will have recorded an Accommodation Code of 2 or 3 in the **Accomm. Code** boxes. For students requiring one or more accommodation, you must shade the “Y” oval next to each accommodation the student was offered. You will find accommodations information for students on your Assessment Information Form for each school.

**Assessed With Accommodations**

Students assessed with accommodations should have all of the accommodations that they were offered filled in on their booklet cover.

|               |  |
|---------------|--|
| <b>71-BIB</b> | <b>Bilingual booklet (mathematics only).</b> Extended time and small group or one-on-one is assumed for bilingual booklet. Note: The bilingual booklet bubble will be prefilled on the cover of bilingual booklets.                          |
| <b>72-BID</b> | <b>Bilingual dictionary.</b> (Word-to-word without definitions.) Assign if a student uses for all or part of the assessment. Extended time is assumed. (Do not use with reading booklet.)  |
| <b>73-LRG</b> | <b>Large-print booklet.</b> Usually administered in the regular session.   |
| <b>74-LXT</b> | <b>Extended time.</b> Assessed with additional time to complete the assessment.  |
| <b>75-REA</b> | <b>Read aloud.</b> Assessed in regular session if only an occasional word or phrase is to be read aloud. Assessed in separate accommodation session if most or all of the assessment is to be read aloud. (Do not use with reading booklet.) |
| <b>76-SMG</b> | <b>Small group.</b> Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable (except with reading booklet).  |
| <b>77-ONE</b> | <b>One-on-one.</b> Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable (except with reading booklet).   |





**NAEP**  
NATIONAL ASSESSMENT  
OF EDUCATIONAL  
PROGRESS

Admin Schedule Line # \_\_\_\_\_ from Session # \_\_\_\_\_

**22007-2008**  
**LTT-9**

SECCIÓN /SECTION  
1 | M23  
2 | M24

**Matemáticas Folleto**  
**/Mathematics Book**  
**M934-BL**  
**Bilingüe/Bilingual**  
(M133)

**This booklet is part 1 of 2.**

DO NOT USE

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

Información de escuelas  
School Information  
ESCUELA/SCHOOL #

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

|                            |                            |
|----------------------------|----------------------------|
| Accom.<br>Code<br>(Col. G) | Admin.<br>Code<br>(Col. R) |
|                            |                            |

If Code 2 or 3, complete  
the box below.

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

- 71 - BIB
- 72 - BID
- 73 - LRG
- 74 - EXT
- 75 - REA
- 76 - SMG
- 77 - ONE
- 78 - SCR
- 79 - OTH
- 80 - BRK
- 81 - MAG
- 82 - SSA

If Extended Time (74 - EXT)  
is coded above, enter  
the total time used below

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

PLACE LABEL HERE

According to the Payment Protection Act of 1985, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0076. The time required to complete this information collection is estimated to average 160 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20520-4801. If you have comments or questions regarding the status of your individual collection of this form, write directly to NAEP/NCES, U.S. Department of Education, 1980 K Street N.W., Washington, D.C. 20008-9851.

A product of the Institute of Education Sciences.  
This report is authorized by the (E)-10719, 20 U.S.C. 81013. Write your participation in voluntary your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.  
OMB No. 1850-0076 Approval Expires 08/15/2010  
Booklet Form by Pearson HCB BM-770000-001-064381  
Printed in U.S.A.

### 20G. Verify That Student ID Labels Are Removed From Booklets.

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



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

---

## **20H. Band the Booklets Together and Place the Administration Schedule on Top of the Stack.**

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

## **20I. Provide Materials to Your Supervisor for Quality Control Check.**

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

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



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

## **Procedure 21. Pack Session Box and Return Additional Materials to Your Supervisor**

---



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

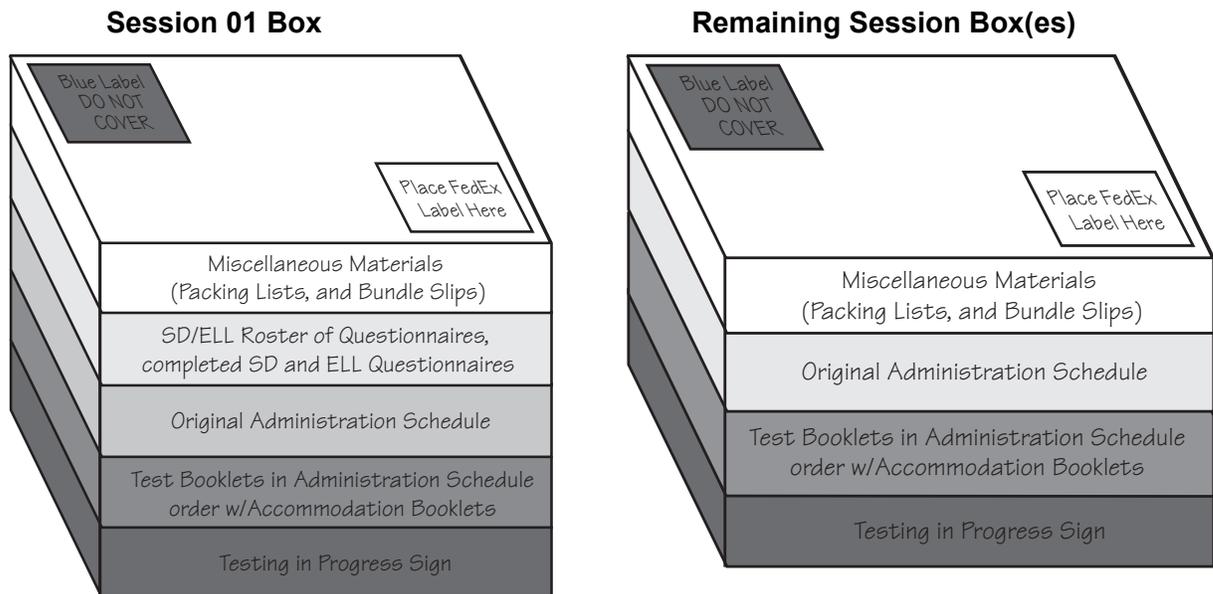
### **21A. Pack the Session Boxes According to Pearson Procedure.**

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

1. Place all used and unused booklets in Administration Schedule order. Used accommodation booklets should be placed with the original assessment booklets in the order in which they appear on the Administration Schedule. If a large-print accommodation booklet was used in the session, it can be folded and placed on top of the stack of booklets. All booklets should be banded together.

2. Next, place the original (maroon) Administration Schedule(s) with student names removed in the box.
3. At the top of the materials you have packed, place the miscellaneous materials such as packing lists and Bundle Slips. Use the pillow pack that came in the box as filler if necessary.

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



### 21B. Provide Leftover Session Materials to Your Supervisor.

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

- extra pencils, and
- a session timer.

### 21C. Provide Session Box to Your Supervisor for Final QC Check of Session Materials.

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

## Procedure 22. Complete the Session Debriefing Form

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

SV Initials SR

**SESSION DEBRIEFING FORM**

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

|   |                               |
|---|-------------------------------|
| Session Date: <u>October 10, 2007</u>   | Region #: <u>FL1</u>          |
| School Name: <u>Dixon Middle School</u>   | School ID #: <u>122-122-0</u> |
| Person Completing Form: <u>Sylvia Thomas</u>  | SV: <u>Sally Richardson</u>   |
| Other NAEP Staff Assisting with Session: _____  |                               |
| Other Observers Present: <u>Sam Stewart (School Coordinator)</u>  |                               |
| Session Number: <u>LT1301</u> (e.g. LT0901, LT1302, LT1701)   |                               |
| This session was: <input checked="" type="checkbox"/> Regular Session <input type="checkbox"/> Accommodation Session<br><input type="checkbox"/> Makeup Regular Session <input type="checkbox"/> Makeup Accommodation Session |                               |

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

| ITEM  | YES      | NO       | N/A | DETAILS                                   |
|---|----------|----------|-----|---|
| Were there any problems setting up for this session?  |          | <b>X</b> |     |   |
| Were there any problems getting students to this session?   |          | <b>X</b> |     |   |
| Were there any problems with the session timing?  |          | <b>X</b> |     |   |
| Were there any problems with the session materials (including the distribution and use of ancillary items)? |          | <b>X</b> |     |   |
| Were there any student refusals?  |          | <b>X</b> |     |   |
| Were there any students who left the session?   |          | <b>X</b> |     |   |
| Were students cooperative and orderly during the session?   | <b>X</b> |          |     |   |
| Were there any problems with accommodations given in this session?  |          | <b>X</b> |     |   |
| Were there any students still working when the timer rang?  |          | <b>X</b> |     |   |
| Were there any problems with the location?  | <b>X</b> |          |     | <i>the testing location was very cold</i> |
| Were there any interruptions?   |          | <b>X</b> |     |   |
| Other, specify  |          | <b>X</b> |     |   |

**REACTION TO SESSION**

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

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

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

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

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

Overall, how well did this session go?

Very well  
 Satisfactory  
 Unsatisfactory

If "Unsatisfactory," record comment:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Record any UNUSUAL circumstances in this session not previously mentioned:

*none*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

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

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

RETURN THIS COMPLETED FORM TO YOUR AC.

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

# 8

## CONDUCTING A MAKEUP SESSION

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### **Procedure 23. Secure Assessment Materials for the Makeup Session**

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

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

### **Procedure 24. Retrieve the NAEP Storage Envelope**

---

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

### **Procedure 25. Organize the Booklets**

---

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

## Procedure 26. Prepare the Room

Next, prepare the assessment location using the same guidelines discussed in Procedure 10 in chapter 5.

## Procedure 27. Conduct the Makeup Session

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

## Procedure 28. Complete the Administration Schedule

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

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

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

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

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

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

| Assessed in Makeup Session Administration Codes |   |
|---|---|
| 20  | <b>In session full time.</b> Assessed in makeup session.  |
| 21  | <b>No responses in booklet.</b> Student was in makeup session the full time, but there were no responses in the booklet.  |
| 22  | <b>In session part time.</b> Student left the makeup session and did or did not return. Specify the reason on the booklet cover.  |
| 23  | <b>Session incomplete.</b> Specify the reason. Use this code when the makeup session was interrupted and no student was able to complete the booklet (e.g., fire drill).  |
| 24  | <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. |

---

## **Procedure 29. Code the Booklet Covers**

---

Using the information from the Administration Schedule, you should also code the covers of the booklets for all students invited to attend the makeup session as described in Procedure 20 in chapter 7.

## **Procedure 30. Prepare the NAEP Storage Envelope**

---

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

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

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

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

## **Procedure 31. Repack the Session Box and Return It to Your Supervisor**

---

Next, you will repack the Session Box according to Pearson procedure as described in Procedure 21 in chapter 7. When you are finished, return all assessment materials to your supervisor. He/she will be responsible for shipping the materials as soon as possible after the makeup session.

## **Procedure 32. Complete the Session Debriefing Form and Return It to Your Supervisor**

---

Your final task will be to complete a Session Debriefing Form according to Procedure 22 in chapter 7. If there were any problems, or if anything unusual happened during the makeup session, report this to your supervisor immediately. Include the completed Session Debriefing Form when you return the assessment materials used in the makeup session to your supervisor.

# A

## APPENDIX A. GLOSSARY

---

### Glossary for Assessment Administrators

**AA (Assessment Administrator)**

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

**Accommodation Code**

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

**Accommodations**

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

**Administration Code**

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

**Administration Schedule**

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

**AIR (American Institutes for Research)**

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

**Arts**

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

**Assessment Booklets**

Developed to assess the selected students in at ages 9, 13, and 17 in various subject areas specified for Long-Term Trend 2007-2008. Assessment booklets consist of four parts: three cognitive blocks and one background question block.

**Assessment Information Form (AIF)**

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

**Assessment Session**

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

**Bundle Slip**

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

**ELL (English language learner)**

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

**ELL Questionnaire**

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

**ETS (Educational Testing Service)**

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

**Field Manager**

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

**Field Test (FT)**

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

**Framework**

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

**Fulcrum IT**

Contractor responsible for the NAEP web operations and web maintenance.

---

**HumRRO (Human Resources Research Organization)**

Contacting responsible to conduct independent quality assurance activities throughout the NAEP assessment cycle.

**IEP (Individualized Education Program)**

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

**Long-Term Trend (LTT)**

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

**MySchool**

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

**NAEP (National Assessment of Educational Progress)**

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

**NAEP Code of Ethics**

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

**NAEP in Your School**

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

**NAEP School ID Number**

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

**NAEP State Coordinator**

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

**NAEP Storage Envelope**

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

**NAGB (National Assessment Governing Board)**

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

**NCES (National Center for Education Statistics)**

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

**NSLP (National School Lunch Program)**

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

**Pearson (Pearson Educational Measurement)**

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

**Preassessment Packet**

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

**Quality Control Booklet (QCB)**

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

**Sample**

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

**Sample Parent Notification Letter**

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

**Sample Questions Booklet**

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

**School Coordinator**

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

**School Folder**

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

**Science Interactive Computer Tasks (SICT)**

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

---

**SD (Student with a Disability)**

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

**SD and/or ELL Roster of Questionnaires**

Form used to keep track of the SD and ELL Questionnaires distributed to school staff members.

**SD Questionnaire**

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

**Session Debriefing Form**

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

**Session Number**

The Session Number consists of two letters and four numbers. The two letters indicate that it is a Long-Term Trend assessment. The first two numbers indicate the age of the students being assessed and the last two numbers uniquely identify the session from the other sessions that may be conducted at the school.

**Session Scripts**

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

**Statistical Validity**

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

**Supervisor**

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

**Title I**

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

**Westat**

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

## Preparing for Assessment Day Checklist (Chapter 4)

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

## Completing Activities Before the Assessment Checklists (Chapter 5)

| Procedure 9. Receiving the Session Materials  |                          |
|---|--------------------------|
| Original Administration Schedule (and copies of Student Lists for other sessions, if necessary) | <input type="checkbox"/> |
| Session Box (including assessment booklets and “Testing in Progress—Do not Disturb” sign)       | <input type="checkbox"/> |
| Timer   | <input type="checkbox"/> |
| No. 2 pencils   | <input type="checkbox"/> |
| Student Appreciation Certificates (if necessary)  | <input type="checkbox"/> |
| Session Debriefing Form   | <input type="checkbox"/> |

| Procedure 10. Preparing the Room |   |
|----------------------------------|---|
| <b>A</b>                         | <b>Set out supplies.</b> <input type="checkbox"/>   |
| <b>Step 1</b>                    | Set out materials for easy access. <input type="checkbox"/><br><ul style="list-style-type: none"> <li>■ AA Manual turned to the appropriate Session Script</li> <li>■ Administration Schedule plus copies of Student Lists for other sessions</li> <li>■ Timer</li> <li>■ Session Debriefing Form</li> <li>■ Assessment Information Form</li> </ul> |
| <b>Step 2</b>                    | <b>Set out materials for distribution.</b> <input type="checkbox"/><br><ul style="list-style-type: none"> <li>■ Prepared assessment booklets</li> <li>■ Sharpened No. 2 pencils</li> <li>■ Student Appreciation Certificates (if necessary)</li> </ul>  |
| <b>B</b>                         | <b>Erase or conceal visual materials.</b> <input type="checkbox"/>  |
| <b>C</b>                         | <b>Post “Testing in Progress—Do Not Disturb” sign outside room.</b> <input type="checkbox"/>  |
| <b>D</b>                         | <b>Write school ID number on board (Ages 13 and 17).</b> <input type="checkbox"/>   |

## Completing Activities After the Assessment Checklist (Chapter 7)

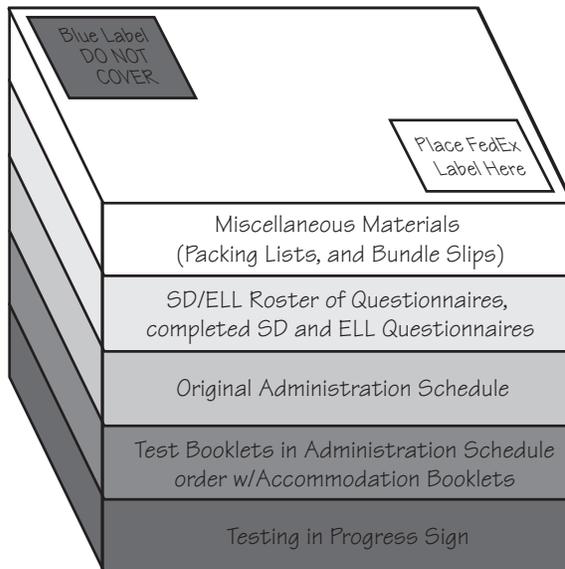
| Procedure 19. Completing the Administration Schedule |   |                          |
|--|---|--------------------------|
| <b>A</b>   | Enter Administration Code in column R for every student listed on the Administration Schedule.  | <input type="checkbox"/> |
| <b>B</b>   | Enter Administration Code 52 for all unassigned booklets on Administration Schedule.  | <input type="checkbox"/> |
| <b>C</b>   | <p><b>Complete the Summary Box.</b></p> <ul style="list-style-type: none"> <li>■ Record total number of students who did not participate in the session “# Absent” box. Include students with Admin. Codes <b>40-45, 48</b> and <b>49</b> in column R.</li> <li>■ Record total number of parent/student refusals in the “# Refused” box. Will be coded <b>46</b> or <b>47</b> in column R.</li> <li>■ Record total number of students assessed in the “# Assessed (Original Session)” box. This is the total of the Administration Codes <b>10-14</b> in column R.</li> </ul> | <input type="checkbox"/> |

| Procedure 20. Coding the Booklet Covers |   |                          |
|---|---|--------------------------|
| <b>A</b>                                | Organize all booklets back into Administration Schedule order.  | <input type="checkbox"/> |
| <b>B</b>                                | Ensure that each booklet has the correct school ID number.  | <input type="checkbox"/> |
| <b>C</b>                                | Transfer Administration Codes and the Accommodation Codes to the student booklet covers.  | <input type="checkbox"/> |
| <b>D</b>                                | Write an explanation on the booklet cover for an Administration Code that requires one (Administration Codes 12-14, 22-24, and 48). | <input type="checkbox"/> |
| <b>E</b>                                | Code all accommodations on the booklet cover.   | <input type="checkbox"/> |
| <b>F</b>                                | Code the “Total Time for Accommodation (74-EXT)” boxes for extended time accommodations.  | <input type="checkbox"/> |
| <b>G</b>                                | Verify that the student ID labels are removed from booklets.  | <input type="checkbox"/> |
| <b>H</b>                                | Band booklets together and place the Administration Schedule on top of the stack.   | <input type="checkbox"/> |
| <b>I</b>                                | Provide materials to your supervisor for quality control check.   | <input type="checkbox"/> |

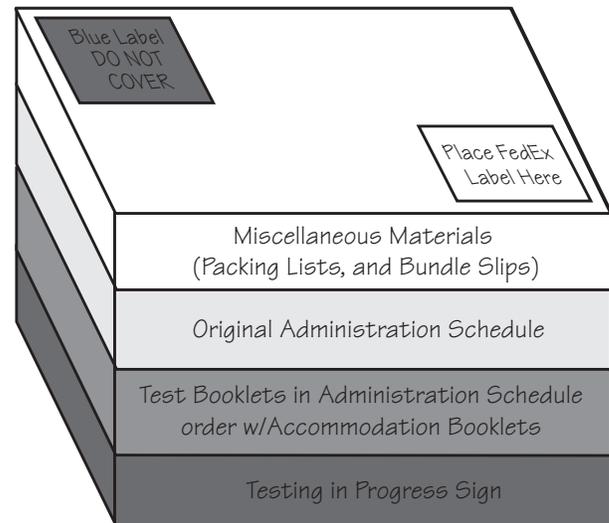
## Post-Assessment Checklist (Chapter 7)

| Procedure 21. Packing the Session Box(es) |   |                          |
|---|---|--------------------------|
| <b>A</b>                                  | Pack the boxes according to Pearson procedure.  | <input type="checkbox"/> |
| <b>Step 1</b>                             | <p>Place all used and unused booklets, in Administration Schedule order, at the bottom of the box.</p> <ul style="list-style-type: none"> <li>■ Place used accommodation booklets with the original booklets.</li> <li>■ Fold large-print accommodation booklets and place on top of the stack of booklets.</li> <li>■ Band all booklets together.</li> </ul> | <input type="checkbox"/> |
| <b>Step 2</b>                             | Place the original (maroon) Administration Schedule(s) with names removed into the box.   | <input type="checkbox"/> |
| <b>Step 3</b>                             | If you have the box for session number ending in 01, place the SD and/or ELL Roster of Questionnaires (without names), and the completed SD and/or ELL Questionnaires into the box.   | <input type="checkbox"/> |
| <b>Step 4</b>                             | Place the miscellaneous materials, such as packing lists and Bundle Slips, into the box last.   | <input type="checkbox"/> |
| <b>B</b>                                  | Provide leftover session materials to your supervisor.  | <input type="checkbox"/> |
| <b>C</b>                                  | Provide Session Box to your supervisor for final QC check of session materials.   | <input type="checkbox"/> |

**Session 01 Box**



**Remaining Session Box(es)**



## Makeup Session Checklist (Chapter 8)

|   |   |                          |
|---|---|--------------------------|
| <b>Conducting a Makeup Session</b>  |   |                          |
| <b>Procedure 23. Secure Assessment Materials for the Makeup Session</b>         |   | <input type="checkbox"/> |
| <b>Procedure 24. Retrieve the NAEP Storage Envelope</b>                         |   | <input type="checkbox"/> |
| <b>Procedure 25. Organize the Booklets</b>                                      |   | <input type="checkbox"/> |
| <b>Procedure 26. Prepare the Room</b>   |   | <input type="checkbox"/> |
| <b>Procedure 27. Conduct the Makeup Session</b>                                 |   | <input type="checkbox"/> |
| <b>Procedure 28. Complete the Administration Schedule</b>                       |   | <input type="checkbox"/> |
| <b>Step 1</b>   | Mark students attending makeup session with a checkmark in the Attendance column.   | <input type="checkbox"/> |
| <b>Step 2</b>   | Shade Makeup Held oval at top of Administration Schedule.   | <input type="checkbox"/> |
| <b>Step 3</b>   | Change Administration Code for participating students to the appropriate Assessed in Makeup Session Codes (20-24) on Administration Schedule or accommodation code, if necessary.             | <input type="checkbox"/> |
| <b>Step 4</b>   | Complete summary box at top of Administration Schedule by entering # of students assessed and add the number assessed in original and number assessed in makeup to obtain the TOTAL ASSESSED. | <input type="checkbox"/> |
| <b>Procedure 29. Code the Booklet Covers</b>                                    |   | <input type="checkbox"/> |
| <b>Procedure 30. Prepare the NAEP Storage Envelope</b>                          |   | <input type="checkbox"/> |
| <b>Procedure 31. Repack the Session Box and Return to Your AC</b>               |   | <input type="checkbox"/> |
| <b>Procedure 32. Complete the Session Debriefing Form and Return to Your AC</b> |   | <input type="checkbox"/> |