

8

LEADING ASSESSMENT DAY ACTIVITIES

This chapter describes your responsibilities before, during, and after assessments on assessment day.

1. Complete Activities Before Assessments on Assessment Day

Procedure 11. Report to the School on the Day of the Assessment

Arrive at the school at least 1 hour before the assessment begins.

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

Procedure 12. Meet NAEP Observers, If Necessary

As part of NAEP's comprehensive quality assurance (QA) program, observers from the government (federal and state) and the NAEP contracting organizations (HumRRO, ETS, Pearson, Westat), as well as your field manager and field director, will schedule visits to a sample of NAEP schools on assessment day throughout the field period. These visits are for the purpose of monitoring field staff performance and observing firsthand how well established assessment administration procedures work in the schools.

While this is the overall purpose of site visits, each type of observer will have a slightly different focus. For example, observers from NCES will be visiting to see overall how the assessments happen in schools; observers from Pearson will want to learn how the materials and the packaging and shipping processes are functioning; and observers from the Westat home office will be interested in assuring that all field procedures are working as planned and getting feedback from supervisors and AAs on what might be improved in future years. In addition, your field manager is required to observe each assessment team during the field period, and will be evaluating the team's performance using a standardized in-person observation form. And finally, HumRRO has been contracted by NCES to conduct independent quality assurance activities throughout the NAEP test cycle. HumRRO has set protocols for conducting site visits to meet their contractual obligation to NCES. Detailed information on observations is provided in chapter 4.

Procedure 13. Retrieve the NAEP Storage Envelope

You will need to retrieve the NAEP Storage Envelope from the school coordinator upon your arrival at the school. If the school coordinator is not readily available, refer to your QCB for the location of the NAEP Storage Envelope, which you recorded during the preassessment visit.

Procedure 14. Obtain a Dated Copy of the Parent/Guardian Notification Letter, If Necessary

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

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



Reminder!

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

Procedure 15. Ask the School Coordinator If Any Parents or Students Have Refused Participation and Code the Administration Schedule, If Necessary

If the school coordinator reports that students or parents have refused participation, code the refusals on the Administration Schedule(s).

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

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



Voice of Experience:

Use the Attend. Column, column **A**, to write the letter of the Administration Code if the student will not be assessed. Use "W" for Withdrawn & Ineligible (codes **51**, **54**, and **55**), "E" for Excluded (codes **60-69**), and "R" for Refused (codes **46** and **47**). Then when you are determining what numbers to put in the blanks in the summary box at the top of the Administration Schedule, you will quickly know how many to put in each blank.

Procedure 16. Review the Administration Schedule for Incomplete or Missing Data

Review the Administration Schedule for any missing data.

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

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

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

Procedure 17. Go to the Location Where the Assessment Team Will Work

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

Procedure 18. Give AAs Their Session Materials

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

Also, give each AA a Session Debriefing Form to complete.

After the AAs arrive at the school, the first task they are required to perform is to open the Session Box and verify the booklets have been prepared correctly. This procedure is important because, in some cases, the AA who will be administering the session was not the AA who prepared the booklets. In these cases, reviewing the booklet preparation on assessment day is not only a QC check on another AA's work, but also a way for the administering AA to become familiar with the specifics of the session (i.e., students who have withdrawn, refused, or who need accommodations).

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

Procedure 19. Ask the School Coordinator to Accompany You and Your Team to the Assessment Locations

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

Procedure 20. Introduce Yourself and Your Team to the Teacher

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

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

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

Procedure 21. Provide NAEP Instructions for School Staff Observers

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

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

- Tell him/her that the AA will conduct the session by reading from a script and explain that all responses to student questions are scripted to ensure standardization in the process across the nation, and it is critical that AAs respond to each student’s concern or question in this way.
- Distribute the Teacher Observer Letter, which provides instructions on the staff member’s role during the assessment and contains a nondisclosure statement to sign because he/she will have access to the assessment booklets and data.
- Collect the signed forms from the staff members and place them in the School Folder.

It needs to be stressed to any observers that they cannot read the actual test booklets. See pages 1.10-1.11 in chapter 1 for information on how to handle requests to view assessment materials.

Teachers who will be assisting in an accommodation session should be given the Accommodation Teacher Letter to read and sign. This form includes directions to teachers who

will be assisting with students in the accommodation session. As with the Teacher Observer Letter, after a teacher has signed the form, place it in the School Folder.

Procedure 22. Conduct QC Check of Assessment Rooms

Once AAs have finished preparing the room, you are responsible for conducting a final QC check. This QC check is the first one you will perform on assessment day, and the first one you will document using the Assessment QC Record. For instructions on how to use the Assessment QC Record, see the boxed text on page 8.7 and example shown on page 8.8.

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

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

22A. Check That All Supplies Needed for the Session Are Organized and Assessment Materials Are Ready for Distribution.

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

- the *AA Manual*, turned to the appropriate session script;
- the Administration Schedule for the session;
- list of students in the other sessions in the school (if there is more than one session);
- timer; and
- Session Debriefing Form.

Look for the following materials to be ready for distribution:

- prepared assessment booklets; and
- sharpened No. 2 pencils.



Voice of Experience:

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

22B. Make Sure Any Visual Materials That Would Assist the Students Are Concealed.

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

22C. Check That the “Testing in Progress – Do Not Disturb” Sign Has Been Posted Outside the Room.

This sign should be posted on the room door, if possible. If this sign is not posted prominently, the testing could be disrupted. If there is more than one door into the testing location, place a sign at each doorway.

**Voice of Experience:**

If tape is not available, AAs should use extra “removable labels” to tape the sign to the door.

22D. For Ages 13 and 17, Check That the School ID Number Is Written for Students to See.

The scripts for ages 13 and 17 will instruct students to record the school ID number on their booklet covers.

To reduce the possibility for error, the AA will enter the school ID number on all age 9 booklets after the assessment.

**Voice of Experience:**

If a session is being conducted in a room without a board, make arrangements with the school coordinator to have a portable board or easel in place. If this is not possible, write the school ID and teacher numbers in marker on a large piece of paper and have the AA post it at the front of the room.

How to Use the Assessment Quality Control Record in Part 2 of the QCB



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

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

The Assessment QC Record divides the AA procedures as follows:

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

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

Directions for Using the Assessment QC Record:

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

Assessment QC Record

ASSESSMENT DAY QC RECORD		
AA Name:	<input type="checkbox"/> Regular Session <input type="checkbox"/> Accommodation Session	
Prepared Assessment Room According to Procedure ✓ Supplies were ready for distribution. ✓ Materials that would assist students are concealed. ✓ "Testing in Progress" sign posted outside room. ✓ School ID number on board, if applicable.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Introduction and Materials Distribution ✓ Began the session on time. ✓ Selected the correct script. ✓ Used the most appropriate method to distribute booklets.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Additional Materials & Cover Coding ✓ Instructed students to remove ID labels and additional material. ✓ Checked age 13 and 17 students recorded correct school ID number on the cover.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Reading the Script ✓ Read script verbatim with fluency and expression.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Timed Sections Appropriately ✓ Used timer according to script.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Assessment Administration: Ending the Session ✓ Collected student ID labels and threw in trash. ✓ Accounted for all NAEP materials before dismissing. ✓ Dismissed according to protocol on Assessment Information Form.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Monitoring the Session: Answering Questions in Cognitive Sections ✓ Answered where and how to record answers. ✓ Did not help students respond to any item.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Monitoring the Session: Answering Questions in General Background Section ✓ Used guidelines in QxQs when answering questions.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
Monitoring the Session: Classroom Management ✓ Verified students are working in the correct sections. ✓ Appropriately handled difficult situations. ✓ Moved around the room to monitor session.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
After the Session: Completing the Administration Schedule ✓ Every booklet has correct Accom. Code in column Q. ✓ Every student has correct Admin. Code in column R. ✓ Top of Administration Schedule is accurate. ✓ Admin. Code 52 has been entered for all unused booklets.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
After the Session: Coding the Assessment Booklet Covers ✓ Admin. and Accom. Codes were transferred to the cover accurately. ✓ Accommodation ovals were coded accurately. ✓ Student ID labels were removed.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	
After the Session: Perform Final Check of Session Box ✓ Verified box has original Administration Schedules and SD/ELL Roster of Questionnaires. ✓ All materials were in box and packed according to procedure.	1. AA Met 2. AA Partially Met 3. AA Did Not Meet → 4. Not Observed 5. Not Conducted	

2. Complete Activities During Assessments on Assessment Day

Procedure 23. Observe and Evaluate AAs Administering Regular and Accommodation Assessment Sessions

Use the Assessment QC Record in Part 2 of the QCB as your guide to overseeing the sessions. In many ways, your role of oversight during the assessment is a challenging one. Without being intrusive or overbearing, you need to allow each AA the latitude to conduct the assessment in a way he/she prefers as long as he/she is still operating within the parameters of standard NAEP procedures. If an AA does something or omits something that could jeopardize the statistical validity of the assessment, you must tactfully and privately bring it to his/her attention. If immediate intervention is required, approach the AA and speak softly so observers and students do not hear.

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

The Sequence of Monitoring AAs:

- Provide an evaluation of each AA of the procedures completed during the session.
- When multiple sessions are held concurrently at a school, you will not be able to observe each AA conducting an entire session. In these cases, do the following:
 - Observe the first AA reading the introduction, distributing materials, and timing and monitoring the session.
 - Observe the second AA timing and monitoring the session and collecting booklets and dismissing students.
 - If there are more than two AAs at a school, modify the previous sequence so you observe each AA for part of a session.
 - Across schools, rotate which AAs you start observing so you equally observe each AA doing each set of tasks.
- If all sessions are combined into one large room, all AAs must be in the room and you must observe the entire session.
- If a school staff member is administering an accommodation, you must include him/her in your QC observations. Just write "School Staff" as the AA name at the top of the Assessment QC Record.



To conduct a thorough QC check, observe that the AA has performed the following:

23A. Ensured That Each Student Is At the Correct Location.

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

23B. Began the Session on Time.

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

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

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



Impacts Statistical Validity

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

23C. Selected the Correct Script to Conduct the Session.

As described in chapter 1, there are six different session scripts depending on the age and type of session being conducted. They are:

- Age 9 Session Script,
- Age 9 Accommodation Session Script,
- Age 13 Session Script,
- Age 13 Accommodation Session Script,
- Age 17 Session Script, and
- Age 17 Accommodation Session Script.

Review the scripts to ensure you know which one should be used for each assessment session.

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

23D. Read the Session Script Verbatim.

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

This is a skill that AAs should practice. It is your responsibility to ensure AAs are able to read a script according to standard NAEP procedure.

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



Impacts Statistical Validity

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

23E. Used the Most Appropriate Method to Distribute Booklets.

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

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

The following are NAEP guidelines for booklet distribution:

- For small sessions (30 students or less), AAs should call the students in Administration Schedule order to the front of the room to receive their booklets.
- For large sessions (more than 30 students), AAs should place the booklet and a pencil on each student's desk prior to the students' arrival. As the students enter the room, AAs should ask them to find their booklet and take a seat.



Voice of Experience:

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

How Are Latecomers Handled?

Standard NAEP procedures address two different “latecomer” scenarios:

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

It is important that the AA follow these procedures to ensure the assessment is standardized by giving all students the same booklet directions and the same amount of time to take the assessment.

23F. Clearly Instructed Students to Remove the Student ID Label From the Cover of Their Booklet.

You are evaluating the AA to ensure that he/she has confirmed that every student has removed the student ID label from the cover of his/her booklet and placed this label on the corner of the desk.

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

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

23G. For Ages 13 and 17, Verified That Students Have Properly Recorded the NAEP School ID Number on Their Booklet Covers.

Each booklet must have a school ID number recorded on the cover. The script instructs age 13 and 17 students to enter this information on the front cover of their booklets prior to beginning the assessment.

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

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

Note: Students in age 9 assessments are not asked to enter the school ID number themselves; the AA assumes responsibility following the assessment for entering it on the front cover of age 9 booklets.

23H. Provided Booklet Directions Appropriately for the Age Level.

Verify that the AA has

- if age 9, read aloud the directions for using the assessment booklet; or
- if ages 13 and 17, instructed students to read to themselves the directions for using the assessment booklet.

23I. Timed Sections Appropriately.

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

Background and cognitive sections are timed while students work independently except for the age 9 general background section. This section is read aloud to age 9 students. The session script provides instructions to the AA for the presentation and timing of each section.



Impacts Statistical Validity

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

The following chart displays the timings for the session:

Section	Content	Timing
Directions	General Directions	Read Aloud (age 9) 2 minutes (ages 13 & 17)
Section 1	Subject-Area Cognitive Items	15 minutes
Section 2	Subject-Area Cognitive Items	15 minutes
Section 3	Subject-Area Cognitive Items	15 minutes
Directions	Background Question Directions	Read Aloud (age 9) 2 minutes (ages 13 & 17)
Section 4	Background Questions	Read Aloud (age 9) 5 minutes (ages 13 & 17)

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

23J. Collected Student ID Labels.

Before the end of the assessment session, verify that the AA has collected the student ID labels from the corner of every student's desk, according to the instructions in the session scripts.

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

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



Security and Confidentiality Alert

No names on any completed assessment booklets and completed questionnaires are to leave the school on assessment day. It is your responsibility to make sure your AA team destroys the student ID labels and disposes them at the school. Failure to remove all names from booklets or to take the labels out of the school violates NAEP security and confidentiality.

23K. Collected NAEP Materials at the End of the Assessment.

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

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

The AA should call students to the front of the room in Administration Schedule order and verify that each student has returned an assessment booklet. As the booklets are collected, confirm the AA has placed the booklets face down, one on top of the other.

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

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

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

Verify that the AA has instructed students to place the assessment booklet in the upper-left corner of their desk or workspace. You should observe the AA collecting a booklet from each student in Administration Schedule order.

If testing in a cafeteria or auditorium, verify that an AA is stationed at each exit during booklet collection to ensure that a student does not leave the testing area with a booklet.

23L. Accounted for All NAEP Materials Before Dismissing Students.

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

After collecting NAEP materials, you should observe the AA counting the used booklets to confirm the number matches the number of students present at the session. You should also observe the AA counting the blank booklets to confirm the number he/she has after the session is the same as the number the AA had before the session.

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

23M. Dismissed Students According to School Protocol.

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

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

In order to maintain a good rapport with the school, it is important that the AA follow school protocol.

Procedure 24. Observe and Evaluate AAs Monitoring Sessions



While conducting the QC checks of the AAs using the session scripts and administering the sessions described in **Procedure 23**, you will also conduct QC checks to ensure the AAs are effectively monitoring the sessions.

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

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

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

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

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

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

24A. Followed NAEP Procedure for Answering Students' Questions About How to Record Answers.

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

24B. Followed NAEP Procedure for Responding to Students' Questions During Cognitive Block (Subject-Area) Sections of the Assessment.

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

- If a student asked a question about a cognitive block item (other than about how or where to record an answer), ensure the AA replied with this scripted response: "I'm sorry. I cannot answer any questions in this section. Please reread the question and do the best you can."
- The AA has read and provided clarification of directions to students, as necessary.

24C. Followed NAEP Procedure for Responding to Students' Questions During the General Background Section.

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

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



Impacts Statistical Validity

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

24D. Ensured That Students Who Finished Sections Early Did Not Go Back to Previous Sections or Work Ahead in the Booklets.

Verify that:

- The AA has told students who finish a section early that they may not go back to previous sections or work ahead in the booklet.
- If a student is working in the wrong section of the booklet, the AA used a gentle reminder of the correct section as a prompt (e.g., "**You should be working on Section 2 now**"). The AA should continue to stand near the student until he/she sees the student working on the correct section.
- The AA encouraged any student who completes a section of the booklet before time is called to review his/her work in that section only. The student should neither be allowed to work ahead in the NAEP booklet nor be allowed to work on his/her homework or other non-NAEP activity.

Special Considerations When Evaluating AAs Administering Separate Accommodation Sessions

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

The AA may:

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

The AA may NOT:

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

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

24E. Appropriately Handled Difficult Situations Pertaining to Students' Behaviors or Attitudes.

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

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

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

24F. Appropriately Handled Unexpected Situations That Arose During the Session.

Listed below are three special situations that may arise, guidelines for how the AA should respond, and instructions for how the AA should document the situation and code the student booklet covers. If any of these situations happened, ensure that the AA responded appropriately.

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

3. Complete Activities Following Assessments on Assessment Day

The last procedures that must be completed at the school on assessment day will happen after the assessment sessions have ended and all of the materials have been collected and organized. These include continuing to use Part 2 of the QCB to QC check your AAs' work, determine the need for a makeup session, and conduct the debriefing interview with the school coordinator.

Procedure 25. Verify the Administration Schedule Has Been Completed Accurately

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

Once you have conducted this check, report the status of each AA's Administration Schedule in the Assessment QC Record of Part 2 of the QCB.

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

25A. Verify Each Student Listed on the Administration Schedule Has an Accommodation Code Entered in Column Q and an Administration Code Entered in Column R.

You should have already entered the appropriate Accommodation Code (labeled Accom. Code) in column **Q** after the preassessment visit. AAs should not change the Accommodation Code.

Entering an Administration Code in column **R** of the Administration Schedule (labeled Admin. Code) is the AA's first responsibility after students have been dismissed. Check that:

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

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

Definitions of NAEP Administration Codes in Column S
Assessed Students–Original Session

10	In session full time. Assessed in original session.
11	No responses in booklet. Student was in original session full time, but there were no responses in the booklet.
12	In session part time. Student left the original session and did or did not return. Specify the reason on the booklet cover.
13	Session incomplete. Specify the reason. Original session was interrupted and no student was able to complete the booklet (e.g., fire drill).
14	Other, specify on cover. Use this code for any situation that is not covered by the other Assessed in Original Session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.

Assessed Students–Makeup Session

20	In session full time. Assessed in makeup session.
21	No responses in booklet. Student was in makeup session the full time, but there were no responses in the booklet.
22	In session part time. Student left the makeup session and did or did not return. Specify the reason on the booklet cover.
23	Session incomplete. Specify the reason. Makeup session was interrupted and no student was able to complete the booklet (e.g., fire drill).
24	Other, specify on cover. Use this code for any situation that is not covered by the other Assessed in Makeup Session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.

Definitions of NAEP Administration Codes in Column S (continued)**Absent Student Codes**

40	Temporary. Student is temporarily not in school (less than 2 weeks) due to illness, disability, or excused absence.
41	Long-term. Student has been absent from school 2 weeks or more because of an illness or disability.
42	Chronic truant. Student attends school occasionally, if ever.
43	Suspended. Includes in-school suspension.
44	In school, did not attend session. Student was known to be in school on the day of the assessment but, for example, was not released by teacher, or the school would not allow to participate due to disruptive behavior.
45	Accommodation scheduling problem. School refused accommodation session due to staffing and/or scheduling issues.
46	Parent refusal. Parent officially notified school that he/she refused to allow student to participate in the assessment.
47	Student refusal. Student officially notified school or NAEP staff that he/she refused to participate in the assessment before being given an assessment booklet.
48	Other, specify on cover. Use this code for any absence not covered by codes 40-47 . Specify reason on booklet cover (e.g., student came to room too late after session started).
49	Session/subject refused by school. Entire session or certain subjects within a cooperating session were not conducted due to the refusal by the state or school.

Other Student Codes

51	Withdrawn/Graduated. Student is no longer enrolled in the school.
52	Unassigned book (unused). Use this code for any booklet not used because the booklet was not assigned to a student. If the student is assigned an accommodation booklet, the original preassigned booklet should receive this code.
54	Ineligible, never attends campus. Student is listed as enrolled but is not physically attending the school (e.g., home schooled or attending all classes off campus).
55	Ineligible, other. Student was not eligible for the assessment for any other reason (e.g., not in the age being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.
56	Not in Sample (NIS). Use this code for any student not sampled but assessed at the convenience of the school.

Definitions of NAEP Administration Codes in Column S (continued)	
Reasons for Exclusion	
60	SD – Cannot be assessed. Student whose IEP states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation.
61	SD – Required accommodation not permitted. Student cannot be included in the session due to a disability for which a required accommodation was not permitted (e.g., reading the assessment items to a student selected for a reading assessment).
62	ELL – Cannot be assessed. Student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
63	ELL – Required accommodation not permitted. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not permitted (e.g., bilingual booklet for a student selected for the reading assessment).
64	SD & ELL – Cannot be assessed. Student whose cognitive functioning and/or English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
65	SD & ELL – Required accommodation not permitted. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not permitted.
66	Excluded, but assessed. Students who the school deemed should be excluded from the assessment but the school requested that they participate anyway.
67	SD – Required accommodation not available. Student cannot be included in the session due to a disability for which a required accommodation was not available (e.g., scribe or other accommodation supplied by the school).
68	ELL – Required accommodation not available. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not available (e.g., bilingual dictionary or other accommodation supplied by the school).
69	SD & ELL – Required accommodation not available. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which a required accommodation was not available.

25B. Verify That an Administration Code of 52 Has Been Entered for All Unassigned Booklets on the Administration Schedule.

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

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

25C. Verify the Summary Box Has Been Completed Accurately.

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

Age: <u>13</u>	Original session scheduled for: Day/Date: <u>Wednesday, Oct. 10</u> Time: <u>8:35</u> Location: <u>Cafeteria</u>	Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____	If Makeup Needed Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/>	Bundle #'s 1001 1002																				
Middle School Silvia Thomas	<table border="1"> <tr> <td># Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)</td> <td><u>2</u></td> <td># Absent (Admin. Codes 40-45, 48 & 49)</td> <td><u>2</u></td> <td># Assessed (Original Session)</td> <td><u>31</u></td> </tr> <tr> <td># Excluded (Admin. Codes 60-69)</td> <td><u>1</u></td> <td># Refused (Admin. Codes 46 & 47)</td> <td><u>0</u></td> <td># Assessed (Makeup Session)</td> <td>_____</td> </tr> <tr> <td colspan="2">TO BE ASSESSED</td> <td colspan="2">+ =</td> <td colspan="2">TOTAL ASSESSED</td> </tr> </table>			# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)	<u>2</u>	# Absent (Admin. Codes 40-45, 48 & 49)	<u>2</u>	# Assessed (Original Session)	<u>31</u>	# Excluded (Admin. Codes 60-69)	<u>1</u>	# Refused (Admin. Codes 46 & 47)	<u>0</u>	# Assessed (Makeup Session)	_____	TO BE ASSESSED		+ =		TOTAL ASSESSED		Session Number LT1301		
# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)	<u>2</u>	# Absent (Admin. Codes 40-45, 48 & 49)	<u>2</u>	# Assessed (Original Session)	<u>31</u>																			
# Excluded (Admin. Codes 60-69)	<u>1</u>	# Refused (Admin. Codes 46 & 47)	<u>0</u>	# Assessed (Makeup Session)	_____																			
TO BE ASSESSED		+ =		TOTAL ASSESSED																				
<table border="1"> <tr> <td>"J"</td> <td>"K"</td> <td>"L"</td> <td>"M"</td> <td>"N"</td> <td>"O"</td> <td>"P"</td> <td>"Q"</td> <td>"R"</td> <td>"S"</td> </tr> <tr> <td>SD</td> <td>ELL</td> <td>Final ELL</td> <td>ELL</td> <td>ELL</td> <td>Original Referred</td> <td>Accommodation</td> <td>Accom.</td> <td>Admin</td> <td>A</td> </tr> </table>					"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"	"S"	SD	ELL	Final ELL	ELL	ELL	Original Referred	Accommodation	Accom.	Admin	A
"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"	"S"															
SD	ELL	Final ELL	ELL	ELL	Original Referred	Accommodation	Accom.	Admin	A															

The AA will record the number of students who were to be assessed, but who did not participate in the assessment session at all in the # **Absent** space. This includes students with Administration Codes **40-45, 48, and 49** in column P.

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

The last value that the AA needs to enter at the top of the Administration Schedule is the # **Assessed (Original Session)**. This is the total of the Administration Codes **10-14** and **71-82** in column P.

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

“Not In Sample” Students, Administration Code 56

If a school required some students to be included in the assessment even though they were not sampled, you will have added the students’ names to the bottom of the Administration Schedule prior to the assessment. You will also have entered the Administration Code **56 = Not In Sample** for these students in column **P** on the Administration Schedule.

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

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

Procedure 26. Verify the Booklet Covers Have Been Completed Accurately

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

To conduct this final QC check, thumb through the booklets and “spot” check that the booklet covers have been completed correctly. As a general rule, run every third or fourth booklet in the stack through the comprehensive series of checks provided below.

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

Once you have conducted this check, report the status of each AA’s materials in the Assessment QC Record in Part 2 of the QCB.

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

26A. Ensure All Booklets, Including Those Separated During Preparation Activities, Are in Administration Schedule Order.

Check that:

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

26B. Ensure Each Booklet Has the Correct School ID Number.

Check that:

- for age 9 students, on each booklet, the AA entered the seven-digit NAEP school ID number from the Administration Schedule in the boxes labeled **School #**; and
- age 13 and age 17 students have entered the school number; or, if not, the AA has entered it.

26C. Verify the Correct Accommodation Codes and Administration Codes Were Transferred From the Administration Schedule to the Student Booklet Covers.

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

26D. Verify That Any Administration Code Requiring an Explanation Has One on the Front Cover.

The Administration Codes **12-14**, **22-24**, and **48** all require, by definition, an explanation. Verify that each student given one of these codes on the Administration Schedule and booklet cover has a clear explanation written on the booklet front cover.

26E. Verify the “Accommodations Offered” Box on the Front Cover Has Been Coded.

In order to collect all of the information about the students assessed with accommodations, a box to record **Accommodations Offered** has been added to the student booklet cover. As described earlier, for each student requiring at least one accommodation you will provide this information to your AAs via the Assessment Information Form, as shown below.

For students requiring one or more accommodation, check that the AA has

- recorded the appropriate Accommodation Code in the **Accom. Code (Col. Q)** box, and
- shaded the **“Y”** oval next to each accommodation the student was offered.

ACCOMMODATION SESSION INFORMATION

G UP #: 1				H	(circle all that apply): BB / REA / SMG / ONE / SCR / SSA
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED		
LTI301	5	M	Extended time (EXT)		
LTI301	14	M	Extended time (EXT)		

G UP #: 2				H	(circle all that apply): BB / REA / SMG / ONE / SCR / SSA
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED		
LTI301	6	M	Extended time (EXT), Breaks during test (BRK)		

G UP #: 3				H	(circle all that apply): BB / REA / SMG / ONE / SCR / SSA
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED		
LTI301	21	R	Extended time (EXT), Study Carrel (OTH)		

G UP #:				H	(circle all that apply): BB / REA / SMG / ONE / SCR / SSA
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED		

G UP #:				H	(circle all that apply): BB / REA / SMG / ONE / SCR / SSA
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED		

NOTE: The 71-BIB oval has already been filled in on the bilingual booklet cover. The AA should fill in any other accommodations.

For assessed students requiring no accommodations, check that the AA has left the Accommodations Offered box blank. The Accommodation Code should be **1**.

Below is a chart showing the NAEP accommodations as listed on the booklet covers.

71-B1B	Bilingual booklet (mathematics only). Extended time and small group or one-on-one is assumed for bilingual booklet.
72-BID	Bilingual dictionary (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.)
73-LRG	Large-print booklet. Usually administered in the regular session.
74-EXT	Extended time. Assessed with additional time to complete the assessment.
75-REA	Read aloud. 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.)
76-SMG	Small group. Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable (except with reading booklet).
77-ONE	One-on-one. Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable (except with reading booklet).
78-SCR	Scribe or use of computer. Assessed in separate accommodation session. Extended time is assumed. Used to record student answers.
79-OTH	Other, specify on cover. Assessed with some other accommodation, such as Braille. Specify the accommodation on booklet cover.
80-BRK	Breaks during test. Assign if breaks were taken by the student between sections.
81-MAG	Magnification device. Assign if student used such special equipment for all or part of the assessment.
82-SSA	School staff administers. Assign this code if a school staff member needs to read the script and administer the session.

26F. Verify That Students Who Required the Extended Time Accommodation (74-EXT) Have the “Total Time” Recorded on the Front Cover.

For students offered the extended time accommodation, check that in the **Total Time for Accommodation (74-EXT)** boxes on the booklet cover the AA has:

- entered the total number of minutes the student took to complete the cognitive sections of the assessment booklet;
- entered “**045**” if a student who was offered extended time did not take more than the standard 45 minutes of time to complete the cognitive sections; and
- not entered a number of minutes that is more than three times the regular time allocated for the cognitive sections of the booklet (i.e., no more than 135 minutes), which is the limit for the extended time accommodation.

26G. Verify Student ID Labels Are Removed From Booklets.

All student ID labels must be removed from the booklets. The AA should have instructed students to do this at the beginning of the assessment session. Check that AAs removed the labels from all booklets, including those belonging to students who did not participate in the assessment, unless those students will be invited to participate in a makeup session.

26H. Ensure All Booklets Have Been Banded Together and the Administration Schedule Is on Top of the Stack of Booklets.

Verify that:

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

Procedure 27. Complete SD and/or ELL Questionnaires Activities

To complete questionnaire activities, do the following:

27A. Gather All Outstanding SD and/or ELL Questionnaires From the School Coordinator, If Necessary.

SD and/or ELL Questionnaires must be completed only in hard copy form. You should have collected them at the preassessment visit. If you did not collect all of them prior to the assessment, collect them now.

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

27B. Update the Status of Questionnaires on the SD/ELL Roster of Questionnaires.

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

- shade the **Yes** oval for all questionnaires returned;
- shade the **No** oval for any questionnaires not returned; and
- shade the **Not Needed** oval for any questionnaires that are no longer needed.



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

This form must be completed in No. 2 pencil.

SCHOOL #: 122-122-0

Page 1 of 1

SCHOOL NAME: Dixon Middle School

CITY/STATE: Oakland, FL

SD or ELL Questionnaire Distributed To (Staff Name) Student's Name	Session # (Line #)	Original Student Booklet ID # (Column "OP" on Admin. Schedule)	SD or ELL Questionnaire ID # (Barcode ID # on SD or ELL Cover)	Returned			School Coordinator Instructions for Distributing and Collecting Questionnaires								
				Yes	No	Not Needed									
Susan Alto	01 02	131 0540069 9	99-	1	0	0	2	5	8	7	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<ol style="list-style-type: none"> 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. Record the name of the person at your school most knowledgeable about how each student is tested on the state assessment in the "Distributed To" column. (Note: An SD and/or ELL Questionnaire must be completed for each student listed, regardless of whether or not the student will be assessed.) On the front cover of each SD and ELL Questionnaire is a removable label with a student's name written on it. On each label, write the name of the corresponding teacher you recorded on this Roster. Distribute the questionnaires to the appropriate teachers. Be sure to point out the date the questionnaires are to be returned to you. 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. Keep this Roster and all completed questionnaires together and return them to the NAEP representative during the preassessment visit.
Kimberly Burns	01 05	003 006922 1	99-	1	0	1	3	8	9	6	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
April Coleman	01 06	133 000841 2	99-	1	1	9	5	8	7	4	0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Christina Lundy	01 14	008 076206 5	99-	1	0	3	5	9	8	2	3	<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"/>	

27C. Verify That the Questionnaire Covers Have Been Filled Out Accurately and Completely.



For completed questionnaires, you will need to

- enter any missing information on the cover, and
- review all information entered on the cover to make sure that it is accurate.

For information on how to complete the front covers of the SD and/or ELL Questionnaires, refer to chapter 7.



Impacts Statistical Validity

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

27D. Remove the Label on the Front Cover of Each Questionnaire.

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

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

27E. Verify the SD/ELL Roster of Questionnaires Has Been Filled Out Accurately and Completely.

Verify that each Roster has been completed accurately and fully by



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

For information on how to complete the Roster(s), refer to chapter 7.

Procedure 28. Determine Whether or Not a Makeup Session Must Be Held

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

- To calculate the assessment attendance, use the Makeup Session Worksheet located in Part 2 of the QCB (see sample below). Round percentages to the nearest whole percent.
- If a makeup session is not required, complete the **# Assessed (Makeup Session)** and **TOTAL ASSESSED** blanks on the top of the Administration Schedules. Enter “0” for **# Assessed (Makeup Session)** and enter the same number as **# Assessed (Original Session)** on the **TOTAL ASSESSED** blank.
- If a makeup session is required, these blanks will be filled in after the makeup session has been completed.

Part 2

Makeup Session Worksheet

If the assessment attendance at a school is less than 90 percent, a makeup session must be held. Use the steps listed below to calculate the assessment attendance percentage and determine if a makeup session needs to be scheduled.

<p>1. Calculate the total of the “TO BE ASSESSED” values of all sessions.</p>	<p>TO BE ASSESSED</p> <p>Session #1 _____</p> <p>Session #2 _____</p> <p>Session #3 _____</p> <p>Session #4 _____</p> <p>Session #5 _____</p> <p>Session #6 _____</p> <p>Total _____ 1. __</p>
<p>2. Calculate the total of the # Refused values of all sessions PLUS any students coded as “49 – session/subject refused by school.”</p>	<p># Refused</p> <p>Session #1 _____</p> <p>Session #2 _____</p> <p>Session #3 _____</p> <p>Session #4 _____</p> <p>Session #5 _____</p> <p>Session #6 _____</p> <p>Total _____ 2. __</p>
<p>3. Subtract the total of the # Refused from the total of the TO BE ASSESSED. Subtract line 2 from line 1.</p>	<p>3. __</p>
<p>4. Calculate the total of the # Assessed (Original Session) values for all sessions.</p>	<p># Assessed (Original Session)</p> <p>Session #1 _____</p> <p>Session #2 _____</p> <p>Session #3 _____</p> <p>Session #4 _____</p> <p>Session #5 _____</p> <p>Session #6 _____</p> <p>Total _____ 4. __</p>
<p>5. Calculate the assessment attendance percentage. Divide line 4 by line 3 and then multiply by 100.</p>	<p>5. __</p>
<p>6. Does a makeup session need to be scheduled? Does line 5 equal 89 percent or less? (Rounded to the nearest whole percent.)</p>	<p>6. Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>Check One</i></p>

Procedure 29. Organize the NAEP Storage Envelope

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

29A. Prepare Materials for the NAEP Storage Envelope.

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

- **Make a set of copies of the SD/ELL Roster of Questionnaires and all completed original Administration Schedules and the Inclusion Worksheet with student names:**

make one copy of each of the original Administration Schedules,
make one copy of the SD/ELL Roster of Questionnaires, and
make one copy of each page of the Inclusion Worksheet.

- **Remove names from Administration Schedules, SD/ELL Roster of Questionnaires, and the Inclusion Worksheet:**

tear off the list of student names (columns **A**, **B**, and **C**) at the perforated edge of each Administration Schedule,

remove the list of teacher names from each Roster by tearing at the perforated edge, and
remove the list of student names from the Inclusion Worksheet (scissors are best used for this task, as the paper is not perforated).

- **For the School Folder make one more set of copies of**
each of the Administration Schedules without the student names,
each of the SD/ELL Roster of Questionnaires without the names, and
the Inclusion Worksheet without student names.

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

29B. Place Materials in the NAEP Storage Envelope.

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

- the teacher name list(s) from each SD/ELL Roster of Questionnaires,
- the student name list(s) from the Administration Schedule(s),
- the student name list(s) from the Inclusion Worksheet(s),
- a copy of each SD/ELL Roster of Questionnaires (with names),
- a copy of all original Administration Schedules (with names),
- a copy of the Inclusion Worksheet(s) (with names), and

- all other lists of students, including those used by the NAEP team for the assessment and the E-File Roster (if available).

Note for Steps 29A and 29B:

If a makeup session will be held at the school:

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

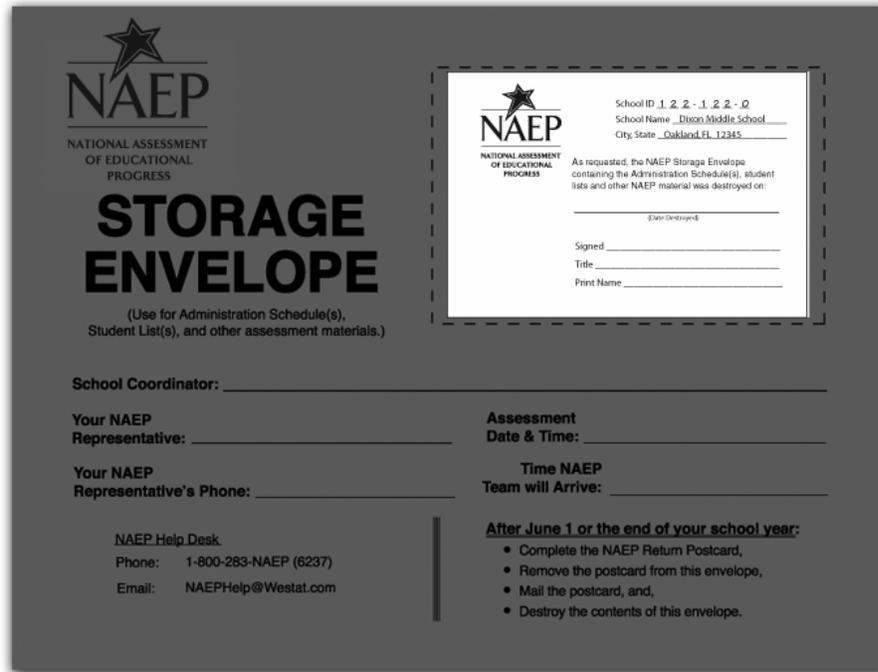
29C. Record the NAEP School Information on the “Destroy By” Postcard.

Record the school ID number (from the Administration Schedule), the school’s name, city, and state in the spaces provided on the “Destroy by” postcard, as shown on the example below.



29D. Staple the “Destroy By” Card to the Front of the NAEP Storage Envelope.

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



The image shows a NAEP Storage Envelope and a "Destroy By" card. The envelope is dark grey with the NAEP logo and text: "NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS STORAGE ENVELOPE (Use for Administration Schedule(s), Student List(s), and other assessment materials.)". The "Destroy By" card is white with a dashed border and contains the following information: NAEP logo, School ID: 1 2 2 - 1 2 2 - 0, School Name: Dixon Middle School, City, State: Oakland, FL 12345, a request for destruction, a signature line, and a title line. Below the envelope, there are fields for School Coordinator, Your NAEP Representative, Your NAEP Representative's Phone, Assessment Date & Time, and Time NAEP Team will Arrive. At the bottom left, there is contact information for the NAEP Help Desk: Phone: 1-800-283-NAEP (6237), Email: NAEPHelp@Westat.com. At the bottom right, there is a section titled "After June 1 or the end of your school year:" with a bulleted list: Complete the NAEP Return Postcard, Remove the postcard from this envelope, Mail the postcard, and, Destroy the contents of this envelope.

Procedure 30. Perform Final Check of Session Box Materials

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

30A. Receive Session Box From AA.

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

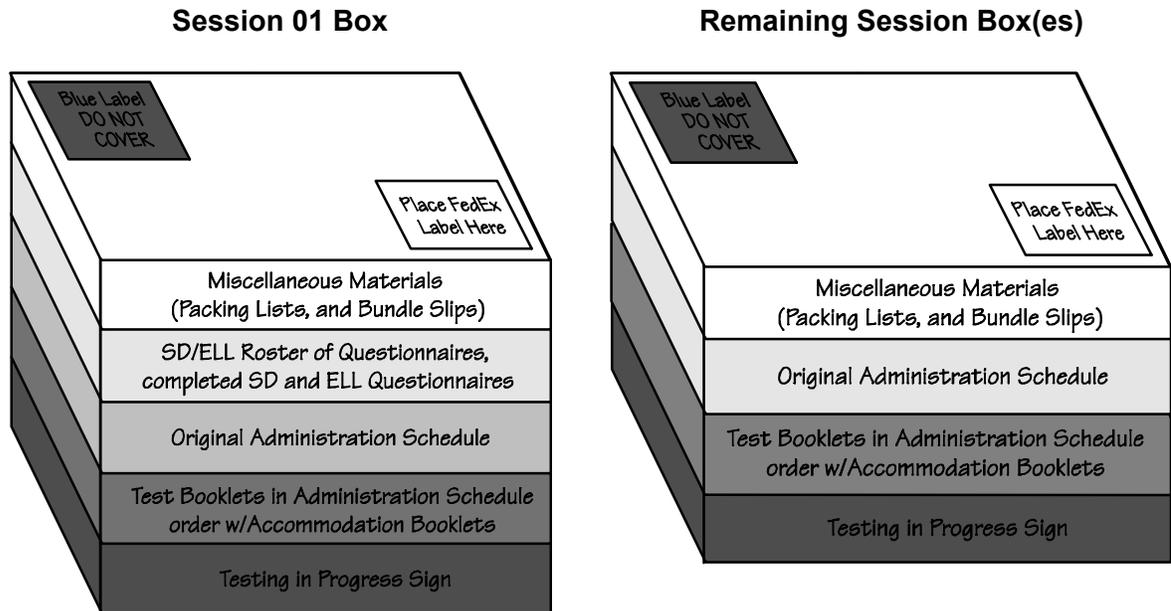
It is your job to make sure that the AA packs the Session Box properly and returns it to you.

30B. Place Completed Questionnaires in Session Box.

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

30C. Verify the Boxes Are Packed According to Pearson Procedure.

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



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

Double-check the following:

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

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

30D. Receive Bulk Supply Session Materials From AA.

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

- extra pencils;
- session timer; and
- any extra “Testing in Progress” signs that you may have provided from your bulk supplies (the signs that were shipped in the Session Boxes should be returned in the Session Boxes).

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

Procedure 31. Complete School Debriefing Activities

31A. Review Session Debriefing Forms.

The Session Debriefing Form, shown and described in chapter 3, is the written record of the conduct of each session. It also serves as a resource for answering any questions raised after the assessment.

The AA is responsible for completing the Session Debriefing Form. A Session Debriefing Form must be completed for each assessment session, including makeup, and accommodation sessions. Instructions for completing this form are provided in chapter 7 of the *AA Manual*.

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

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

31B. Debrief School Coordinator.

What you need to know:

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

What you need to do:

- Use the scripted debriefing questionnaire in Part 2 of the QCB to conduct the interview and record the school coordinator's answers to the questions.
- Obtain the school coordinator's reaction to assessment activities, ask about any special preparations undertaken before the assessment, and obtain feedback about how NAEP can improve participation.
- Thank the school coordinator, leave the NAEP Storage Envelope, and present the School Certificate of Appreciation.

Debriefing Notes (continued):

8. I have placed copies of all documents used in the assessment in the NAEP Storage Envelope. NAEP would like you to retain the envelope until June 1st or the end of the school year in case there should be questions about the assessment. A postcard is stapled to the outside as a reminder for you to destroy the contents after the "Destroy By" date. Please drop the card in the mail when the package has been destroyed.

9. Thank you for everything you have done to make this a successful assessment. I have a Certificate of Appreciation I'd like to give the school as a token of our appreciation for your participation.

Give the school coordinator the School Certificate of Appreciation.

Debriefing Notes:

4. Did the students receive any special instructions to prepare them for the assessment?

- Yes
- No
- Don't know

Specify type of instructions received:

Do students receive (or have they already received) something from the school for participating in the assessment?

Don't know

Specify what (e.g., food, candy, money, party):

Have you received any feedback about the material you received from NAEP (publications, letters, etc.)?

Don't know

Comments:

Are there any issues documented on the Session Debriefing Form that should be brought to the school coordinator's attention?

2.15

Part 2

School Coordinator Debriefing Interview

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

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

Read aloud and check the appropriate box.

- Very well
- Satisfactorily
- Unsatisfactorily

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

Read aloud and check the appropriate box.

- Positive
- Neutral
- Negative
- No feedback

Record comments.

3. Did anyone meet with the students to explain the purpose of the assessment?

- Yes
- No
- Don't know

2.14

31C. Schedule a Makeup Session With School Coordinator, If Necessary.

At the end of the debriefing interview, if necessary, schedule a makeup session with the school coordinator.

Use the following standard NAEP guidelines for scheduling makeup sessions:

- hold one makeup at a school;
- invite all students who were absent (not refused); and
- all makeup session students can be assessed in a single location even if the students are listed on more than one Administration Schedule.

If the school is reluctant to schedule a makeup session, stress the importance of a high participation rate for the accuracy of the assessment results. If the school is still reluctant, be sure to record the situation and discuss the matter with your field manager immediately. In some situations, a makeup may be difficult (e.g., in the case of chronically absent students).

If a makeup session is needed, but refused by the school, shade in the **Makeup Not Held** oval at the top of the Administration Schedule.

Once the makeup session is scheduled, record the date, time, and location of the session in the box provided at the top of the Administration Schedule.

Age: <u>13</u>	Original session scheduled for: Day/Date: <u>Wednesday, Oct. 10</u> Time: <u>8:35</u> Location: <u>Cafeteria</u>	Makeup session scheduled for: Day/Date: <u>Friday, Oct. 12</u> Time: <u>10:00</u> Location: <u>Library</u>	If Makeup Needed Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/>				
# Withdrawn & Ineligible (Admin. Codes 61, 64 & 65) <u>2</u> + # Excluded (Admin. Codes 60-63) <u>1</u> = <u>33</u> TO BE ASSESSED	# Absent (Admin. Codes 40-45, 48 & 49) <u>2</u> + # Refused (Admin. Codes 46 & 47) <u>0</u> = <u>2</u>	# Assessed (Original Session) <u>31</u> + # Assessed (Makeup Session) _____ = <u>31</u> TOTAL ASSESSED					
"L" ELL	"M" Final ELL Code	"N" Near Entry into Title I	"O" Original Booklet ID #	"P" Accommodation Booklet ID #	"Q" Accom. Code	"R" Admin. Code	"S" Admin. Code
2		2	001 000293 4		01 1	1	0
2		2	131 054006 9		02 2	1	0
2		2	002 005241 1		03 1	1	0
2		2	133 000043 8		04 1	1	0
					05		



Record the date of the makeup session in the SCS so that Pearson knows when to expect the Session Boxes for the school. See the SCS *User's Guide* for more information.

Procedure 32. Arrange With Staff to Conduct Makeup Session, If Necessary

If a makeup session is required, complete the following:

32A. Assign AA to Conduct Session.

Because the AAs conducting the makeup sessions will be returning to the school without you and the other team members, when possible, choose one or two of your most competent AAs to conduct all makeup sessions.

32B. Notify AA About Conducting Makeup Session.

Before your assessment team leaves the school on assessment day, notify the AA you have scheduled to conduct the makeup session. Be sure to give an Assessment Information Form to the AA that provides the time, date, and location where the makeup will take place and other pertinent information. If the AA is not present at the school on the original assessment day, e-mail and call the AA with his/her new assignment.

Detailed instructions for conducting the makeup session, coding the booklet covers, and packing the Session Box are included in chapter 8 of the *AA Manual*.

32C. Give the AA the Session Materials to Conduct the Makeup Session.

The AA assigned to conduct the makeup session should keep the materials in his/her possession until returning to the school to conduct the makeup. Be sure to give the AA assigned to conduct the session the materials he or she needs before leaving the school on assessment day and remind the AA about security and confidentiality procedures. If the AA assigned to conduct the makeup session is not with you that day, make a note to give the materials to him/her as soon as possible.

Guidelines for conducting makeup session are included in the *AA Manual*.



Security and Confidentiality

Be sure the AAs know how to protect the security of these materials in the interim by following the NAEP security and confidentiality guidelines. Review these procedures with the AA before handing the materials to him/her.

After conducting the makeup session, the AA will return the assessment materials to you. You will be responsible for shipping the Session Box(es) to Pearson as soon as possible after the makeup session.

Chapter 8 Summary

Upon completing this chapter, you should be able to:

- describe the activities to complete before, during, and after assessments on assessment day,
- use the Assessment QC Record to record your observation of your AAs,
- understand how to QC check your AAs' post-assessment task, and
- complete the debriefing activities with the school coordinator.