

## 2. Assessment Forms and Materials

The materials described in this section are used primarily in schools during the assessment period. Some of the materials are used by the AAs for administering the assessment sessions, while others are for observers or school staff who administer accommodation sessions.

### A. Assessment Booklets

The assessment booklets are used to assess the selected students. There are many different versions of assessment booklets. The cover of each booklet contains space to record the school ID number. Each booklet cover also has a code in the upper-right corner (see examples below). This code is made up of the following two components:

- a letter identifying the subject; and
- a three-digit booklet version number.

You should be able to recognize the booklet codes to ensure you are distributing the correct booklets and materials for each session.

To help further distinguish the correct booklets for a session, the covers are printed in different colors: age 9 in blue ink, age 13 in brown ink, and age 17 in gray ink.

Long-term trend assessments do not use ancillary materials such as calculators or other manipulatives.

The diagram shows a NAEP Mathematics Booklet cover with a callout box highlighting the code area. The callout box contains the following information:

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

2007-2008 SECTION  
LTT-9 1 | M21  
2 | M22  
3 | M29  
4 | BM

Mathematics  
Book  
M133

School Information  
SCHOOL #

Letter Identifying Subject

Three-digit Booklet Version

The main booklet cover includes the NAEP logo, the text "2007-2008 LTT-9 Mathematics Book M133", a "School Information" section with a "SCHOOL #" field, and a list of accommodations offered in regular or separate sessions. The accommodations list includes: 01 - BSL, 02 - BSL, 03 - BSL, 04 - BSL, 05 - BSL, 06 - BSL, 07 - OMR, 08 - OMR, 09 - OMR, 10 - OMR, 11 - BSL, 12 - BSL.

## B. Session Scripts and Question-by-Question Specifications

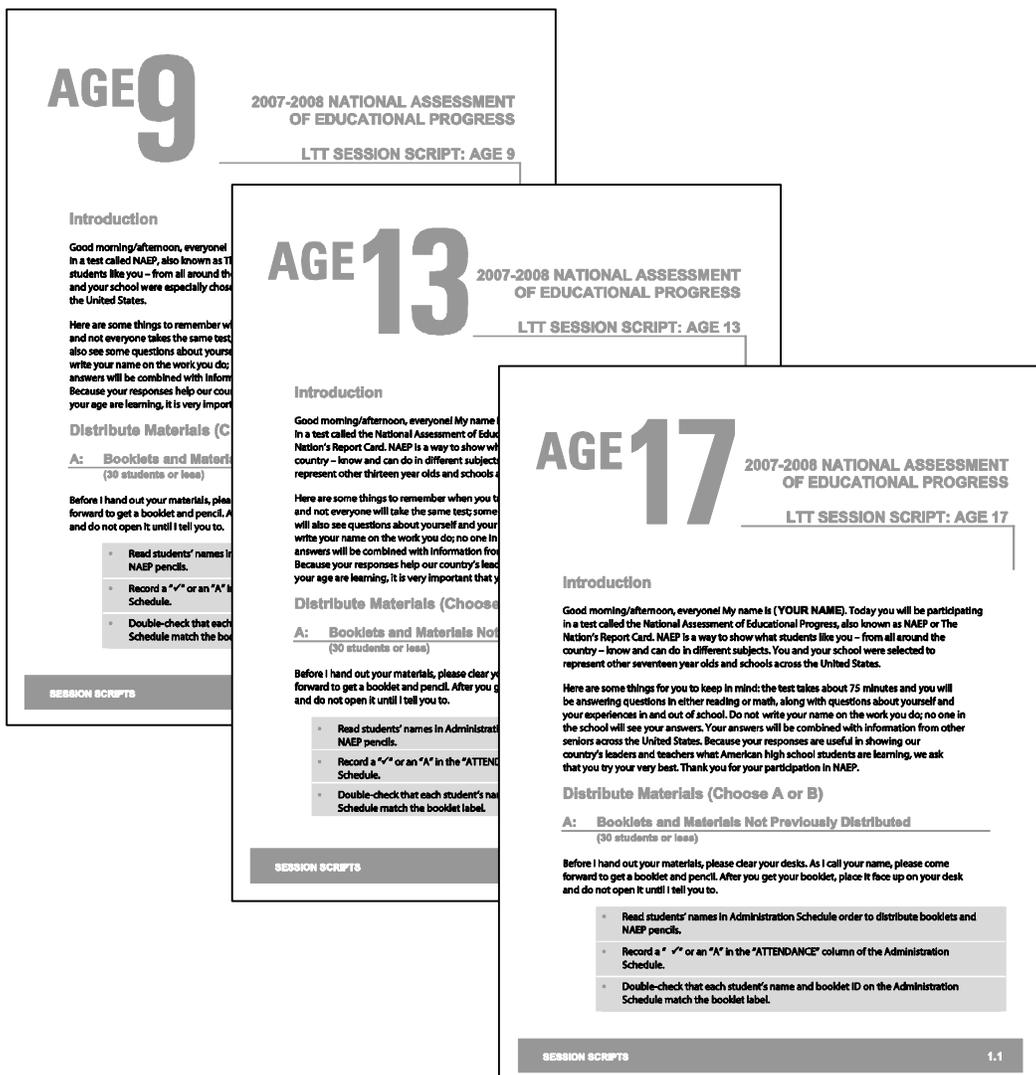
### 1. Session Scripts

#### Regular Session Scripts

Session scripts are used to administer the assessment. 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 between scripts in wording, procedures, and required materials. The session scripts are provided in the back of the *AA Manual*.

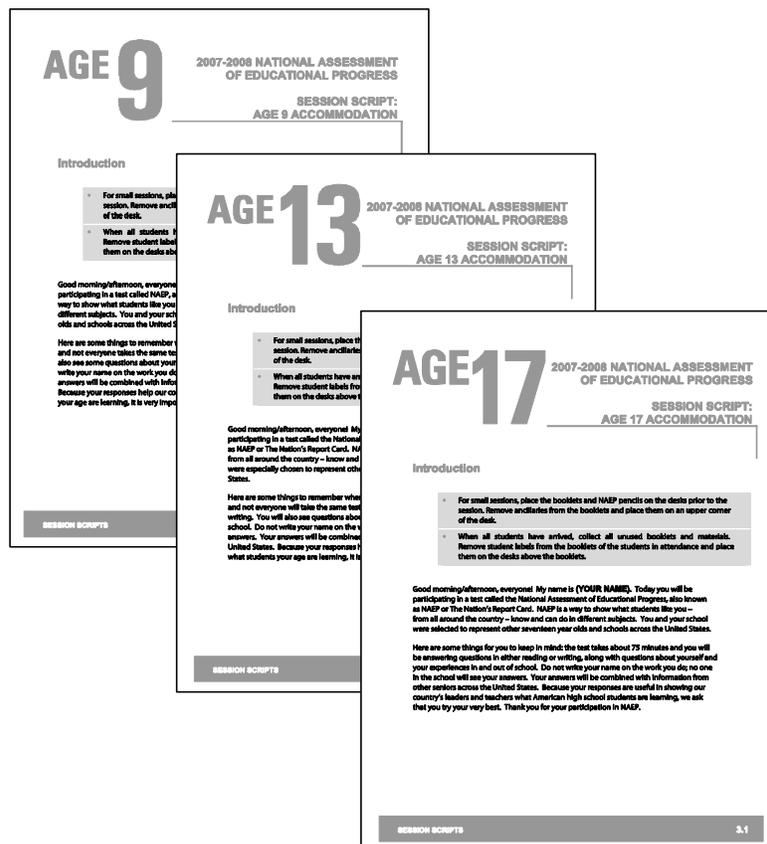


## Accommodation Session Scripts

Accommodation scripts should 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

These scripts are also provided in the back of the *AA Manual*.



## 2. Question-by-Question Specifications

Question-by-Question Specifications, also referred to as “QxQs” for short, are brief explanations of the intent of each question in the student background questionnaire section of the assessment booklet, and instructions on how AAs (and any other session administrators) are required to answer certain questions from students about each questionnaire item.

QxQs for the general student background sections of the assessment are provided in the back of each session script. AAs must refer to them when helping students understand the intent of a question in the background section.

## C. 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 is printed on two-part paper 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. You will provide this letter to school staff observers and collect the signed letter 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.)

## D. Accommodation Teacher Letter

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

Since these staff members have access to the assessment booklets and data, the Accommodation Teacher Letter also contains a nondisclosure statement. The letter is printed on two-part paper. On the assessment day, you will provide this letter to school staff administering or assisting in an accommodation session and collect the signed copies 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.

**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 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;

(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.)

## E. Session Debriefing Form

The Session Debriefing Form has been developed to gather information about the assessments. By accurately completing this two-page form, AAs will provide NAEP with documentation that the session was completed and a record of any problems that may have been encountered regarding the session. If problems arise during the session, AAs 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.

A Session Debriefing Form, shown below, 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 located in the *AA Manual*.

**Overall, how well did this session go?**

Very well  
 Satisfactory  
 Unsatisfactory

**If "Unsatisfactory," record comment:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Record any UNUSUAL circumstances in this session not previously**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Record any questions that students asked during the session. Be s**

**number for questions about items.**

Subject	Booklet ID #	Student Question

**RETURN THIS COMPLETED FORM TO YOU**

S/ 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: \_\_\_\_\_ AC: \_\_\_\_\_  
 Other NAEP Staff Assisting with Session: \_\_\_\_\_  
 Other Observers Present: \_\_\_\_\_  
 Session Number: \_\_\_\_\_ (e.g. LT0901, LT1302, LT1701)  
 This session was:  Regular Session  Accommodation Session  
 Makeup Regular Session  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	POSITIVE	ATTITUDE	COMMENTS/COMPLAINTS
Students	<input type="checkbox"/> Positive <input type="checkbox"/> Negative	<input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Can't say	
School Staff	<input type="checkbox"/> Positive <input type="checkbox"/> Negative	<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	

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### 3. Guidelines for Completing Scannable Documents

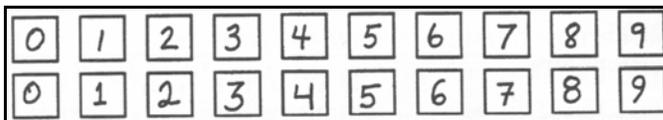
The data you enter on many of the forms discussed in this chapter are machine scannable. Below are the guidelines for completing scannable documents.

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

- Use only No. 2 pencils.
- Print all information neatly within the boxes. Numbers should be written clearly in the center and should not touch the sides of the boxes. Avoid extraneous loops.
- Right justify all numerals entered in multiblock columns.
- Erase completely and clearly to correct handwritten entries.
- To correct computer-printed entries, strike 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 are **unacceptable** writing styles because there are edges that touch the sides of the box and extraneous loops on characters:



#### Impacts Statistical Validity

Be careful when entering information on scannable documents. Remember to enter information carefully and check your entries to verify you have entered the correct information.

## Chapter 3 Summary

Upon completing this chapter, you should be able to:

- describe various NAEP materials,
- describe when and how each material is used during NAEP, and
- understand the guidelines for completing scannable documents.

# 4

## QUALITY CONTROL ACTIVITIES

This chapter provides an overview of the quality control activities for LTT. Each NAEP team member is vital in ensuring the quality of student data. A comprehensive process is in place to ensure checking and rechecking of all team members' work. Other checks permit you, your field manager, and other Westat staff to identify, diagnose, and resolve potential data problems.

### 1. Overview of Quality Control Activities

Westat has established detailed quality control (QC) procedures for all stages of NAEP 2007-2008 beginning with the selection of the school and student samples and extending to data collection. As part of our overall focus, we have put in place a QC program to ensure that NAEP 2007-2008 field staff members are performing their duties according to the established protocols and to allow for timely identification of potential data or personnel problems. The QC procedures can be grouped into two categories of activities: (1) activities that you perform to ensure data quality, and (2) activities conducted by others for the purpose of monitoring field staff performance.

### 2. Supervisor Quality Control Activities

Supervisors play an important role in ensuring the statistical validity of student data, which includes student demographic information as well as completed student assessment booklets. You will use the Quality Control Booklet (QCB) to record the completion of tasks that must be accomplished prior to assessment day, to gauge your assessment administrators' (AAs) assessment day performances, and to conduct the School Coordinator Debriefing Interview. You will verify with school coordinators during the preassessment visit any student demographic data that has been flagged by computer-generated statistical checks. Finally, you will assist Westat as necessary to obtain student demographic data missing from Administration Schedules returned to Pearson.

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## A. QCB

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The QCB is an important document used throughout the assessment process. It is the only document that tracks your work with the school throughout the entire process of planning and supervising assessment activities. The QCB has been developed to ensure that accurate and consistent data are collected for each school. Chapter 7 contains additional information about the QCB.

## B. Student Sampling Summary Report

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Once listings of students have been submitted by E-Filing or manually entered using the Student Data System (SDS), the student demographic data undergo a series of statistical checks. Any checks that result in a warning message are printed on a Student Sampling Summary Report, which you will review with the school coordinator. You will record notes about revisions to student demographic data in the QCB. Chapter 3 and Appendix E provide more information on the Student Sampling Summary Report.

## C. Providing Complete and Accurate Student Demographic Data

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It is our goal that all student demographic data on the Administration Schedules are complete and accurate. Throughout the field period, Westat will send e-mail messages to supervisors with copies to their field managers identifying schools in which there are either missing or questions about the student demographic data. This section discusses the procedures supervisors will follow for assuring complete and accurate student demographic data and responding to these e-mail messages.

As assessment materials are received at Pearson, the Administration Schedules are scanned and files containing the data from the Administration Schedules are sent to Westat twice a week. Westat will check the student demographic data in these files. If there are any issues with the data, the procedures that will be followed are outlined below. These have changed somewhat from NAEP 2007.

- An e-mail message is sent from the NAEPQC mailbox to the supervisor (with copies to the field director and field manager).
- Supervisor
  - prints out the message that contains specific information about the issue,
  - locates missing information or obtains correct data, if necessary,
  - records information on the printed out e-mail message,
  - goes to the Post Assessment tab for the school in the SCS and clicks on the link for the issue in the new NAEPQC section of this tab, and
  - updates the information to resolve the issue.
- System checks the supervisor's entry and notifies supervisor if there are still problems.

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As in the past, if any of the issues below are noted, the data cannot be processed until they are resolved.

- Missing student demographic data,
- No students coded “2” (“No”) for new enrollee status, and
- Some, but not all students coded (“universal” codes):
  - “4” for school lunch (“School does not participate in NSLP”)
  - “5” for school lunch (“School refused”)
  - “7” for race/ethnicity (“School does not collect this information”).

A brief word about the “Universal” codes is in order. Most of the demographic codes used in NAEP can vary from student to student. For example, there are six codes (numbered from 1 to 6) available for identifying a student’s race/ethnicity. Generally, every student is coded with one of these codes, but if a student’s race/ethnicity is not available for some reason, it is permissible to use code 9 - “Information unavailable.”

However, there are situations in which the same code should be used for every student. For example, if a school does not participate in the National School Lunch Program (NSLP), every selected student will be coded 4 - “School does not participate.” Likewise, if a school refuses to provide school lunch information, every student will be coded 5 - “School refused.” If, on the other hand, the school can provide the information for all but one student, that student should be coded 9 - “Information unavailable” and not school refused. If only one student is coded 5 for NSLP, an issue will be sent to the supervisor so that the code can be corrected.

Details for these procedures are explained further in Appendix G (*SCS User’s Guide*).

### **3. Other Quality Control Activities**

#### **A. School Visits by NCES, ETS, Westat**

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

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## B. Quality Assurance Visits by HumRRO

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NCES has contracted with Human Resources Research Organization (HumRRO) to conduct independent quality assurance activities throughout the NAEP test cycle. 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.

School visits are an integral and necessary part of NAEP's QC program, and this check has been 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 via telephone 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 correctly, HumRRO observers are trained to provide full documentation of the specifics of the situation (for example, any extenuating circumstances that may have prevented the task from being performed).

### **Observation Checklist Items**

HumRRO has designed separate rating sheets for pre-, during- and post-assessment activities, and for 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.

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

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

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

#### **Observation From a Distance**

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

#### **Personal Inquiry**

In some instances, job tasks, such as booklet preparation, are 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 will ask NAEP staff a series of questions designed to gather information on how the efficiency and accuracy of future administrations might be improved. Any feedback collected during this brief interview, along with any comments made throughout the visit, may be included in the site visit report and clearly noted as NAEP staff comments.

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### **C. 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 you in advance. The purpose of the field manager's visit is similar to that of the NAEP staff visits. The field manager will observe each assessment team and check that all administrative procedures conducted by the assessment team are done according to procedure. 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.

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

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As an additional QC check, your field manager and other Westat staff will call a 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.

## **Chapter 4 Summary**

Now that you have completed this chapter, you should be able to:

- identify the quality control activities you will perform; and
- identify the quality control activities NCES, ETS, Westat, HumRRO and your field manager will perform.