

CHAPTER 1

UNDERSTANDING NAEP MATERIALS

Accuracy in completion of forms and use of session scripts is essential to the integrity of the data NAEP collects.

The objective of this chapter is to introduce you to the NAEP materials you will use in your job as an assessment administrator (AA). After reading this chapter you will know when and how to use each NAEP form.

In this chapter, you will

- be introduced to the NAEP forms and materials, including session scripts; and
- learn the purpose of each material or document and learn when and how to use them.

1

Understanding NAEP Materials

1. NAEP Materials

There are a number of NAEP forms and materials you must be familiar with prior to the assessment. This chapter will provide you with a brief overview of these forms and materials. Several of these are scannable documents; therefore, care must always be taken when entering information onto these documents.

Guidelines for Completing Scannable Documents

When entering pertinent information onto such forms as 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 a single line through the error and write the correction in the white space.

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

The following are **acceptable** writing styles:



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



B. Administration Schedule

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

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

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

The importance of the Administration Schedule can be seen in the diagram on page 1.4.

The tables below show an example of how data collected on the Administration Schedule are linked to scores.

	Grades	
	4	8
Reading score gaps		
Females - Males	6	10

Females Outscore Males in NAEP 2007 Reading

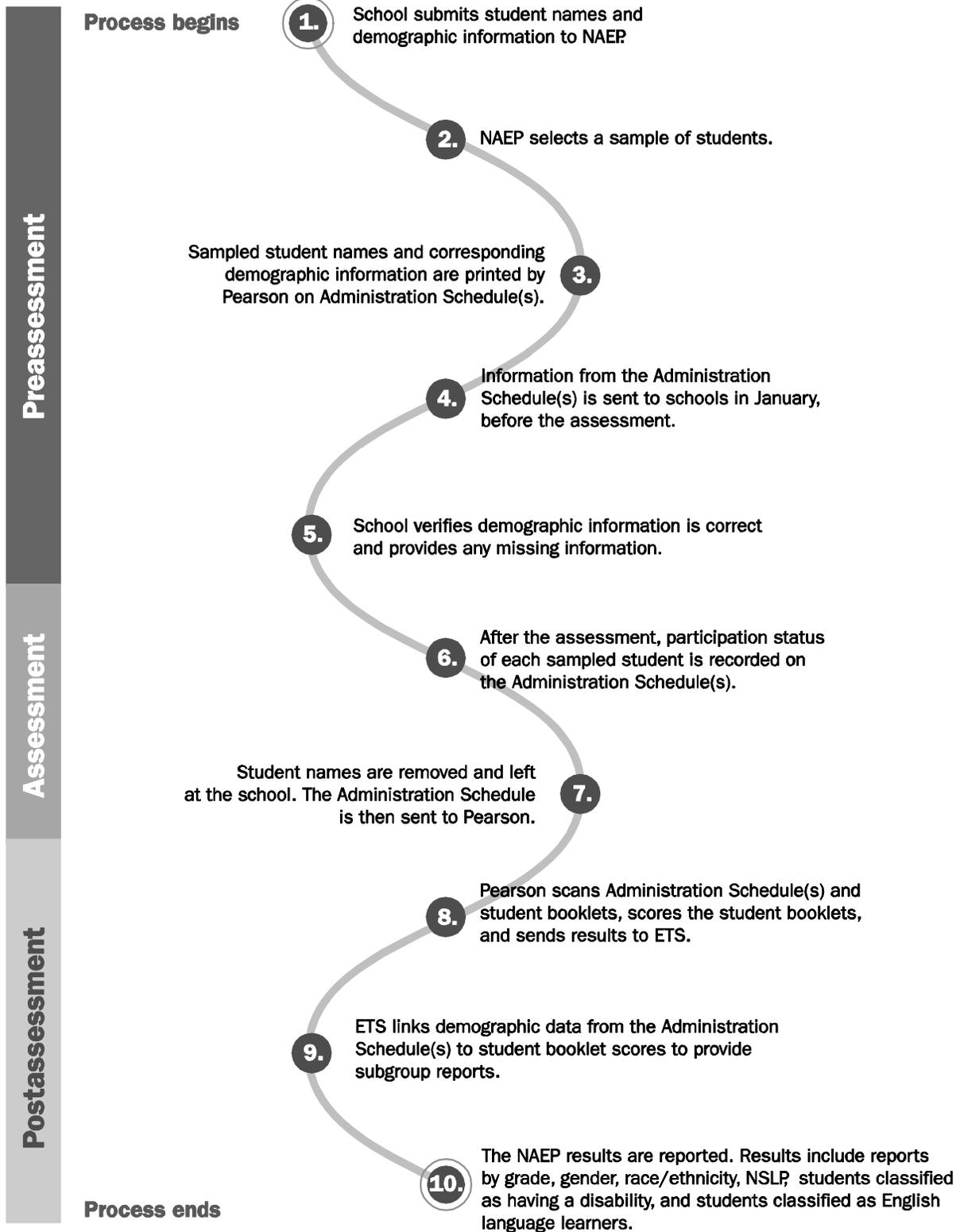
In 2007, female students continue to score higher than male students in reading, by 6 points at grade 4 and by 10 points at grade 8.

	Year	
	'90	'07
Fourth-graders mathematics score gap between White and Black students	32	26

White and Black Fourth-Graders Mathematics Score Gap Narrowed From 1990 to 2007

The mathematics average score and score gap between White and Black fourth-graders narrowed from 32 points in 1990 to 26 points in 2007.

NAEP Administration Schedule Process



The Session Number

The Session Number consists of two letters and four numbers. The two letters indicate the subjects being assessed. In 2009, there are three session types: **RS**, **RN**, and **RM**. All session types will be administered by paper and pencil.

NAEP 2009 Session Types			
Session	Subjects	Grades	School type
RS	Reading/Mathematics/Science	4, 8, 12	Public and private.
RN	Reading/Mathematics/Science	4, 8	Bureau of Indian Education and public schools in Arkansas, Kansas, Vermont, Nebraska, and the District of Columbia.
RM	Reading/Mathematics	12	Public schools in Arkansas, Connecticut, Florida, Idaho, Illinois, Iowa, Massachusetts, New Hampshire, New Jersey, South Dakota, and West Virginia.

Next, the subject indicators will be two numerals—04, 08, or 12. This is the grade indicator.

The last two numerals are used to identify the session, as there will likely be more than one session in a school. For example, a grade 8 public school with three sessions would have three Administration Schedules: one Administration Schedule for session RS0801, the second for session RS0802, and the third for session RS0803.

The Columns of the Administration Schedule

The following chart details the purpose of each column on the Administration Schedule. It is important to note that while columns **A–M** and **O–P** remain unchanged from past years, columns **N**, **Q**, and **R** have changed.

Column	Title	Use
A	Atten. (for “attendance”)	To indicate whether a student was present or absent for the assessment.
B	Student Name	To list the names of the students selected for the assessment.
C	Homeroom or Other Locator	To help locate the selected students on assessment day. This column is followed by a perforated line, so student names can be removed before the Administration Schedule is sent to NAEP after the assessment. Due to NAEP’s pledge of confidentiality, under no circumstances should a student’s name appear on any assessment materials leaving the school.
D	Line #/Subject	To indicate the subject of each student’s assessment booklet: “ R ” for reading, “ M ” for mathematics, or “ S ” for science. An “ MC ” indicates students who will need a calculator during the mathematics assessment.
E	Birth Date	To indicate each student’s month and year of birth.
F	Sex	To indicate each student’s gender.
G	Race/Eth.	To indicate each student’s race/ethnicity. The codes used in this column are printed in the upper-left corner of the form.
H	School Lunch	To indicate each student’s eligibility status in the NSLP. The codes used in this column are printed in the upper-left corner of the form.
I	SD	To indicate each student’s disability status. The codes used in this column are printed in the upper-left corner of the form.
J	Final SD Code	To record a student’s SD status, if it has changed since it was originally recorded.
K	ELL	To indicate each student’s English language learner status. The codes used in this column are printed in the upper-left corner of the form.
L	Final ELL Code	To record a student’s ELL status, if it has changed since it was originally recorded.
M	New Enrollee	To identify whether a student was in the original sample or selected from the list of new enrollees during the preassessment visit.
N <i>(New!)</i>	Planning Code	To record how a student will be assessed—whether in the regular session, a separate session, or not applicable for students who won’t be assessed.
O	Original Booklet ID #	To indicate the assessment booklet the student must receive. Each student has been assigned an assessment booklet with a unique booklet ID number. That number is used to track the booklet from the time it leaves the Pearson warehouse until it is returned and processed.
P	Accommodation Booklet ID #	To record when a student identified as SD or ELL must be reassigned a separate accommodation booklet (not all accommodated students require a separate accommodation booklet).
Q <i>(New!)</i>	Admin. Code	Unlike previous years, this column will not capture accommodation information. Rather, you will use it to record each student’s participation status. (Accommodation information is now <u>only</u> recorded on student booklet covers.)
R	Admin. Codes	List of the codes and definitions for column Q .

NAEP Administration Schedule

This form must be completed in No. 2 pencil. Pencil use only.

Personnel

1 = White, not Hispanic
2 = Black, not Hispanic
3 = Asian/Pacific Islander
4 = American Indian/Alaska Native
5 = Other
6 = Information Unavailable
For Use in Column "G"

NAEP Program

1 = Student not eligible
2 = Free lunch
3 = Reduced price lunch
4 = Information unavailable
5 = School waived
6 = Information unavailable
For Use in Column "H"

NAEP Plan in Process

1 = Yes, IEP
2 = Yes, 504
3 = No, IEP
4 = No, 504
5 = Information unavailable
For Use in Column "I" & "J"

English Language Learner (ELL)

1 = English Language Learner (ELL)
2 = No, not ELL
3 = Formerly ELL
4 = Information Unavailable
For Use in Column "K" & "L"

Planning Code

1 = Asses without
2 = Accommodation(s) offered in regular session
3 = Accommodation(s) offered in alternate session
4 = Not applicable
For Use in Column "N"

Session Number
RS0803

School #: 992-122-0 Grade: 8

School Name: Dixon Middle School

Administrator's Name: Silvia Thomas

Original Sample: 26 # Admin. Codes 40-45, 4, 48: 2

Deleted New Entries: 2 # Admin. Codes 46, 47 & 49: 1

Total in Sample: 28

Original session scheduled for:
Day/Date: Wed, Feb. 4
Time: 9:00 a.m.
Location: Cafeteria

Midmap session scheduled for:
Day/Date: _____
Time: _____
Location: _____

Midmap session scheduled for:
Day/Date: _____
Time: _____
Location: _____

Bundle #'s
1005
1006

Session Number
RS0803

"A" ID #	"B" Student Name	"C" NAEP ID #	"D" Last of Subject	"E" Month	"F" Year	"G" Personnel	"H" NAEP Program	"I" NAEP Plan in Process	"J" ELL	"K" ELL	"L" ELL	"M" ELL	"N" Planning Code	"O" Original Booklet ID #	"P" Assessment Booklet ID #	"Q" Admin. Codes	"R" Administration Codes
01	Peters, Mark	232	01 R	0	4	5	1	1	1	4	2	2	1	401 193489 7		01	ASSESSOR IN CHARGE 10 = In session full time 11 = No response in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover
02	Phillips, Susan	232	02 MC	0	2	9	2	3	1	1	2	2	2	101 023578 1		02	ASSESSOR IN MAKEUP 20 = In session full time 21 = In session part time 22 = No response in booklet 23 = Session incomplete 24 = Other, specify on cover
03	Pierce, Tim	232	03 S	0	6	9	4	1	2	4	2	2	2	201 993461 4		03	ABSENT 30 = Absent 31 = Absent 32 = Absent 33 = Absent 34 = Absent 35 = Absent 36 = Absent 37 = Absent 38 = Absent 39 = Absent 40 = Absent 41 = Absent 42 = Absent 43 = Absent 44 = In school, do not attend 45 = Accommodation extending 46 = Parent release 47 = Other, specify on cover 48 = Session/scheduled by school
04	Price, Carol	232	04 R	1	0	9	4	2	1	4	2	2	2	501 110376 0		04	OTHER 50 = Withdrawn/Completed 51 = Unassigned book (unused) 52 = Unassigned book (used) 53 = Unassigned book (used) 54 = Unassigned, other 55 = Not in sample
05	Putnam, April	232	05 MC	1	1	9	4	2	2	1	2	2	3	102 910456 2	107 321479 0	05	REASONS FOR EXCLUSION 60 = SD - Cannot be assessed 61 = SD - Required accom. not 62 = ELL - Cannot be assessed 63 = ELL - Required accom. not 64 = SD & ELL - Cannot be assessed 65 = ELL - Required accom. not 66 = SD - Not assessed but 67 = SD - Not assessed but 68 = SD - Not assessed but 69 = SD & ELL - Required accom. not 70 = SD & ELL - Required accom. not 71 = SD & ELL - Required accom. not
06	Qualls, Kimberly	232	06 S	0	9	4	2	5	1	4	2	2	2	202 103478 2		06	
07	Ramos, Marisol	232	07 R	0	1	9	5	2	3	4	1	2	2	001 004051 9		07	
08	Randal, Tyrone	232	08 MC	0	5	9	5	1	2	4	2	2	2	103 803987 0		08	
09	Reed, Julia	232	09 S	0	7	9	4	2	2	4	2	2	4	203 267931 5		09	
10	Reynolds, Michael	232	10 R	0	9	9	4	1	1	2	4	2	2	402 245796 4		10	
11	Rivera, Pedro	232	11 M	1	2	9	4	1	3	4	1	1	3	104 723467 1	901 678912 4	11	
12	Robins, Sang	232	12 S	1	0	9	4	1	4	4	1	2	2	204 101456 6		12	
13	Regers-Daniel	232	13 R	0	6	9	5	1	5	1	2	2	4	502 322019 0		13	
14	Rowe, Christina	232	14 M	0	2	9	5	2	1	1	2	2	3	105 005061 3	107 498561 7	14	
15	Sanders, Tina	178	15 S	1	0	9	4	2	5	1	2	2	2	205 123579 1		15	

C. Assessment Booklets and Student ID Labels

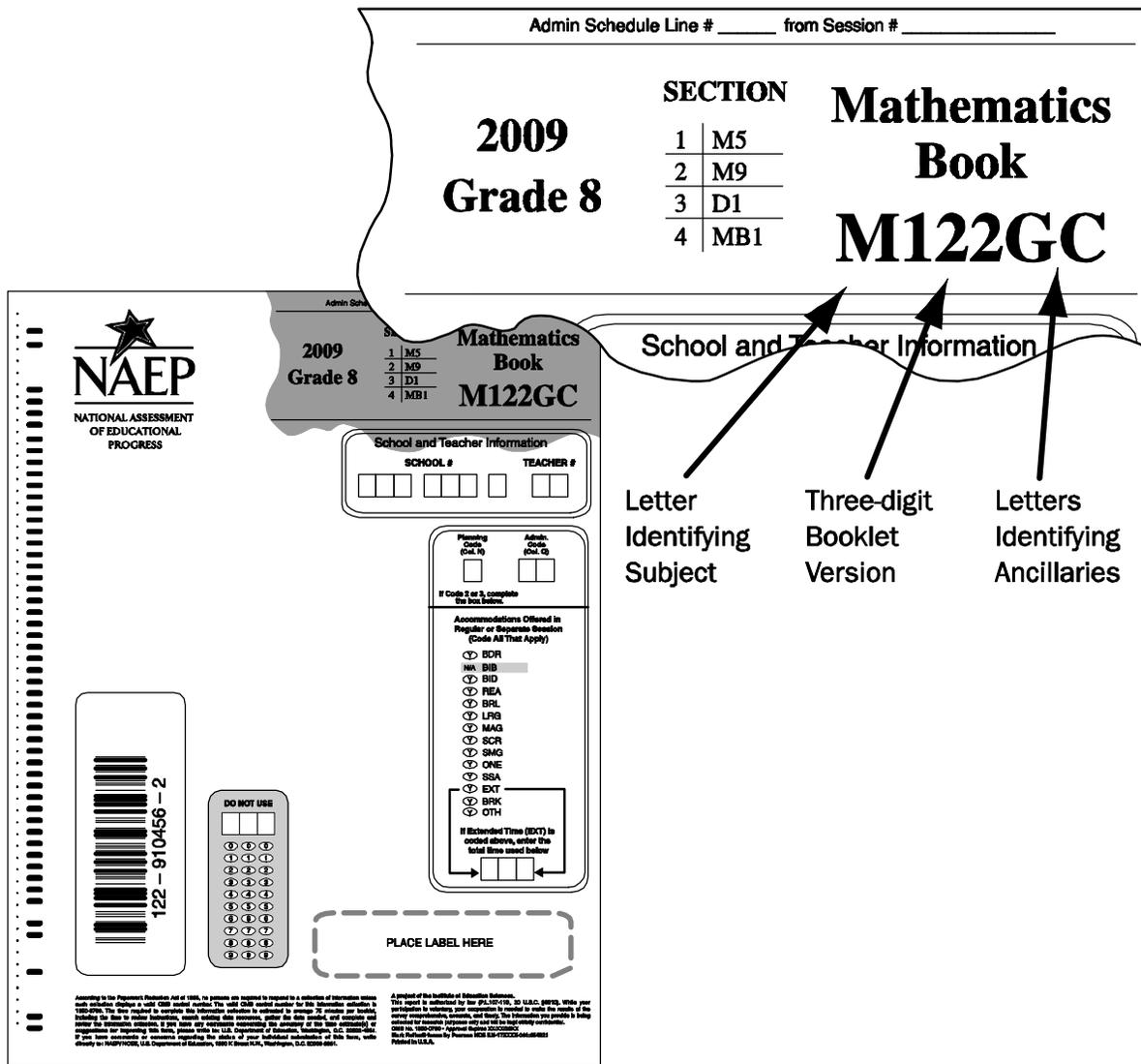
Assessment Booklets

The assessment booklets are used to assess the selected students. Each booklet cover has a code in the upper-right corner. This code is made up of the following three components:

- a letter identifying the subject,
- a three-digit booklet version number, and
- a letter or letters identifying any ancillaries or additional materials the booklet requires.

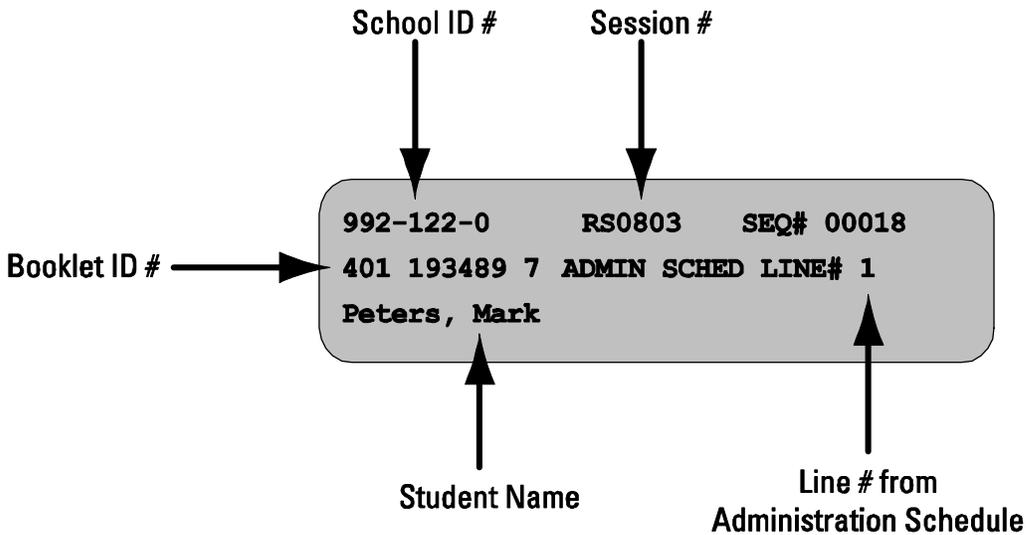
The placement of these booklet identifiers is the same on all grade 4, 8, and 12 booklet covers.

To help further distinguish the correct booklets for a session, the booklet covers are printed in different colors: grade 4 in blue ink, grade 8 in brown ink, and grade 12 in gray ink.



Student ID Labels

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



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

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

D. Ancillary Materials

Certain assessment booklets require the use of additional ancillary materials. The materials will vary depending on the grade to be assessed. Some of these materials will be individually prepackaged in a clear plastic bag. The charts below show the ancillary materials and corresponding letter that appear on the student booklet cover by grade.

Grade 4 Ancillary Materials	
Subject	Ancillary Materials
Mathematics	C = Calculator (TI-108) R = Ruler G = Manipulative Set “G” – Prepunched K = Manipulative Set “K” – Foam Shapes

Grade 8 Ancillary Materials	
Subject	Ancillary Materials
Mathematics	C = Calculator (TI-30), or students may use their own ¹ P = Protractor/Ruler V = Manipulative Set “V” – Box with Ruler/Protractor G = Manipulative Set “G”

Grade 12 Ancillary Materials	
Subject	Ancillary Materials
Mathematics	C = Calculator (TI-30), or students may use their own ¹ P = Ruler/Protractor G = Manipulative Set “G” N = Manipulative Set “N” O = Manipulative Set “O” U = Reference sheet of mathematics formulas F = Reference sheet of mathematics formulas in an envelope Z = Manipulative Set “Z”
Reading	J = Pamphlet, <i>Applying for a Federal Job</i> M = <i>Guide to Metro Fares</i> S = Social Security Application
Science	Q = Periodic table of elements ²

¹ Students in grades 8 and 12 who are assigned a mathematics booklet with a calculator may use their own calculator, as described on page 4.8.

² Ancillary “Q” – Periodic table is to be inserted into all grade 12 science booklets.

E. Assessment QC Record and Booklet Preparation QC Record

As part of the overall quality control (QC) procedures for NAEP, your AC will use the Booklet Preparation QC Record and the Assessment QC Record to document student booklet preparation and assessment day procedures you complete for each school in your assignment. This includes documenting whether you administered and monitored each session according to the standards and procedures described in chapter 4.

If your AC has any concerns about your performance while completing any of your responsibilities, he/she will discuss it with you one-on-one. Information collected on the Assessment QC and Booklet Preparation QC Records will be referred to during the completion of your evaluation at the end of the assessment period.

Assessment QC Record				
AA Name:	1 MET	2 NOT MET	3 OBSERVED / CONDUCTED	Comments (Ratings of 2 or 3 require explanation and review with AA.)
<input type="checkbox"/> Regular Session _____ <input type="checkbox"/> Accommodation (small group) Group # _____ <input type="checkbox"/> Accommodation (one-on-one) Group # _____				Check after review with AA (if 2
Prior to the Session: Followed School Protocol for Visitor Check-in <input checked="" type="checkbox"/> Arrived on time and wore NAEP ID Badge <input checked="" type="checkbox"/> Signed in at the office	1			
Prior to the Session: Prepared Materials <input checked="" type="checkbox"/> Had appropriate materials including the AA manual, the AIF, and Session Scripts <input checked="" type="checkbox"/> Correctly prepared and checked his/her own material <input checked="" type="checkbox"/> Correctly checked work of others	1			
Prior to the Session: Prepared Assessment Room <input checked="" type="checkbox"/> Supplies were ready for distribution <input checked="" type="checkbox"/> Concealed materials that would assist students <input checked="" type="checkbox"/> Posted "Testing in Progress" sign outside room <input checked="" type="checkbox"/> Wrote school and teacher numbers on board, if applicable	1			
During the Session: Introductory and Materials Distribution <input checked="" type="checkbox"/> Read script verbatim with fluency <input checked="" type="checkbox"/> Used the most appropriate method to distribute booklets	1			
During the Session: Ancillaries and Coding School/Teacher #'s on Cover <input checked="" type="checkbox"/> Instructed students to remove ID labels and additional material <input checked="" type="checkbox"/> Checked that students recorded correct information on the cover	1			
During the Session: Calculator Distribution <input checked="" type="checkbox"/> Distributed and collected calculators appropriately <input checked="" type="checkbox"/> Monitored that students used calculators in the correct sections	1			
During the Session: Timed Sections Appropriately <input checked="" type="checkbox"/> Used timer according to script	1			
During the Session: Answered Questions in Cognitive Sections <input checked="" type="checkbox"/> Appropriately answered where and how to record answers <input checked="" type="checkbox"/> Did not help students respond to any item	1			
During the Session: Answered Questions in Background Sections <input checked="" type="checkbox"/> Used guidelines in Circle when answering questions	1			
During the Session: Managed Classroom <input checked="" type="checkbox"/> Appropriately handled difficult situations, if applicable <input checked="" type="checkbox"/> Moved around the room to monitor session <input checked="" type="checkbox"/> Verified students were working in correct sections	1			
During the Session: Ended the Session <input checked="" type="checkbox"/> Collected student ID labels and threw in trash <input checked="" type="checkbox"/> Accounted for all NAEP materials before dismissing <input checked="" type="checkbox"/> Dismissed according to protocol on Assessment Info Form (includes students who left early and did not return)	1			
During the Session: Interacted with Observers <input checked="" type="checkbox"/> Responded appropriately to observers	1			
After the Session: Completed the Administration Schedule <input checked="" type="checkbox"/> Recorded correct Admin. Code in column Q for each student <input checked="" type="checkbox"/> Completed top of Administration Schedule accurately <input checked="" type="checkbox"/> Entered Admin. Code S2 for all unused booklets	1			
After the Session: Coded the Student Booklet Covers <input checked="" type="checkbox"/> Accurately transferred Admin. Codes to the cover <input checked="" type="checkbox"/> Recorded accommodations on cover, if applicable <input checked="" type="checkbox"/> Recorded Extended Time on cover <input checked="" type="checkbox"/> Ensured ID labels and ancillaries were removed	1			
After the Session: Performed Final Check of Session Box <input checked="" type="checkbox"/> Verified session box had original Administration Schedules and Rosters <input checked="" type="checkbox"/> Ensured all materials were in box and packed according to procedure	1			
After the Session: Followed School Protocol for Visitor Check-out <input checked="" type="checkbox"/> Signed out at office and returned visitor badge	1			
Throughout: Exhibited Team Work <input checked="" type="checkbox"/> Appropriately interacted with AC and other AAs <input checked="" type="checkbox"/> Showed willingness to receive direction from AC <input checked="" type="checkbox"/> Worked as a team member <input checked="" type="checkbox"/> Assisted AC and other AAs as appropriate with QC of assessment materials	1			

Part 3: Booklet Preparation QC Record

Part 3 of this Quality Control Booklet is the record you will use to QC the booklet preparation process. Refer to your manual for details on how to conduct this QC check.

Directions:
Record the names of each AA who is preparing the booklets under the "AA Name" column, even if they are not assigned to this school.

Record your evaluation of the AA by circling a rating of 1 through 3. The ratings are defined as follows:

- AA Met:** The AA conducted all tasks associated with preparing the booklets according to NAEP standards.
- AA Partially Met:** The AA conducted some, but not all of the tasks associated with preparing the booklets according to NAEP standards.
- AA Did Not Meet:** The AA conducted few or no tasks associated with preparing the booklets according to NAEP standards. Whenever it is necessary for you to intervene, a "3" rating should be assigned. Ratings of "3" must be explained in the adjacent "Comments" column. Describe the problem and the action you took to correct it.

If AC completed the booklet preparation, check

AA Name	AA Task	Rating	Comments*
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet	
	Prepared Assessment Booklets According to Procedure	1. AA Met 2. AA Partially Met 3. AA Did Not Meet	

3.1

Your AC will use the following rating categories for each task you are assigned:

Rating	Description
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:	<p>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. Tasks not completed according to NAEP standards include:</p> <ul style="list-style-type: none"> ● did not require immediate intervention, ● did not affect statistical validity, ● did not result in missing or incorrect data, and ● did not place student either at an advantage or a disadvantage when responding to assessment items. <p>When you give a “2” rating, describe the problem and the action you took to correct it in the adjacent Comments column.</p>
3. AA Did Not Meet:	<p>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. Tasks not completed according to NAEP standards include:</p> <ul style="list-style-type: none"> ● required immediate intervention, ● would have affected statistical validity if not addressed, ● resulted in missing or incorrect data, and ● gave students an advantage over other students taking the assessment or resulted in students being disadvantaged.
4. Did Not Observe:	The AC will use this code when he/she was not able to observe the AA conducting the procedure.
5. Not Conducted:	The AC will use this code when the procedure was not applicable or did not have to be completed for the given session.

F. Session Materials

On assessment day, your AC will give you the materials for each session you are assigned to conduct in the school. The session materials you receive will depend on the session type and grade. Refer to page 3.8 for a complete list of session materials by grade.

