CHAPTER 2

PREPARING FOR ASSESSMENT DAY

Test booklets and other materials must be prepared prior to assessment day.

The objective of this chapter is to provide you with step-by-step procedures you must follow to accurately prepare the NAEP assessment booklets.

In this chapter, you will

- learn about reviewing the assessment schedule;
- learn that you must practice reading session scripts before you go into the schools;
- learn the steps for preparing the assessment booklets, including accommodations booklets;
- learn how to conduct a quality control (QC) check on the prepared booklets; and
- learn which materials to take with you to the school on assessment day.

2 Preparing for Assessment Day

1. Activities to Complete Before the Assessment Period

After the AA In-Person Training, you will complete a few activities before the start of the assessment period on January 26, 2009. The activities you will complete include the following:

Procedure 1. Receive and Review the Assessment Schedule

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

Procedure 2. Meet With Your AC to Complete Post-Training Activities

Your AC will schedule a day and time to meet with everyone in the team to complete post-training activities. The meeting will be divided into two parts. During the first part of the meeting, your AC will go over the session scripts, Question-by-Question Specifications (QxQs), ancillary materials, and a review of the NAEP session materials. Your AC will also review all the activities you will complete at the school on assessment day.

During the second part of the meeting, you will work with the other members of your team and prepare the assessment booklets for the assessments scheduled in the upcoming week.

Procedure 3. Practice Using Session Scripts

It is your responsibility to practice using the session scripts before you administer an assessment session. It is important for you to be able to read the script verbatim and in a natural manner without stumbling over or omitting words. Since there are differences between scripts, you should also be familiar with the structure of the script that you will use to conduct the session. Directions for using the script to conduct assessment sessions are provided in chapter 4.

Voices of Experience:

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

2. Activities to Complete Before Assessment Day

Procedure 4. Receive and Review the Assessment Information Form

You will receive a completed Assessment Information Form (shown on the following page) from your AC for each school in your assignment at least 1–2 weeks before the assessment. This form will provide all of the information you need to prepare and conduct the assessment.

The general assessment information is provided at the top of the form. A school's participation in the Extended Student Background Questionnaire (ESBQ) and/or the National Indian Education Study (NIES) will also be noted here. For more information about these studies, refer to the *Overview* magazine.

Next is a table that shows the session information for all sessions in the school. Here you will find the schedule of the regular sessions, and any accommodations to be conducted in the regular sessions. If separate accommodation sessions are to be conducted, this table will contain information for those sessions. If NIES sessions are to be conducted, this information will also be noted here.

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

It is important that you arrive at the school on time and meet your assessment team in the appropriate location. Your AC will determine when and where the team will meet and will communicate that information to you on the Assessment Information Form.

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

Assessment Information Form (front)

AC: Sally Richardson PHONE #: 309-555-0123 REGION/AREA: FL2

ASSESSMENT INFORMATION FORM

ASSESSMENT DATE: February 4, 2009 ARRIVAL TIME: 8:00 am

SCHOOL: Dixon Middle School SCHOOL ID #: 992-122-0

ADDRESS: 12399 Eastern Ave., Oakland, FL 12345

SCHOOL COORD: Sam Stewart PHONE #: 309-755-5234

PRINCIPAL: Marilyn Bernard ☒ ESBQ ☒ NIES

SESSION # -OR- ACCOMM. GROUP #	REGULAR/ ACCOMMODATION	ROOM	TIME	AA	ACCOMMODATIONS IN **REGULAR SESSION** *(Admin Sched line #: accommodations required)*
RS0801	(R) / A	Cafeteria	9:00 am	Mary	
RS0802	(R) / A	Cafeteria	9:00 am	Janet	
RS0803	(R) / A	Cafeteria	9:00 am	Silvia	#2: EXT, OTH (Read Aloud to self)
1	R / (A)	Music Room	12:30 pm	Mary	
2	R / (A)	Library	12:30 pm	Silvia	
3	R / (A)	402	9:00 am	Mrs. Parks School Staff	
	R / A				
	R / A				
	R / A				
	R / A				

DIRECTIONS TO THE SCHOOL: See attached MapQuest map.

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

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

OTHER INFORMATION (POLICY FOR DISMISSING STUDENTS, HOW TO HANDLE LATECOMERS, ETC.):
Send students back to class after the assessment. Send latecomers and students who become ill or disruptive to the main office. Dial 403 on the cafeteria phone located behind the lunch counter.

IF NIES, INSTRUCTIONS FOR DISMISSING STUDENTS: Keep these students after the assessment and escort them to the library.

The back side of the form will contain information about the separate accommodations session to be conducted in the school. The form contains the line number, subject, and accommodations each student requires and space for you to record the start and end time for each student given the extended time accommodation. You will use this information to conduct accommodations that require a separate session, and then to code the accommodations on the student's booklet cover (as described on pages 6.8–6.11).

Assessment Information Form (back)

ACCOMMODATION SESSION INFORMATION

STUDENT INFORMATION

GROUP#	SESSION#	LINE#	SUBJECT	ACCOMMODATION(S) *(circle all that apply)*	NOTES	EXT: COG SECT I START/END		EXT: COG SECT II START/END	
1	RS0801	18	S	BDR BIB BID REA BRL LRG MAG SCR SMG ONE SSA EXT BRK OTH					
1	RS0802	10	S	BDR BIB BID REA BRL LRG MAG SCR SMG ONE SSA EXT BRK OTH					
2	RS0803	5	M	BDR BIB BID REA BRL LRG MAG SCR SMG ONE SSA EXT BRK OTH					
2	RS0803	14	M	BDR BIB BID REA BRL LRG MAG SCR SMG ONE SSA EXT BRK OTH					
3	RS0803	11	M	BDR BIB BID REA BRL LRG MAG SCR SMG ONE SSA EXT BRK OTH					
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				BDR BIB BID REA BRL LRG MAG SCR SMG ONE SSA EXT BRK OTH					

The codes from the back of the Assessment Information Form (and front of the students' booklet covers) along with a brief explanation, are listed in the table below.

Accommodations Codes and Descriptions	
Code	**Description**
BDR	Bilingual directions read-aloud
BIB	Bilingual booklet
BID	Bilingual dictionary (without definitions)
REA	Read-aloud
BRL	Braille
LRG	Large-print booklet
MAG	Magnification device
SCR	Scribe or use of computer
SMG	Small group
ONE	One-on-one
SSA	School staff administers
EXT	Extended time
BRK	Breaks during test
OTH	Other; specify on cover

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

Procedure 5. Meet With Team to Prepare the Booklets

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

Preparing the assessment materials for distribution is a multistep process. A checklist of these tasks is also provided in the Quick Checks section of this manual. Before you begin, you will need to gather the following materials from your AC:

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

If the ESBQ will be administered, you will prepare those questionnaires according to the procedures in chapter 8.

You will then perform the steps that follow.

5A. Check the bundles of assessment booklets.

Assessment booklets will be packaged in bundles. The number of booklets in the bundle depends on the grade and session type. The bundle sizes are listed in the table below.

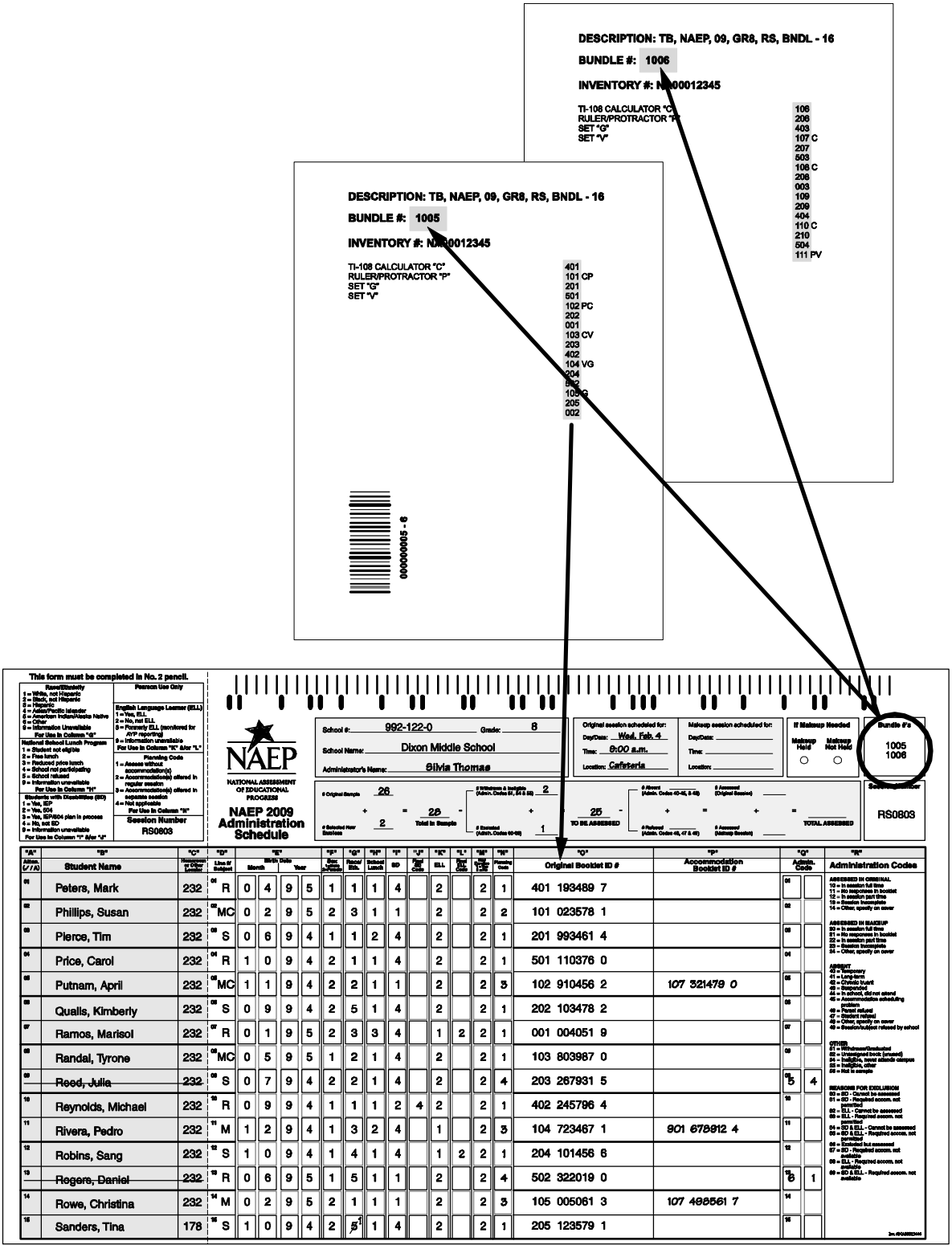
Bundle Sizes			
Session	**Subjects**	**Grade**	**# Booklets in a bundle**
RS	Reading/mathematics/science	4	14 booklets
RS	Reading/mathematics/science	8	16 booklets
RS	Reading/mathematics/science	12	16 booklets
RN	Reading/mathematics/science	4	14 booklets
RN	Reading/mathematics/science	8	16 booklets
RM	Reading/mathematics	12	16 booklets

Most boxes will contain two bundles of booklets. A numbered Bundle Slip will be shrink wrapped with each bundle. The **Bundle #** on the slip should match the number printed in the **Bundle #** box in the upper-right section of the Administration Schedule, as shown on the following page.

Each Bundle Slip will list the three-digit prefixes of the booklets contained in the bundle. These prefixes should match the original booklet ID number prefixes printed on the Administration Schedule. The slip will also show the types of additional materials needed for the booklets in the bundle.

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

Example of Bundle Slip and Corresponding Administration Schedule



5B. Record the line number and Session Number on the booklet cover.

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

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

5C. Replace the original booklet with a separate accommodation booklet, if necessary.

Some students may require a separate accommodation booklet in order to participate in NAEP. If so, your AC will assign an accommodation booklet to the student and record the booklet ID number in column **P** of the Administration Schedule. You will receive assigned accommodation booklets with your session materials for students requiring bilingual booklet (BIB), large-print booklet (LRG), read-aloud (REA), and Braille booklet (BRL) accommodations.

You must replace the original booklet with the accommodation booklet your AC recorded in column **P** of the Administration Schedule. On the original booklet, record an Administration Code of **52** and set it aside.

5D. Verify the booklet ID number and attach the student ID label.

Beginning with the first student listed on the Administration Schedule and the first booklet in the first bundle for the session, check that the booklet ID number is the same on the booklet and in column **O** of the Administration Schedule (see next page). If the student is assigned an accommodation booklet, check column **P** of the Administration Schedule.

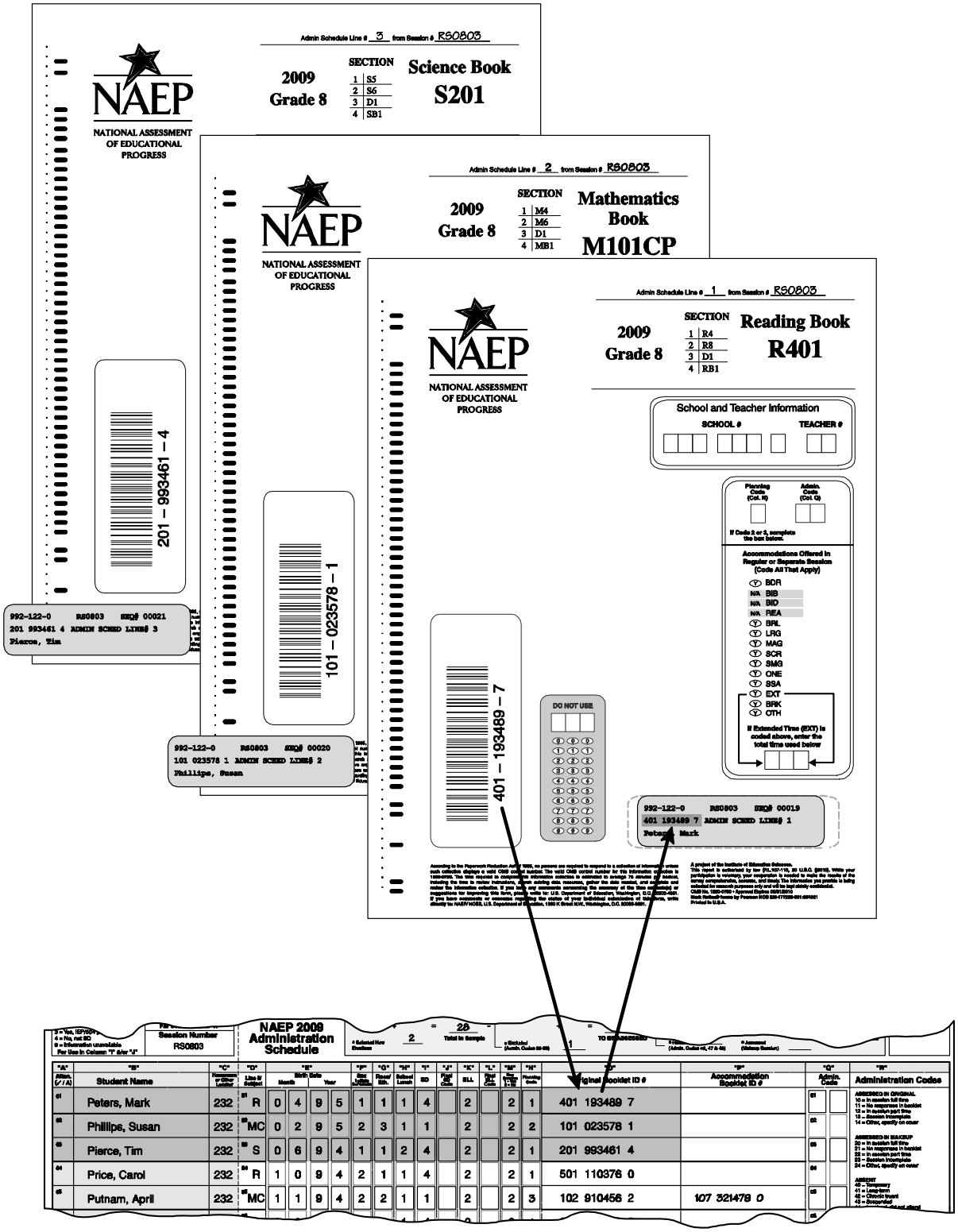
Then, attach the salmon-colored label bearing the student's name and booklet ID number to the cover of the booklet matching that ID. If you find you need to fix a label or create a new one, your AC will have blank removable labels to use for this purpose.

If the student will be assessed with an accommodation booklet, put a line across the booklet ID number on the student label and record the number of the accommodation booklet so the label ID number matches the accommodation booklet ID number and column **P** of the Administration Schedule.

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

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

Example of Verifying Booklet ID Number and Affixing Student ID Label



5E. Check column Q on the Administration Schedule for Refusal/Withdrawn/ Ineligible/and Excluded students.

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

Administration Codes for Refusal/Withdrawn/Ineligible/and Excluded Students	
Refusal Codes	
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.
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 or is expelled.
54	**Ineligible, never attends campus.** Student is listed as enrolled but is not physically attending the school (e.g., homeschooled 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 grade being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.
Reasons for Exclusion	
60	**SD – Cannot be assessed.** Student whose Individualized Education Program (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., a 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.
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., a Braille typewriter or other equipment 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., a bilingual dictionary or other equipment 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 required equipment was not available.

5F. Insert required ancillary materials inside the booklets.

Place any ancillary materials required for each booklet, as identified on the booklet cover by the letter next to the booklet version number, inside the front cover of the booklet. All ancillary materials should be placed inside the front cover except the calculators and foam shapes, which are handed out separately. Refer to page 1.12 for a list of ancillaries by grade.

Repeat this step for booklets to be used in each separate accommodation session.

5G. Review Assessment Information Form and identify students who require accommodations.

Look at the Assessment Information Form to identify students who require accommodations during the regular session and record the information next to the student's name in column **B** of the Administration Schedule.

Identify the students requiring separate accommodation sessions and pull their assessment booklets and set them aside.

You may not record any information about accommodations on the student ID label or any other materials the student may see during the assessment.

5H. Band together booklets.

After all booklets are prepared, band together the booklets for refusal, withdrawn, ineligible, and excluded students. All of these should be kept banded together and be placed at the bottom of the Session Box. It is a good idea to mark this stack of booklets with a piece of paper or a Post-it™ note.

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

Finally, band together the booklets for the regular session and place them in the Session Box with the Administration Schedule on top of the stack. Do not rubber band the Administration Schedule with the booklets as this could tear the Administration Schedule and thus make it difficult for Pearson to process.

5I. Give booklets to your AC for quality control (QC) check.

After you prepare your stack of booklets, your AC will conduct a spot check to ensure the booklets are prepared according to NAEP standards. To conduct this QC check, your AC will run every third or fourth booklet in the stack through a comprehensive series of checks. If errors are found, you and your AC will check each booklet to make sure that the same error has not been repeated. Before your AC conducts this check, you should switch Session Boxes with another team member and conduct an initial QC check of the booklets.

After the QC check is completed, your AC will record the results in the Booklet Preparation QC Record (shown on page 1.13). You will then repack the Session Box and return it to your AC along with the Administration Schedule. Your AC will keep the session materials until the assessment day.

Voices of Experience:

Tips for Preparing Booklets for Take-All Schools: When you and your AC prepare the booklets for the week's upcoming assessment, follow these procedures:

- Prepare the booklets in original Administration Schedule order. Be sure to record the Session Number and line number from the original Administration Schedule on the booklet covers.
- Your AC will have made a copy of the NAEP 2009 Listing of Sampled Students for each grade 4 classroom.
- Using a different highlighter color for each classroom, highlight each child who belongs in that classroom.
- Sort the booklets into piles by highlighter color.
- Pack the test booklets with the corresponding highlighted set of student lists in each Session Box for each classroom.
- Mark each Session Box with a highlighter color corresponding to the materials inside.

Procedure 6. Gather Materials to Bring to the School on Assessment Day

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

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

Upon arriving at the school, your AC will give you the assessment booklets and the other session materials you will need on assessment day. Before arriving at the school, review the *Strategies* magazine for tips on classroom management techniques, including information on working with students at each grade level.

Test Your Knowledge

Instructions: Number the booklet preparation steps in order (1–8) below.

_____ **a.** Conduct a QC check on the prepared booklets.

_____ **b.** Check the bundles of assessment booklets.

_____ **c.** Check column **Q** on the Administration Schedule for refusal/withdrawn/ ineligible/excluded students.

_____ **d.** Insert required ancillary materials inside the booklets.

_____ **e.** Replace original booklet with separate accommodation booklet, if necessary.

_____ **f.** Record the line number and Session Number on the booklet cover.

_____ **g.** Verify the booklet ID number and attach the student ID label.

_____ **h.** Band booklets together.

Instructions: Answer the following two questions:

A. What materials do you need to bring to the school on assessment day?

_____

B. Which of the following is **not** printed on the student ID label?

a. School ID
b. Student name
c. Booklet ID
d. School name

Answer Key: a. 8, b. 1, c. 5, d. 6, e. 3, f. 2, g. 4, h. 7.
A. NAEP ID Badge, Assessment Information Form, Manual with session scripts.
B. d.