

CHAPTER 3

COMPLETING ACTIVITIES UPON ARRIVAL AT THE SCHOOL

You're expected to arrive at the school early to prepare the room and materials for the assessment.

The objective of this chapter is to familiarize you with the activities you will complete at the school immediately before the assessment begins.

In this chapter, you will

- learn about your responsibilities when you first report to the school on assessment day;
- learn how to receive the session materials and prepare the room where the assessment will be held; and
- learn important guidelines about maintaining the security of NAEP materials.

3

Completing Activities Upon Arrival at the School

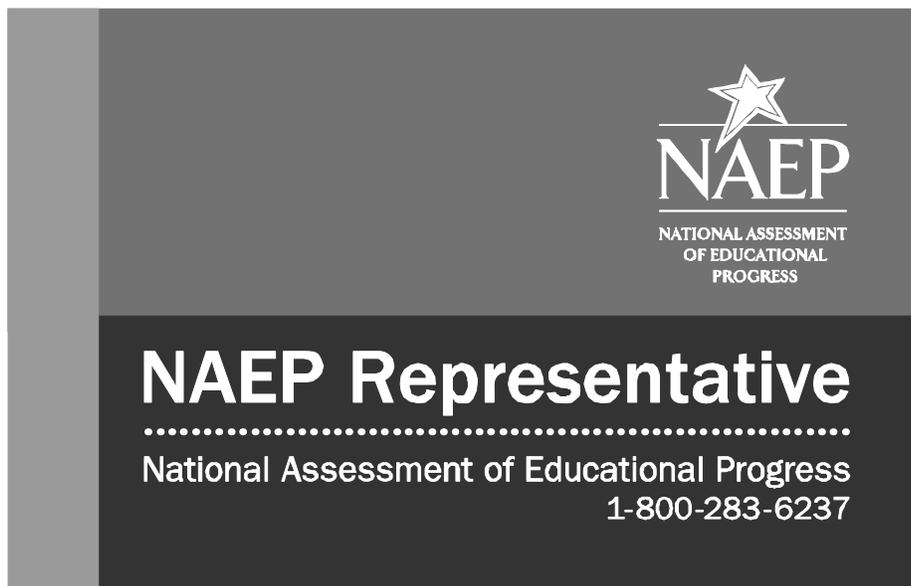
Procedure 1. Report to the School on Time

On the day of your assignment, arrive at the school 1 hour before the first session is scheduled. Your arrival time will be noted on the Assessment Information Form and should be confirmed with your assessment coordinator (AC) before the assessment day. It is imperative that you arrive on time.

If you live near other AAs on your team or your AC, you are encouraged to carpool to and from your assigned schools.

Wear Your NAEP ID Badge

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



Procedure 2. Meet NAEP Observers, If Necessary, and Follow Guidelines for Interacting With Observers

As explained in the *Overview* magazine, part of NAEP's comprehensive quality assurance (QA) program includes field observations by the National Center for Education Statistics (NCES), the NAEP State Coordinators, and the NAEP contracting organizations (Human Resources Research Organization [HumRRO], Educational Testing Service [ETS], Pearson, Westat), as well as your supervisor and field manager. Observations will be scheduled for a sample of NAEP schools on assessment day throughout the field period. The purpose of these visits is to monitor field staff performance and observe firsthand how well the assessment administration procedures work in the schools.

While this is the overall purpose of site visits, each 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 ensuring that all field procedures are working as planned and getting feedback from ACs and AAs on what might be improved in future years. In addition, your supervisor is required to observe each assessment team at least once during the field period and will be evaluating the team's performance using a standardized in-person observation form.

This year, NAEP State Coordinators will be conducting structured QA observations throughout the field period. Details about this visit are provided on page 3.5.

And finally, HumRRO has been contracted by NCES to conduct independent QA activities throughout the NAEP test cycle. HumRRO has set protocols for conducting site visits to meet its contractual obligation to NCES. Detailed information on HumRRO observations is provided on page 3.4.

All site visits by any of these groups will be scheduled in advance. Your AC will inform you prior to assessment day if you are expected to have observers at a given school in your assignment.

2A. Meet NAEP observers.

Observers will typically plan to arrive at the same time the assessment team is scheduled to arrive so they can observe all assessment day activities in the school. They will want to follow and observe you as you prepare for and conduct the assessment.

2B. Follow guidelines for interacting with observers.

Carefully study the guidelines on the next page before the assessment period begins. Your interactions with NAEP observers represent NAEP staff across the nation. Courtesy and professionalism should be shown at all times.

Interactions Between Observers and NAEP Staff Members

Observers and NAEP assessment administration teams may experience a variety of interactions, including the following:

- **Observation From a Distance**

The majority of assessment day activities will be easily visible by observers. It should be possible for NAEP staff to work while taking little or no notice of the observer. Observers generally try to find a seat in which they can watch 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, were performed prior to the arrival of the observers or were simply not directly observable. If the opportunity arises, observers may approach a member of the administration team to verify that a given task was performed.

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

Observers will likely want to observe detailed job tasks, including the proper completion of testing materials and paperwork. In some situations, observers may quietly walk among team members and view their work.

Observer Expectations

A collegial atmosphere can emerge between observers and NAEP staff during site visits. As a result, it may seem that when observers are present, they are working with NAEP staff. It is important, however, to note that observers, except Westat staff, are not present to advise NAEP staff on proper procedure. Some additional examples of what should and should not be expected of observers are presented in the following table. Allowable actions are check-marked below.

Action by Observer	Observers				
	HumRRO	NCES	ETS, Pearson	NAEP State Coordinator	Westat (Supervisor, FM, Home Office Staff)
Look at student booklets (used and unused)	✓	✓	✓	✓	✓
Answer general student questions about NAEP	✓	✓	✓	✓	✓
Answer questions about assessment booklet items (using QxQs)	--	--	--	--	✓
Talk during the assessment	--	--	--	--	--
Assist in assessment day activities	--	--	--	--	✓
Provide booklet security	--	--	--	--	✓
Action by ACs and AAs					
Answer questions upon being asked by:	✓	✓	✓	✓	✓
Ask procedural questions of:	--	--	--	--	✓

Observations by HumRRO

NCES has contracted with HumRRO to conduct independent QA activities throughout the NAEP test cycle. A large portion of HumRRO's QA activities include visits to training and assessment locations. The locations of assessment observations are selected from a comprehensive listing of all testing sites. The selection represents schools from across the country, as well as schools of various sizes. Particular NAEP staff members are not targeted for observation.

Observation Protocol

A team of two observers conducts most HumRRO site visits. Observation teams are instructed to split up during the visit, observe all session types being conducted in a given school (e.g., regular and accommodation sessions), and 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 activities conducted before, during, and after the assessment and for both AC 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 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.

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.

Observations by NAEP State Coordinators

In addition to site visits by HumRRO, NAEP State Coordinators will be conducting assessment observations throughout the field period. While NAEP State Coordinators have always observed assessments in the past, the QA observations for 2009 will be more structured. The purpose of these observations is to expand NAEP's quality control activities and ensure that NAEP data are of the highest quality possible.

NAEP State Coordinators have been instructed to observe at least 1 assessment at each sampled grade, and observe a total of 10 assessments within their respective state.

The observation protocol for the NAEP State Coordinator visits is similar to that of the HumRRO visits. NAEP State Coordinators will be "observing from a distance," so that it is possible for NAEP staff to complete their tasks while taking little or no notice of the observers. NAEP State Coordinators will plan to observe the entire assessment process, from the time the assessment team arrives at the school until they are packed up and ready to leave.

NAEP State Coordinators will be provided with a checklist (shown on page 3.6) that they will fill out as they observe a session. Keep in mind that these QA observations are not intended to be personnel reports or evaluations on NAEP field staff. Rather, the observations are part of the debriefing process on the NAEP 2009 assessments, and are intended to provide data to ensure that the NAEP assessments are conducted in a competent and consistent manner throughout the country.

NAEP State Coordinator Observation Checklist

NAEP State Coordinator
NAEP 2009 Quality Assurance Assessment Observation Checklist

State: _____ NAEP School ID: _____ Date: _____

Grade: _____ Circle one for each type of session:
Type of Session (1): Regular/With Accommodations
Type of Session (2): Paper & Pencil / HOT / ICT

Yes	No	NA (unable to observe)	Before the Assessment
			<ul style="list-style-type: none"> • Assessment team: <ul style="list-style-type: none"> ○ Reports to the school at least 1 hour before the assessment ○ Wears NAEP ID badges ○ Wears professional attire ○ Has all necessary materials • Assessment Coordinator (AC): <ul style="list-style-type: none"> ○ Introduces the team to the school staff present in the assessment room ○ Provides NAEP instructions for school staff who remain to observe ○ Performs Quality Control (QC) check of assessment locations • Assessment Administrator (AA): <ul style="list-style-type: none"> ○ Conceals all materials that may assist students in taking the test ○ Posts "Testing in Progress - Do Not Disturb" signs on all entrances to the testing location ○ Displays NAEP school ID number on the board
Yes	No	NA	During the Assessment
			<ul style="list-style-type: none"> • Assessment team: <ul style="list-style-type: none"> ○ Exhibits professional and unobtrusive behavior at all times • Assessment Coordinator (AC): <ul style="list-style-type: none"> ○ Observes the AA without being intrusive • Assessment Administrator (AA): <ul style="list-style-type: none"> ○ Verifies that students are in the correct assessment room ○ Begins the session on time (note if school was responsible for session delay) ○ Reads the correct script verbatim (note if the AA did not use a script) ○ Instructs students to remove the student ID labels from the covers of their booklets ○ Uses NAEP timer to time each section in the assessment booklet ○ Collects and destroys student ID labels while students are working ○ Answers questions without assisting students with cognitive assessment ○ Handles any difficult situations that may arise in an appropriate manner
Yes	No	NA	After the Assessment
			<ul style="list-style-type: none"> • Assessment team: <ul style="list-style-type: none"> ○ Accounts for all NAEP materials before dismissing students • Assessment Coordinator (AC): <ul style="list-style-type: none"> ○ Verifies accurate completion of Administration Schedule and booklet covers ○ Organizes NAEP Storage Envelope ○ Conducts QC check of materials to be shipped ○ Debriefs School Coordinator ○ Schedules make-up if necessary

Provide additional comments or observations on the back of this form.

Email form to Field Manager and Lauren Byrne LaurenByrne@westat.com

Procedure 3. Go to the Location Where the Assessment Team Will Meet

Your AC will arrange a place for the team of AAs to meet to review the session materials and discuss any last-minute details about the sessions. You will remain in this location until it is time to go to your assessment location.

Procedure 4. Receive the Session Materials

A list of these items is also provided in the Quick Checks section of this manual.

Your AC will provide you with all of the necessary materials for the session(s) you are scheduled to conduct. These materials are shown on page 3.8.

Session Materials		
Materials for each Grade 4 session	Materials for each Grade 8 session	Materials for each Grade 12 session
<p><u>Session Box</u></p> <ul style="list-style-type: none"> • Assessment booklets with ancillaries for all students in the session • Accommodation booklets for separate sessions (if necessary) • Original Administration Schedule • “Testing in Progress—Do Not Disturb” sign <p><u>Other</u></p> <ul style="list-style-type: none"> • Grade 4 Booklet Cover Poster • 10 blue calculators • Timer • Extra ancillary materials • One box of NAEP No. 2 pencils • NAEP 2009 Listing of Sampled Students in other sessions (if necessary) • Copy of the Roster of Questionnaires • Session Debriefing Form • ESBQ Administration Schedule (if necessary) • Copy of NIES Administration Schedule* (if necessary) • Student Appreciation Certificates • Assessment Information Form 	<p><u>Session Box</u></p> <ul style="list-style-type: none"> • Assessment booklets with ancillaries for all students in the session • Accommodation booklets for separate sessions (if necessary) • Original Administration Schedule • “Testing in Progress—Do Not Disturb” sign <p><u>Other</u></p> <ul style="list-style-type: none"> • Grade 8 Booklet Cover Poster • 10 gray calculators • Timer • Extra ancillary materials • One box of NAEP No. 2 pencils • NAEP 2009 Listing of Sampled Students in other sessions (if necessary) • Copy of the Roster of Questionnaires • Session Debriefing Form • ESBQ Administration Schedule (if necessary) • Copy of NIES Administration Schedule* (if necessary) • Student Appreciation Certificates (if school did not distribute) • Assessment Information Form 	<p><u>Session Box</u></p> <ul style="list-style-type: none"> • Assessment booklets with ancillaries for all students in the session • Accommodation booklets for separate sessions (if necessary) • Original Administration Schedule • “Testing in Progress—Do Not Disturb” sign <p><u>Other</u></p> <ul style="list-style-type: none"> • 10 gray calculators • Timer • Extra ancillary materials • One box of NAEP No. 2 pencils • NAEP 2009 Listing of Sampled Students in other sessions (if necessary) • Session Debriefing Form • ESBQ Administration Schedule (if necessary) • Student Appreciation Certificates (if school did not distribute) • Assessment Information Form
<p>* If your AC will be conducting the NIES after the assessment, he/she will provide you with a copy of the NIES Administration Schedule that contains the names of the students who will take the survey.</p> <p>Your AC will also provide you with a set of alphabetical table tents if you are administering a large session. Each tent has a letter from A to Z printed on both sides. Use the table tents to help students find their booklets before the session.</p>		

4A. Quality control (QC) check the assessment booklets and review the Assessment Information Form.

After you receive your Session Box from your AC, quickly QC check the assessment booklets. Make sure you have all the booklets and that they are in Administration Schedule order. You should also confirm that during transport to the school, none of the ancillary materials slipped out of the inside front cover of the booklets.



Perform QC Check of Assessment Booklets

If your session's assessment booklets were prepared in advance by an AA other than yourself, it is a good idea to quickly check the booklets to also make sure they were prepared properly.

If multiple sessions are being conducted concurrently at the school, you will receive a NAEP 2009 Listing of Sampled Students in the other sessions as well. You will need the list to assist any students who need help finding the correct session to attend.

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

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

4B. Prepare the Session Debriefing Form.

Before the session begins, fill out the top section of the Session Debriefing Form. Use the appropriate Administration Schedule for the session to obtain the necessary information. It is very important that you complete the top section of the form fully and accurately since there may be more than one session taking place at the school.

AC initials _____

SESSION DEBRIEFING FORM

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

Session Date: <u>February 4, 2009</u>	Region #: <u>FL2</u>
School Name: <u>Dixon Middle School</u>	School ID #: <u>992-122-0</u>
Person Completing Form: <u>Silvia Thomas</u>	AC: <u>Sally Richardson</u>
Other NAEP Staff Assisting with Session: <u>Janet Rojas, Mary Gardner</u>	
Other Observers Present: <u>Sam Stewart (School Coordinator)</u>	
Session Number: <u>RS0803</u>	
This session was:	
<input checked="" type="checkbox"/> Regular Session	<input type="checkbox"/> Accommodation Session
<input type="checkbox"/> Makeup Regular Session	<input type="checkbox"/> Makeup Accommodation Session
	<input type="checkbox"/> NIES Survey Session
	<input type="checkbox"/> Makeup NIES Survey Session

During the session, you will use this form to document any problems, questions asked by students, and reactions to the assessment materials and items from school staff, students, and observers. Have the form available at all times in case you encounter any problems or the students ask you any questions.

If you encounter a problem during the session, record a short description of the event and go back to it after the assessment to make sure you document exactly what happened, how it affected the students, and how and by whom the situation was resolved. If a student asks you a question, write some key terms that will help you remember what the question was and go back to it after the assessment and record a more detailed description of what the student asked. Your AC will review the form with you after the assessment.

Procedure 5. Adhere to Security and Confidentiality Guidelines

It is your responsibility to account for all assessment materials you receive on assessment day. Follow these guidelines to ensure assessment material is kept secure and confidential before each assessment day:

- Never, under any circumstances, allow anyone to examine NAEP assessment booklets, whether they are completed or unused. If school staff members ask to see the assessment booklets or have questions concerning their content, refer them to your AC. (Guidelines for Viewing Assessment Materials are on page 3.12.)
- School coordinators will receive NAEP *Sample Questions Booklets* for inspection by anyone interested in the study. The *Sample Questions Booklets* contain the NAEP 2009 background questionnaires. These booklets are also posted on the MySchool website (www.mynaep.com) and NAEP website (<http://nces.ed.gov/nationsreportcard>).
- Never leave any assessment booklets or other NAEP materials unattended. If you leave the school between sessions, take all of these materials with you and lock them in the trunk of your car. If you leave the preparation room provided by the school, either take the materials with you or ask another AA to watch them. **Never ask school staff or non-Westat staff to watch the assessment materials.**
- Only students whose names appear on the Administration Schedule may participate in the assessment (except if the school requires a nonsampled student to participate). Do not permit other students to see the assessment booklets.
- The names of the students who participate in the assessment must not be on or in completed assessment booklets when the booklets leave the school.
- If at any time, before, during, or after the assessment, you determine that a booklet is missing you must notify your AC immediately. Provide your AC with any information you have about the missing booklet. Westat must notify NCES immediately anytime an assessment booklet is reported missing.

At AA Training, you will commit yourself to keeping the used and unused assessment materials secure before, during, and after the assessment by signing an Oath of Office and Pledge of Confidentiality. A violation of the oath or pledge is sufficient grounds for disciplinary action, including dismissal and criminal penalties.

NAEP Guidelines for Viewing Assessment Materials

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

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

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

To fulfill the first requirement, NAEP has made sure since its inception that no information on individual students or schools is included in its data releases or reports. The names of students who have taken NAEP shall not leave the school building in which the assessment is administered, and all information collected by NAEP about individual students and schools will remain strictly confidential.

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

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

The *Sample Questions Booklets* contain the NAEP 2009 background questionnaires. Your AC will receive a supply of *Sample Questions Booklets* from Westat, and the booklets will also be posted on the MySchool and NAEP websites.

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

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

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

Copying or duplicating actual assessment booklets is never permitted. Following each assessment, NAEP releases to the public approximately 25 percent or more of the test questions. These released questions will not be used in future assessments and appear in the NAEP reports and on the NAEP website. You should encourage any interested party to view the previously released NAEP test questions on the NAEP website at <http://nces.ed.gov/nationsreportcard>.

Procedure 6. Prepare the Room

To properly prepare the classroom for the assessment, you must complete the tasks described in this section. A checklist of these tasks is also provided in the Quick Checks section of this manual.



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

6A. Set out the supplies you will need for the session.

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

Materials Out for Easy Access	Materials Ready for Distribution
<ul style="list-style-type: none">• <i>AA Manual</i> turned to the appropriate session script• Administration Schedule• NAEP 2009 Listing of Sampled Students (if multiple sessions in the school)• Copy of the Roster of Questionnaires (grades 4/8)• ESBQ Administration Schedule (if necessary)• NIES Administration Schedule (if necessary)• Timer• Session Debriefing Form• Assessment Information Form	<ul style="list-style-type: none">• Sharpened NAEP No. 2 pencils• Student Appreciation Certificates (if appropriate)• Prepared assessment booklets with appropriate ancillary materials inserted into the front cover• Correct number of grade-appropriate calculators• Extra calculators• Extra ancillary materials



Voices of Experience:

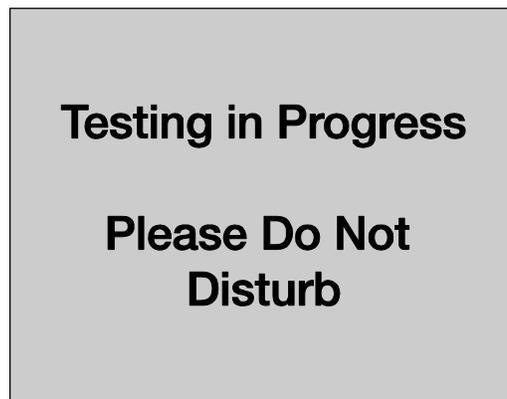
Organize your NAEP materials in the assessment room as best you can without disturbing the items on the teacher's desk or other table you are using. Never go through a classroom desk looking for or taking supplies. Always bring with you to the assessment location all of the supplies that you might need,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

6B. Erase or conceal visual materials.

If you have permission from the school, you should erase the chalkboards and, if necessary, conceal any school materials that would assist the students (e.g., multiplication tables, grammar aids, or science periodic tables). Your AC will inform you whether you have permission to erase the chalkboards.

6C. Post the “Testing in Progress—Do Not Disturb” sign outside the room.

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

**6D. For grades 4 and 8, hang the Booklet Cover Poster at the front of the room.**

You will use the appropriate Booklet Cover Poster to help instruct students where to record the school ID number and the teacher number on the booklet cover. Hang this poster at the front of the room.

**Voices of Experience:**

Before the assessment, wrap several inches of masking tape around your pencil to use when you need to hang the Testing in Progress Sign or the NAEP Booklet Cover Poster.

6E. For grades 4 and 8, write the teacher names and corresponding teacher numbers on the board.

On the chalkboard at the front of the room, write the teacher names and each teacher’s corresponding two-digit number. This information is located on the Roster of Questionnaires.

If the room does not have a chalkboard, notify your AC immediately, so he/she can obtain a write-and-wipe board or large piece of paper from the school coordinator.

NOTE: Some schools may have a promethean board in the room. These are white screens used for data display that look like dry-erase boards. Make sure not to write on them. Check with your AC before you write on any surface other than a chalkboard.

If you are conducting an eighth-grade session, you will need to group the reading, mathematics, and science teachers separately on the board, as shown on page 3.16. The reading teachers are listed on the front of the Grade 8 Roster and the mathematics and science teachers are listed on the back of the roster. Note that the mathematics teachers are on the white lines and will have numbers between 15 and 31 and the science teachers are on the shaded lines and will have numbers between 32 and 48. Reading teachers will have numbers between 1 and 14.

II. Teacher Questionnaire		I. NAEP Teacher Questionnaire										SCHOOL #: 9 9 2 - 1 2 2 - 0 <input type="checkbox"/> Pearson Use Only																	
Teacher #	Teacher Name	Teacher #	Mathematics							Return Status			Teacher #	Science						Return Status									
			Teacher Questionnaire ID #							Hardcopy	Online	Not Completed		Teacher Questionnaire ID #						Hardcopy	Online	Not Completed							
15	Mr. Brown	15	98	3	-	5	3	2	1	5	8	-	3				32	985-	4	1	2	5	6	9	-	3			
32	Mrs. Johnson	32	98	3	-	3	5	6	9	8	8	-	1				33	985-	3	5	6	9	5	1	-	2			
16	Ms. Pierce	16	98	3	-	3	5	6	9	8	8	-	1				34	985-	1	3	5	1	1	0	-	2			
33	Mr. Hoyt	33	98	3	-	3	5	6	9	8	8	-	1				35	985-							-				
17	Mr. O'Connor	17	98	3	-	5	3	1	1	0	0	-	2				36	985-							-				
34	Mrs. Denny	34	98	3	-	5	3	1	1	0	0	-	2				37	985-							-				
18		18	98														38	985-							-				
35		35	98														39	985-							-				
19		19	98														40	985-							-				
36		36	98														41	985-							-				
20		20	98														42	985-							-				
37		37	98														43	985-							-				
21		21	98														44	985-							-				
38		38	98														45	985-							-				
22		22	98														46	985-							-				
39		39	98														47	985-							-				
23		23	98														48	985-							-				
40		40	98																						-				
24		24	98																						-				
41		41	98																						-				
25		25	98																						-				
42		42	98																						-				
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28		28	98																						-				
45		45	98																						-				
29		29	98																						-				
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30		30	98																						-				
47		47	98																						-				
31		31	98																						-				
48		48	98																						-				

At the beginning of the assessment, the session script will instruct fourth- and eighth-grade students to record on their booklet cover the two-digit number of the teacher who teaches the subject in which they are being assessed.



Voices of Experience:

It is important, especially for grade 4, that all teacher names and corresponding numbers are displayed on the board. Leaving off one name and number can disrupt the flow of the assessment session and create a difficult situation for you to handle.

Example of Recording Grade 8 Teacher Numbers on the Board

Teacher Name Math Teacher # Science Teacher #

II. Teacher Questionnaire		III. NAEP Teacher Questionnaire											SCHOOL #: 9 9 2 - 1 2 2 - 0			<input type="checkbox"/> Pearson Use Only													
Teacher #	Teacher Name	Grade	Mathematics Teacher Questionnaire ID #										Return Status			Teacher #	Science Teacher Questionnaire ID #						Return Status						
			1	2	3	4	5	6	7	8	9	0	Hardcopy	Online	Not Completed		1	2	3	4	5	6	7	8	9	0	Hardcopy	Online	Not Completed
15	Mr. Brown		98	3	5	3	2	1	5	8	3							32	985	4	1	2	5	6	9	3			
32	Mrs. Johnson		98	3	3	5	6	9	8	8	1							33	985	3	5	6	9	5	1	2			
16	Ms. Pierse		98	3	3	5	6	9	8	8	1							34	985	1	3	5	1	1	0	2			
33	Mr. Hoyt		98	3	3	5	6	9	8	8	1							35	985										
17	Mr. O'Connor		98	3	5	3	1	1	0	0	2							36	985										
34	Mrs. Denney		98															37	985										
18			98															38	985										
35			98																										
19			98																										
36			98																										
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37			98																										
21			98																										
38			98																										

SCHOOL ID # : 992-122-0

READING TEACHER	TEACHER #	MATH TEACHER	TEACHER #
MR. THOMAS	01	MR. BROWN	15
MRS. SMITH	02	MS. PIERSE	16
MR. WILLIAMS	03	MR. O'CONNOR	17
SCIENCE TEACHER	TEACHER #		
MRS. JOHNSON	32		
MR. HOYT	33		
MRS. DENNEY	34		

Mathematics Book

1	M7
2	M3
3	D1
4	MB1

M101CP

School and Teacher Information

SCHOOL #	TEACHER #
9 9 2	1 2 2 0
1 7	

6F. For grades 8 and 12, write the school ID number on the board.

Write the school ID number from the Administration Schedule on the chalkboard.

The script will instruct eighth- and twelfth-grade students to record this number on their booklet covers. To reduce the possibility for error, you will record the school ID number on all grade 4 booklets after the session has been completed.

NAEP
NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

School #: 992-122-0 Grade: 8

School Name: Dixon Middle School

Administrator's Name: Silvia Thomas

SCHOOL ID # : 992-122-0

READING TEACHER	TEACHER #	MATH TEACHER	TEACHER #
MR. THOMAS	01	MR. BROWN	15
MRS. SMITH	02	MS. PIERSE	16
MR. WILLIAMS	03	MR. O'CONNOR	17
SCIENCE TEACHER	TEACHER #		
MRS. JOHNSON	32		
MR. HOYT	33		
MRS. DENNEY	34		

Mathematics Book

1 M7
2 M3
3 D1
4 MB1

M101CP

School and Teacher Information

SCHOOL # TEACHER #

9 9 2 1 2 2 0

6G. Conduct a QC check of the assessment room.

After you have finished preparing the room, your AC will conduct a QC check to ensure it has been prepared according to NAEP standards.

Once the QC check is complete, your AC will record the QC status on the Assessment QC Record, as shown on page 1.13.

Preparing the Assessment Room for Intact Classrooms

Some grade 4 schools will be assessing intact classrooms. In these schools, the students may already be in the room when you arrive and you may not have the opportunity to prepare the room ahead of time. In these cases, organization is the key to maintaining control over the students as you prepare for the assessment. If possible, enlist the help of the teacher to keep the students occupied while you set out your materials and prepare the room. During this time, the teacher could introduce you and encourage the students to do their best on the assessment.



Test Your Knowledge

Instructions: Determine if the statements below are True (T) or False (F).

- _____ 1. When AAs receive their session materials, they will also receive the NAEP 2009 Listing of Sampled Students in other sessions being conducted at the school to help students locate the correct session to attend.
- _____ 2. The assessment has to be conducted in a room with a chalkboard.
- _____ 3. Except for supervisors, field managers, and home office staff, NAEP observers are not present to advise NAEP staff on proper procedure.
- _____ 4. The AAs cannot let any school staff member see the assessment booklets unless the assessment has started.
- _____ 5. AAs should plan to arrive at the school at least 2 hours before the first session is scheduled.
- _____ 6. The Session Debriefing Form must be completed at the school and given to your AC after the assessment.
- _____ 7. When preparing the room, AAs should conceal school materials (if the school has given permission) that would assist the students.
- _____ 8. Before a grade 12 assessment begins, make sure to post the Booklet Cover Poster.

Answer Key: 1. T, 2. F, 3. T, 4. F, 5. F, 6. T, 7. T, 8. F.

CHAPTER 4

ADMINISTERING AND MONITORING THE SESSION

NAEP procedures must be followed exactly during the assessment. This includes timing, use of the script, answering student questions, and attention to detail regarding test materials.

The objective of this chapter is to provide you with step-by-step procedures to properly administer and monitor the assessment session.

In this chapter, you will

- learn details about how school information is recorded on the covers of the assessment booklets;
- learn how to time sessions correctly;
- learn procedures for distributing and collecting NAEP materials;
- learn how to handle latecomers and dismiss students from sessions; and
- learn how to monitor the sessions and answer student questions.

4

Administering and Monitoring the Session



Throughout the session, your assessment coordinator (AC) will conduct a series of quality control (QC) checks and record the results on the Assessment QC Record. This document is used to assist your AC as he/she will be evaluating how you administer and monitor the session to ensure that it is being conducted according to standard NAEP procedures.

Procedure 1. Begin the Session

Before the session begins, your AC will provide a Teacher Observer Letter or an Accommodation Teacher Letter (shown on pages 1.20–1.21) to any classroom teacher or other school staff member who intends to remain in the room during the assessment. The observer must read and sign the letter and return it to your AC before the session begins. School staff who remain in the room may not answer any questions that students ask, talk to anyone during the assessment, look at student booklets, or provide assistance on the assessment items.

To administer the session, perform the following:

1A. Ensure that each student is at the correct location.

As the session is beginning, verify that students are in the correct location. Use the NAEP 2009 Listing of Sampled Students for each session to determine in which session, if any, the student belongs.

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

1B. Begin the session on time.

You should make every effort to begin the session on time. If four or more students listed on the Administration Schedule have not arrived after you have taken attendance, wait a few minutes before beginning the session. While you are waiting, you may informally ask those

present if the missing students are absent from school that day. If your AC or a school staff member is present, discuss the possibility of finding the missing students. Proceed with the assessment if it is determined that missing students are, in fact, absent or after 5 minutes have passed. Do not, under any circumstances, allow another student to substitute for a sampled student who is absent from the session.

1C. Use the correct session script to conduct the session.

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

As described in chapter 1, you will have the following session scripts in the back of this manual:

- Grade 4 Session Script,
- Grade 8 Session Script,
- Grade 12 Session Script,
- Grade 4 Accommodation Session Script,
- Grade 8 Accommodation Session Script, and
- Grade 12 Accommodation Session Script.

Procedure 2. Follow the Session Script

2A. Read the session script verbatim.

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

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



Voices of Experience:

Draw an arrow on a Post-it™ note and use it to keep track of where you are in the script. Move the arrow along in the script as you read each section. This is helpful if you need to move away from the script to distribute materials or answer student questions. The arrow will help you identify where you left off.

2B. Use the most appropriate method to distribute booklets.

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

Option 1: Booklets and Materials Not Previously Distributed

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

Option 2: Booklets and Materials Previously Distributed

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

Once it looks like all students have arrived, walk around the room and collect the booklets from empty seats. The booklets for absent students should then be placed in Administration Schedule order in case a student arrives in time to participate. The booklets should then be counted along with the students present for the assessment to make sure all booklets are accounted for.

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

How Are Latecomers Handled?

Standard NAEP procedures address two different "latecomer" scenarios:

1. If a student arrives during booklet distribution, ask the student to wait at the front of the room while you finish distributing booklets. Then, check in the late student; give each his/her assigned booklet, pencil, and other required assessment materials; and direct the student where to be seated.
2. If a student arrives after the AA or the students have begun reading booklet directions, instruct the student to return to his/her classroom or to the office, according to school preference. **No student may be admitted once booklet directions are being read.**
Code the student **48**, absent other, on the Administration Schedule.

2C. Instruct students to remove the student ID label from the cover of their booklets.

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

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

Remove Label

Now remove the label with your name on it from the booklet cover. Place the label on the upper-right corner of your desk.

2D. Check that students have removed additional materials from the inside cover and placed them on the corner of their desks.

After the students have removed the student ID labels from the booklets, you will instruct them to remove any additional materials from the front cover of their booklet and place the materials on the corner of their desks.

Additional Materials

The assessment you are taking today uses many different booklets, each with different questions. Some may have sections in which you will need to use something extra, like a ruler/protractor or other materials. Please look now and remove any extra materials inside the front cover of your booklet.

- Pause and wait for students to remove the items.

If you have extra materials, put them on the upper-left corner of your desk. The instructions in your booklet will tell you when you need to use them.

Some of your booklets require using a calculator for at least one part of the booklet. If so, I will tell you when it's time to use one. You may use your own scientific or graphing calculator if your booklet requires one. However, you are not permitted to use a laptop or other portable computer, a cell phone, a pocket organizer, a device with a typewriter-style keyboard, an electronic writing pad, or a pen-input device. If you require a calculator and do not have one, I will provide you with one later.

2E. For grades 8 and 12, verify that students have properly recorded the school ID number on their booklet covers.

The session script instructs students in grades 8 and 12 to enter the school ID number you wrote on the board prior to the start of the assessment.

For grade 8, use the Booklet Cover Poster to show students where to record this number.

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

Code the Booklet Cover

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

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

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

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

2F. For grades 4 and 8, verify that all students have properly recorded the two-digit teacher number on their booklet covers.

The session script instructs students in grades 4 and 8 to record their two-digit teacher number from the board onto their booklet covers. You will have already written this information on the board prior to the start of the assessment. Use the Booklet Cover Poster, provided by your AC, to show students where to record this number.

To collect accurate data, it is critical that students enter the correct teacher number. Data analysts match these two-digit teacher numbers to the Teacher Questionnaires for each school.

Walk around the classroom and conduct a spot check of students' booklets to be sure this information is entered in the correct location on the student's booklet cover.

If a student says his/her teacher is not listed on the board, ask the student to write the teacher's name on the cover instead. Then, discuss this new teacher with your AC after the assessment. Your AC will inform you of the correct teacher number. You will then erase the teacher's name from the booklet cover and record that teacher number in the Teacher # boxes.

Now, please look at the top-right corner of your booklet cover. If you have a math booklet, locate the name of your **math** teacher on the board. Write your teacher's two-digit number on your booklet cover in the boxes labeled "Teacher Number."

- As you read the script, point to the math teacher numbers on the board and the "Teacher #" boxes on the Booklet Cover Poster.
- Repeat instructions as necessary to make sure students understand what to do.

If you have a reading booklet, locate the name of your **reading** teacher on the board. Write your teacher's two-digit number on your booklet cover in the boxes labeled "Teacher Number."

- As you read the script, point to the reading teacher numbers on the board and the "Teacher #" boxes on the Booklet Cover Poster.
- Repeat instructions as necessary to make sure students understand what to do.

If you have a science booklet, locate the name of your **science** teacher on the board. Write your teacher's two-digit number on your booklet cover in the boxes labeled "Teacher Number."

- As you read the script, point to the science teacher numbers on the board and the "Teacher #" boxes on the Booklet Cover Poster.
- Repeat instructions as necessary to make sure students understand what to do.

If your math, reading, or science teacher is not listed on the board, please raise your hand.

- Assist students whose teachers are not listed on the board. If the teacher is not listed on the Roster, write the name of the teacher on the booklet cover and follow up with your AC after the assessment.

2G. For grade 4, read the booklet directions aloud.

The instructions for using the assessment booklets are presented on the first two pages of each booklet and are reprinted in the script. The script instructs you to read these directions aloud to grade 4 students. Students in grades 8 and 12 will be given time to read the directions to themselves.

Booklet Directions

Now open your booklet to the directions on the first two pages. Read the directions to yourself as I read them out loud. If you have any questions, raise your hand.

- Do not admit any more students into the session.
- Read the directions, examples, and answers on the next 2 pages to the students.

2H. For grade 4, distribute and collect calculators appropriately, when required.

Throughout the session, some students being assessed in mathematics will need to use a calculator. Because it is very important that students have a calculator only when working in a section that requires one, calculators must be distributed and collected from individual students at the beginning of each mathematics cognitive section in the assessment booklet. Follow the script instructions for distributing and collecting calculators throughout the session.

If a mathematics booklet requires a calculator, a large “C” (for calculator) will appear on the booklet cover in the upper-right corner, next to the booklet version number. There will also be a “C” printed in the upper-right corner of each page of the booklet that requires a calculator.

SECTION 2 **C Section 2**

YOU WILL NEED A CALCULATOR FOR THIS SECTION.

REMEMBER: You will have to decide whether to use the calculator. For some questions using the calculator is helpful, maybe even necessary, but for other questions the calculator may not be helpful. After each question you will be asked if you used the calculator.

The letter “C” will serve as a visual cue for you as you walk around the room and glance at the student’s booklet to verify whether the student should be using a calculator or not. The “C” will also be printed in column **D** of the Administration Schedule (next to the “M” for mathematics) for each student requiring a calculator for easy reference.



Voices of Experience:

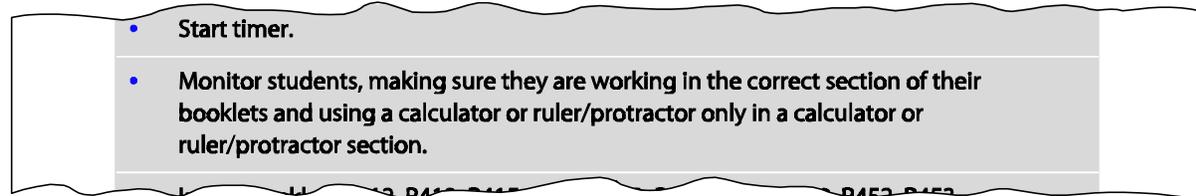
When distributing NAEP calculators, keep the covers to keep track of the number of calculators you have distributed.

2I. For grades 8 and 12: If students are using their own calculators, check to see that calculators are NAEP appropriate.

Students in grade 4 must use calculators provided by NAEP. Students in grades 8 and 12 may use their own personal calculators as long as they are not a laptop or other portable computer, pocket organizer, cell phone, device with a typewriter-style keyboard, electronic writing pad, or pen-input device.

You will instruct these students to take out and put away their calculators at the appropriate times. You will not collect calculators from those students who brought their own.

Students in grades 8 and 12 who do not bring a calculator should be given one of the gray NAEP calculators. It is your responsibility to check during the course of the assessment to verify that students are using only NAEP-appropriate calculators. You must also check that students only use the calculator in sections where a calculator is required. All other times, the calculators must be collected or put away.



2J. Check that students use mathematics ancillaries only when required.

Throughout the session, walk around the room and make sure students are using the mathematics ancillaries only when required by the booklet. When a section of the booklet requires an ancillary, the ancillary identifier will be printed on the upper-right corner of each page of the booklet.

- For grade 4, make sure students use the ancillary R (ruler) only when required.
- For grade 8, make sure students use the ancillary P (ruler/protractor) only when required.
- For grade 12, make sure students use the ancillary P (ruler/protractor) and ancillary F (reference sheet of mathematics formulas) only when required.

Procedure 3. Monitor the Session

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

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



Voices of Experience:

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

3A. Time sections appropriately.

Each assessment booklet contains two cognitive sections for students to answer. There are also general background questions and subject-area background questions.

All booklet sections are timed while students work independently, except for the grade 4 general background section, which is read aloud to the students. The session scripts provide instructions for the timing of each section. The chart below summarizes the timing for each grade and session type.

Booklet Section Timing		
Section #	Content	Timing
Section 1	Subject-area cognitive items	25 minutes
Section 2	Subject-area cognitive items	25 minutes
Section 3	General student background questions	(In grade 4, read aloud by AA) 5 minutes (grades 8 and 12)
Section 4	Subject-area background questions	10 minutes (grade 4) 8 minutes (grades 8 and 12)
If school is selected for ESBQ		
Section 5	Extended Student Background Questionnaire (ESBQ)	5 minutes

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



Voices of Experience:

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

NAEP Timer Instructions (TYPE A)

(Read all four steps before you begin.)

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

**NAEP Timer Instructions (TYPE B)**

(Read all five steps before you begin.)

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



3B. Answer students' questions about how to record answers.

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

3C. Answer students' questions during cognitive block (or subject-area) sections of the assessment.

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

Instead, you must reply with this scripted response:

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

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

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

Ensure that students who have finished sections early have not gone back to previous sections or worked ahead in the booklets.

- Redirect students who appear to be working in the wrong section of a booklet. If students finish a section early, they may not go back to previous sections or work ahead.
- If a student is working in the wrong section of the booklet, a gentle reminder of the correct section will suffice as an effective prompt (e.g., **“You should be working in Section 2 now.”**). Then, you should continue to stand near the student until you see that he/she is working on the correct section.
- A student who completes a section of the booklet before time is called should be encouraged to review his/her work in that section only. The student should not be allowed to work ahead in the NAEP booklet, review previously completed sections of the NAEP booklet, read other material, or work on his/her homework or another non-NAEP activity.

3D. Answer students' questions during the general background section.

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

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

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

It is NAEP policy that a student may skip any background question he/she does not feel comfortable answering. You should advise students of this if they ask.

3E. Answer students' questions during the subject-area background section.

You must respond to students' questions during the subject-area background section by referring to the mathematics, reading, or science QxQs, found in the back of the session scripts.

As with the questions asked by students during the general background section, they should be answered individually. If a student has a question, you should walk to the student's desk and respond quietly to the question. Students may skip any subject-area background question that they do not feel comfortable answering.



Voices of Experience:

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

Handle difficult situations pertaining to students' behaviors or attitudes.

- Occasionally during the course of administering an assessment, you may encounter a difficult situation with student behavior or attitude. It is important that you respond appropriately to each situation. The *Strategies* magazine provides important classroom management techniques to help you avoid many of these situations. It also provides guidelines for handling difficult situations when they do arise.
- Record a note about the difficult situation on the Session Debriefing Form. Do not write it on the booklet cover.
- The table below outlines the guidelines and procedures for coding these situations. For more information on coding student booklets, see page 6.8.

Behavior	Guidelines
Behavior becomes disruptive and out of control	<ul style="list-style-type: none">• If student does not remain in the session, write “disruptive behavior” and line number of the student on the Session Debriefing Form.
Reluctant or refuses to participate	<ul style="list-style-type: none">• If student continues to refuse, collect the booklet and materials and dismiss him/her according to the school's instructions.• Write “Student refused to work” and line number of the student on the Session Debriefing Form.
Emotionally upset	<ul style="list-style-type: none">• If student does not remain in the session, write “Emotionally upset” and line number of the student on the Session Debriefing Form.
Asks to leave the session	<ul style="list-style-type: none">• If student leaves and returns for any reason, it is not necessary to record the time on the student's booklet cover (unlike previous years).• If student cannot complete the session, collect the booklet and other materials, and record the reason on the Session Debriefing Form.
Becomes ill	<ul style="list-style-type: none">• If student does not remain in the session, write “Student became ill” and line number of the student on the Session Debriefing Form.

Handle other unexpected situations that may arise.

- Listed below are three special situations that may arise while you are administering a session, along with guidelines and coding procedures you should follow:

Situation	Guidelines
Student received defective assessment materials	<ul style="list-style-type: none"> • If a student discovers a defective booklet after beginning to work, replace the booklet with another booklet of the same version number, if possible. • Record the booklet ID number of the defective booklet on the front cover of the replacement booklet. • 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. • In the event an ancillary material is found to be defective, replace it with another (of the same material), if possible. • Record details and the line number of the student on the Session Debriefing Form.
School fire alarm	<ul style="list-style-type: none"> • Your first priority is the safety and evacuation of the students and yourselves from the building. If your AC 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 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. • Write a brief note explaining the fire drill on the Session Debriefing Form.
School lockdown	<ul style="list-style-type: none"> • Your first priority is the safety of the students and yourselves. • Generally, a school staff member will advise you of the school protocol in this situation. • Be sure to first follow these instructions. Then, if necessary, stop the timer and collect all the assessment booklets from the students. • When a school staff member has indicated it is okay to proceed with the assessment, redistribute the booklets and adjust the timing of the assessment to account for the lost time. • Write a brief note explaining the lockdown on the Session Debriefing Form.

Procedure 4. End the Session

4A. Collect student ID labels.

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

If the school is participating in the ESBQ, it will be administered as the last section of the student's booklet. Refer to chapter 8 for procedures on administering the ESBQ.

4B. If the National Indian Education Study (NIES) will be administered, distribute appointment cards.

In schools where the NIES will be administered, your AC will have discussed with the school coordinator when and where the NIES will be administered. This information will be provided to you on the Assessment Information Form. Although your AC is responsible for administering the NIES, you are responsible for informing the students about the survey and distributing the NIES appointment cards.

As you walk around the room collecting the student ID labels, place the NIES appointment cards on the upper-right corner of the students' desks who will be asked to participate in the survey. While you distribute the cards, it is important that you are sensitive to the students' feelings. Every effort must be made to make sure students do not feel singled out by being asked to participate in the NIES.

The script will instruct you to invite the selected students to participate in the NIES. Your AC will have arranged when to conduct the NIES with the school coordinator and will inform you about this before the assessment. You will then follow the script using the appropriate option to invite the students to participate in the survey.

Option 1: NIES to Be Administered Immediately Following the NAEP Assessment

You will ask the students to whom you distributed the NIES appointment cards to remain in the room after the other students have been dismissed. If necessary, you will escort the students to the location where the NIES will be administered.

Option 2: NIES to Be Administered at a Later Time

You will inform the students to whom you distributed the NIES appointment cards that later in the day they will be taking part in a special survey and refer them to their appointment card for the time and location where the survey will take place.

4C. Collect NAEP materials at the end of the assessment.

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

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

Option 1: Student Comes Forward With Materials

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

Place all the ancillaries the students used in a pile. Make sure you collect all other NAEP materials the students may have used, such as calculators, in a separate pile on the table or workspace in front of you.

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

Option 2: AA Walks Around and Collects Materials

Instruct students to place the assessment booklet on the corner of their desk or workspace and place their ancillary materials next to it. Collect each booklet and the used ancillary materials from each student. You should also collect any other NAEP materials the student may have used, such as calculators. Count the booklets before dismissing students to verify that all are accounted for.

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

4D. Account for all NAEP materials before dismissing students.

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

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

If you find any NAEP booklets (including blank ones) missing, students are not to be dismissed until the missing booklet has been found. You must also inform your AC immediately about the missing booklet.

4E. Dismiss students according to school protocol outlined on the Assessment Information Form.

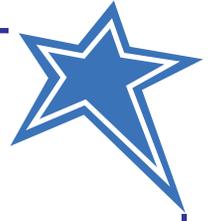
Dismiss students at the conclusion of the assessment session in the manner described on the Assessment Information Form. In order to maintain a good rapport with the school, it is important you follow school protocol.

If the school has students selected to participate in the NIES student survey, this information will also be noted on the Assessment Information Form. If the NIES will be conducted immediately following the assessment session, you will need to ask the students selected to participate to remain in the classroom. When all of the other students have left the room, and you have accounted for all of the session materials, escort those students to the location where the AC will administer the NIES (unless they will remain in the same classroom as during the NAEP session).



Voices of Experience:

After each assessment, flip the timer battery to prevent the timer from going off at an inappropriate time. This will also extend the battery life.



Test Your Knowledge

Instructions: Fill in the blanks. Choose the correct answer from the box below:

1. Students who complete a section early should be encouraged to _____.
2. If a student arrives late after the AA or the students have begun reading booklet directions, the AA should _____.
3. If a student asks to leave the session early and cannot complete the session, write the reason the student left on the _____.
4. Students are instructed to remove the student ID labels from their booklets _____.
5. AAs should use the following statement during the _____ sections of the assessment. "I'm sorry. I cannot answer any questions. Please reread the question and do the best you can."
6. Students are given _____ minutes to complete both cognitive sections of the assessment.
7. After the assessment, dismiss students following the instructions on the _____.

Answer Choices:

- a. instruct the student to return to class
- b. in order for AAs to take attendance
- c. 50
- d. cognitive
- e. 70
- f. give the student his/her booklet
- g. booklet cover
- h. review his/her work in that section only
- i. subject-area background
- j. Admin. Code 11
- k. work on his/her homework
- l. in order to maintain confidentiality
- m. Assessment Information Form

Answer Key: 1. h, 2. a, 3. g, 4. l, 5. d, 6. c, 7. m.