

## CHAPTER 6

### PRIOR TO ASSESSMENT DAY

*All assessment materials should be prepared and checked for quality control (QC) prior to assessment day.*

To be prepared for the school's assessment, the following activities should be conducted immediately before the scheduled assessment day: assigning accommodation booklets to students, preparing the assessment booklet covers with your assessment administrators (AAs), conducting a QC check of the prepared booklets using **Part 3** of the *Quality Control Booklet (QCB)*, and gathering materials to bring to the school. At the conclusion of the chapter, you should be familiar with the tasks described above.

# 6

## Prior to Assessment Day

### **Procedure 1. Distribute the Assessment Information Form to Your Assessment Administrators (AAs)**

You must communicate information about regular sessions and accommodation sessions to your AAs prior to the assessment day through the Assessment Information Form as described in **Procedure 8** of chapter 5.

### **Procedure 2. Assign Accommodation Booklets**

The first activity to complete prior to assessment day is to assign an accommodation booklet to each student requiring one. Refer to the table below for a list of available accommodation booklets.

Accommodation	Subjects Allowed	Grades Booklet Is Available
<b>(BIB) Bilingual booklet</b>	Mathematics	4, 8
	Science	4, 8
<b>(LRG) Large-print booklet</b>	Reading	4, 8, 12
	Mathematics	4, 8, 12
	Science	4, 8, 12
<b>(REA) Read aloud</b>	Mathematics	4, 8, 12
	Science	4, 8, 12
<b>(BRL) Braille booklet</b>	Reading	4, 8, 12
	Mathematics	4, 8, 12
	Science	4, 8, 12





## Procedure 4. Gather Local AAs to Prepare Assessment Booklets for the Upcoming Week

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Once a week during the assessment period, you will assemble local AAs to prepare the booklets for assessments scheduled for the following week. Before your AAs arrive, do the following:

- Decide which AA will prepare the booklets for each session. It is best for the AA who will conduct a session to prepare the booklets for that session, but this may not always be possible.
- Gather the following materials for each session to give to the AA who will be preparing the materials for the session:
  - Administration Schedule;
  - The Session Box containing:
    1. student ID labels,
    2. assessment booklets,
    3. ancillary materials, and
    4. accommodation booklets, if necessary.
  - If necessary, ESBQ booklets and labels.

**NOTE:** Pearson packed each Session Box with the average number of ancillary items needed for a session. There will be sessions in your assignment that require more ancillaries than were provided for in the Session Box. Therefore, it is important you provide the additional materials you received in your bulk supplies for AAs to use when preparing the booklets.



### Voices of Experience—Tips for Preparing Booklets for Take-All Schools

**When you and your AAs prepare the booklets for the week’s upcoming assessment, follow these procedures:**

- Make one copy of the NAEP 2009 Listing of Sampled Students for each grade 4 classroom, plus one extra set (your copy).
- Designate one set of each NAEP 2009 Listing of Sampled Students copy for each classroom.
- On each NAEP 2009 Listing of Sampled Students, the AAs will highlight each student who belongs in that classroom using a different highlighted color for each classroom. (Also highlight the student’s names and classrooms on the extra set.)
- Have the AAs prepare the booklets in original Administration Schedule order. Be sure to record the Session Number and line number from the original Administration Schedule onto the booklet covers.
- Sort the booklets into three piles by highlighted color (i.e., classroom).
- 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 highlighted color that corresponds to the materials inside.

### Procedure 5. Perform a QC Check of the Prepared Booklets and Report Their Status in the QCB

Once AAs have finished preparing the booklets, you are responsible for conducting a quality control (QC) check of the booklets. Additionally, your team of AAs should conduct its own QC check to make sure the booklets have been prepared properly, but you are responsible for the final check of the booklets for each session.



To conduct this final QC check, thumb through the booklets and conduct a “spot check” to verify that the booklets have been prepared correctly. As a general rule, run every third or fourth booklet in each stack through the comprehensive series of checks beginning on page 6.6.

**Procedures 5A through 5K** on the following pages will help you identify any major errors with the booklet preparation. If you find any errors, consult the AA immediately, and together with the AA, check each booklet to make sure that the same error has not been repeated.

Once you have completed the QC check of the booklets, report the status of the materials in **Part 3** of the *Quality Control Booklet* (QCB) on the Booklet Preparation QC Record, shown on page 6.6. There is one Booklet Preparation QC Record in the QCB. Use one row of the record for each AA.

Evaluate the AA’s preparation of the booklets on a rating scale of 1 through 3. The rating categories are defined as follows:

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

If AC completed the booklet preparation, check

AA Name	AA Task	Rating	Comments*
	Prepared Assessment Booklets According to Procedure	1. AA Met <input type="checkbox"/> 2. AA Partially Met <input type="checkbox"/> 3. AA Did Not Meet <input type="checkbox"/>	
	Prepared Assessment Booklets According to Procedure	1. AA Met <input type="checkbox"/> 2. AA Partially Met <input type="checkbox"/> 3. AA Did Not Meet <input type="checkbox"/>	

**5A. Ensure that the AA has prepared the correct booklets for the session.**

Assessment booklets will be packaged in bundles. The number of booklets in the bundle depends on the grade and the session type. Check that the **Bundle #** on the slip matches the number printed in the **Bundle #** box in the upper-right and section of the Administration Schedule.

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

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

**5C. Verify that the original booklet has been replaced with a separate accommodation booklet, if necessary.**

Students who require accommodation booklets in the regular session should have the accommodation booklet substituted for the original booklet. Every student who receives an accommodation booklet will have an accommodation booklet ID number assigned to him/her in column **P** labeled Accommodation Booklet ID # on the Administration Schedule.

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Verify that

- for each student assigned an accommodation booklet in the regular session, the AA has removed the original booklet from the pile and replaced it with an accommodation booklet, and
- the original booklet has been coded with an Administration Code of **52** on the cover and set aside.

Also verify that the accommodations booklets for students who will be assessed in a separate accommodation session have been removed from the stack and banded together for the accommodation session.

Booklets for students who will be assessed in a separate accommodation session should be separated, banded together, and stored in the Session Box.

**5D. Verify that the booklet ID number on the preprinted label matches the booklet ID number on the Administration Schedule and the booklet cover.**

Check that the AA has put a line across the booklet ID number on the student label and recorded the number of the accommodation booklet so the label ID number matches the accommodation booklet ID number column **P** of the Administration Schedule.

Check that

- the label is attached;
- the booklet ID number matches the Administration Schedule in column **O**, labeled **Original Booklet ID #**, or column **P**, labeled **Accommodation Booklet ID #**;
- the ID number on the affixed label and the ID number printed on the booklet cover match; and
- if the student has been assigned a separate accommodation booklet, the AA has written the accommodation booklet ID number on the affixed label.

**5E. Verify that any booklets assigned to ineligible, withdrawn, parent refusals, student refusals, or excluded students have been pulled from the stack and banded together.**

Check that

- codes of **45–47, 49, 51, 54–55, or 60–65** and **67–69** have been entered as the Administration Code in column **Q** on the Administration Schedule;
- the booklets corresponding to students with these codes have been removed from the stack and banded together; and
- these booklets have the corresponding Administration Code written on the preprinted label.

**5F. Ensure that the correct ancillary materials have been placed inside the front cover of the assessment booklets.**

Ancillary materials required for each booklet are identified by the letter(s) next to the booklet version number in the upper-right corner of the booklet cover. Verify that the correct ancillary materials have been placed inside the front cover of the correct assessment booklet.

**NOTE:** The calculator and the foam shapes are the only ancillary items not placed in the booklet during booklet preparation.

**5G. Ensure that the booklets have been banded together and the Administration Schedule is on top of the stack of booklets.**

Banding together the stack of booklets will prevent the booklets from becoming mixed up or separated prior to the final steps of preparation on assessment day.

Conduct a spot check of the booklets to ensure that

- each student's line number and Session Number have been recorded in the spaces provided in the upper-right corner of the booklet; and
- all assessment booklets are in the proper Administration Schedule order.

Place the Administration Schedule back in the School Folder.



**Procedure 6. Monitor AAs Preparing the Extended Student Background Questionnaires (ESBQs), If Necessary**

For schools selected for the ESBQ, AAs will be responsible for preparing the ESBQ booklets for every student listed on the ESBQ Administration Schedule. ACs will be provided with an ESBQ Administration Schedule in each School Folder. To monitor the AAs preparing the ESBQ booklets, reference chapter 8 of the *AA Manual*. As the questionnaires are prepared, check that the AAs stack them in ESBQ Administration Schedule order.

**6A. Verify that the ESBQ student label matches the NAEP booklet student label.**

Check that the correct ESBQ student label also matches the NAEP booklet label.

**6B. Verify that the NAEP Administration Schedule line number and Session Number are recorded in the space provided.**

Check that the AA has recorded the Administration Schedule line number and Session Number on the cover of the ESBQ booklet.

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**6C. Verify that the correct ESBQ barcode is recorded on the ESBQ Administration Schedule.**

Check that the barcode on the cover of the ESBQ booklet matches the barcode ID # on the ESBQ Administration Schedule. Note that an ESBQ booklet must be assigned for every line that has a NAEP student booklet ID number, regardless of whether or not a student is assigned to the number.

**6D. Verify that the ESBQ booklets are placed in the back of the student booklets, if applicable.**

If the school is participating in the ESBQ, ensure that the AAs preparing the ESBQ booklets have ones in the back of the regular NAEP booklet.



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**Procedure 7. Prepare NIES Surveys, If Necessary**

If the school is confirmed NIES, you will need to prepare the NIES Surveys. Refer to page 9.22 in chapter 9 for the procedures.

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**Procedure 8. Review the Quality Control Booklet**

Review **Parts 1–3** of the QCB to ensure that all the preassessment activities have been completed. If you have omitted something, correct it now.

- Make note of the information you need to collect from the school coordinator when you arrive at the school.
- Review the date, day, and time of the assessment.
- Review directions to the school and parking instructions.
- Review the Assessment Information Form that you prepared for your team to verify that it is complete.
- Verify which AAs will administer each session at the school.

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## Procedure 9. Review Materials in the School Folder

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Review the materials in the School Folder to ensure that you bring the correct materials for the school. Verify that you have the Administration Schedule(s) for the school and all of the other critical documents that should be included. Use the School Folder Transmittal Form located in the School Folder to check these documents.

## Procedure 10. Review Security and Confidentiality Procedures for Missing Booklets and Materials

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It is your responsibility to account for all assessment materials you receive. **All session materials must remain under lock and key.** Your supervisor must be notified within 1 hour in the event that any of the session materials are missing.

### Confidentiality Procedures

- Never, under any circumstances, allow anyone to examine NAEP assessment booklets, whether they are completed or unused. School staff members may ask you or your AAs to see the assessment booklets or have questions concerning their content. If so, become familiar with the Guidelines for Viewing Assessment Materials on the following page.
- 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 ([www.mynaep.com](http://www.mynaep.com)) and NAEP (<http://nces.ed.gov/nationsreportcard>) websites.
- 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 an 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.

## 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, 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>.

### Missing Booklets

From the time that Pearson ships student booklets to the time that you return them to Pearson, the student booklets should all be accounted for. In the event of a missing booklet, you should make every attempt to locate it.

If a missing booklet is identified after the session, locate the school coordinator immediately. Provide the student's name, and ask the school coordinator to locate the student. If the student has the missing booklet, the school coordinator should be able to retrieve it. If the school coordinator is not able to locate the student or the booklet, contact your supervisor right away by telephone and provide the missing booklet ID number. Your supervisor will contact the home office. Do not wait to contact your supervisor via e-mail when you get home.

To help ensure that all booklets are accounted for, review the following guidelines before each assessment day:

- Work carefully and keep accurate records of materials used as you work through your assignment.
- Never lend unused booklets to other NAEP staff or school staff.
- Never leave completed or unused assessment booklets or other NAEP materials at the school overnight. Take everything with you when you leave the school. 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, take the materials with you. NAEP materials must never be left unattended, even for a quick trip to the restroom.
- Account for all used and unused materials when the assignment is completed.

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

### Procedure 11. Gather Materials to Bring to the School on Assessment Day

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Before leaving home for the school on assessment day, you should gather all of the materials you will need to bring with you. For each assessment, you will need the items listed below:

- School Folder containing the QCB, the Administration Schedules, and Roster of Questionnaires that you will use for each session;
- *AC and AA Manuals*;
- extra session scripts for school staff (in case an AA forgets to bring his/hers);
- Teacher Observer Letter(s);
- Accommodation Teacher Letter(s);
- your NAEP ID badge;

- Session Boxes; and
- bulk supplies (including ancillary items).



If there will be an NIES session held at the school on assessment day, you will also need the following items:

- prepared NIES Student Questionnaires,
- the NIES Administration Schedule,
- NIES Roster of Questionnaires, and
- NIES pencils.

Check your packed assessment materials one more time to verify you have the correct box(es) of materials from Pearson for the school as well as any additional materials you will need for assessment day, including copies of the NAEP 2009 Listing of Sampled Students and Roster(s) for each AA. The table below and on page 6.14 provides a list of what is required from your session and bulk supplies for every grade 4, 8, or 12 assessment session conducted at a school.

Assessment Day Session Materials		
Materials for Each Grade 4 Session	Materials for Each Grade 8 Session	Materials for Each Grade 12 Session
<ul style="list-style-type: none"> <li>● Original Administration Schedule</li> <li>● Copies of the NAEP 2009 Sampled Student Listing Form</li> <li>● ESBQ Administration Schedule, if necessary</li> <li>● 1 copy of the Roster of Questionnaires</li> <li>● 1 box of prepared session materials with               <ul style="list-style-type: none"> <li>- accommodation booklets, if necessary,</li> <li>- additional booklets assigned to students added to the Administration Schedule, if necessary, and</li> <li>- ESBQ booklets, if necessary</li> </ul> </li> <li>● 1 “Testing in Progress—Do not Disturb” sign</li> <li>● Timer</li> <li>● Student Appreciation Certificates</li> <li>● Booklet Cover Poster</li> <li>● Session Debriefing Form</li> <li>● 5 blue calculators</li> <li>● 1 box of pencils</li> </ul>	<ul style="list-style-type: none"> <li>● Original Administration Schedule</li> <li>● Copies of the NAEP 2009 Sampled Student Listing Form</li> <li>● ESBQ Administration Schedule, if necessary</li> <li>● 1 copy of the Roster of Questionnaires</li> <li>● 1 box of prepared session materials with               <ul style="list-style-type: none"> <li>- accommodation booklets, if necessary,</li> <li>- additional booklets assigned to students added to the Administration Schedule, if necessary, and</li> <li>- ESBQ booklets, if necessary</li> </ul> </li> <li>● 1 “Testing in Progress—Do not Disturb” sign</li> <li>● Timer</li> <li>● Session Debriefing Form</li> <li>● Booklet Cover Poster</li> <li>● 5 gray calculators</li> </ul>	<ul style="list-style-type: none"> <li>● Original Administration Schedule</li> <li>● Copies of the NAEP 2009 Sampled Student Listing Form</li> <li>● ESBQ Administration Schedule, if necessary</li> <li>● 1 box of prepared session materials with               <ul style="list-style-type: none"> <li>- accommodation booklets, if necessary,</li> <li>- additional booklets assigned to students added to the Administration Schedule, if necessary, and</li> <li>- ESBQ booklets, if necessary</li> </ul> </li> <li>● 1 “Testing in Progress—Do not Disturb” sign</li> <li>● Timer</li> <li>● Session Debriefing Form</li> <li>● 5 gray calculators</li> </ul>

Assessment Day Session Materials (continued)		
Extra Materials to Have Available for AA's Use Grade 4 Session	Extra Materials to Have Available for AA's Use Grade 8 Session	Extra Materials to Have Available for AA's Use Grade 12 Session
<ul style="list-style-type: none"> <li>● 1 "Ancillary Materials Gr4, Math" bag (from bulk supplies) that contains the following                             <ul style="list-style-type: none"> <li>- Ruler R (3),</li> <li>- Set G (3), and</li> <li>- Set K (3).</li> </ul> </li> <li>● 10 blue calculators</li> <li>● 1 box of pencils</li> </ul>	<ul style="list-style-type: none"> <li>● 1 "Ancillary Materials Gr8" bag (from bulk supplies) that contains the following                             <ul style="list-style-type: none"> <li>- Protractor/Ruler P (3),</li> <li>- Set G (3), and</li> <li>- Set V (3).</li> </ul> </li> <li>● 10 gray calculators</li> <li>● 1 box of pencils</li> </ul>	<ul style="list-style-type: none"> <li>● 1 "Ancillary Materials Gr12" bag (from bulk supplies) that contains the following                             <ul style="list-style-type: none"> <li>● Protractor/Ruler P (3),</li> <li>● Set G (3),</li> <li>● Set O (3),</li> <li>● Spinner N (3),</li> <li>● Pamphlet J (3),</li> <li>● Pamphlet S (3),</li> <li>● Sheet U (3),</li> <li>● Envelope F (set 3)</li> <li>● Pamphlet M (3),</li> <li>● Sheet Q (3),</li> <li>● 10 gray calculators, and</li> <li>● 1 box of pencils.</li> </ul> </li> </ul>

## Chapter 6 Summary

Upon completing this chapter, you should now be able to

- describe the process for assigning accommodation booklets,
- describe what you need to do before your AAs can prepare the assessment booklets,
- explain the importance of careful preparation before assessment day, and
- understand the procedures to keep materials and booklets secure.



## Test Your Knowledge

**Instructions:** Determine if the statements below are true (t) or false (f).

- \_\_\_\_\_ 1. Accommodations can be recorded on the student booklet cover before the assessment.
- \_\_\_\_\_ 2. After AAs have prepared the booklets, the AC is responsible for performing a QC check on the booklets.
- \_\_\_\_\_ 3. For students who will be assessed in a separate accommodation session, band their original booklet and their accommodation booklet together when you prepare the booklets for the assessment.
- \_\_\_\_\_ 4. Ancillary materials should be placed in the back of the student's booklet.
- \_\_\_\_\_ 5. If your AA informs you of a missing booklet, you should notify your supervisor by e-mail when you get home.
- \_\_\_\_\_ 6. The QCB, Administration Schedule, and Roster of Questionnaires are all forms you are required to bring to every assessment.
- \_\_\_\_\_ 7. You can lend school staff an unused booklet if they sign the Teacher Confidentiality Letter.

Answers: 1-f, 2-t, 3-f, 4-f, 5-f, 6-t, 7-f

## CHAPTER 7

### LEADING ASSESSMENT DAY: BEFORE THE SESSION

*Arrive at the school early enough to finalize any outstanding details and perform a quality control (QC) check of your assessment administrators' (AAs') work.*

This chapter provides step-by-step procedures detailing your responsibilities on assessment day before the sessions begin, including meeting any NAEP observers and understanding the rules of interacting with them, retrieving required documents and information from the school coordinator, and overseeing your assessment teams' preparations for the sessions at the school. At the conclusion of this chapter, you should understand your role on assessment day.

# 7

## Leading Assessment Day: Before the Session

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### **Procedure 1. Report to the School on Time**

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

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

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

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

While this is the overall purpose of site visits, each type of observer will have a slightly different focus. For example, observers from NCES will be visiting to see overall how the assessments happen in schools; observers from Pearson will want to learn how the materials and the packaging and shipping processes are functioning; and observers from the Westat home office will be interested in assuring that all field procedures are working as planned. In addition, your supervisor is required to observe each assessment team during the field period. He/she will be evaluating the team's performance using a standardized in-person observation form.

All site visits by any of these groups will be scheduled in advance with your supervisor. A staff member from the observing organization will contact the supervisor affiliated with each selected school to inform him/her that the site has been selected for QA observation. At that time, he/she will discuss the details of the visit and make arrangements to meet the team on the day of the administration. Your supervisor will inform you prior to the assessment day if you are expected to have observers at a given school in your assignment.

## 2A. Meet NAEP observers, if necessary.

If observers will be present, plan to meet them at the school office or other arranged location after you check in with the school. Observers will typically plan to arrive at the same time as the assessment team so they can observe all assessment day activities. Treat the observers as if they are your guests and you are the host. They will want to follow and watch you and your assessment administrators (AAs) as you prepare for and conduct the assessment.

## 2B. Follow guidelines for interacting with observers.

Please carefully study the following guidelines for your interactions with NAEP observers before you begin the assessments in your assignment. Most importantly, remember that your interactions with observers represent NAEP staff across the nation. Courtesy and professionalism must 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 to the observers. It should be possible for NAEP staff to perform job tasks while taking little or no notice of the observations. Observers generally try to find a seat where they can watch all of the 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 indeed performed.

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

Observers will likely want to see 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 some 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 for supervisors and field managers, are not there to advise NAEP staff on proper procedures. Examples of what should and should not be expected of observers are presented in the table on page 7.3. Allowable actions are check marked.

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:	--	--	--	--	✓

Furthermore, it is never appropriate to discuss payroll, personnel, or other in-house business with observers other than supervisors, field managers, or home office staff.

## 2C. NAEP State Coordinators perform the QA activities.

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 (QC) 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. The NAEP State Coordinator will contact the field manager at least 1 week before the observation to inform him/her of the observation. The field manager will supply the NAEP State Coordinator with the contact information for the assessment coordinator (AC), and the NAEP State Coordinator will contact the AC directly for assessment logistics. Your supervisor will inform you if a NAEP State Coordinator will be conducting an observation at any school in your region.

NAEP State Coordinators will be provided with a checklist (see page 7.4) that they are to complete 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"> <li>• <b>Assessment team:</b> <ul style="list-style-type: none"> <li>○ Reports to the school at least 1 hour before the assessment</li> <li>○ Wears NAEP ID badges</li> <li>○ Wears professional attire</li> <li>○ Has all necessary materials</li> </ul> </li> <li>• <b>Assessment Coordinator (AC):</b> <ul style="list-style-type: none"> <li>○ Introduces the team to the school staff present in the assessment room</li> <li>○ Provides NAEP instructions for school staff who remain to observe</li> <li>○ Performs Quality Control (QC) check of assessment locations</li> </ul> </li> <li>• <b>Assessment Administrator (AA):</b> <ul style="list-style-type: none"> <li>○ Conceals all materials that may assist students in taking the test</li> <li>○ Posts "Testing in Progress - Do Not Disturb" signs on all entrances to the testing location</li> <li>○ Displays NAEP school ID number on the board</li> </ul> </li> </ul>
Yes	No	NA	During the Assessment
			<ul style="list-style-type: none"> <li>• <b>Assessment team:</b> <ul style="list-style-type: none"> <li>○ Exhibits professional and unobtrusive behavior at all times</li> </ul> </li> <li>• <b>Assessment Coordinator (AC):</b> <ul style="list-style-type: none"> <li>○ Observes the AA without being intrusive</li> </ul> </li> <li>• <b>Assessment Administrator (AA):</b> <ul style="list-style-type: none"> <li>○ Verifies that students are in the correct assessment room</li> <li>○ Begins the session on time (note if school was responsible for session delay)</li> <li>○ Reads the correct script verbatim (note if the AA did not use a script)</li> <li>○ Instructs students to remove the student ID labels from the covers of their booklets</li> <li>○ Uses NAEP timer to time each section in the assessment booklet</li> <li>○ Collects and destroys student ID labels while students are working</li> <li>○ Answers questions without assisting students with cognitive assessment</li> <li>○ Handles any difficult situations that may arise in an appropriate manner</li> </ul> </li> </ul>
Yes	No	NA	After the Assessment
			<ul style="list-style-type: none"> <li>• <b>Assessment team:</b> <ul style="list-style-type: none"> <li>○ Accounts for all NAEP materials before dismissing students</li> </ul> </li> <li>• <b>Assessment Coordinator (AC):</b> <ul style="list-style-type: none"> <li>○ Verifies accurate completion of Administration Schedule and booklet covers</li> <li>○ Organizes NAEP Storage Envelope</li> <li>○ Conducts QC check of materials to be shipped</li> <li>○ Debriefs School Coordinator</li> <li>○ Schedules make-up if necessary</li> </ul> </li> </ul>

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

Email form to Field Manager and Lauren Byme [LaurenByme@westat.com](mailto:LaurenByme@westat.com)

---

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.

After the assessment, the NAEP State Coordinator will send the results of the observation to your field manager who will in turn share the results with your supervisor.

### **Procedure 3. Retrieve the NAEP Storage Envelope**

---

You will need to retrieve the NAEP Storage Envelope from the school coordinator upon your arrival at the school. At this stage in the assessment process, the NAEP Storage Envelope contains the Student Information Report and a copy of the Roster of Questionnaires. If the school coordinator is not readily available, refer to your *Quality Control Booklet* (QCB) for the location of the NAEP Storage Envelope, which you recorded during the preassessment visit.

### **Procedure 4. Obtain a Dated Copy of the Parent/Guardian Notification Letter, If Necessary**

---

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

If you are not able to secure this documentation that the parents/guardians have been notified, you must postpone the assessment and reschedule for another day. For that reason, it is wise to call or e-mail the school coordinator a day or two before the assessment to verify the letter has been distributed.



#### **Reminder!**

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

---

### Procedure 5. Ask the School Coordinator If Any Parents/Guardians or Students Have Refused Participation and Code the Administration Schedule, If Necessary

---

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

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

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

---

### Procedure 6. Review the Administration Schedule for Incomplete or Missing Data

---

Review the Administration Schedule for any missing data.

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

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

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

Double-check that the Planning Code in column **N** is completed accurately.

---

### Procedure 7. Go to the Location Where the Assessment Team Will Work

---

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

---

## **Procedure 8. Prepare the Assessment Quality Control (QC) Record**

Prepare the Assessment QC Record by

- writing the name(s) of the AA in the space provided,
- placing a check mark in the appropriate session type,
- if an accommodation group, writing in the group number, and
- completing the "Prior to the session" information.

### **How to Use the Assessment QC Record in Part 4 of the QCB**



On assessment day, your principal role is to manage the assessment and to perform QC checks on the work of your team of AAs.

The Assessment QC Record is the official documentation that you have conducted the required QC checks for each AA at each school. As shown in the example on page 7.9, the Assessment QC Record provides a grid for you to evaluate each AA on all of the procedures that he/she is to perform.

The Assessment QC Record divides the AA procedures as follows:

- Quality Control Procedures to Complete Prior to the Session
- Quality Control Procedures to Complete During the Session
- Quality Control Procedures to Complete After the Session

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

**Directions for Using the Assessment QC Record:**

Rating	Description
1. <b>AA Met:</b>	The AA conducted <b>all</b> tasks associated with the procedure according to NAEP standards, in a professional manner, with no or only very minor deviations.
2. <b>AA Partially Met:</b>	<p>The AA conducted <b>some</b>, but not all of the tasks associated with the procedure according to NAEP standards. Performance of tasks, while adequate, had rough spots that needed improvement. Tasks not completed according to NAEP standards:</p> <ul style="list-style-type: none"> <li>● did not require immediate intervention,</li> <li>● did not affect statistical validity,</li> <li>● did not result in missing or incorrect data, or</li> <li>● did not place student either at an advantage or a disadvantage when responding to assessment items.</li> </ul> <p>When you give a “2” rating, describe the problem and the action you took to correct it in the adjacent “Comments” column.</p>
3. <b>AA Did Not Meet:</b>	<p>The AA conducted <b>few or no</b> tasks associated with the procedure according to NAEP standards. Whenever it is necessary for you to intervene, a “3” rating should be assigned. Ratings of “3” must be explained in the adjacent “Comments” column. Describe the problem and the action you took to correct it. Tasks not completed according to NAEP standards include:</p> <ul style="list-style-type: none"> <li>● required immediate intervention,</li> <li>● would have affected statistical validity if not addressed,</li> <li>● resulted in missing or incorrect data, and</li> <li>● gave students an advantage over other students taking the assessment or resulted in students being disadvantaged.</li> </ul>
4. <b>Did Not Observe:</b>	Use this code when you were not able to observe the AA conducting the procedure.
5. <b>Not Conducted:</b>	Use this code when the procedure was not applicable or did not have to be completed for the given session.

# Assessment QC Record

**Assessment QC Record**

AA Name: \_\_\_\_\_

Regular Session \_\_\_\_\_  
 Accommodation (small group) Group # \_\_\_\_\_  
 Accommodation (one-on-one) Group # \_\_\_\_\_

	1 MET	2 PARTIALLY MET	3 DID NOT MEET	4 NOT CONDUCTED	Comments (Ratings of 2 or 3 require explanation and review with AA.)	Check after review with AA (if 2 or 3 is circled)
<b>Prior to the Session: Followed School Protocol for Visitor Check-in</b> ✓ Arrived on time and wore NAEP ID Badge ✓ Signed in at the office	1	2	3	4	5	<input type="checkbox"/>
<b>Prior to the Session: Prepared Materials</b> ✓ Had appropriate materials including the AA manual, the AIF, and Session Scripts ✓ Correctly prepared and checked his/her own material ✓ Correctly checked work of others	1	2	3	4	5	<input type="checkbox"/>
<b>Prior to the Session: Prepared Assessment Room</b> ✓ Supplies were ready for distribution ✓ Concealed materials that would assist students ✓ Posted "Testing In Progress" sign outside room ✓ Wrote school and teacher numbers on board, if applicable	1	2	3	4	5	<input type="checkbox"/>
<b>During the Session: Introduction and Materials Distribution</b> ✓ Read script verbatim with fluency ✓ Used the most appropriate method to distribute booklets	1	2	3	4	5	
<b>During the Session: Ancillaries and Coding School/Teacher #'s on Cover</b> ✓ Instructed students to remove ID labels and additional material ✓ Checked that students recorded correct information on the cover	1	2	3	4	5	
<b>During the Session: Calculator Distribution</b> ✓ Distributed and collected calculators appropriately ✓ Monitored that students used calculators in the correct sections	1	2	3	4	5	
<b>During the Session: Timed Sections Appropriately</b> ✓ Used time according to script	1	2	3	4	5	
<b>During the Session: Answered Questions in Cognitive Sections</b> ✓ Appropriately answered where and how to record answers ✓ Did not help students respond to any item	1	2	3	4	5	
<b>During the Session: Answered Questions in Background Sections</b> ✓ Used guidelines in QCB when answering questions	1	2	3	4	5	
<b>During the Session: Managed Classroom</b> ✓ Appropriately handled off-task situations, if applicable ✓ Moved around the room to monitor session ✓ Verified students were working in correct sections	1	2	3	4	5	
<b>During the Session: Ended the Session</b> ✓ Collected student ID labels and threw in trash ✓ Accounted for all NAEP materials before dismissing ✓ Dismissed according to protocol on Assessment Info Form (includes students who left early and did not return)	1	2	3	4	5	
<b>During the Session: Interacted with Observers</b> ✓ Responded appropriately to observers	1	2	3	4	5	
<b>After the Session: Completed the Administration Schedule</b> ✓ Recorded correct Admin. Code in column Q for each student ✓ Completed top of Administration Schedule accurately ✓ Entered Admin. Code 62 for all unused booklets	1	2	3	4	5	
<b>After the Session: Coded the Student Booklet Cover</b> ✓ Accurately transferred Admin. Codes to the cover ✓ Recorded accommodations on cover, if applicable ✓ Recorded Extended Time on cover ✓ Ensured ID labels and ancillaries were returned	1	2	3	4	5	
<b>After the Session: Performed Final Check of Session</b> ✓ Verified session box had original Administration Schedule ✓ Ensured all materials were in box and packed accordingly	1	2	3	4	5	
<b>After the Session: Followed School Protocol for Visitor</b> ✓ Signed out at office and returned visitor badge	1	2	3	4	5	
<b>Throughout: Exhibited Team Work</b> ✓ Appropriately interacted with AC and other AAs ✓ Showed willingness to receive direction from AC ✓ Worked as a team member ✓ Assisted AC and other AAs as appropriate with QC of a	1	2	3	4	5	

### The Sequence of Monitoring AAs

When multiple sessions are held concurrently at a school, you will not be able to observe each AA conducting an entire session. In these cases, try to do the following:

- Observe the first AA reading the introduction and distributing materials.
- Observe the second AA timing and monitoring the session.
- Observe the third AA collecting booklets and dismissing students.
- If there are more than three AAs at a school, modify this sequence so that you observe each AA for part of a session.
- Across schools, rotate the AA on which you start observing so that you equally observe each AA doing each set of tasks.
- If all sessions are combined into one large room, you will observe all AAs in the entire session.
- If a school staff member is administering an accommodation session, include him/her in your monitoring. Just write "School Staff Member" for the AA's name on the Assessment QC Record.

## Part 4: Assessment QC Record

Part 4 of this Quality Control Booklet is the record you will use to conduct all QC checks on assessment day. Refer to your manual for details on how to conduct this QC check.

### Directions:

There are six identical pages following this page, which lists the tasks for which you should evaluate each AA. Use one page per AA. If you need additional pages, make copies of these pages as necessary, and keep the additional pages with the QCB.

Record an AA's name at the top of each page and indicate if you are observing a regular or accommodation session.

Record your evaluation of the AA for each task in the spaces provided on the page by circling a rating of 1 through 5. The ratings are defined as follows:

RATING	DESCRIPTION
<b>1. AA Met:</b>	The AA conducted all tasks associated with the procedure according to NAEP standards, in a professional manner, with no or only very minor deviations.
<b>2. AA Partially Met:</b>	The AA conducted some, but not all of the tasks associated with the procedure according to NAEP standards. Performance of tasks, while adequate, had rough spots that needed improvement. Tasks not completed according to NAEP standards: <ul style="list-style-type: none"> <li>• did not require immediate intervention,</li> <li>• did not affect statistical validity,</li> <li>• did not result in missing or incorrect data, or</li> <li>• did not place student either at an advantage or a disadvantage when responding to assessment items.</li> </ul> When you give a "2" rating, describe the problem and the action you took to correct it in the adjacent "Comments" column.
<b>3. AA Did Not Meet:</b>	The AA conducted few or no tasks associated with the procedure according to NAEP standards. Whenever it is necessary for you to intervene, a "3" rating should be assigned. Ratings of "3" must be explained in the adjacent "Comments" column. Describe the problem and the action you took to correct it. Tasks not completed according to NAEP standards include: <ul style="list-style-type: none"> <li>• required immediate intervention;</li> <li>• would have affected statistical validity if not addressed;</li> <li>• resulted in missing or incorrect data; and</li> <li>• gave students an advantage over other students taking the assessment or resulted in students being disadvantaged.</li> </ul>
<b>4. Did Not Observe:</b>	Use this code when you were not able to observe the AA conducting the procedure.
<b>5. Not Conducted:</b>	Use this code when the procedure was not applicable or did not have to be completed for the given session.

## Procedure 9. Give AAs Their Session Materials

---

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

Also, give each AA a Session Debriefing Form to complete. AAs should fill out the session information at the top prior to the start of the session.

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

AAs will also need to confirm that during transport to the school, no ancillary materials slipped out of the inside front covers of the booklets where they were placed during booklet preparation.

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

## Procedure 10. Ask the School Coordinator to Accompany You and Your Team to the Assessment Locations

---

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

## Procedure 11. Introduce Yourself and Your Team to the Teacher

---

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

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

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

---

## **Procedure 12. Provide NAEP Instructions for School Staff Observers**

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

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

- Tell him/her that the AA will conduct the session by reading from a script and explain that all responses to student questions are scripted to ensure standardization in the process across the nation, and it is critical that AAs respond to each student's concern or question in this way.
- Distribute the Teacher Observer Letter, which provides instructions on the staff member's role during the assessment. This letter contains a nondisclosure statement to sign because he/she will have access to the assessment booklets and data.
- After the teacher or staff member has signed the Teacher Observer Letter, give the top copy to the teacher/staff member and place the bottom copy in the School Folder.
- Stress to any observers that they cannot read the actual test booklets.

Teachers who will be assisting in or conducting an accommodation session should be given the Accommodation Teacher Letter to read and sign. This form includes directions to teachers who will be conducting or assisting with students in the accommodation session. As with the Teacher Observer Letter, after a teacher has signed the form, place it in the School Folder.

**NOTE:** School staff assisting students requiring an accommodation in the regular session should be given the Accommodation Teacher Letter to read and sign.

## Procedure 13. Conduct the QC Check of Assessment Rooms

Once the AAs have finished preparing the room, you are responsible for conducting a final QC check. This QC check is the first one you will perform on assessment day, and the first one you will document using the Assessment QC Record.

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

### 13A. Check that all supplies needed for the session are organized and assessment materials are ready for distribution.

Materials to be set out and easily accessible:	Materials to be ready for distribution:
<ul style="list-style-type: none"> <li>the <i>AA Manual</i>, turned to the appropriate session script;</li> <li>the Administration Schedule for the session;</li> <li>copies of the NAEP 2009 Listing of Sampled Students for other sessions (if there is more than one session);</li> <li>copies of the Roster of Questionnaires (grades 4 and 8);</li> <li>ESBQ Administration Schedule (if necessary);</li> <li>NIES Administration Schedule (if necessary);</li> <li>timer;</li> <li>Session Debriefing Form; and</li> <li>Assessment Information Form.</li> </ul>	<ul style="list-style-type: none"> <li>sharpened NAEP No. 2 pencils,</li> <li>Student Appreciation Certificates (grade 4),</li> <li>prepared assessment booklets with appropriate ancillary materials inserted into the front cover,</li> <li>correct number of grade-appropriate calculators,</li> <li>extra grade appropriate calculators, and</li> <li>extra ancillary materials.</li> </ul>



#### Voices of Experience:

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

---

**13B. Make sure any visual materials that would assist the students are concealed.**

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

**13C. Check that the “Testing in Progress—Do Not Disturb” sign has been posted outside the room.**

This sign should be posted on the door of the room, if possible. If this sign is not posted prominently, the testing could be disrupted.



**Voices of Experience:**

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

**13D. For grades 4 and 8, check that the Booklet Cover Poster has been posted at the front of the room.**

AAs will use either the grade 4 or grade 8 Booklet Cover Poster to help instruct students where to record the school ID number and the teacher number on the booklet cover. This poster should be hung at the front of the room next to these numbers. The AA should not write on the booklet cover, but instead point to the school ID and teacher number as appropriate during the session.

**13E. For grades 8 and 12, check that the school ID number is written on the board.**

The script will instruct all grade 8 and 12 students to record the school ID number on their booklet covers.

To reduce the possibility for error, the AA will enter the school ID number on all grade 4 booklets after the assessment.



**Voices of Experience:**

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

**13F. For grades 4 and 8, check that teacher names (by subject for grade 8) and their corresponding two-digit teacher number are written on the board.**

The script will instruct all grade 4 and grade 8 students to record their teacher’s two-digit number on their booklet covers. Therefore, the AA will need to write the

- teacher names (by subject for grade 8), and
- corresponding two-digit teacher numbers on the board in front of the room.

If the classroom has a dry erase board, double-check that the marker is not permanent before writing on the board.

The teacher names and corresponding two-digit numbers are found on the Roster of Questionnaires, as shown below.



**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/or number can disrupt the flow of the assessment session and create a difficult situation for the AA to handle.

This form must be completed in No. 2 pencil.



**NAEP 2009**  
**Grade 8 Roster of Questionnaires**  
(School and Teacher Questionnaire Tracking Form)

SCHOOL #: 9 9 2 - 1 2 2 - 0

Page 1 of 1

**I. NAEP School Questionnaire**  
Distributed to: **Mrs. Bernard**

**I. NAEP School Questionnaire ID#**  
(Barcode ID # on Cover)

964-200051-1

**Return Status**

<input type="radio"/> Hardcopy	<input checked="" type="radio"/> Online	<input type="radio"/> Not Completed
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SCHOOL NAME: **Dixon Middle School**

CITY/STATE: **Oakland, FL**

II. Teacher Questionnaire		II. NAEP Teacher Questionnaire							Return Status			
Number	Teacher Name	Number	Reading Teacher Questionnaire ID #							Hardcopy	Online	Not Completed
01	Mr. Thomas	01	986-530162-1	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>						
02	Mrs. Smith	02	986-363015-2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>						
03	Mr. Williams	03	986-325384-1	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>						
04		04	986-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
05		05	986-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
06		06	986-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
07		07	986-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
08		08	986-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
09		09	986-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
10		10	986-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
11		11	986-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
12		12	986-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
13		13	986-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
14		14	986-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						

**School Coordinator**  
**Instructions for Distributing and Collecting Questionnaires**

**Give the School Questionnaire to the principal.**

- Encourage him/her to complete it online.
- Point out the date (listed on the front cover) by which it should be completed and returned to you.\*

**Distribute the Teacher Questionnaires.**

- Give a subject appropriate questionnaire to each teacher who teaches reading, mathematics, or science to eighth-grade students.
- Encourage teachers to complete them online.
- Point out the date (listed on the front cover) by which they should be completed and returned to you.\*

**Mark the appropriate "Return Status" oval.**

- As each hardcopy is returned to you, mark the "Return Status" (Hardcopy or Online) on this Roster of Questionnaires based on how it was completed.
- If a questionnaire is not returned to you, mark the "Not Completed" oval.

**Keep this Roster and all completed questionnaires together.**  
The NAEP Representative will collect them from you on assessment day.

\*School staff who complete the questionnaires online should return the blank hardcopy questionnaires to you with the "online" oval shaded on the front cover.

↑                      ↑

Teacher Name              Teacher Number

---

### **13G. Report the QC check on procedures to complete prior to the session on the Assessment QC Record.**

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

## **Chapter 7 Summary**

Upon completing this chapter, you should be able to do the following:

- understand the guidelines for interacting with observers,
- facilitate the process of getting signed observer letters for teachers and staff members who will stay in the room for the session,
- check that the AAs have prepared the assessment rooms according to procedure, and
- understand how to use the Assessment QC Record.



## Test Your Knowledge

**Instructions:** Fill in the blank with the correct word or words.

1. Which four observers should not be asked questions about assessment procedures during their observations? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
2. When a parent refuses to allow his/her child to participate in NAEP, a code of \_\_\_\_ should be assigned to the Administration Schedule. When a student refuses to participate, he/she should receive a code of \_\_\_\_ on the Administration Schedule.
3. After the AAs arrive at the school, the first task they are required to perform is to open the Session Box and \_\_\_\_\_.
4. The top copy of the Teacher Observer Letter is handed to the \_\_\_\_\_ and the bottom copy is placed in the \_\_\_\_\_.
5. The \_\_\_\_\_ is the official documentation that you have conducted the required QC checks for each AA at each school.

Answers: 1. NCES, ETS, Pearson, NSC 2. 46; 47 3. verify booklets have been prepared correctly  
4. Teacher; School Folder 5. Assessment Quality Control (QC) Record

## CHAPTER 8

### LEADING ASSESSMENT DAY: DURING THE SESSION

*You are responsible for ensuring that NAEP procedures are followed at all times during the assessment.*

This chapter provides step-by-step procedures detailing your responsibilities during the sessions on assessment day. Specifically, your role is to observe and evaluate the assessment administrators (AAs) administering, monitoring, and ending their assigned sessions. At the conclusion of this chapter, you should be familiar with the procedures for observing and evaluating AAs.

# 8

## Leading Assessment Day: During the Session

You will observe and evaluate the assessment administrators (AAs) administering regular and accommodation assessment sessions. Use the Assessment Quality Control (QC) Record in **Part 4** of the *Quality Control Booklet (QCB)* as your guide for overseeing the sessions. In many ways, your oversight role during the assessment is a challenging one. Without being intrusive or overbearing, you need to allow each AA the latitude to conduct the assessment in a way he/she prefers, as long as he/she is still operating within the parameters of standard NAEP procedures. If an AA does something or omits something that could jeopardize the statistical validity of the assessment, you must tactfully and privately bring it to his/her attention. If immediate intervention is required, approach the AA and speak softly so observers and students do not hear.

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

### **The Sequence of Monitoring AAs**

When multiple sessions are held concurrently at a school, you will not be able to observe each AA conducting an entire session. In these cases, try to do the following:

- Observe the first AA reading the introduction and distributing materials.
- Observe the second AA timing and monitoring the session.
- Observe the third AA collecting booklets and dismissing students.
- If there are more than three AAs at a school, modify this sequence so you observe each AA for part of a session.
- Across schools, rotate the first AA you observe, so you are able to observe each AA equally doing each set of tasks.
- If all sessions are combined into one large room, you will observe all of the AAs for the entire session.
- If a school staff member is administering an accommodation session, include him/her in your monitoring. Just write "School Staff Member" for the AA's name on the Assessment QC Record.



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

## **Procedure 1. Observe and Evaluate AAs Beginning the Session**

Observe that the AAs performed the following:

### **1A. Ensured that each student is at the correct location.**

As the session is beginning, the AA will verify that students are in the correct session. AAs should use their copies of the NAEP 2009 Listing of Sampled Students to determine in which session, if any, the student belongs.

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

### **1B. Began the session on time.**

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

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

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

### **1C. Selected the correct script to conduct the session.**

There are six different session scripts depending on the grade and type of session being conducted:

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

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

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

## **Procedure 2. Observe and Evaluate AAs Following the Session Script**

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Observe that the AA performed the following:

### **2A. Read the session script verbatim.**

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

This is a skill that will be practiced during the AA Post Training. It is your responsibility to ensure that the AAs are able to read a script according to standard NAEP procedures.

AAs need to read all sections of the scripts verbatim in order to ensure all sessions are administered the same way throughout the country, except during an accommodation session. Depending on the type of accommodation being offered, it may be necessary for the AA to modify the accommodation session script. In these cases, the script should be used as a guide for the type of modifications NAEP allows.

### **2B. Used the most appropriate method to distribute the booklets.**

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

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

- **Option 1.** AAs will call the students in Administration Schedule order to the front of the room to receive their booklets.
- **Option 2.** AAs will place the booklet and a pencil on each student's desk prior to the student's arrival.

For large sessions, AAs can arrange the booklets on a table alphabetically by student names and then, as the students enter the room, ask them to find their booklet and take a seat. Give the AAs a set of the alphabetical table tents included in your bulk supplies for this purpose.

### How Are Latecomers Handled?

Standard NAEP procedures address two different “latecomer” scenarios:

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

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

### 2C. Instructed students to remove the student ID label from the cover of their booklet.

You are verifying that the AA confirmed that every student had removed the student ID label from the cover of his/her booklet and placed this label on the corner of the desk. This procedure is critical for protecting the confidentiality of students, because the names of students must never leave the school on the booklets.

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

### 2D. Checked that students removed additional materials from inside the booklet cover.

After the students remove the student ID labels from their booklets, the AA should instruct them to remove any additional material from the front cover of their booklet and place the materials on the corner of their desks.

For grade 8 sessions, the AA should also have checked that students, who were required to separate mathematics manipulatives, did so in the section of the booklet requiring one, and placed them back into the original packet.

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

Each booklet must have a school ID number recorded on the cover. The script instructs students in grades 8 and 12 to enter this information on the front cover of their booklets before beginning the assessment.

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

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

**NOTE:** Students in grade 4 are not asked to enter the school ID number themselves; the AA will enter it on the booklet cover following the assessment.

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

For grades 4 and 8, the session script read by the AA instructs students to enter the teacher information on the front cover of their booklets.

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. Prior to the assessment, the AA should print these numbers clearly on the board so students can easily reference them.

You should observe the AA as he/she walks around the classroom and conducts a spot check of students' booklets to ensure that students have entered this information on the front cover of their booklet.

**2G. Provided the booklet directions appropriately for the grade level.**

Verify that the AA has

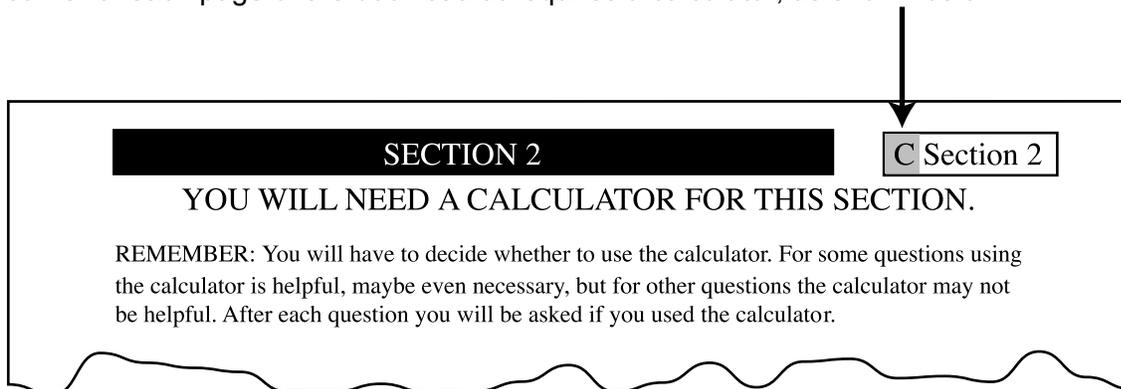
- read the directions aloud for using the assessment booklet, if grade 4; or
- instructed the students to read the directions to themselves for using the assessment booklet, if grade 8 or 12.

## 2H. For grade 4, distributed and collected calculators appropriately.

Some students taking the mathematics assessment will need to use a calculator. For grade 4, the AA will distribute (as needed) and then collect the blue NAEP calculators. For grades 8 and 12, students may use their own calculator. However, if a student needs a calculator, the AA should provide the student with a gray NAEP calculator.

Because it is very important that students have a calculator only when working in a section that requires one, calculators for grade 4 must be distributed and collected from individual students at the beginning of each mathematics cognitive section in the assessment booklet. You should observe the AA as he/she follows the script instructions for distributing and collecting calculators throughout the session.

Not all booklets or all sections within a booklet will require a calculator. If a mathematics booklet requires a calculator, a large “C” 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, as shown below.



The purpose of the “C” is to allow the AA to walk around the room and glance at the student’s booklet to verify whether the student should be using a calculator. You should observe the AAs doing this during the course of an assessment session.

It is critical that the AA verifies that students have received calculators when needed. To provide an accurate picture of what students know and can do, students must be given equal access to materials.

## 2I. For grades 8 and 12, checked to see that students used NAEP-appropriate calculators.

Students in grades 8 and 12 are encouraged to bring their own scientific or graphing calculators during the assessment as long as they are not a laptop or other portable computer, a pocket organizer, a cell phone, a device with a typewriter-style keyboard, an electronic writing pad, or a pen-input device.

Confirm that the AAs have verified the calculators are NAEP-appropriate and used only during sections requiring a calculator.

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## 2J. Checked to see that students used math ancillaries in sections requiring one.

Students should only use math ancillaries in a section of the booklet that requires one. Specifically:

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

### **Procedure 3. Observe and Evaluate AAs Monitoring Sessions**

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In addition to conducting QC checks to verify that the AAs are using the session scripts and administering the sessions as described in **Procedure 1**, you will also conduct QC checks to ensure that the AAs are effectively monitoring the sessions.

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

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

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

**Finally, other than recording information about student questions or issues on the Session Debriefing Form, an AA should not be completing paperwork during the assessment.** It is important that AAs take this responsibility seriously; effectively monitoring the assessment session can prevent errors in administration.

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

Observe that the AA performed the following:

### 3A. Timed sections appropriately.

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

Background and cognitive sections are timed while students work independently, except for the Grade 4 General Background Section. This section is read aloud to grade 4 students. The session script provides instructions to the AA for the presentation and timing of each section.

The following chart displays the time for each session:

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	5 minutes (grades 8 and 12) (in grade 4, read aloud by AA)
Section 4	Subject-Area Background Questions	10 minutes (grade 4) 8 minutes (grades 8 and 12)
Section 5	Extended Student Background Questions (if necessary)	5 minutes

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

AAs are also responsible for ensuring that students who finished sections early do not go back to previous sections or work ahead in the booklets. Verify that

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

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### **3B. Followed NAEP procedure for answering students' questions about how to record answers.**

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

### **3C. Followed NAEP procedure for responding to students' questions during cognitive block (subject-area) sections of the assessment.**

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

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

### **3D. Followed NAEP procedure for responding to students' questions during the general background section.**

The NAEP procedure for responding to students' questions during the background sections is different from the NAEP procedure for responding to questions during the cognitive blocks. Ensure that

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

### 3E. Followed NAEP procedure for answering students' questions during the subject-area background section.

Ensure that

- The AA responded to students' questions during the subject-area background section by referring to the reading, mathematics, or science background section QxQs found in the back of each session script.
- The AA answered questions from students by walking to the student's desk and responding quietly to the question.
- The AA has not attempted to advise all students of the answers to questions in the session asked by individual students. Unlike in the general background section, students' questions in the subject-area background sections will vary depending on the subject area of their assessment booklet.
- The AA advised students that they may skip any subject-area background question they do not feel comfortable answering.

#### Special Considerations When Evaluating AAs Administering Separate Accommodation Sessions

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

##### The AA may

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

##### The AA may NOT

- provide assistance on assessment items. Students may look for validation on certain items; the AA may not indicate verbally or nonverbally his/her recommendations. Instead, the AA is encouraged to remind students to answer questions to the best of their ability.
- allow any student to use accommodations/adaptations on the assessment that are not indicated in his/her Individualized Education Program (IEP) or 504 Plan that are not normally used by the student during testing.



## **Procedure 4. Observe and Evaluate the AAs Administering the ESBQ, If Necessary**

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The Extended Student Background Questionnaire (ESBQ) is not required for all schools. If the ESBQ is required at the school, you should observe how the AA administered the ESBQ using the session script.

### **4A. Instructed students to remove the label from the ESBQ booklet.**

The AA should also have instructed students to remove the ESBQ student ID label from the ESBQ booklet and place it next to their NAEP label in the upper-right corner of the desk.

### **4B. Answered students' questions during the ESBQ section.**

Verify that the AA responded to students' questions during this section by referring to the ESBQ QxQs, located in the back of the session scripts.

## **Procedure 5. Observe and Evaluate How the AAs End the Session**

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### **5A. Collected student ID labels.**

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

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

Once the AA has collected both student ID labels, the AA must destroy them. You should observe the AA as he/she tears up the labels and places them in the trash.



### **Security and Confidentiality Alert**

No names on the completed booklets and questionnaires are to leave the school on assessment day. It is your responsibility to make sure that your AA team destroys the student ID labels. Failure to remove all names from the booklets violates NAEP security and confidentiality.

### 5B. If NIES, distributed appointment cards.



If the school is participating in the NIES, and the school has elected to conduct the NIES Survey immediately following the NAEP assessment, the AA will hand the selected students an NIES Appointment Card to notify them of their selection.

Verify that the AA has carried out this transition in an orderly and timely manner, and according to the instructions in the NAEP session script.

### 5C. Collected NAEP materials at the end of the assessment.

At the end of the session, you should observe that the AA has selected an appropriate method for collecting the booklets and distributing Student Appreciation Certificates, if necessary. Check that the AA counts the booklets and accounts for all of them. Below are two suggested collection methods. However, the AA may find it necessary to devise another method, depending on time constraints and grade level. Be prepared to give suggestions for collection methods to AAs in unique situations.

- **Option 1.** The AA should call students to the front of the room in Administration Schedule order and verify that each student has returned an assessment booklet (and ESBQ, if necessary) with used ancillary materials. As the booklets are collected, confirm that the AA has set the booklets face down, one on top of the other.

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

- **Option 2.** Verify that the AA has instructed students to place the assessment booklet (and ESBQ, if necessary) in the upper corner of their desk or workspace. You should observe the AA as he/she collects a booklet from each student in Administration Schedule order. As the AA collects the booklets, you should also observe the AA as he/she verifies all used ancillary materials.

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

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## **5D. Accounted for all NAEP materials before dismissing students.**

It is critical to account for all NAEP materials before dismissing students from the assessment session. You should observe the AA as he/she accounts for each and every assessment booklet, whether completed or blank, as well as NAEP calculators and used ancillary materials.

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

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

For grades 4 and 8, you should also observe the AA as he/she counts the calculators to confirm that the number collected matches the number the AA had before the session began.

If the AA finds that he/she is missing any items, such as a calculator, you should observe the AA as he/she explains to the students what is missing and asks them to check their belongings to see if the missing items have been misplaced. If the missing items cannot be produced, it should be reported to you.

## **5E. Dismissed students according to school protocol outlined on the Assessment Information Form.**

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

At this time, you are confirming that the AA has read this information in advance and is implementing the correct procedure for that particular school.

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

When the assessment has ended, you will want to verify that your AAs have

- appropriately handled difficult situations pertaining to students' behaviors or attitudes, and
- appropriately handled unexpected situations that arose during the session.

**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 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 **Procedure 4** in chapter 6.

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

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

Situation	Guidelines	Coding and Notes of Explanation
<b>Student received defective assessment materials</b>	<ul style="list-style-type: none"> <li>● If a student discovers a defective booklet after beginning work, replace the booklet with another of the same version number, if possible.</li> <li>● 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.</li> <li>● In the event an ancillary material is found to be defective, replace it with another (of the same material), if possible.</li> </ul>	<ul style="list-style-type: none"> <li>● Record the booklet ID number of the defective booklet on the front cover of the replacement booklet.</li> <li>● Record the booklet ID number of the replacement booklet on the cover of the defective booklet.</li> <li>● Write “<b>Defective booklet</b>” on the defective booklet cover.</li> <li>● Use Administration Code <b>14</b>.</li> </ul>
<b>School fire alarm</b>	<ul style="list-style-type: none"> <li>● Your first priority is safety and the removal 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"> <li>- Stop the timer.</li> <li>- Collect all of the assessment booklets from the students.</li> <li>- Take the booklets and the timer with you when you exit the school.</li> <li>- When you are safely outside the school, check to make sure the correct number of students are with you. Then check the timer and note the time remaining in the session.</li> <li>- When the students return, redistribute the booklets and adjust the timing of the assessment to account for the time the students were gone.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Write a brief note explaining the fire drill and place it at the top of the Session Box.</li> <li>● If you cannot continue the session, use Administration Code <b>13</b>.</li> </ul>
<b>School lockdown</b>	<ul style="list-style-type: none"> <li>● Your first priority is the safety of the students and yourselves. <ul style="list-style-type: none"> <li>- Generally, a school staff member will advise you of the school protocol in this situation.</li> <li>- Be sure to first follow their instructions. Then, if necessary, stop the timer and collect all the assessment booklets from the students.</li> <li>- In most cases, the assessment can proceed through a lockdown. If the session was interrupted, when a school staff member has indicated it is okay to proceed with the assessment, redistribute the booklets and adjust the timing to account for the lost time.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Write a brief note explaining the lockdown and place it at the top of the Session Box.</li> <li>● If you cannot continue the session, use Administration Code <b>13</b>.</li> </ul>

## Chapter 8 Summary

At the conclusion of this chapter, you should be able to

- observe and evaluate AAs on assessment day,
- observe and evaluate the ESBQ administration, and
- recognize how AAs should handle difficult situations.



# Test Your Knowledge

**Instructions:** Select the answer that best completes the statements below.

1. If, after all session materials have been collected, the AA finds that a booklet is missing, the AA should \_\_\_\_\_.
  - a. dismiss students and note on the Administration Schedule that one booklet is missing
  - b. determine which student's booklet is missing by checking the labels against the Administration Schedule
  - c. subtract 1 from the total number of students assessed
  - d. not dismiss any students until the missing booklet is located
  
2. If four or more students listed on the Administration Schedule have not arrived after the AA has taken attendance, the AA should \_\_\_\_\_.
  - a. substitute students from another class
  - b. dismiss all the students, and ask the AC to schedule a makeup session
  - c. wait a few minutes before beginning the session
  - d. begin the session, and let the four students begin when they arrive
  
3. Grade 4 students are given \_\_\_\_\_ to complete subject-area background questions.
  - a. 20 minutes
  - b. 10 minutes
  - c. 5 minutes
  - d. as long as they need
  
4. Before the end of the assessment session, the AA should collect the student ID labels from the corner of every student's desk and \_\_\_\_\_.
  - a. dispose of them
  - b. put them in the School Folder
  - c. put them in the plastic bag marked "used labels"
  - d. check them against the Administrative Schedule
  
5. If you discover that a calculator is missing when you collect materials at the end of the assessment, you should \_\_\_\_\_.
  - a. tell the students' teacher
  - b. keep the students in the room until the calculator is located
  - c. ask students to check their belongings for the missing item
  - d. send a student to find the school coordinator

Answers: 1.d, 2.c, 3.b, 4.a, 5.c