
Procedure 9. Monitor the NIES Survey Session

The following rules and guidelines should be in effect while monitoring the NIES Survey session. Some are similar to those used for NAEP sessions, but many are different.

9A. Answer students' questions.

Once students have begun the questionnaire, you may answer certain student questions that are described below:

- A student may skip any question he/she does not feel comfortable answering.
- To assist you in answering questions about the questionnaire items, you are provided QxQs. Refer to them to help students understand the intent of a question. The purpose of the QxQs is to allow you to respond to these questions in a standardized manner. Therefore, you must refer to the QxQs for standardized responses. There is a different set of QxQs for each grade, and you should become thoroughly familiar with each set before your first NIES Survey session.
- Questions about the survey items should be answered individually. If a student has a question, go to his/her desk to respond quietly to the question to avoid disrupting the other students. Only if several students ask the same question should you advise the entire session of the question and answer.

Example of the Grade 4 and Grade 8 QxQs

4th

QUESTION-BY-QUESTION SPECIFICATIONS

NATIONAL INDIAN EDUCATION STUDY STUDENT QUESTIONNAIRE: GRADE 4

Assessment Administrators (AAs) may answer questions that students have about the questions in the questionnaire booklet. These questions form an important part of the analysis of results, and the National Indian Education Study wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question is repeated below, with an explanation of what information the question is attempting to obtain from students.

If a student feels that a question is too personal, stress confidentiality. If the student is still reluctant, tell the student that the question is not to be answered.

students who are not living with their natural parents should not apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the students' home responsible for the students' day-to-day care). For students attending boarding schools, answers should be based on the natural family or other caregivers with whom the students live when school is not in session. For students living full time in a group home or orphanage, questions that refer to family or parents should not be answered, and the student should note in the outside margin of the page that he or she is living in a group home or orphanage.

questions.

8th

QUESTION-BY-QUESTION SPECIFICATIONS

NATIONAL INDIAN EDUCATION STUDY STUDENT QUESTIONNAIRE: GRADE 8

Assessment Administrators (AAs) may answer questions that students have about the questions in the questionnaire booklet. These questions form an important part of the analysis of results, and the National Indian Education Study wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question is repeated below, with an explanation of what information the question is attempting to obtain from students.

If a student feels that a question is too personal, stress confidentiality. If the student is still reluctant, tell the student she or he does not have to answer the question.

Some of the background questions may present difficulties for students who are not living with their natural parents at home. Questions that refer to family or parents also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the students' home responsible for the students' day-to-day care). For students attending boarding schools, answers should be based on the natural family or other caregivers with whom the students live when school is not in session. For students living full time in a group home or orphanage, questions that refer to family or parents should not be answered, and the student should note in the outside margin of the page that he or she is living in a group home or orphanage.

Emphasize that there are no wrong answers to any of the questions.

4.1

SESSION SCRIPTS

4.1

9B. Answer student questions about how to record answers.

Because the NIES Survey instrument is a questionnaire and not a cognitive test (as is NAEP), there is no need to offer students testing accommodations. However, since we do want to obtain the best possible data from the survey, students should be offered any help they need in reading, understanding, and answering the questions. The following are some suggestions for how to accomplish this.

- **Student needs questions and answer categories read aloud.** For grade 4 sessions, the script instructs you to read all survey questions and answer categories to all of the students as a group. At grade 8, if there are a number of students who will need to have the questions read aloud, the school coordinator will likely have decided to have all of the questions read aloud to all of the students in the session. If there are only a few grade 8 students who need this option and the school coordinator does not want you to read the questions aloud to all of the students, you may conduct a separate read-aloud session (this will be rare). If there are students in a regular grade 8 session who need certain words or passages read aloud to them, you may do so quietly at each student's desk.
- **Student needs extended time.** Because the student survey is not timed, this will be a non-issue in most cases. Allow as much time as needed within reason and within the school's schedule for all students in a session to complete the questionnaire. If the school identifies one or more students who may need substantially more time to complete the questionnaire, during the preassessment visit, arrange with the school coordinator for the student(s) to stay and finish the questionnaire after the others have been dismissed, or administer the survey to any student who requires the extra time in a one-on-one or small group setting.
- **Student has limited English proficiency.** If a student's English skills are so limited that the school believes the student cannot understand the questionnaire items in written or spoken English, the student may use a bilingual dictionary of his/her own or provided by the school. We cannot offer students a translation of the entire questionnaire into another language. If the student needs a word translated now and then and a school staff member is available to translate, that is acceptable.
- **Student needs help to physically record the answers.** If the school can provide a scribe, a computer, or other assistance to help the student record his/her answers, allow this to take place. If the help the student needs is better suited to a one-on-one or small group setting, you will have already arranged for such a session during the preassessment visit.
- **Student needs a large-print booklet.** If the student needs enlarged text in order to adequately read the questions and record the answers, you may enlarge the student's questionnaire (or ask the school to do so). Standard enlargement size is 129 percent of the original size, but you may enlarge the questionnaire to any size the student requires. Be sure to band together the enlarged version with the original NIES Student Questionnaire when you prepare the survey materials for shipping to Pearson.

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- **Student needs a one-on-one or small group.** If the school determines that a student needs the survey to be administered in a one-on-one or small group setting in order to participate, you will have scheduled an appropriate session during the preassessment visit.

Remember, this is not an assessment. It is not necessary to administer the NIES Survey in the same way that the student is tested on NAEP or on the state assessment.

Procedure 10. End the Session

Once all of the students have finished answering the questions, the script instructs you to collect the questionnaires and remove the student ID labels from every desk. After you collect the labels, tear them up and throw them away. **Remember:** The names of NIES participants must never leave the school on the completed questionnaires or on other NIES Survey documents.

If time allows, call the students by name in NIES Administration Schedule order so the students bring their questionnaires to you. This procedure enables you to easily account for all of the questionnaires. In large sessions or if time is not sufficient, instruct the students to pass the questionnaires to the end of their row of seats for collection. Regardless of which collection procedure you choose, you must strive to maintain control of the classroom. This may be a difficult task as students become eager to leave once the survey is over. Students may keep the NIES pencils as a thank-you gift for participating in the NIES Survey.

You must account for all of the NIES Student Questionnaires at the end of the session. When you have accounted for all of the questionnaires, the script instructs you to thank the students and release them according to the school's preference. If a student finishes the NIES Survey before other students, he/she should remain in the classroom until all students are finished. Once all the NIES students are finished completing the survey, dismiss the students as a group, after you have collected all of the NIES Surveys.

Procedure 11. Activities to Complete After the Session

11A. Go to the location where your AAs are working.

Once you have excused the students, go to the location where your AAs are working.

After conducting the NIES Survey session, you will be responsible for completing the NIES Administration Schedule and NIES Student Questionnaire covers.

11B. Enter an NIES Administration Code for each student on the NIES Administration Schedule.

Based on the results of the session, record an Administration Code for every student listed on the NIES Administration Schedule in the NIES Admin Code column. The NIES Administration Codes are similar to those of the NAEP Administration Codes. The NIES Administration Codes and the guidelines for using them are detailed below and on page 9.37.

NIES Administration Codes

Surveyed Students—Original Session	
10	In session full time. Surveyed in original session.
11	No responses in booklet. Student was in original session full time, but there were no responses in the questionnaire.
12	In session part time. Student left the original session and did or did not return. Specify the reason on the questionnaire cover. Refer to your Session Debriefing Form for notes made during the assessment.
13	Session incomplete. Original session was interrupted, and no student was able to complete the questionnaire (e.g., fire drill). Specify the reason on the questionnaire cover.
14	Other, specify on cover. Use this code for any situation covered by the other SURVEYED IN ORIGINAL NIES SESSION Codes (e.g., the discovery of a page missing from a questionnaire). Explain fully on the questionnaire cover.

Surveyed Students—Makeup Session	
20	In session full time. Surveyed in makeup session.
21	No responses in booklet. Student was in makeup session full time, but there were no responses in the questionnaire.
22	In session part time. Student left the makeup session and did or did not return. Specify the reason on the questionnaire cover. Refer to your Session Debriefing Form for notes made during the assessment.
23	Session incomplete. Makeup session was interrupted, and no student was able to complete the questionnaire (e.g., fire drill). Specify the reason on the questionnaire cover.
24	Other, specify on cover. Use this code for any situation covered by the other SURVEYED IN MAKEUP NIES SESSION Codes (e.g., the discovery of a page missing from a questionnaire). Explain fully on the questionnaire cover.

Absent Student Codes	
40	Temporary. Student is not in school temporarily (less than 2 weeks) due to illness, disability, or excused absence.
41	Long-term. Student has been absent from school for 2 weeks or more due to an illness or disability.
42	Chronic truant. Student attends school occasionally, if ever.
43	Suspended. Includes in-school suspension.
44	In school, did not attend session. Student was known to be in school on day of survey but, for example, was not released by teacher, or the school would not allow to participate due to disruptive behavior.
45	Scheduling problem.
46	Parent refusal. Parent/guardian officially notified school that he/she refused to allow student to participate in the survey.
47	Student refusal. Student officially notified school or NAEP staff that he/she refused to participate in the survey before being given a questionnaire.
48	Other, specify on cover. Use this code for any absence not covered by codes 40–47. Specify reason on questionnaire cover.
49	Session Refused. Use this code for a school refusal of the entire NIES session.

Other Student Codes	
51	Withdrawn/Graduated. Student is no longer enrolled in the school.
52	Unassigned book (unused).
53	Ineligible, not AI/AN. Use this code for a student who is found not to be of American Indian or Alaska Native decent. Explain fully on the questionnaire cover how you determined the student was ineligible.
54	Ineligible, never attends campus. Use this code for a student who is listed as enrolled but is not physically attending school (e.g. home schooled or attending classes off campus).
55	Ineligible, NAEP/other. Use this code for a student who was not eligible for the survey for any other reason (e.g., not in the grade being surveyed). Explain fully on the questionnaire cover how you determined the student was ineligible.
56	Not in Sample (NIS). Use this code for any student not sampled but surveyed at the convenience of the school.

NOTE: The EXCUSED FROM NIES Codes are the same codes used for students excluded from the NAEP assessment.

Excused From NIES Codes	
60	SD - Cannot be surveyed. Use for any SD student who was excluded from the NAEP assessment.
62	ELL - Cannot be surveyed. Use for any ELL student who was excluded from the NAEP assessment.
64	SD & ELL - Cannot be surveyed. Use for any SD and ELL student who was excluded from the NAEP assessment.

11C. Enter an NIES Administration Code on every line of the NIES Administration Schedule with a barcode.

Since there are three NIES student booklets in a bundle, it is possible you will have unassigned NIES booklets. Any booklets you do not use can be returned to your bulk supply.

11D. Complete the Summary Box at the top of the NIES Administration Schedule.

It is very important that the summary information at the top of the NIES Administration Schedule is accurately calculated and recorded, as shown below. You will need to enter this summary data into the SCS after the session.

# Original NIES Sample	<u>4</u>		# Withdrawn & Ineligible for NIES (Admin. Codes 51, 53, 54 & 55)	<u>1</u>		# Absent from NIES (Admin. Codes 40-45, & 48)	<u>0</u>	# Surveyed (Original NIES Session)	<u>2</u>
+ # Selected New Enrollees for NIES	<u>0</u>	=	Total in NIES Sample	<u>4</u>	-	# Excluded from NIES (Admin. Codes 60, 62 & 64)	<u>1</u>	=	TO BE SURVEYED In NIES
						+ # Refused NIES (Admin. Codes 46, 47, & 49)	<u>0</u>	+ # Surveyed (Makeup NIES Session)	<u>0</u>
								=	TOTAL SURVEYED IN NIES
									<u>2</u>

11E. Total the Summary Box information on the NIES Administration Schedule.

Since NIES Administration Schedules are printed by session, you may have multiple NIES Administration Schedules. If this is the case, add up the information in the Summary Boxes on each of the NIES Administration Schedules. To complete this task, use the NIES worksheet in **Part 5** of the QCB and add up the following fields:

- Original Sample,
- New Enrollee,
- Total in Sample,
- Withdrawn/Ineligible,
- Excluded,
- Absent,
- Refused, and
- Total Surveyed.



Enter the total of these fields in the Special Studies tab of the SCS after you leave the school.

11F. Determine if an NIES makeup session needs to be held.

If the school is participating in the NIES and a makeup session needs to be held for NAEP, plan to also hold a makeup session for NIES, if there were any students absent from the NIES session(s). If a makeup session is not needed for NAEP, there will be no makeup session for the NIES.

11G. Organize all NIES Student Questionnaires back into NIES Administration Schedule order.

Put all NIES Student Questionnaires back in NIES Administration Schedule order, including those for absent, excluded, withdrawn, and ineligible students. While you are doing this, check to see that you have one questionnaire for each student listed on the NIES Administration Schedule regardless of whether the student was surveyed.

11H. Verify that student ID labels are removed from NIES Student Questionnaires.

All student ID labels must be removed from the NIES Student Questionnaires. Verify that the students completed this. If any were left on the covers, including those NIES Student Questionnaires assigned to students who did not attend the assessment, remove them now, unless these students will be invited to participate in a makeup session.

11I. Enter the following information in the spaces provided on the cover of each NIES Student Questionnaire:

- the school ID number;
- the teacher number(s) from the Administration Schedule that you entered during the preassessment visit. For both grades 4 and 8, be sure to record a teacher number in both Teacher Number boxes;
- the NIES Admin Code; and
- the NAEP student booklet ID number from the NIES Administration Schedule.

If the student has the same teacher for both reading and mathematics (as will be the case for most fourth-graders), that teacher will have two different NIES Teacher Numbers (one for reading and one for mathematics).

Similarly, if the student has one teacher for reading and a different teacher for mathematics (as will be the case for most eighth-graders), each teacher will have his/her own number and his/her own questionnaire (one for reading and one for mathematics). In both cases, record the student's reading teacher number in the box labeled "**Reading**," and the mathematics teacher number in the box labeled "**Math**."

If the student is withdrawn, ineligible, excluded, or refused, you still need to complete the information on the cover of the students' NIES Questionnaire, including:

- the school ID number,
- the NIES Admin Code, and
- the NAEP student booklet ID number.

11J. Transfer the NIES Administration Codes to the NIES Student Questionnaire covers.

On the NIES Administration Schedule, you will have recorded an Administration Code in the NIES Admin Code column for each student. Transfer each code from the NIES Administration Schedule to the **Admin. Code** box located on the front cover of the corresponding NIES Student Questionnaire.

11K. Band the NIES questionnaires together and place in the NIES Administration Schedule on top.

Then, using a rubber band, band together all the questionnaires for the school. If there are more questionnaires for a school than will fit in one rubber band, band them together by NIES session. Place the questionnaires and NIES Administration Schedule in the Session Box.

Procedure 12. Prepare Materials for Leaving the School

12A. Prepare NIES materials for the NAEP Storage Envelope.

For the NIES Administration Schedule, make one copy with the student names attached. This will be placed in the NAEP Storage Envelope. Next, remove the list of student names at the perforated edge and also place them in the NAEP Storage Envelope.

Make a copy of the NIES Administration Schedule, without the names, and place in the School Folder. Also, place the original NIES Administration Schedule, without the names, in the Session Box.

Make one copy, with the teacher names attached, of the NIES Roster of Questionnaires, and place it in the NAEP Storage Envelope. Remove the list of teacher names from each roster by tearing at the perforated edges, and place the rosters in the NAEP Storage Envelope.

Make a copy of the roster without the names and place it in the School Folder. Place the original Roster of Questionnaires, without the names, in the Session Box.

Finally, place the NIES Student Information Report in the NAEP Storage Envelope.

12B. Complete the Session Debriefing Form.

Complete the Session Debriefing Form and place it in the School Folder. You are now finished with NIES activities.

12C. Pack the NIES materials to ship to Pearson.

Your AAs will pack the Session Box materials. Refer to the guidelines for packing Session Boxes, according to Pearson procedure, on page 6.12 of the *AA Manual*.

Chapter 9 Summary

At the conclusion of this chapter, you should be familiar with the following:

- the key NIES materials;
- the inclusion of students in the NIES;
- how to complete the NIES tasks during your independent work;
- how to discuss NIES with the school coordinator;
- the procedures for preparing NIES questionnaires (student, teacher, and school); and
- how to administer the NIES.



Test Your Knowledge

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

1. ___ A school can only participate in the NIES on the same day as the regular NAEP assessment.
2. ___ If a student who is scheduled for the NIES tells you he/she is not of American Indian or Alaska Native heritage, and there is no time before the assessment begins to check with the school to verify the accuracy of the student's Race/Ethnicity Code, you should ask the student if he/she would mind completing the survey anyway, and determine after the session whether the coding is correct.
3. ___ Use the NIES Administration Schedule to record the names of the NIES teachers.
4. ___ Students excluded from NAEP are eligible to participate in the NIES.
5. ___ On the NIES Student Questionnaire, a student may skip any questions he/she does not feel comfortable answering.
6. ___ NIES Survey sessions are expected to take about 20–25 minutes for grade 8 students and 30 minutes for grade 4 students.
7. ___ Students who arrive late for the NIES Survey may be admitted at any time because the survey is not timed, and we want to include as many selected students as possible.
8. ___ Student ID labels on the NIES Student Questionnaire will be removed by Pearson after the questionnaires are linked with students' NAEP assessment results.

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

CHAPTER 10

LEADING ASSESSMENT DAY: AFTER THE SESSION

Before you leave the school, you are responsible for ensuring that everything is completed accurately and accounted for.

This chapter provides step-by-step procedures detailing your responsibilities on assessment day after the sessions have ended but before you leave the school, including how to conduct quality control (QC) checks of your assessment administrators' (AAs') work, how to determine if a makeup session will need to be held, and how to conduct school debriefing activities with the school coordinator and your AAs. At the conclusion of this chapter, you should understand what procedures to perform after the session.

10

Leading Assessment Day: After the Session

Procedure 1. Go to the Work Location for the Assessment Team

After the session, meet your assessment administrators (AAs) in the location where your team will be working. If the school is participating in the National Indian Education Study (NIES), you will administer the NIES session and then meet your AAs. If you cannot meet your AAs immediately following the session, they should take the initiative to begin postassessment activities and have their work prepared and ready for you to conduct a quality control (QC) check when you arrive.

Procedure 2. Verify That Your AAs Accounted for All Materials Used

The AAs are responsible for returning all NAEP materials to you immediately following the assessment in a school. Each and every assessment booklet must be accounted for and returned to Pearson; none can be left in the school or thrown away for any reason. If any assessment booklets are missing, contact the school coordinator to locate the student and retrieve the missing booklet. At this point, collect materials from the AAs that identify the names of students and teachers such as the NAEP 2009 Listing of Sampled Students, and the copy of the roster.

Procedure 3. Verify the Administration Schedule Has Been Completed Accurately

Immediately following the session, the AA team should have taken the initiative and conducted its own QC check to make sure the Administration Schedules were completed properly, but you are responsible for the final check of the Administration Schedules for each session.

Once you have conducted this QC check, report the status of each AA's Administration Schedule in the Assessment QC Record of **Part 4** of the *Quality Control Booklet* (QCB). If the requirement has not been met, provide an explanation in the Comments column. **To conduct a thorough QC check of the Administration Schedules, perform the following checks:**

3A. Verify that each student listed on the Administration Schedule has an Administration Code entered in column Q.

Entering an Administration Code in column **Q** of the Administration Schedule is the AA's first responsibility after students have been dismissed. Check that:

- the AA entered an Administration Code for each student listed on the Administration Schedule by running your finger down column **Q** to verify that there is an entry for every student, and
- the code the AA has entered is consistent with what you have observed during the course of the assessment session.

The Administration Codes and their definitions are printed below and on the following pages. These codes and guidelines are also printed on the Administration Schedule.

NOTE: The Administration Codes the AA will enter based on the session results are limited to the assessed student codes **10–14**, and the absent codes **40–44** and **47–48**.

Definitions of Administration Codes Used in Column Q	
Assessed students—Original session	
10	In session full time. Assessed in original session.
11	No responses in booklet. Student was in original session full time, but there were no responses in the booklet.
12	In session part time. Student left the original session and did or did not return. Specify the reason on the booklet cover. Refer to your Session Debriefing Form for notes made during the assessment.
13	Session incomplete. Specify the reason. Original session was interrupted, and no student was able to complete the booklet (e.g., fire drill). If this code is used, it must be assigned to all students in the session.
14	Other, specify on cover. Use this code for any situation that is not covered by the other Assessed in Original Session Codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.
Assessed students—Makeup session	
20	In session full time. Assessed in makeup session.
21	No responses in booklet. Student was in makeup session full time, but there were no responses in the booklet.
22	In session part time. Student left the makeup session and did or did not return. Specify the reason on the booklet cover. Refer to your Session Debriefing Form for notes made during the assessment.
23	Session incomplete. Specify the reason. Makeup session was interrupted, and no student was able to complete the booklet (e.g., fire drill). If this code is used, it must be assigned to all students in the session.
24	Other, specify on cover. Use this code for any situation that is not covered by the other Assessed in Makeup Session Codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.

Definitions of Administration Codes Used in Column Q (continued)

Absent student codes	
40	Temporary. Student is temporarily not in school (less than 2 weeks) due to illness, disability, or excused absence.
41	Long-term. Student has been absent from school 2 weeks or more because of an illness or disability.
42	Chronic truant. Student attends school occasionally, if ever.
43	Suspended. Includes in-school suspension.
44	In school, did not attend session. Student was known to be in school on the day of assessment but did not attend any portion of the assessment (e.g., was not released by teacher).
45	Accommodation scheduling problem. School refused accommodation session due to staffing and/or scheduling issues.
46	Parent refusal. Parent officially notified school that he/she refused to allow student to participate in the assessment.
47	Student refusal. Student officially notified school or NAEP staff that he/she refused to participate in the assessment before being given an assessment booklet.
48	Other, specify on cover. Use this code for any absence not covered by codes 40–47 . Specify reason on booklet cover (e.g., student came to room too late after session started).
49	Session/subject refused by school. Entire session or certain subjects within a cooperating session were not conducted due to the refusal by the state or school.
Other student codes	
51	Withdrawn/Graduated. Student is no longer enrolled in the school or is expelled.
52	Unassigned book (unused). Use this code for any booklet not used because the booklet was not assigned to a student. If the student is assigned an accommodation booklet, the original preassigned booklet should receive this code.
54	Ineligible, never attends campus. Student is listed as enrolled but is not physically attending the school (e.g., homeschooled or attending all classes off campus).
55	Ineligible, other. Student was not eligible for the assessment for any other reason (e.g., not in the grade being assessed or a foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.
56	Not in Sample (NIS). Use this code for any student not sampled but assessed at the convenience of the school.
Reasons for exclusion	
60	SD – Cannot be assessed. Student whose Individualized Education Program (IEP) states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation.
61	SD – Required accommodation not permitted. Student cannot be included in the session due to a disability for which a required accommodation was not permitted (e.g., reading the assessment items to a student selected for a reading assessment).
62	ELL – Cannot be assessed. Student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
63	ELL – Required accommodation not permitted. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not permitted (e.g., a bilingual booklet for a student selected for the reading assessment).
64	SD & ELL – Cannot be assessed. Student whose cognitive functioning and/or English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.

Definitions of Administration Codes Used in Column Q (continued)	
Reasons for exclusion (continued)	
65	SD & ELL – Required accommodation not permitted. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not permitted.
66	Excluded, but assessed. Students who the school deemed should be excluded from the assessment but the school requested that they participate anyway.
67	SD – Required accommodation not available. Student cannot be included in the session due to a disability for which a required accommodation was not available (e.g., a scribe or other accommodation supplied by the school).
68	ELL – Required accommodation not available. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not available (e.g., a bilingual dictionary or other accommodation supplied by the school).
69	SD & ELL – Required accommodation not available. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which a required accommodation was not available.

3B. Verify that an Administration Code of 52 has been entered for all unassigned booklets on the Administration Schedule.

Verify that for all unassigned booklets, the AA entered Administration Code **52 = Unassigned book (unused)** in column **Q** of the Administration Schedule. These are lines on the Administration Schedule where there is a preprinted booklet ID number but the booklet was never assigned to a student.

NOTE: Blank lines that do not have a preprinted booklet number should not be given an Administration Code.

3C. Verify the Summary Box has been completed accurately.

It is very important that the summary information at the top of the Administration Schedule is accurately recorded, as described below.

Grade: <u>8</u>	Original session scheduled for: Day/Date: <u>Wed, Feb. 4</u> Time: <u>9:00 a.m.</u> Location: <u>Cafeteria</u>	Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____	If Makeup Needed Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/>	Bundle #'s 1005 1006																								
Middle School Silvia Thomas	<table border="1"> <tr> <td># Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)</td> <td><u>2</u></td> <td># Absent (Admin. Codes 40-45, & 48)</td> <td><u>1</u></td> <td># Assessed (Original Session)</td> <td><u>24</u></td> </tr> <tr> <td># Excluded (Admin. Codes 60-69)</td> <td><u>1</u></td> <td># Refused (Admin. Codes 46, 47 & 49)</td> <td><u>0</u></td> <td># Assessed (Makeup Session)</td> <td><u>1</u></td> </tr> <tr> <td colspan="2">TO BE ASSESSED</td> <td colspan="2">TOTAL ASSESSED</td> <td colspan="2"></td> </tr> </table>			# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)	<u>2</u>	# Absent (Admin. Codes 40-45, & 48)	<u>1</u>	# Assessed (Original Session)	<u>24</u>	# Excluded (Admin. Codes 60-69)	<u>1</u>	# Refused (Admin. Codes 46, 47 & 49)	<u>0</u>	# Assessed (Makeup Session)	<u>1</u>	TO BE ASSESSED		TOTAL ASSESSED				Session Number RS0803						
# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)	<u>2</u>	# Absent (Admin. Codes 40-45, & 48)	<u>1</u>	# Assessed (Original Session)	<u>24</u>																							
# Excluded (Admin. Codes 60-69)	<u>1</u>	# Refused (Admin. Codes 46, 47 & 49)	<u>0</u>	# Assessed (Makeup Session)	<u>1</u>																							
TO BE ASSESSED		TOTAL ASSESSED																										
<table border="1"> <tr> <td>"K"</td> <td>"L"</td> <td>"M"</td> <td>"N"</td> <td>"O"</td> <td>"P"</td> <td>"Q"</td> <td>"R"</td> </tr> <tr> <td>Final</td> <td>New</td> <td>New</td> <td>Planning</td> <td>Original</td> <td>Accommodation</td> <td>Admin.</td> <td>A</td> </tr> <tr> <td>Code</td> <td>Entry</td> <td>Entry</td> <td>Code</td> <td>Booklet</td> <td>ID #</td> <td></td> <td></td> </tr> </table>					"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"	Final	New	New	Planning	Original	Accommodation	Admin.	A	Code	Entry	Entry	Code	Booklet	ID #		
"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"																					
Final	New	New	Planning	Original	Accommodation	Admin.	A																					
Code	Entry	Entry	Code	Booklet	ID #																							

1 Record the number of students who were to be assessed, but who were absent in the # Absent space. This includes students with Administration Codes **40-45, 48, and 49** in column **Q**.

2 Next, enter the total number of parent, student, and session refusals. This includes Administration Codes **46, 47 and 49** in column **Q**. This total is entered in the # Refused space.

3 Finally, enter the # Assessed (Original Session). This is the total of the students with Administration Codes **10-14 and 71-82** in column **Q**.

You will need to verify these Summary Box totals before performing the calculations to determine if a makeup session is necessary.

“Not in Sample” Students, Administration Code 56

If a school required some students to be included in the assessment even though they were not sampled, you will have added the students’ names to the bottom of the Administration Schedule prior to the assessment. You will also have entered the Administration Code **56 = Not in Sample** for these students in column **Q** on the Administration Schedule.

Not in Sample students should not be counted in the # **Assessed (Original Session)** at the top of the Administration Schedule.

AAs will also need to record Administration Code **56** on the booklet covers of the Not in Sample students.

NOTE: If a school refuses to allow a session to be conducted, code all assigned booklets **49 = Session/subject refused by school** on the Administration Schedule. After completing the top of the Administration Schedule and making photocopies, open the refused Session Box and place the Administration Schedule for that session inside the box on top of the materials. The bundles of booklets should remain sealed. Return the refused Session Box of materials to Pearson with the other Session Boxes.

Procedure 4. Verify That the Booklet Covers Have Been Completed Accurately

The AA team should have conducted its own QC check to make sure the booklets were completed properly. You will evaluate the AA on how well he/she completed the QC check in the QCB. However, you are responsible for the final check of the booklets for each session.

To conduct this final QC check, thumb through the booklets and spot check that the booklet covers have been completed correctly. As a general rule, run every third or fourth booklet in the stack through the comprehensive series of checks provided below.

This procedure will help you determine if the AA is making any major errors. If you find any errors, consult the AA immediately and jointly check each booklet to make sure the error has not been repeated.

Once you have conducted this check, report the status of each AA's materials in the Assessment QC Record in **Part 4** of the QCB.

To conduct a thorough QC check of booklets, perform the following checks:

4A. Ensure that all booklets, including those separated during the preparation activities, are in Administration Schedule order.

Check that:

- there is one booklet for each selected student, regardless of whether the student was assessed, and
- all booklets are in Administration Schedule order, including booklets for absent, excluded, withdrawn, and ineligible students, as well as students assessed with an accommodation booklet.

4B. Verify that student ID labels were removed from booklets.

All student ID labels must be removed from the booklets. Following the session script, the AA should have instructed students to do this before they were dismissed from the assessment session. Check that the labels were removed from all booklets, including the Extended Student Background Questionnaire (ESBQ) and those belonging to students who did not participate in the assessment, unless those students will be invited to participate in a makeup session.

4C. Verify that ancillary materials were removed from the booklets.

Check that the AA has removed all ancillary materials from the student booklets.

4D. Ensure each booklet has the correct school ID number.

Check that:

- for grade 4, the AA entered on each booklet the seven-digit NAEP school ID number from the Administration Schedule in the boxes labeled **School #**; and
- for grades 8 and 12, students have entered the correct school ID number; if not, verify that the AA has entered it.

4E. Verify that the students recorded their teacher numbers.

Check that all grade 4 and grade 8 students have recorded a teacher number on their booklet. While there is no way you or the AA can know if the student has entered the correct teacher number, it is the AA's responsibility to verify that students in grades 4 and 8 entered a teacher number in the proper space on their booklets.

NOTE: Students in accommodation sessions may have written their teacher's name on the front cover of the booklet. AAs are responsible for recording the corresponding teacher numbers for these students and erasing the names of the teachers from the booklet covers. Some of these students may have teachers who were not originally given a number and a Teacher Questionnaire. In this case, you will have to add the teacher to the roster and let the AA know what the newly assigned teacher number is. You will also need to provide the appropriate additional questionnaire for the school coordinator to give to the teacher.

4F. Verify the Administration Codes were transferred to the student booklet covers.

Check that the AAs transferred each Administration Code from the Administration Schedule (column **Q**) to the Admin. Code boxes located on the front cover of the corresponding booklet.

4G. Verify that any Administration Code requiring an explanation has one on the front cover.

The Administration Codes **12–14**, **22–24**, and **48** all require, by definition, an explanation of the individual situation. For each of these codes, verify the AA documented the details on the Session Debriefing Form. Check that the AAs wrote a clear explanation on the booklet cover for each student given one of these codes. The AA should not write in the booklet timing tracks (down the left side of the cover or on the boxes with recorded information).

4H. Verify that the Planning Code recorded on the booklet cover matches the Planning Code in column N on the Administration Schedule.

To collect all of the information about the students who were assessed with accommodations, a list of accommodations offered has been printed on the front cover of every booklet. The AA should have shaded the oval for every accommodation offered to the student. As described earlier, your AAs should transcribe this information from the Assessment Information Form, as shown on the next page.

For students requiring an accommodation, check that the AA has

- recorded the Planning Code of **2** or **3** from column **N** on the Administration Schedule to Planning Code (Col. N) on the booklet cover; and
- shaded in the appropriate ovals on the front of the student's booklet cover to reflect all accommodations offered to the student.

4I. Verify that the accommodations have been recorded on the student booklet cover.

The accommodation codes are recorded by the AA on the student's booklet cover after the assessment. Students who were assessed with an accommodation should have the ovals for all accommodations offered shaded on the student's booklet cover, regardless of the accommodation. For students who are not classified with disabilities (SD) or as English language learners (ELL), there should be no accommodations recorded on the student booklet cover.

Example of Transferring Accommodations Onto the Student Booklet Cover

ACCOMMODATION SESSION INFORMATION							
STUDENT INFORMATION							
COURSE	SESSION	LINE#	SUBJECT	ACCOMMODATION(S) (Check all that apply)	NOTES	EXT. COG. SECT. #	START/END
1	R50801	10	S	BDR BIB BID (REA) BRL LRG MAG SCR (SMG) ONE SSA (EXT) BRK OTH		12:40	1:10 1:12 1:37
1	R50802	10	S	BDR BIB BID (REA) BRL LRG MAG SCR (SMG) ONE SSA (EXT) BRK OTH		12:40	1:05 1:12 1:32
2	R50803	5	M	BDR BIB BID (REA) BRL LRG MAG SCR (SMG) ONE SSA (EXT) BRK OTH		9:10	9:35 9:37 10:02
2	R50803	14	M	BDR BIB BID (REA) BRL LRG MAG SCR (SMG) ONE SSA (EXT) BRK OTH		9:10	9:35 9:37 10:02
5	R50803	11	M	BDR BIB BID REA BRL LRG MAG SCR SMG ONE SSA EXT BRK OTH		9:10	9:40 9:45 10:15

Admin Schedule Line # 11 from Section # R50803

2009 SECCIÓN /SECTION
Grado 8 /SECTION 1 | M6
Grade 8

**Folletto Matemáticas /Mathematics Book
M901-BL
Bilingüe/Bilingual**

Información de escuelas y maestros
School and Teacher Information

ESCUELA/SCHOOL # MAESTRO(A) #
/TEACHER #

9 9 2 1 2 2 0

Prep. Code (Col. 1) Admin. Code (Col. 2)
3

If Code 3 or 4, complete the box below.

Accommodations Offered in Regular or Separate Session (Circle All That Apply)

BDR
 BIB
 BID
 REA
 BRL
 LRG
 MAG
 SCR
 SMG
 ONE
 SSA
 EXT
 BRK
 OTH

If Extended Time (EXT) is coded above, enter the total time used below

DO NOT USE

901 - 678912 - 4

PLACE LABEL HERE

According to the Paperwork Reduction Act of 1995, no person may be required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0045. The time to review this information collection is estimated to average 20 minutes per booklet. Instructions: To time to enter numbers, circle numbers and symbols, enter the code printed, and complete and sign the accompanying SA form. Please write to: U.S. Department of Education, Washington, D.C. 20202-4017. If you have comments or concerns regarding the status of your individual submission of this form, write during the SAIRY HOUR, U.S. Department of Education, 1180 W. Broad St., Washington, D.C. 20202-4017.

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Printed in the U.S.A.

4J. Verify that students who required the extended time accommodation (EXT) have the “Total Time” recorded on the front cover.

For students who received the extended time accommodation, check that in the **Total Time for Accommodation (EXT)** boxes on the booklet cover, the AA has:

- entered the total number of minutes the student took to complete the cognitive sections of the assessment booklet,
- entered “050” if a student who was offered extended time did not take more than the standard 50 minutes of time to complete the cognitive sections, and
- not entered a number of minutes that is more than three times the regular amount of time allocated for the cognitive sections of the booklet (i.e., no more than 150 minutes), which is the limit for the extended time accommodation.

4K. Ensure that all booklets have been banded together and the Administration Schedule is placed on top of the stack of booklets for the regular session.

Verify that:

- the correct Administration Schedule is placed on top of each stack of booklets for the regular session, and
- the Administration Schedule is not banded with the booklets. This will tear the edges.

Procedure 5. Verify That the ESBQ Administration Schedule(s) and ESBQ Booklets Were Coded Correctly, If Necessary



If the ESBQ was administered at the school, you will need to include the ESBQ Administration Schedule and the ESBQ booklets in your QC activities. Conduct a spot check to ensure that the ESBQ booklets have been prepared according to NAEP standards. Run every third or fourth ESBQ booklet in the stack through a comprehensive series of checks. If you find any errors, you and your AAs will check each booklet to make sure the same error has not been repeated.

5A. Entered an ESBQ Administration Code on the ESBQ Administration Schedule.

Verify that the AAs recorded the ESBQ Administration Code for each student without one in the ESBQ Admin Code column in the ESBQ Administration Schedule. All of the ESBQ Administration Codes are listed on the right side of the ESBQ Admin Code column. The codes are grouped according to participation status: assessed students (ESBQ Administration Codes **10–14**) or absent students (ESBQ Administration Codes **40–49**).

5B. Entered an ESBQ Administration Code of 52 for all unassigned ESBQ booklets.

Every line of the ESBQ Administration Schedule that has a NAEP Student Booklet ID # pre-printed on it will need to have an ESBQ booklet assigned to it and an ESBQ Administration Code recorded. Therefore, check that the AA has entered an ESBQ Administration Code of **52** was assigned in the ESBQ Admin Code column of the ESBQ Administration Schedule for all unassigned ESBQ booklets.

5C. Completed the ESBQ Summary Box.

Check that the summary information at the top of the ESBQ Administration Schedule is accurately recorded.

5D. Totaled the Summary Box information on the ESBQ Administration Schedule.



Since ESBQ Administration Schedules are printed by session, you may have multiple ESBQ Administration Schedules. If this is the case, add up the information in the Summary Boxes on each of the ESBQ Administration Schedules. Enter the total of these fields in the Special Studies tab of the School Control System (SCS) after you leave the school. To complete this task, use the ESBQ worksheet in **Part 5** of the *Quality Control Booklet* and add up the following fields:

- Original sample,
- New Enrollee,
- Total in Sample,
- Withdrawn/Ineligible,
- Excluded,
- Absent,
- Refused, and
- Total Assessed.

5E. Organized ESBQ booklets back into ESBQ Administration Schedule order.

Ensured that all ESBQ booklets are in the ESBQ Administration Schedule order.

5F. Verified that student ID labels were removed from the ESBQ booklets.

The student labels must be removed from the ESBQ booklets. You must verify that this was checked by your AAs.

5G. Ensured that each ESBQ booklet cover has the correct school ID number.

Check that on each grade 4, 8, and 12 ESBQ booklet cover, the school ID number from the ESBQ Administration Schedule is recorded in the boxes labeled **School #**.

5H. Recorded the Administration Codes on the ESBQ booklet covers.

Check that the AA transferred each code from the ESBQ Administration Schedule to the ESBQ Admin. Code boxes located on the front of the corresponding ESBQ booklets.

5I. Recorded the NAEP student booklet ID number on the ESBQ booklet covers.

Check that the AA recorded the NAEP student booklet ID number on the ESBQ booklet covers, including for students who are withdrawn, ineligible, and excluded.

5J. Banded the ESBQ booklets together and placed the ESBQ Administration Schedule on top of the stack.

The ESBQ booklets should be banded together and the ESBQ Administration Schedule should be placed on top of the stack. The AA should not band the ESBQ Administration Schedule with the booklets. This will tear the edges.

Procedure 6. Complete School Staff Questionnaire Activities

To complete the questionnaire activities, do the following:

6A. Collect the questionnaires from school staff, if necessary.

Retrieve any outstanding school staff questionnaires from the school coordinator, including any blank questionnaires completed online.

NOTE: You should have collected the SD and ELL Questionnaires at the preassessment visit. If you did not collect all of them prior to the assessment, collect them now.

Band together all questionnaires that were completed online. You will hand them to the school coordinator after the debriefing interview and instruct him/her to throw them away. Any questionnaire filled out on the hardcopy form must be retained and included in the Session Box to ship to Pearson.

At this point, if you find there are questionnaires that have not been completed, arrange to collect the completed questionnaires from the appropriate school staff members before you leave the school. If this is not possible, you must leave a postage-paid Supplemental Shipping Envelope (included in your bulk supplies) with the school coordinator so that the school can return the completed questionnaires directly to Pearson.



If the school is participating in the NIES, collect any outstanding NIES school staff questionnaires at this time. Any NIES Questionnaires that are not returned to you before you leave the school must be completed and returned directly to Pearson in the Supplemental Shipping Envelope. NIES and NAEP Questionnaires can be combined and mailed in one envelope.

6B. Verify that each Roster of Questionnaires has been filled out accurately and completely.

Verify that each roster has been completed accurately and fully by:



- entering any missing information on the roster(s),
- reviewing all information that is entered to make sure that it is correct, and
- carefully reviewing the back of the grade 8 roster to confirm the mathematics and science teacher numbers are assigned correctly.

6C. Update the status of the questionnaires on the appropriate Roster of Questionnaires.

As completed questionnaires are returned to you, update their status in the Return Status column in the NAEP section on the original roster:

- Shade the **Hardcopy** oval for questionnaires completed on hardcopy.
- Shade the **Online** oval for questionnaires completed electronically.
- Shade the **Not completed** oval for any questionnaires not completed or returned.



If the school is participating in the NIES, shade in the appropriate ovals in the Return Status column on the NIES Roster of Questionnaires as completed questionnaires are returned to you.



The Importance of Completing Rosters

For every set of School, Teacher, SD, ELL, and NIES Questionnaires, Pearson must receive a completed, original version of the Roster of Questionnaires. If the roster is not placed in the Session Box, or if a photocopy is sent instead of the original, the roster has to be recreated at Pearson in order to scan the data. This means someone has to piece together all the information that belongs on the roster before the processing and analysis can begin. Therefore, it is very important that the completed, original Roster of Questionnaires is always sent in with your Session Box materials at the end of the assessment.

6D. Verify that the covers of the questionnaires have been filled out accurately and completely.



For completed hardcopy questionnaires, you will need to

- enter any missing information on the cover, and
- review all information entered on the cover to make sure that it is accurate.

6E. Remove the label on the front cover of each questionnaire.

Before giving the questionnaires to the school coordinator, your supervisor affixed a removable label to the front cover of each SD, ELL, School, and Teacher Questionnaire. Remove and destroy the label from each questionnaire before packing the questionnaires in the Session Box to send to Pearson.



If the school is participating in the NIES, be sure to remove and destroy the labels from the NIES School and Teacher Questionnaires as well.

Procedure 7. Determine Whether a Makeup Session Must Be Held

When assessment attendance at a school is below 90 percent, a makeup session will need to be scheduled. The AAs are responsible for recording on the Administration Schedule the **# Assessed (Original Session)**, **# Refused**, and **# Absent**. It is your responsibility to compute the response rate for the school and determine if a makeup is necessary.

- To calculate the assessment attendance, use the Makeup Session Worksheet located in **Part 5** of the QCB (shown on the following page). Round percentages to the nearest whole percentage.
- If a makeup session is not required, complete the **# Assessed (Makeup Session)** and **TOTAL ASSESSED** blanks on the top of the Administration Schedules. Enter "0" for **# Assessed (Makeup Session)** and enter the same number as **# Assessed (Original Session)** on the **TOTAL ASSESSED** blank.
- If a makeup session is required, these blanks will be filled in after the makeup session has been completed.



If the school is participating in the NIES and a makeup session needs to be held for NAEP, plan to also hold a makeup session for the NIES on the same day as the NAEP makeup session if there were any students absent from the NIES session(s). If a makeup session is not needed for NAEP, there will be no makeup session for the NIES in that school.

Example of Makeup Session Worksheet

Part 5: Makeup Session Worksheet

If the assessment attendance at a school is less than 90 percent, a makeup session must be held.

Use the steps listed below to calculate the assessment attendance percentage and determine if a makeup session needs to be scheduled. If the percentage is .5 or above, round up, or .4 or below round down.

1. Calculate the total of the "TO BE ASSESSED" values of all sessions.	TO BE ASSESSED Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Session #5 _____ Session #6 _____ Total _____ 1. ____
2. Calculate the total of the # Refused values (Admin. Codes 46-47) of all sessions PLUS any students coded as "49 – session/subject refused by school."	# Refused Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Session #5 _____ Session #6 _____ Total _____ 2. ____
3. Subtract the total of the # Refused from the total of the TO BE ASSESSED. Subtract line 2 from line 1.	3. ____
4. Calculate the total of the # Assessed (Original Session) values for all sessions.	# Assessed (Original Session) Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Session #5 _____ Session #6 _____ Total _____ 4. ____
5. Calculate the assessment attendance percentage. Divide line 4 by line 3 and then multiply by 100.	5. ____
6. Does a makeup session need to be scheduled? Does line 5 equal 89 percent or less? (Rounded to the nearest whole percent.)	6. Yes <input type="checkbox"/> No <input type="checkbox"/> <i>Check One</i>

Procedure 8. Organize Materials

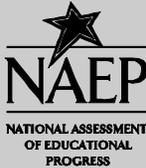
8A. Prepare materials.

After verifying that information entered on all of the forms is complete and accurate, use the table below to guide you through the process of preparing materials for the NAEP Storage Envelope and School Folder:

Form	Action	Final Placement
Administration Schedule (including NIES and ESBQ, if applicable)	• Make one copy with student names attached.	NAEP Storage Envelope
	• Remove the list of student names at the perforated edge.	NAEP Storage Envelope
	• Make a copy of the Administration Schedule, without names.	School Folder
	• Place the original Administration Schedule, without names.	Session Box
Roster of Questionnaires (including NIES, if applicable)	• Make one copy with teacher names attached.	NAEP Storage Envelope
	• Remove the list of teacher names from each roster by tearing at the perforated edge.	NAEP Storage Envelope
	• Make a copy of the roster without names.	School Folder
	• Place the original Roster of Questionnaires, without names.	Session Box 01
Inclusion Worksheet	• Make one copy with student names attached.	NAEP Storage Envelope
	• Remove the list of student names by cutting off the Student Information column.	NAEP Storage Envelope
	• Place the original Inclusion Worksheet, without names.	School Folder
NAEP 2009 Listing of Sampled Students Listing of Sampled Students for NIES	• Collect original and all copies of the Listing of Sampled Students from your AAs.	NAEP Storage Envelope
Student Information Report	• Place the original Student Information Report.	NAEP Storage Envelope
New Enrollee Listing Form	• Place the original New Enrollee Listing Form.	NAEP Storage Envelope
SD/ELL Online Questionnaire Summary	• Place the original SD/ELL Online Questionnaire Summary.	School Folder

8C. Staple the “Destroy by” card to the front of the NAEP Storage Envelope.

Staple the “Destroy by” card to the front of the NAEP Storage Envelope in the upper-right corner, as shown here:



STORAGE ENVELOPE

(Use for storing Administration Schedule(s), Student List(s), Roster(s) and other assessment materials.)



School ID 992-122-0

School Name Dixon Middle School

City, State Oakland, FL

As requested, the NAEP Storage Envelope containing the Administration Schedule(s), Student List(s), Roster(s) and other NAEP material was destroyed on:

_____ (Date Destroyed)

Signed _____

Title _____

Print Name _____

School Coordinator: _____

<p>Your NAEP Representative: _____</p> <p>Your NAEP Representative's Phone: _____</p> <p>NAEP Help Desk Phone: 1-800-283-NAEP (6237) Email: NAEPHelp@Westat.com</p>	<p>Assessment Date & Time: _____</p> <p>Time NAEP Team will Arrive: _____</p> <p>After June 1 or the end of your school year:</p> <ul style="list-style-type: none"> • Complete the NAEP Return Postcard, • Remove the postcard from this envelope, • Mail the postcard, and, • Destroy the contents of this envelope.
--	---

NOTE: For grade 12 schools, the contents of the NAEP Storage Envelope will be destroyed by December 31, 2009.

Procedure 9. Perform Final Check of Session Box Materials

To conduct a final check of the Session Box materials, perform the following:

9A. Receive the Session Box from the AA.

When the AA has completed his/her tasks immediately following the session and you have completed your QC checks, the AA will pack the session materials in the Session Box and give the box to you.

It is your job to make sure that the AA packs the Session Box properly and returns it to you.

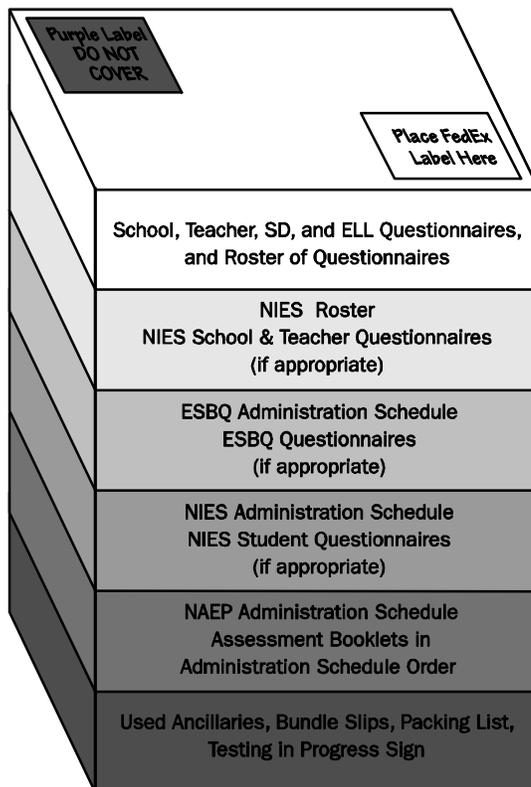
9B. Place the completed questionnaires in the Session Box.

Once you have received the Session Boxes from the AAs, place the school staff questionnaires you have collected from the school coordinator at the top of Session XX01 Box along with the completed original Roster of Questionnaires.

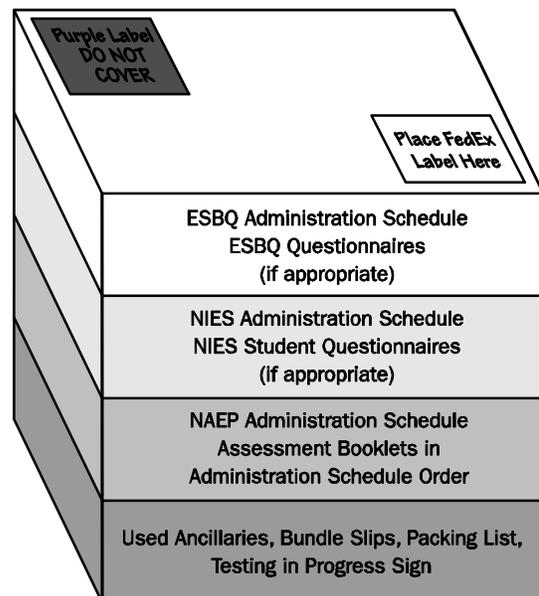


If there are NIES school staff questionnaires at the school, place them along with the NIES Roster of Questionnaires in Session XX01 Box underneath the NAEP school staff questionnaires.

Session XX01 Box



Remaining Session Box(es)



9C. Verify that the boxes are packed according to Pearson procedure.

Next, check to make sure the materials are packed according to the examples shown in the diagram of the Session Boxes. When the box is completely packed, place the pillow pack to use as a filler before sealing the boxes.

In this procedure, you are conducting a final comprehensive check of the Session Box(es) that will be sent to Pearson to verify that the AA has properly completed all of his/her responsibilities following the assessment, and that you have included all other required materials.

Double-check the following:

- There is an original Administration Schedule without names in each Session Box. **Verify that the AA has included the original (blue) Administration Schedule and NOT a photocopy.** You will need to place any copies of the Administration Schedule(s) in the NAEP Storage Envelope.
- The ancillary materials are included in the box to be mailed to Pearson.

9D. Receive bulk supply session materials from the AA.

Following the assessment, the AA will have a number of materials that should be returned to you. These include:

- all calculators;
- all unused ancillaries;
- used foam shapes (Manipulative Set “K”), rulers, and ruler/protractors;
- extra pencils;
- session timer;
- any extra “Testing in Progress” signs that you may have provided from your bulk supplies (the signs that were shipped in the Session Boxes should be returned in the Session Boxes); and
- Booklet Cover Posters.

If you have not already done so, be sure to also collect any and all copies of:

- Administration Schedules, and
- ESBQ and NIES student lists.

During this final QC check, ask for these materials if you have not received them from the AA.

Procedure 10. Complete School Debriefing Activities

10A. Review Session Debriefing Form.

The Session Debriefing Form is the written record of the conduct of each session. It also serves as a resource for answering any questions raised after the assessment.

The AA is responsible for completing the Session Debriefing Form. A Session Debriefing Form must be completed for each assessment session, including makeup, accommodation, and NIES sessions.

The AA should have partially filled out the form prior to the session. After the AA finalizes the form, you will need to review it. If any problems or unusual situations arose during the administration of the assessment, speak with the AA about them. It is important to document exactly what happened, how it affected the students, and how and by whom the situation was resolved. If no unusual situations or problems occurred, it is not necessary to speak with your AA about the information he/she wrote on the form.

After you have reviewed the form, initial it in the space provided in the top-right corner, and place it in the School Folder.

10B. Debrief the school coordinator.

What you need to know:

- You arranged this interview during the preassessment visit.
- The interview should take no more than 5–10 minutes.
- **The Rule:** The interview should be conducted only on the day of the original assessment.
- **The Exception to the Rule:** If you are unable to meet with the school coordinator before leaving the school, leave the NAEP Storage Envelope, used ancillary items, and the School Certificate of Appreciation with the school secretary. Call the school coordinator as soon as possible to conduct the interview over the telephone and confirm he/she has received the NAEP Storage Envelope.
- For makeup session(s), contact the school coordinator following the makeup session(s) only if something unusual happened during the session.

What you need to do:

- Use the scripted debriefing questionnaire in **Part 6** of the QCB to conduct the interview and record the school coordinator's answers to the questions.
- Obtain the school coordinator's reaction to assessment activities, ask about any special preparations undertaken before the assessment, and obtain feedback about how NAEP can improve participation.
- **If grade 12, obtain the completed Grade 12 Strategies Form. If the school coordinator did not complete one, you will need to collect the information and transcribe the data into the Special Studies tab of the SCS. An example of the Grade 12 Strategies Form is shown on the following page.**
- Thank the school coordinator, leave the NAEP Storage Envelope, give the school coordinator ancillary materials that can be left at the school, hand him/her any questionnaires completed online and instruct him/her to throw these away, and present the School Certificate of Appreciation.

Example of Grade 12 Strategies Form

Grade 12 Strategies Form

In order to obtain more information on grade 12 student participation and motivation, we would like to know which strategies were used in the school. Please answer the following questions:

Note: Please record only the items that were actually used by the school, not those that the school had said they would use, but didn't.

1. How willing was the school to participate in NAEP? Would you say:

- Very willing
- Somewhat willing
- Somewhat unwilling
- Very unwilling

Prepare and Schedule NAEP

2. Which of the following methods did the school use to prepare for NAEP?

- The school did not do anything extra to prepare NAEP.
- Add NAEP to school calendar
- Use the MySchool website to track assessment activities for NAEP
- Use the MySchool website to communicate with the NAEP staff
- Use the electronic version of the *Best Practices Guide* from the MySchool website to download and customize resources
- Send notification letter to students selected for NAEP before assessment day
- Put an announcement about NAEP on the school website
- Post a PowerPoint presentation about NAEP on the school website
- Put an announcement in the school bulletin the week before the assessment
- Announce the date to the PTA or parent advisory committee
- Give teachers a list of students with testing time and location
- Provide NAEP staff with a master list of where students are at the beginning of the assessment
- Stagger starting times to accommodate student schedules
- Work around the schedules of students in Advanced Placement classes
- Use the NAEP Appointment Card
- Make an announcement on the day of the assessment
- Put an announcement in the school bulletin on assessment day
- Other (please specify)

Work with Teachers

3. Which of the following methods did the school use to inform teachers about the importance of NAEP?

- The school did nothing to inform teachers about the importance of NAEP.
- Place *Measure Up* flyer in the faculty lounge
- Announce NAEP at a school faculty meeting
- Show the NAEP teacher video to school faculty
- Share the NAEP teacher PowerPoint presentation
- Use the talking points to answer teacher questions about NAEP
- Other (please specify)

Example of Grade 12 Strategies Form (continued)

Grade 12 Strategies Form (continued)**Motivate Students**

4. Which of the following methods did the school use to motivate the selected students and be sure they show up?
- The school did nothing to motivate the students.
 - Show the **NAEP student video** to selected students
 - Share the **NAEP student PowerPoint** presentation
 - Publish an **article about NAEP** in school newspaper
 - Provide students **references to the NCES websites** to find additional resources and past results
 - Senior class meeting** to discuss NAEP
 - Senior class president** make an announcement about NAEP at a class meeting
 - Senior class advisors** urge the students to participate
 - School coordinator **meets with students selected for NAEP** in small groups before the assessment
 - Use **talking points** to answer student questions about NAEP
 - Invite teachers** to attend **assessment sessions**
 - Have the **principal greet students** at the sessions
 - Give a **pep talk** prior to the beginning of each **assessment session**
 - Thank students for participating in NAEP (please specify):
 - Informal**—(e.g., verbal thank you from school coordinator, principal, senior counselor, etc.)
 - Formal**—(e.g., letter, certificate, recognition at assembly, etc.)
 - Other (please specify)

Incentives

5. Which of the following incentives did the schools give to the students who participated?
- The school provided **no incentives** for the students.
 - NAEP Certificate of Volunteer Service**
 - Free tickets** to a school event
 - Recognition** at a school or awards assembly
 - A **lottery** for a yearbook
 - A **lottery** for prom tickets
 - Lunch or hall passes**
 - Preferential parking passes**
 - Pizza party** (or any other type of party where food/prizes/entertainment/etc. were provided)
 - Other (please specify)

10C. Schedule a makeup session with the school coordinator, if necessary.

At the end of the debriefing interview, if necessary, schedule a makeup session with the school coordinator.

Use the following standard NAEP guidelines for scheduling makeup sessions:

- Hold one makeup at a school (unless the school had assessments for more than one grade).
- Invite all students who were absent (not refused).
- All makeup session students can be assessed in a single location even if the students are listed on more than one Administration Schedule, unless they are being accommodated in separate sessions.
- Include the ESBQ as part of the makeup, if necessary.



If the NIES Survey was conducted at the school and any students were absent from the survey session, hold an NIES makeup session immediately after the NAEP makeup session.

If the school is reluctant to schedule a makeup session, stress the importance of a high participation rate for the accuracy of the assessment results. The makeup sessions are just as important as regular sessions. Your responsibility as an AC is to encourage makeup sessions to be completed when necessary. If the school is still reluctant, be sure to record the situation and discuss the matter with your supervisor immediately. In some situations, a makeup may be difficult (e.g., in the case of chronically absent students).

If a makeup session is needed but refused by the school, shade in the **Makeup Not Held** oval at the top of the Administration Schedule (as shown on page 10.26).

Once the makeup session is scheduled, record the date, time, and location of the session in the box provided at the top of the Administration Schedule.



Record the date of the makeup session in the SCS, so that Pearson knows when to expect the Session Boxes for the school. See the *SCS User's Guide in Systems: The AC Guide to Using NAEP Systems* for more information.

ID: _____ Grade: <u>8</u> Middle School Silvia Thomas	Original session scheduled for: Day/Date: <u>Wed, Feb. 4</u> Time: <u>9:00 a.m.</u> Location: <u>Cafeteria</u>	Makeup session scheduled for: Day/Date: <u>Thurs, Feb. 5</u> Time: <u>9:00 a.m.</u> Location: <u>Library-Conf. room</u>	If Makeup Needed Makeup Held: <input checked="" type="radio"/> Makeup Not Held: <input type="radio"/>						
# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) <u>2</u> # Excluded (Admin. Codes 60-69) <u>1</u> TO BE ASSESSED = <u>25</u>		# Absent (Admin. Codes 40-45, & 48) <u>1</u> # Refused (Admin. Codes 46, 47 & 49) <u>0</u> # Assessed (Original Session) <u>24</u> # Assessed (Makeup Session) <u>1</u> TOTAL ASSESSED = <u>25</u>							
Sample									
"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"	"S"	"T"
ELL	Final ELL Code	New English Learner 1 = Yes 2 = No	Planning Code	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Code	Admin. Code
2		2	1	401 193489 7		01 1 0	0	0	0
2		2	2	101 023578 1		02 1 0	0	0	0
2		2	1	201 13461 1		03 0 0	0	0	0

Procedure 11. Arrange With Staff to Conduct a Makeup Session, if Necessary

If a makeup session is required, complete the following:

11A. Assign the AA(s) to conduct the session.

The AAs conducting the makeup sessions will be returning to the school without you or the other team members. Therefore, when possible, choose one or two of your most competent AAs to conduct all of the makeup sessions.

11B. Notify the AA(s) about conducting the makeup session.

Before your assessment team leaves the school on assessment day, notify the AA(s) that you have scheduled the makeup session. Be sure to give the AA(s) an Assessment Information Form with the time, date, and location where the makeup will take place, as well as other pertinent information. If the AA is not present at the school on the original assessment day, contact the AA with his/her new assignment.

11C. Give the AA the session materials he/she will need to conduct the makeup session.

The AA assigned to conduct the makeup session should keep the materials in his/her possession until returning to the school to conduct the makeup. Be sure to give the AA assigned to conduct the session the materials he/she will need before leaving the school on assessment day, and remind the AA about security and confidentiality procedures. If the AA assigned to conduct the makeup session is not with you that day, make a note to give the materials to him/her as soon as possible.

Guidelines for conducting the makeup session, coding the booklet covers, and packing the Session Box are included in chapter 7 of the *AA Manual*. A checklist of these activities is also included in the AA Quick Checks in the back of the *AA Manual*.



Security and Confidentiality

Be sure that the AAs know how to protect the security of these materials in the interim by following the NAEP security and confidentiality guidelines. Review these procedures with the AA before handing the materials to him/her.



If an NIES makeup session will also be conducted, you—not an AA—will need to conduct both the NAEP makeup session and the NIES makeup session at the school.

After conducting the makeup session, the AA will return the assessment materials to you. You will be responsible for shipping the Session Box(es) to Pearson as soon as possible after the makeup session.

Chapter 10 Summary

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

- verify that the Administration Schedule has been completed correctly,
- confirm that the booklet covers were completed accurately,
- complete the school coordinator debriefing activities, and
- schedule a makeup session.



Test Your Knowledge

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

- _____ 1. Entering an Administration Code in column **Q** (labeled Admin. Code) of the Administration Schedule is the AA's first responsibility after students have been dismissed.
- _____ 2. Verify that for all unassigned booklets, the AA entered Administration Code **52 = Unassigned book** in column **Q** of the Administration Schedule.
- _____ 3. If a student is assigned a Planning Code of **2** or **3** in column **N** of the Administration Schedule, there should also be a Planning Code recorded on the student's booklet cover.
- _____ 4. You will need to verify the Summary Box totals on the Administration Schedule before adding up the totals to determine if a makeup session is necessary.
- _____ 5. A code of "050" should be entered for a student who was offered extended time, but did not take more than the standard 50 minutes to complete the cognitive sections.
- _____ 6. If you find, after the assessment, that some Teacher Questionnaires have not been completed, you can count these as missing.
- _____ 7. If a makeup session is going to be held at the school, leave the student names attached to the Administration Schedule and Roster of Questionnaires.

Answers: 1. F, 2. T, 3. T, 4. T, 5. T, 6. F, 7. T