

## APPENDIX C

# ASSESSMENT MATERIALS

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## Appendix C. Assessment Materials

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**On assessment day, bring all the materials from the preassessment visit as well as all the materials specific for the assessment, as described in this appendix.**

### **Assessment Information Form**

Effective communication between you and your assessment administrators (AAs) is crucial to NAEP's success. The Assessment Information Form (page C.2) is a two-page document developed for you to communicate specific information to the AAs about their assignment and about the accommodation sessions that will be conducted at the school. You can either mail your prepared Assessment Information Forms to your AAs or give the forms to them in person 1–2 weeks before each assessment.



## Bundle Slip

Assessment booklets will be packaged in bundles. The number of booklets in a bundle depends on the grade and the session type. An example of the Bundle Slip and the bundle sizes are shown below.

### Bundle Sizes

A numbered Bundle Slip will be shrink-wrapped with each bundle of booklets. The **Bundle #** on the slip should match the number printed in the **Bundle #'s** box in the upper-right section of the Administration Schedule.

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

<b>DESCRIPTION: TB, NAEP, 09, GR8, RS, BNDL - 16</b>	
<b>BUNDLE #: 1005</b>	
<b>INVENTORY #: NA00012345</b>	
TI-108 CALCULATOR "C"	401
RULER/PROTRACTOR "P"	101 CP
SET "G"	201
SET "V"	501
	102 PC
	202
	001
	103 CV
	203
	402
	104 VG
	204
	502
	105 G
	205
	002


000000005 - 6

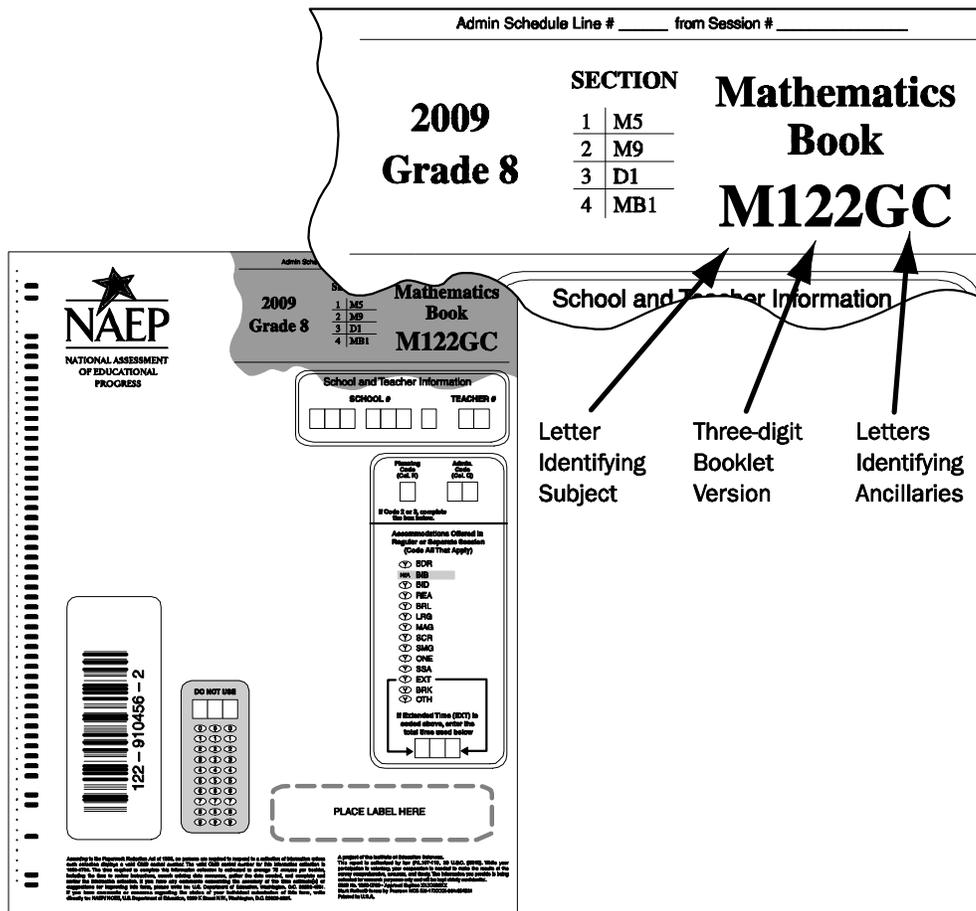
## Assessment Booklets and Ancillary Materials

The assessment booklets (shown below) are used to assess the selected students. There are many different versions of assessment booklets. The cover of each booklet contains space to record the NAEP School ID Number. Some booklets will also have space to write a teacher number. Each booklet cover also has a code in the upper-right corner. This code is made up of the following three components:

- a letter identifying the subject;
- a three-digit booklet version number; and
- a letter or letters identifying any additional materials, often called “ancillary materials,” the booklet requires.

**NOTE:** Only certain assessment booklets require the use of ancillary materials. The materials will vary depending on the subject and the grade being assessed. Some of these materials will be individually prepackaged in clear plastic bags. A label on the bag will tell you the name of the material inside and the code letter.

You should be able to recognize the booklet codes to ensure you are distributing the correct booklets and materials for each session.



# Session Scripts and Question-by-Question Specifications

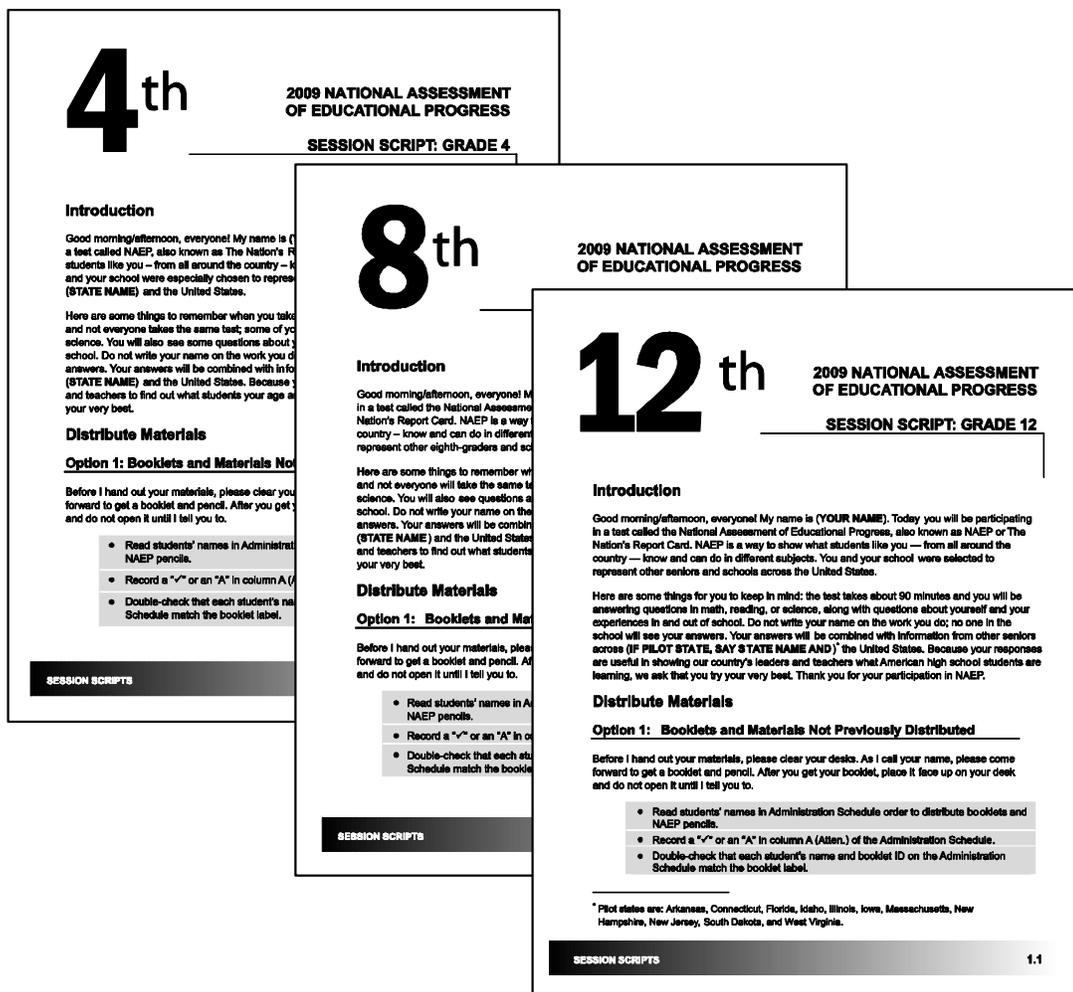
## 1. Session Scripts

### Regular Session Scripts

Session scripts (shown below) are used to administer the assessment. There are five different versions of the session scripts:

- the Grade 4 Session Script,
- the Grade 8 Session Script,
- the Grade 12 Session Script,
- the Grade 4 NIES Session Script, and
- the Grade 8 NIES Session Script.

There are differences between scripts in wording, procedures, and required materials. The session scripts for the regular and accommodation sessions are provided in the back of the *AA Manual*.



## 2. Question-by-Question Specifications

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Question-by-Question Specifications (page C.7), also referred to as “QxQs,” are brief explanations of the intent of each question in the student background questionnaire sections of the assessment booklet and instructions on how AAs (and any other session administrators) are required to answer certain questions from students about each questionnaire item.

### **General Background QxQs**

QxQs for the general student background sections of the assessment are provided in the back of each session script. AAs must refer to them when helping students understand the intent of a question in the background sections.

### **Subject-Area Background QxQs**

QxQs for the subject-area background sections of the assessment are also provided in the back of each session script. AAs must refer to them when helping students understand the intent of a question in the reading, mathematics, or science subject-area background sections.

## Examples of General Background QxQs

# 4<sup>th</sup>

### QUESTION-BY-QUESTION SPECIFICATIONS

#### GENERAL STUDENT BACKGROUND QUESTIONS: GRADE 4

Assessment administrators (AAs) may answer questions that students have about the questions in Section 3. These questions form an important part of the analysis of results, and NAEP wants to obtain the most accurate responses possible.

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

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

As a result of natural disasters or other traumatic events, some students may have been displaced from their previous homes and schools. A displaced student may ask whether he or she should answer certain questions in reference to his or her previous home and school or with regard to his or her present home and school. Your response should be that all the questions refer to the student's current situation.

Some of the background questions may present difficulty to students who are not living with their mother and father at home. Below are guidelines, which can be applied in these situations.

- Questions that refer to mother or father also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the student's home responsible for the student's day-to-day care). Answers to questions about newspaper resources available in the student's home, whether parents, adoptive parents, or guardians. If the stu (e.g., between divorced parents who share physical newspapers, encyclopedias, etc., can be based on
- For students living in foster homes, questions the parents. Answers to questions about newspaper resources available in the foster home.
- For students living in an orphanage, questions the answered, and it should be noted by the student if is living in an orphanage. Answers to questions at based on the resources available in the orphanage.

SESSION SCRIPTS

# 8<sup>th</sup>

### QUESTION-BY-QUESTION SPECIFICATIONS

#### GENERAL STUDENT BACKGROUND QUESTIONS: GRADE 8

Assessment administrators (AAs) may answer questions that students have about the questions in Section 3. These questions form an important part of the analysis of results, and NAEP wants to obtain the most accurate responses possible.

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

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

As a result of natural disasters or other traumatic events, some students may have been displaced from their previous homes and schools. A displaced student may ask whether he or she should answer certain questions in reference to his or her previous home and school or with regard to his or her present home and school. Your response should be that all the questions refer to the student's current situation.

Some of the background questions may present mother and father at home. Below are guidelines.

- Questions that refer to mother or father als primary caregivers (i.e., the person(s) in th day care). Answers to questions about new resources available in the student's home, parents, adoptive parents, or guardians. If (e.g., between divorced parents who share newspapers, encyclopedias, etc., can be
- For students living in foster homes, questi parents. Answers to questions about news resources available in the foster home.
- For students living in an orphanage, quest answered, and it should be noted by the st is living in an orphanage. Answers to quest based on the resources available in the or

SESSION SCRIPTS

# 12<sup>th</sup>

### QUESTION-BY-QUESTION SPECIFICATIONS

#### GENERAL STUDENT BACKGROUND QUESTIONS: GRADE 12

Assessment administrators (AAs) may answer questions that students have about the questions in Section 3. These questions form an important part of the analysis of results, and NAEP wants to obtain the most accurate responses possible.

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

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

As a result of natural disasters or other traumatic events, some students may have been displaced from their previous homes and schools. A displaced student may ask whether he or she should answer certain questions in reference to his or her previous home and school or with regard to his or her present home and school. Your response should be that all the questions refer to the student's current situation.

Some of the background questions may present difficulty to students who are not living with their mother and father at home. Below are guidelines, which can be applied in these situations.

- Questions that refer to mother or father also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the student's home responsible for the student's day-to-day care). Answers to questions about newspapers, encyclopedias, etc., should be based on the resources available in the student's home, whether the student is living with his or her natural parents, adoptive parents, or guardians. If the student divides his or her time between two homes (e.g., between divorced parents who share physical custody), answers to questions about newspapers, encyclopedias, etc., can be based on the resources available in either home.
- For students living in foster homes, questions that refer to mother or father apply to their foster parents. Answers to questions about newspapers, encyclopedias, etc., should be based on the resources available in the foster home.
- For students living in an orphanage, questions that refer to mother or father should not be answered, and it should be noted by the student in the outside margin of the page that he or she is living in an orphanage. Answers to questions about newspapers, encyclopedias, etc., should be based on the resources available in the orphanage.

SESSION SCRIPTS

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### Accommodation Session Scripts

Accommodation session scripts (shown below) should be used to administer separate accommodation sessions. These scripts have been developed to meet the specific needs of the students who are being accommodated. Some sections of the scripts have been shortened or simplified, and the timing of the sections is less stringent. Each accommodation script is listed below:

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

4<sup>th</sup>

**2009 NATIONAL ASSESSMENT  
OF EDUCATIONAL PROGRESS**

**SESSION SCRIPT:  
GRADE 4 ACCOMMODATION**

**Introduction**

- For small sessions, place the booklet for the session. Remove ancillaries from left corner of the desk.
- When all students have arrived, collect all unused booklets and materials. Remove student labels from the booklets of the students in attendance and place them on the desks above the booklets.

Good morning/afternoon, everyone! My name is (YOUR NAME). Today you will be participating in a test called the National Assessment of Educational Progress, also known as NAEP or The Nation's Report Card. NAEP is a way to show what students like you—from all around the country—know and can do in different subjects. You and your school were selected to represent other fourth-graders and schools across the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone will take the same test; some of you will be answering questions in reading, math, or science. You will also see questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across (IF PILOT STATE, SAY STATE NAME AND) the United States. Because your responses help our country's leaders and teachers to find out what students your age are learning, it is very important that you try your very best.

ACCOMMODATION SESSION SCRIPTS

8<sup>th</sup>

**2009 NATIONAL ASSESSMENT  
OF EDUCATIONAL PROGRESS**

**SESSION SCRIPT:  
GRADE 8 ACCOMMODATION**

**Introduction**

- For small sessions, place the booklet for the session. Remove ancillaries from left corner of the desk.
- When all students have arrived, collect all unused booklets and materials. Remove student labels from the booklets of the students in attendance and place them on the desks above the booklets.

Good morning/afternoon, everyone! My name is (YOUR NAME). Today you will be participating in a test called the National Assessment of Educational Progress, also known as NAEP or The Nation's Report Card. NAEP is a way to show what students like you—from all around the country—know and can do in different subjects. You and your school were selected to represent other eighth-graders and schools across the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone will take the same test; some of you will be answering questions in reading, math, or science. You will also see questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across (IF PILOT STATE, SAY STATE NAME AND) the United States. Because your responses help our country's leaders and teachers to find out what students your age are learning, it is very important that you try your very best.

ACCOMMODATION SESSION SCRIPTS

12<sup>th</sup>

**2009 NATIONAL ASSESSMENT  
OF EDUCATIONAL PROGRESS**

**SESSION SCRIPT:  
GRADE 12 ACCOMMODATION**

**Introduction**

- For small sessions, place the booklets and NAEP pencils on the desks prior to the session. Remove ancillaries from the booklets and place them on the upper-left corner of the desk.
- When all students have arrived, collect all unused booklets and materials. Remove student labels from the booklets of the students in attendance and place them on the desks above the booklets.

Good morning/afternoon, everyone! My name is (YOUR NAME). Today you will be participating in a test called the National Assessment of Educational Progress, also known as NAEP or The Nation's Report Card. NAEP is a way to show what students like you—from all around the country—know and can do in different subjects. You and your school were selected to represent other seniors and schools across the United States.

Here are some things to remember when you take NAEP: the test takes about 90 minutes and not everyone will take the same test; some of you will be answering questions in reading, math, or science. You will also see questions about yourself and your experiences in and out of school. Do not write your name on the work you do; no one in the school will see your answers. Your answers will be combined with information from other students across (IF PILOT STATE, SAY STATE NAME AND) the United States. Because your responses help our country's leaders and teachers to find out what students your age are learning, it is very important that you try your very best.

ACCOMMODATION SESSION SCRIPTS

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\* Pilot states are: Arkansas, Connecticut, Florida, Idaho, Illinois, Iowa, Massachusetts, New Hampshire, New Jersey, South Dakota, and West Virginia.