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# 4

## Your Responsibilities at the School

During your activities at the school, you will assume several roles. You will be the NAEP Representative and need to be fully adept in session-conduct procedures and record-keeping procedures. You will also assume the role of a substitute teacher during the assessment session when the students are in your control. This chapter describes the activities for which you will be responsible on assessment day, including conducting sessions. This chapter also offers practical suggestions for how to take effective charge of a classroom and how to manage problem situations, such as disruptive student behavior, and presents guidelines for supervising and monitoring the session.

### Task 1

#### Report to the School on the Day of the Assessment

On the day of your assignment, assessment administrators (AAs) should plan to arrive at the school at least 1 hour before the first session is scheduled. When possible, assessment coordinators (ACs) should plan to arrive a half hour in advance of the AAs (1 1/2 hours before the first session) in order to complete the initial record-keeping activities at the school. The amount of time you will need depends on the size of the assessment and the school's schedule. Before assessment day, AAs should confirm their arrival time with the AC and review the Assessment Information Form for the school (discussed in Chapter 3) provided by the AC.

### A

#### Materials to Bring to the School

Before leaving home for the school on assessment day, you should gather together all of the materials you will need to bring with you. For each assessment you will need the items listed in the following boxes on the right.

#### Assessment Coordinators

- Your NAEP ID Badge;
- Your background clearance letter (if you have one);
- School Folder (copies of Administration Schedules, Rosters of Questionnaires, Call Log, Instructions for Sampling New Enrollees, School Certificate of Appreciation);
- Session boxes from NCS Pearson for the assessment;
- Student Appreciation Certificates (grade 4 sessions);
- Accommodation booklets, if necessary;
- Session scripts;
- This manual;
- Sharpened No. 2 pencils (from bulk supplies);
- Timers (from bulk supplies);
- Blank removable student ID labels (from bulk supplies);
- Supplemental shipping envelope;
- Session Debriefing Forms (to distribute to AAs); and
- A sufficient supply of extra booklets and materials from your bulk supplies for the specific session types being conducted in the school.

#### Assessment Administrators

- Your NAEP ID Badge;
- Your background clearance letter (if you have one);
- The Assessment Information Form for the school;
- Session scripts; and
- This manual.

## B Professional Behavior and Dress

**Professional behavior and dress are required at any time you are working in a school.** In her book, *Successful Subbing*, Carol Fuery discusses the notion that we live in a visual world and that in about 10 seconds students can form an expectation about your ability to handle a class based on your appearance (Fuery, 23). Clothing is one of the most important ingredients in effectively taking charge of a classroom and establishing authority.

Fuery suggests the following proper attire:

### For women:

- a suit;
- a tailored dress with a blazer; or
- a blazer and a skirt.

### For men:

- a suit and tie; or
- dress trousers with a sports jacket and tie.

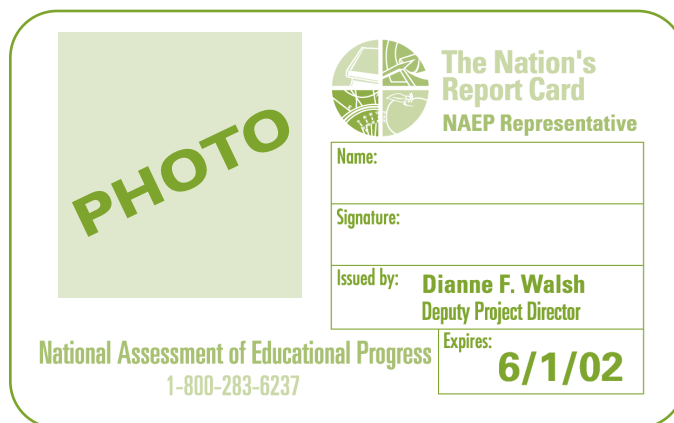
The colors that have proven themselves best for establishing authority are navy blue, maroon, rust, gray, and black. In other words, the more conservative your dress without looking overly stuffy, the better (Fuery, 25).

Clothing need not be elaborate or expensive but should be neat, business-like, and appropriate.

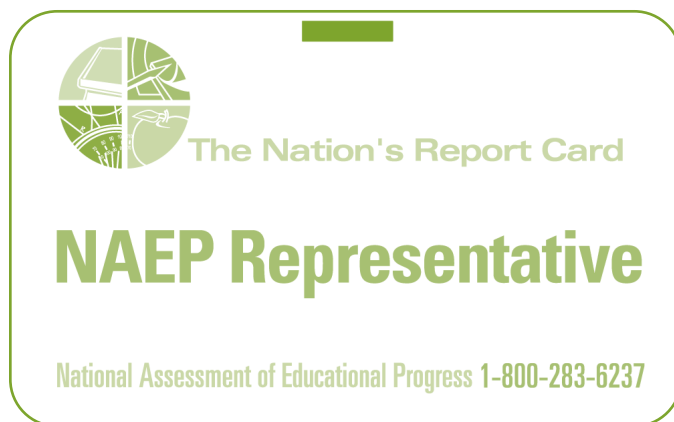
For women, low-heeled, comfortable shoes are preferred. For both men and women, make sure that the heels on your shoes are properly maintained to avoid making excess noise as you walk around the room. Experienced NAEP staff tend to walk slightly on their tip-toes to minimize the amount of noise and to remain as inconspicuous as possible while monitoring a session.

**Be sure to wear your NAEP Identification Badge.** When arriving at the school, you must first check in at the school office, identify yourself, and explain why you are there. You should have on your NAEP ID badge when you arrive at the school to help establish your authority with both school staff and students. If you have received your background clearance letter, you should carry it with you at all times while you are at the school.

### Example of NAEP AC ID Badge



### Example of NAEP AA ID Badge

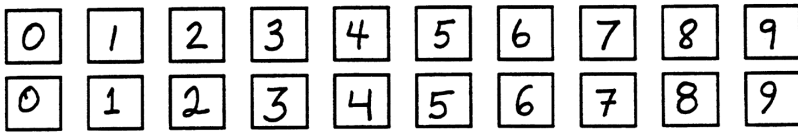


## C Guidelines for Completing Scannable Documents

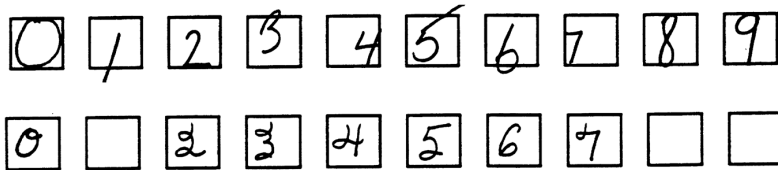
As part of your responsibility in conducting a session, you will be required to enter pertinent information onto the Administration Schedule and other control documents. Because these documents, including the Roster of Questionnaires, the questionnaire covers, and the assessment booklet covers, are machine scannable, it is very important that the guidelines below are followed when completing them:

- Use only No. 2 pencils;
- Print all information neatly within the boxes. Numbers should be written clearly in the center and should not touch the sides of the boxes;
- Right justify all numerals entered in multicolumn blocks;
- Erase completely and clearly to correct entries. Do not cross out or strike through numbers entered incorrectly; and
- Blocks for which no entry is needed may be left blank.

Shown below are examples of acceptable and unacceptable writing styles for completing scannable documents. The following are **acceptable** writing styles:



The following examples are **unacceptable** due to edges touching the sides of the box and extraneous loops on characters:





## Complete Initial Activities at the School

The AC will need to complete the following activities at the school before the AAs arrive.

### A Review the Administration Schedule

After checking in at the school office, the AC will need to locate the school coordinator to obtain the Administration Schedule for each session scheduled at the school. Administration Schedules should be kept at the school in the NAEP Storage Envelope.

Next, you should review the Administration Schedule(s) to make sure there are no missing data for any of the selected students. Because you will have asked the school coordinator during the preassessment phone call to enter any missing student data at that time, finding an incomplete Administration Schedule on assessment day should be a rare occurrence. However, if there are any empty boxes in the columns for birth date, sex, race/ethnicity, school lunch, Title 1, SD, or LEP you will need to ask the school coordinator to provide that data before the assessment team can proceed with the preassessment activities. (See pages 3.12-3.15 for details on reviewing the Administration Schedule with the school coordinator.) If for some reason completing the Administration Schedule will prevent the AAs from preparing the assessment booklets (as described in Task 3) in time for the session to begin as scheduled, you should ascertain the missing information following the session.

### B Assign Accommodation Booklets

You will need to review the Administration Schedule one more time to make sure that the school coordinator has entered the correct Administration Code for each student with a disability (SD) and each student with limited English proficiency (LEP) who requires an accommodation. Using your copy of the Administration Schedule you should check that the Administration Code entered on the original Administration Schedule is correct and revise it if necessary.

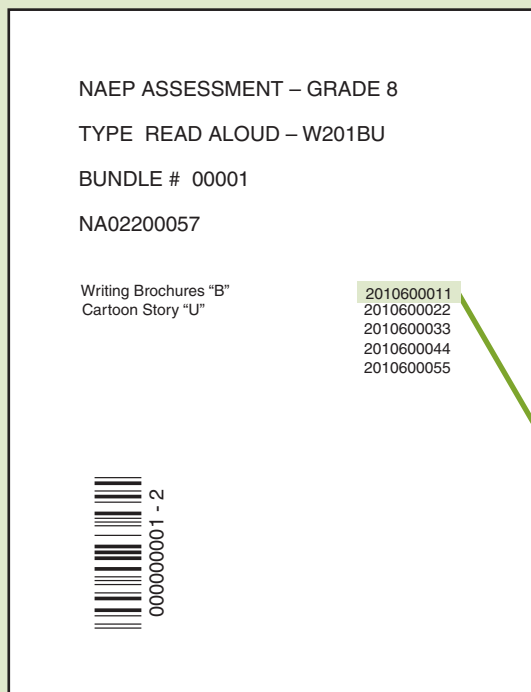
You will then need to assign an accommodation booklet to any student who requires one based on the type of accommodation he/she will be receiving. The accommodations that require a special accommodation booklet are: bilingual booklet (code 71), large-print booklet (code 73), and small group (code 76) where read-aloud booklets will be used. (These accommodations are described in detail on pages 3.21-3.23.)

Included in each bundle of accommodation booklets is a Bundle Slip listing the ID numbers of the enclosed booklets. You should assign the booklets in the order in which they are listed on the Bundle Slip. Start with the first student on the Administration Schedule who requires an accommodation booklet. Using the accommodation booklets you brought with you for the session, enter the appropriate accommodation booklet ID number in column **L** labeled **Accommodation Booklet ID #** on the Administration Schedule. This booklet is now assigned to the student instead of the regular booklet preassigned on the Administration Schedule. Repeat this procedure for each student who requires an accommodation booklet. An example of assigning an accommodation booklet is shown on the next page.

**NOTE:** For a student assigned an accommodation booklet, the booklet ID number on the Roster of Questionnaires and the cover of the SD/LEP Questionnaire should be changed to the accommodation booklet ID number. You will need to remember to do this once the SD/LEP Questionnaire has been collected from the teacher. You should erase the original booklet ID

number on the Roster and the questionnaire cover and enter the accommodation booklet ID number in its place. For the example shown on page 3.17, you would erase the booklet ID number 204-00081-5 on the Roster and SD/LEP Questionnaire cover and replace it with the accommodation booklet ID number, 201-060001-1.

### Assigning an Accommodation Booklet



No.	Initial	12	106	9	1	2	2	3	073201	0	003 000841	2	6	7	8	9	10	11	12	13	14	15	
06	Nancy Cordaro	12	R	0	9	8	9	2	1	1	2	2											
07	Tim Dublin	10	W	0	1	9	0	1	1	3	2	1	2	04	00081	5	201	060001	1	7	6		
08	Kimberly Frank	12	R	0	5	8	9	2	1	1	2	2											
09	Carla Grahams	10	W	0	7	8	9	2	1	1	2	2											
10	Paul Hernandez	10	R	0	9	8	9	1	3	1	2	2											
11	Becky Haseke	10	W	1	2	8	9	2	4	2	2	2								5	5		
12	Daniel Jasmer	12	R	1	0	8	9	1	2	1	2	2											
13	Sarah Kruger	12	W	0	6	8	9	2	2	1	2	2											
14	Penny Lowe	12	R	0	2	9	0	2	1	1	2	2											
15	Paul Lucas	10	W	1	0	8	9	1	3	1	2	2											

Column "L"      Column "M"

- 42 = Chronic
  - 43 = Suspended or expelled
  - 44 = In school, did not attend
  - 45 = Disruptive behavior
  - 46 = Parent refusal
  - 47 = Student refusal
  - 48 = Other, specify on cover
- OTHER**
- 51 = Withdrawn/Graduated
  - 52 = Disassembled book (retired)
  - 53 = Ineligible
  - 54 = Not in sample
- REASONS FOR EXCLUSION**
- 60 = SD - Cannot be assessed
  - 61 = SD - Required accom. not offered
  - 62 = LEP - Cannot be assessed
  - 63 = LEP - Required accom. not offered
  - 64 = SD/LEP - Cannot be assessed
  - 65 = SD/LEP - Required accom. not offered
- ASSESSED WITH ACCOMMODATIONS**
- 71 = Bilingual booklet - math only
  - 72 = Bilingual dictionary (do not use with reading booklet)
  - 73 = Large print book
  - 74 = Extended time in regular session
  - 75 = Read aloud in regular session (do not use with reading booklet)
  - 76 = Small group
  - 77 = One-on-one
  - 78 = Scribe or use of computer (do not use with writing booklet)
  - 79 = Other, specify on cover

### C Complete the Top of the Administration Schedule

After obtaining any missing information from the school coordinator, the AC will need to complete the first summary box at the top of the Administration Schedule, as follows:

1. The number of students in the original sample should have been entered by your supervisor on the line labeled **# Original Sample**. If not, enter the number of students originally listed on the Administration Schedule.
2. On the line labeled **# New Enrollee Sample**, enter the number of students selected from the list of new enrollees. If there are no new enrollees, or none were sampled, enter **0**.
3. Add the number of new enrollees to the number in the original sample. Enter the sum on the line labeled **Total in Sample**.
4. On the line labeled **# Withdrawn and Ineligible**, enter the total number of selected students who have withdrawn (or graduated) from school between the time of sampling and the assessment day (Admin. Code = 51), and any selected students who have been found to be ineligible (Admin. Code = 55) (e.g., foreign exchange student or not in correct grade).
5. On the line labeled **# Excluded**, enter the total number of selected students who were excluded from the assessment by the school (Admin. Codes = 60-65).
6. Subtract the number of withdrawn and ineligible students and the number of students excluded from the **Total in Sample** and enter the difference on the line labeled **TO BE ASSESSED**.

### D Give AAs their Session Materials

After the AAs arrive at the school, you will provide each AA with the following materials for his/her session:

- The Administration Schedule;
- A copy of the Roster of Questionnaires, (Session Type A only);
- The box of assessment materials;
- Student Appreciation Certificates (grade 4 sessions);
- Accommodation booklets, if necessary; and
- A Session Debriefing Form.

If multiple sessions are being conducted concurrently at the school, you will provide the AAs with copies of Administration Schedules for the other sessions as well. This is so that AAs can help students find the correct session to attend.

Before sessions begin, you should inform the AAs about the following:

- How the students were notified of the assessment (Student Appreciation Certificate or other means);
- How the school wants students returned to their classes at the end of the session (it is important that we follow school procedure in dismissing students); and
- How to call the principal's office from the assessment classroom in the event of an emergency.

School #: <u>100-102-1</u> Session Type: <u>A</u>		Original session scheduled for: Day/Date: <u>Thurs./Feb 7</u>		Makeup session scheduled for: Day/Date: _____		Makeup Needed <input type="radio"/> Makeup Not Needed <input type="radio"/>
School Name: <u>Central Middle School</u> Grade: <u>8</u>		Time: <u>8:05</u>		Time: _____		
Administrator's Name: <u>Mary Jones</u>		Location: <u>Rm 121</u>		Location: _____		
# Original Sample	<u>30</u>	# Withdrawn & Ineligible (Admin. Codes 51 & 55)	<u>2</u>	# Assessed (Original Session)	_____	# Absent _____ + # Assessed (Makeup Session) _____ = <b>TOTAL ASSESSED</b>
+	= <u>31</u>	# Excluded (Admin. Codes 60-65)	<u>1</u>			
# New Enrollee Sample	<u>1</u>	<b>Total in Sample</b>	<u>31</u>			
			-			
			<u>28</u>			
			<b>TO BE ASSESSED</b>			



### Task 3

## Prepare the Booklets

Preparing the assessment materials for distribution is a multi-step process. It involves making sure you have the correct booklets for your session; affixing the preprinted removable student ID labels to the assessment booklets; setting aside any booklets assigned to ineligible, withdrawn, or excluded students; and placing the required additional materials inside the front cover of the assessment booklets.

### A

## Open the Bundles of Booklets

In order to protect the security of the booklets, bundles of booklets are **not** to be opened until you are at the school on assessment day. To allow adequate time to prepare the booklets, you should open the bundles and proceed with booklet preparation approximately 1 hour before the session is scheduled to begin.

You will receive assessment materials packed by session. Booklets for all session types will be shrink-wrapped in bundles of 13 booklets for grade 4<sup>1</sup> and bundles of 17 for grades 8 and 12. Each session will use two bundles of booklets. Packed with each bundle will be a numbered Bundle Slip listing session information and the first three digits of the booklet ID numbers contained in that bundle. These prefix numbers of the booklet IDs will match those that are preprinted on the Administration Schedule. The Bundle Slip numbers will also match those preprinted in the upper-left corner of the Administration Schedule. Be sure to open the bundles in the order indicated on the Administration Schedule, and **never use booklets for any session other than those booklets specified on the Administration Schedule.**

## Booklet Codes

Note that each booklet has a code in the upper-right corner (see examples on the following pages). This code is made up of three components:

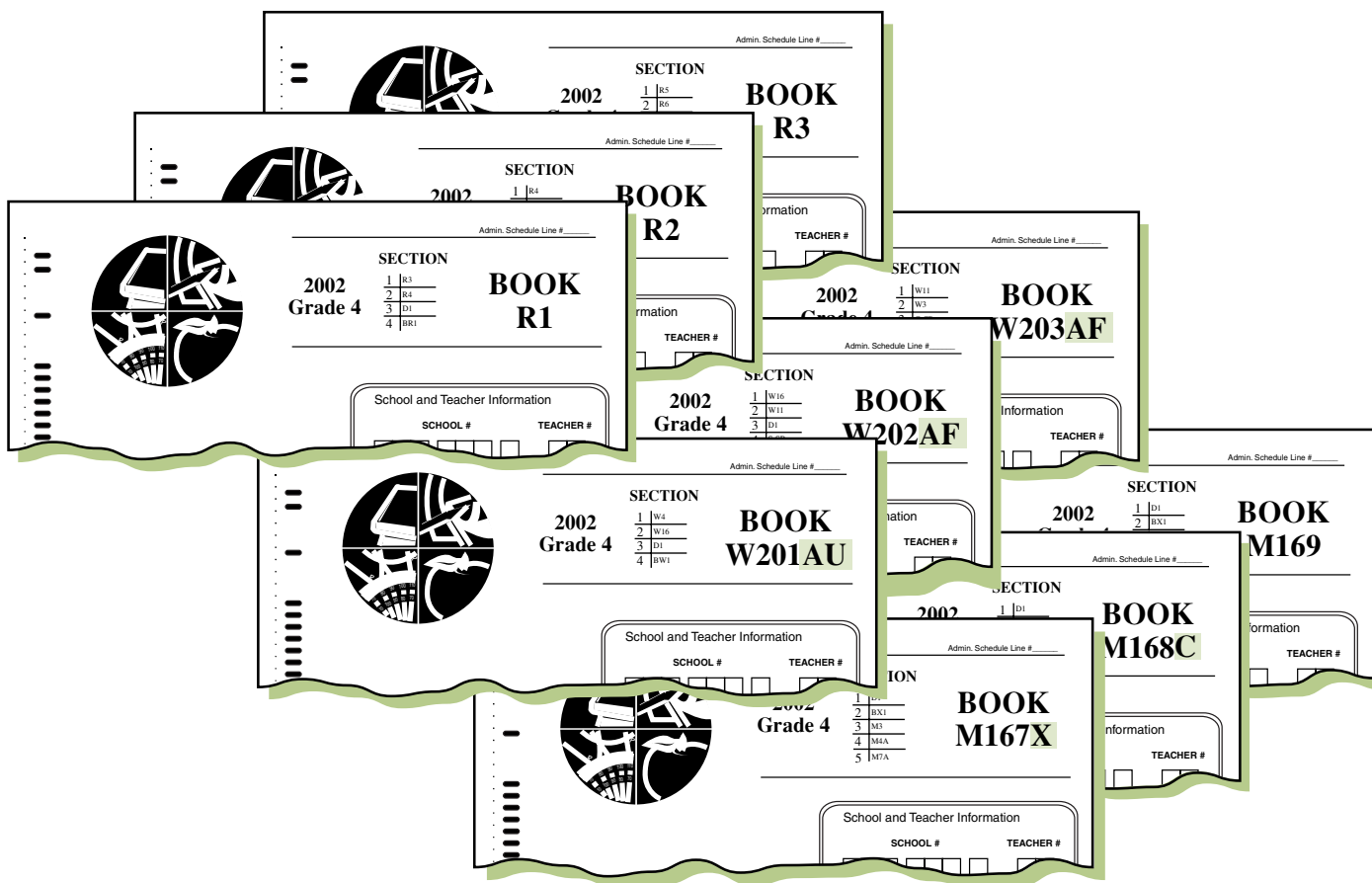
1. A letter identifying the subject. All reading booklets begin with the letter **R**, all writing booklets begin with the letter **W**, and all mathematics booklets begin with the letter **M**.
2. The subject letter is followed by a one-, two-, or three-digit booklet version number.
3. The booklet version number is followed by a letter or letters identifying any additional materials the booklet requires. Many of the additional materials will be individually prepackaged in manila envelopes. A label on the envelope will tell you the name of the material inside and the code letter. Charts showing these letters and corresponding additional materials appear on the following pages.

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

To help further distinguish the correct booklets for a session, the booklet covers are printed in different colors: grade 4 in blue ink, grade 8 in brown ink, and grade 12 in gray ink.

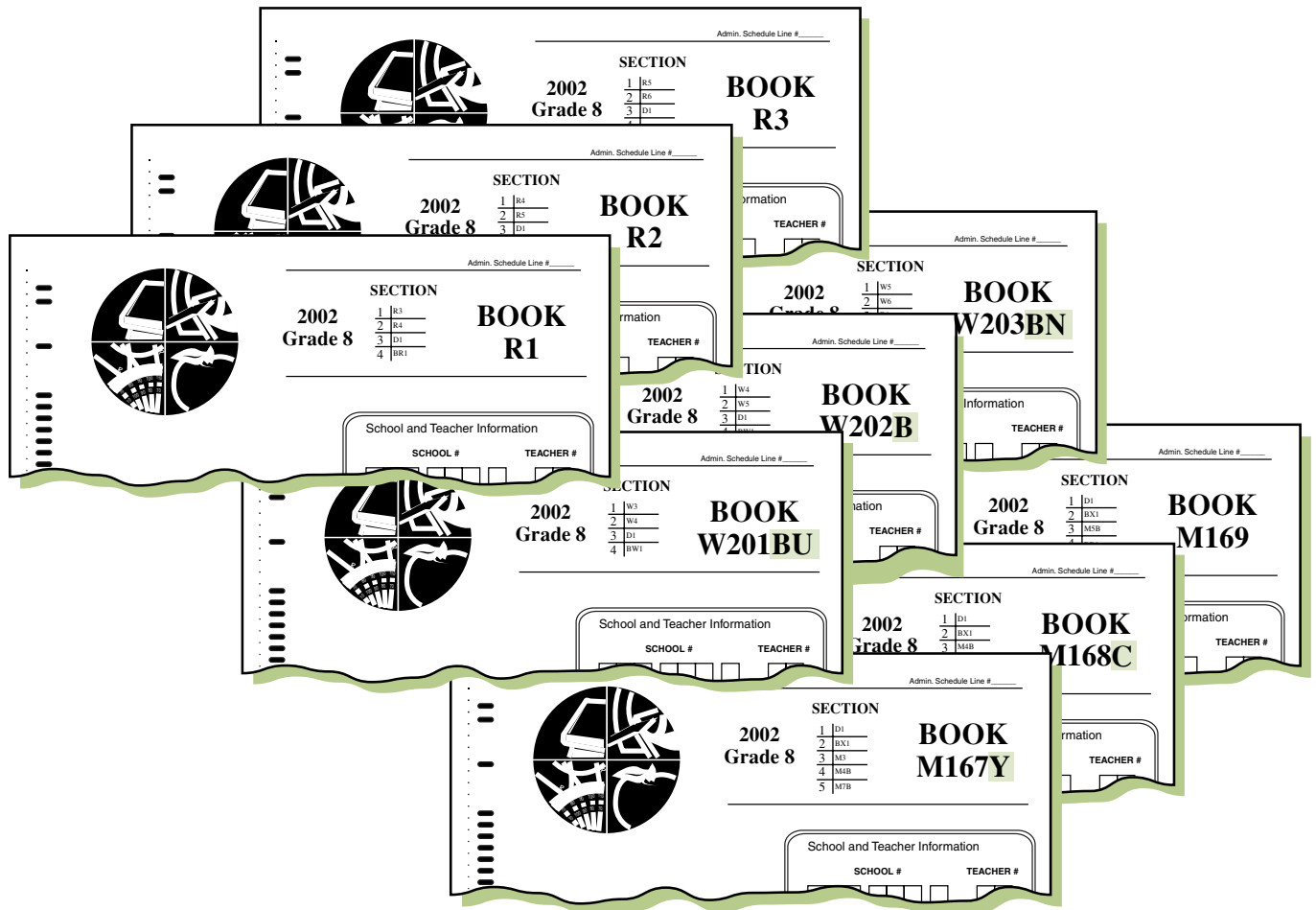
<sup>1</sup> For Session Type D only, grade 4 booklets will be shrink-wrapped in bundles of 17 instead of 13.

Additional Materials Used in NAEP 2002 – Grade 4



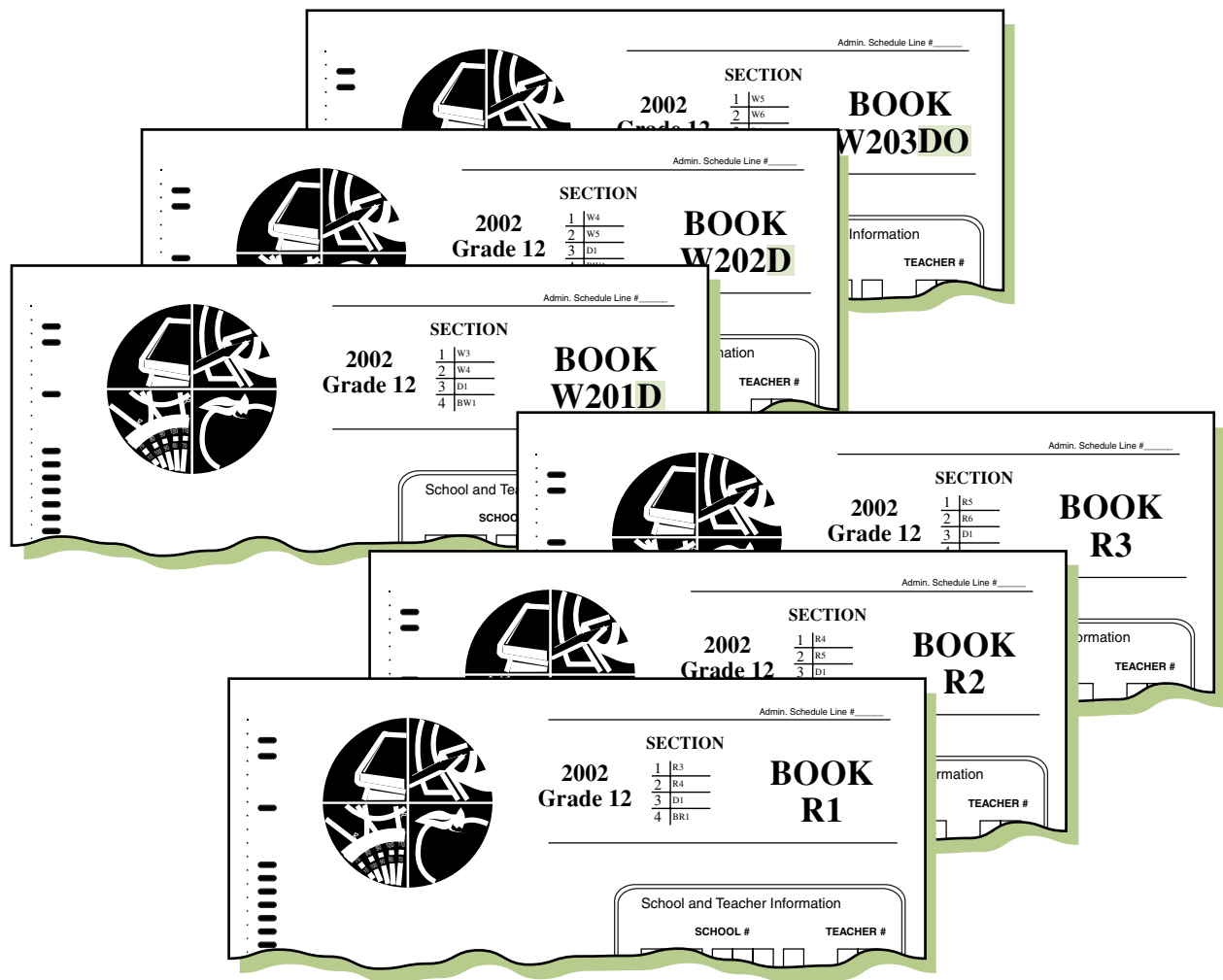
Grade 4		
Subject	Additional Material	In Envelope?
Writing	A = Writing Brochure – Grade 4	No
	F = Letter from TX8	Yes
	H = City Scenes	Yes
	I = Very Unusual Day	Yes
	J = Letter from MZ3	Yes
	Q = Letter from Lilex	Yes
	T = Old Tree	Yes
	U = Cartoon Story	Yes
	W = Animal Adventure	Yes
Mathematics	C = Calculator	No
	G = Set "G" (prepunched)	No
	R = Ruler	No
	X = Set "X"	No

Additional Materials Used in NAEP 2002 – Grade 8



Grade 8		
Subject	Additional Material	In Envelope?
Writing	B = Writing Brochure – Grade 8	No
	E = Backpack	Yes
	L = Dream Weekend	Yes
	N = Tower	Yes
	U = Cartoon Story	Yes
Reading	M = Metro Pamphlet (Guide to Fares)	No
Mathematics	C = Calculator	No
	G = Set "G" (not prepunched - student separates)	No
	P = Ruler/Protractor	No
	Y = Set "Y"	No

Additional Materials Used in NAEP 2002 – Grade 12



Grade 12		
Subject	Additional Material	In Envelope?
Writing	D = Writing Brochure – Grade 12	No
	O = The Arch	Yes
Reading	S = Social Security Application Instructions	No

## B Prepare the Assessment Booklets

### Materials Needed:

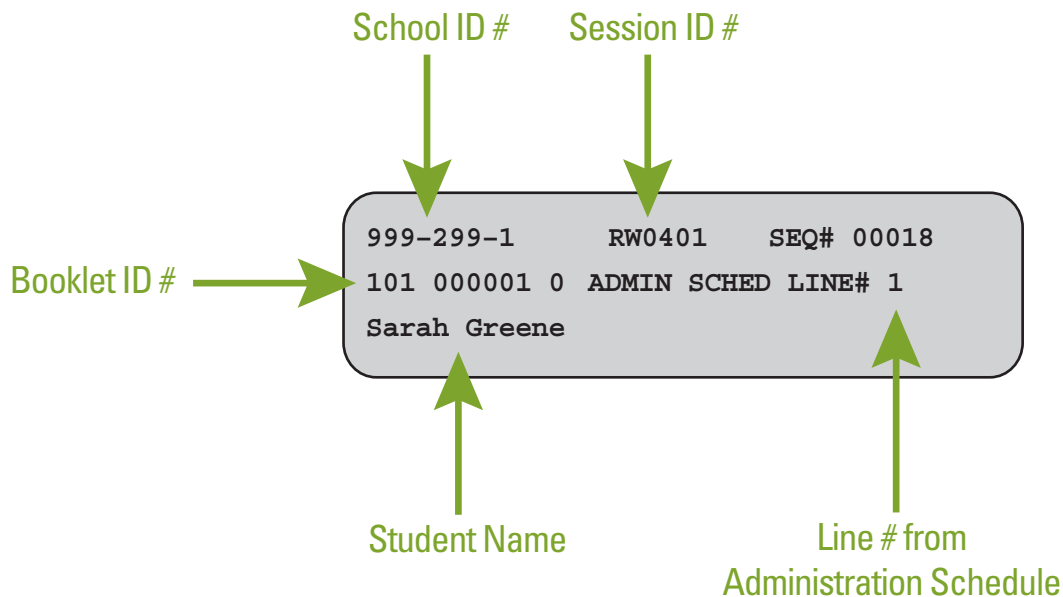
- Administration Schedule;
- Preprinted removable student ID labels;
- Assessment booklets;
- Accommodation booklets, if necessary; and
- Additional booklet materials.

### Student ID Labels

Because students' names are **never** written directly on the assessment booklets, **preprinted removable student ID labels** will be used to help you distribute booklets to the correct students.<sup>2</sup> An example of the information contained on a student ID label is shown below.

The first line contains the unique school ID number, the specific session ID number from the Administration Schedule, and the sequence number that is used by NCS Pearson only. The second line of the label lists the preassigned booklet ID number from the Administration Schedule and the line number on which the student's name appears on the Administration Schedule. The student's name appears on the last line of the label.

The labels are always printed in Administration Schedule order by session. For schools whose students were sampled by December 10, 2001, the labels will be shipped in the session boxes to the AC with the student names preprinted on them. For most of the remaining schools, the supervisor will print the labels and give them to the AC. For the few schools that did not send student names for sampling, you will need to write the student names on the labels by hand on the day of the assessment.



<sup>2</sup> The preprinted labels replace the old method of using Post-it notes to assign booklets.


### Steps for Preparing Booklets

1. Begin with the first student listed on the Administration Schedule and the first booklet in the first bundle for the session you will conduct. Check the booklet ID number. Attach the label bearing the student's name and booklet ID number to the cover of the booklet matching that ID. An example of this process is shown on the next page. If you find that you need to fix a label or create a new one, the AC will have blank removable labels to use for this purpose. **Never put permanent gummed labels on the booklets.**
2. If the AC has assigned an accommodation booklet to a student in column **L** of the Administration Schedule, remove the original booklet assigned to that student from the stack of booklets, record an Administration Code of **52** on the cover, and set it aside. Then affix the student's ID label to the accommodation booklet, and substitute the accommodation booklet for the original in the stack of booklets. If you are conducting a small group or one-on-one accommodation session at a later time, set the booklets for those students aside.
3. After you affix the label, check the Administration Code on the Administration Schedule. If, in the columns labeled **Admin. Code** a code of **60-65** (codes for Excluded students), **51** (Withdrawn), or **55** (Ineligible) has been recorded, write the code on the label and set these booklets aside (keeping the label attached to the booklet).
4. The upper-right corner of each booklet cover has space for you to record the student's line number from the Administration Schedule. Recording the line number will expedite putting the booklets in order after the session, but you are not required to enter it.
5. Repeat this procedure for each student whose name is listed on the Administration Schedule. As they are prepared, all booklets for students to be assessed should be stacked face down to keep them in Administration Schedule order.

6. After all booklets are prepared, band together the booklets for excluded, withdrawn, and ineligible students. These should be kept banded together (i.e., separated from) but remain with the stack of booklets for the session.
7. Then, turn over the stack of booklets to be used in the session. Next, place any additional materials required for each booklet, as identified by the letters next to the booklet version number, inside the front cover of the booklet. All additional materials listed in the charts on pages 4.8-4.10 should be placed inside the front cover except the calculators, which are handed out separately.
8. Then, band the booklets together and place the session Administration Schedule on top of the stack. Booklets are now ready for distribution.
9. Repeat steps 7 and 8 for any separate accommodation sessions.

**NOTE:** In the fall, schools with 120 or fewer fourth-grade students, selected for Session Type A, were given the option of assessing all grade 4 students in the school, rather than randomly sampling students to be assessed. Administration Schedules for schools that opted for this approach will list students grouped together in their regular classrooms. However, because schools may sometimes move students from one classroom to another during the year, the school coordinator may ask that a student or two be assessed with a different class of students than the one in which the student was listed on the Administration Schedule. If this is the case, it is very important that you give the student the booklet he/she was assigned to receive on the original Administration Schedule. This means that as you prepare the booklets you will need to place the booklet from the original stack in with the booklets for the class in which the student will be assessed. After the session is over be very careful that the "swapped" booklet gets placed back with the booklets for the session in which the student was listed on the Administration Schedule.

# Preparing Assessment Booklets for Distribution




2002  
Grade 8

Admin. Schedule Line # 3

SECTION

1	W3
2	W4
3	D1
4	BW1

**BOOK  
W202B**




2002  
Grade 8

Admin. Schedule Line # 2

SECTION

1	R10
2	R11
3	D1
4	BR1

**BOOK  
R1**



2002  
Grade 8

Admin. Schedule Line # 1

SECTION

1	W3
2	W4
3	D1
4	BW1

**BOOK  
W201BU**

100-102-1 RW0801 SBQ# 00018  
202 006401 0 ADMIN SCHED LINE# 3  
Wes Bloek 51

100-102-1 RW0801 SBQ# 00018  
001 054006 9 ADMIN SCHED LINE# 2  
Betty Bates

100-102-1 RW0801 SBQ# 00018  
201 000501 7 ADMIN SCHED LINE# 1  
Mark Atley

SCHOOL # [ ][ ][ ][ ][ ][ ] TEACHER # [ ][ ][ ][ ]

TOTAL TIME FOR ACCOMMODATION [ ][ ][ ][ ] ADMIN CODE [ ][ ][ ][ ]

DO NOT USE

0	1	2	3	4	5	6	7	8	9
*	*	*	*	*	*	*	*	*	*
#	#	#	#	#	#	#	#	#	#

Column Indicators	"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	
Student Name	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
01 Mark Atley	10	W	0	4	B	9	1	2	1	2	2	2	2	2	201 000501 7	ASSESSED IN ORIGINAL
02 Betty Bates	10	R	0	2	9	0	2	1	1	2	2	2	2	2	001 054006 9	ASSESSED IN ORIGINAL
03 Wes Bloek	10	W	0	6	B	9	1	1	2	2	2	2	2	2	202 006401 0	ASSESSED IN MAKEUP
04 Angela Burns	10	R	1	0	B	9	2	2	1	2	2	2	2	2	002 000043 8	ASSESSED IN ORIGINAL
05 Nicki Campbell	12	W	1	1	B	9	3	1	1	2	2	2	2	2	203 073201 0	ASSESSED IN ORIGINAL

4.13



## Prepare the Room

When you arrive at the room you will be using for the assessment, you should check to make sure there are enough desks for the number of students in the session; if not, notify the AC or the school coordinator. It is important that the desks be arranged so that all students can readily see you, and similarly, so that you can readily see each student. If at all possible, avoid having students face potential sources of distraction such as windows, doorways, etc., and if you can help it, never seat students facing each other.

If you have permission from the school, you should erase the blackboards and, if necessary, conceal any school materials that would assist the students (e.g., multiplication tables in a math session). Post the **Testing in Progress – Do Not Disturb** sign outside the room.

### Then set out the supplies you will need for the session:

- The session scripts;
- The prepared assessment booklets (inserted with appropriate additional materials);
- The Administration Schedule for the session;
- Copy of the Roster of Questionnaires (for Session Type A only);
- The sharpened No. 2 NAEP pencils;
- The timer;
- Student Appreciation Certificates (grade 4 sessions);
- Copies of other Administration Schedules (if there is more than one session in the school); and
- The Session Debriefing Form.

### For a mathematics session, you will also need:

- The calculators;
- The calculator poster; and
- The mathematics poster.

Included with your supplies will be two posters to be used in mathematics assessments. One is a picture of the NAEP calculator. The other gives an example of an extended response question and how it should be answered. Both posters should be hung up in the front of the room before the students have assembled.

### For Session Type A, grades 4 and 8, you will need to write on the board<sup>3</sup>:

- Teacher names; and
- Corresponding two-digit teacher number.

This information can be found on the Roster of Questionnaires, as shown on the following page. At the beginning of the assessment, the script will instruct fourth- and eighth-grade students in Session Type A to record on their booklet covers the two-digit number of their teacher. Because there are no teacher questionnaires distributed for Session Types B, C, and D or for any grade 12 assessments, these students will not be asked to record teacher numbers on their booklet covers.

For all grade 8 and 12 sessions, regardless of session type, you will also need to write the school ID number on the board. The script will instruct eighth- and twelfth-grade students to record the school ID on their booklet covers. (You will record the school ID on all grade 4 booklets after the session has been completed.)

<sup>3</sup> If you are testing in a room without a board, you should make arrangements to have a portable board or easel in place.



## Roster of Questionnaires – side 2

III. Teacher Questionnaire		III. Teacher Questionnaire										SCHOOL#: 100-102-1 <input type="checkbox"/> NCS Use Only			
Teacher's Name	Teacher #	Teacher Questionnaire ID #										Returned			Instructions for Distributing Questionnaires
		Yes	No	Completed Electronically											
01 Mrs. Brown	01	09	7	0	0	0	9	9	2	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>Instructions for Distributing Eighth-Grade Teacher Questionnaires</b></p> <p>Ask all eighth-grade teachers who teach English to fill out a Language Arts Teacher Questionnaire. Follow the procedures below for each questionnaire you distribute.</p> <p>On this <u>roster</u>:</p> <ol style="list-style-type: none"> <li>Create a list of <i>all</i> eighth-grade English teachers under "Teacher's Name."</li> <li>In the column labeled "Teacher Questionnaire ID," record the unique 10-digit ID number from the questionnaire you give to each teacher named in the first column. (The "09" prefix has been preprinted.)</li> <li>As the questionnaires are returned, grid in the oval in the "Returned" column.</li> </ol> <p>On the front cover of <u>each questionnaire</u>:</p> <ol style="list-style-type: none"> <li>Record the name of the teacher receiving the questionnaire and the date the questionnaire needs to be returned to you.</li> <li>Record the two-digit teacher number located in the column to the right of the teacher's name on this roster (e.g., 01, 02, 03). <i>It is critical that this number is recorded accurately.</i></li> </ol>	
02 Mr. Cox	02	09	7	0	0	0	8	4	3	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
03 Mrs. Wilson	03	09	7	0	0	0	7	6	6	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
04	04	09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
05	05	09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
06	06	09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
07	07	09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
08	08	09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
09	09	09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10	10	09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11	11	09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12	12	09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13	13	09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14	14	09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15	15	09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16	16	09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
17	17	09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

This form must be completed in No. 2 pencil.

Gr. 8 Roster Back

Teacher Name    Teacher #

Task  
5

## Administer the Session

### A As Students Arrive at the Session

Your presence and demeanor as an authority figure should be exercised as soon as the students begin to arrive. Your effectiveness as an administrator will depend largely on your ability to convey to the students what is expected of them immediately upon their arrival at the testing room. Organization and preparedness are the keys to effective classroom management. Task 6 in this chapter discusses classroom management in detail.

Your ability to impart an air of “with-it-ness,” as one researcher calls it (Cangelosi, 21), is critical. You must be aware of **everything** that is going on in the classroom. As an example, you may be able to demonstrate your awareness of class dynamics by either separating or seating near you students who have made it obvious upon their arrival that they are especially likely to cause disruption. The manner in which you carry yourself, the use of direct eye contact, and your facial expressions all communicate confidence and that you intend to be taken seriously. By focusing your eyes directly on individual students, you communicate interest in them and assign an importance to the task in which they are engaged. Also, smiling at a student when you have caught his/her eye conveys an interest in that student as an individual and facilitates an atmosphere of respect and cooperation.

One way to establish your authority immediately is to stand close to the door as students arrive. You can use this opportunity to seat students where you want them, separating potential troublemakers if necessary.

**NOTE:** In schools that opted to assess intact grade 4 classrooms, rather than sampling students for the assessment, you will likely be walking into a classroom of students already assembled.

In these cases, you may not have had an opportunity to prepare the room ahead of time, so organization is the key to maintaining control over the students as you prepare for the assessment. If possible, you should enlist the help of the students’ teacher to keep the students occupied while you set out your materials and prepare the room. During this time the teacher could introduce you and encourage the students to do their best on the assessment.

### B Using the Script to Conduct the Session

After all students have been seated, you must conduct the assessment by following the appropriate session script for the grade level and session type. **Each grade and session type has a different script.** There are differences from script to script in wording, in procedures, and in the materials required.

The scripts for all session types are bound together in one document called **NAEP 2002 Session Scripts**, which has been included in your training binder. You should become thoroughly familiar with each session script and be able to read each script fluently. The script should be read word for word (but with expression) to make sure that all sessions of that type are administered the same throughout the country.

The sections of the script common to all assessment types are discussed below.

#### Introduction

All scripts begin by introducing you and NAEP and by giving a quick overview of the session.

#### Materials Distribution and Taking Attendance

After you read the introduction, the script instructs you to distribute the booklets and other materials. You will do this by calling the students in Administration Schedule order to come to the front of the room one-by-one. Hand each student his/her preassigned booklet, any additional required materials, and a pencil.

As you distribute the materials, you will need to record the attendance status of each student by entering a ✓ for present or an **A** for absent above the diagonal line in the **Attendance (✓/A)** column on the Administration Schedule. In addition, if a student is absent, you should record an **A** on the student ID label affixed to the booklet cover and place the booklet to the side to avoid giving an assigned booklet to the wrong student. (At the conclusion of the assessment, you will enter the appropriate Administration Code for each student in the column labeled **Admin. Code** on the Administration Schedule.)

Booklet distribution is an opportune time to demonstrate your expectations of the students' behavior and to establish a proactive (as opposed to reactive) demeanor in the classroom. You should use this opportunity to your advantage by being well-organized and well-prepared and by working quickly and efficiently to exercise your authority and control of the classroom. Do not waste time! The booklet distribution process, no matter how large the session size, should take no more than 10 minutes.

Remember that several different types of sessions may be conducted at any one time in any one school. Each student is sampled to attend a particular session type and must attend that session. If a student is assessed in a session type for which he/she was not sampled, the data cannot be used. Therefore, it is very important that you check to make sure that each student who has arrived at the session belongs there.

If a student comes to a session but is not listed on the Administration Schedule, either the student has come to the wrong session or he/she is not in the sample. In schools with multiple sessions conducted concurrently, the AC should give each AA copies of the Administration Schedules for all sessions. If the student is not listed on the Administration Schedule for your session, you should check the Administration Schedules for all other sessions to determine where to send the student. If the student's name does not appear on any of the Administration Schedules, he/she has not been selected for the assessment and should be instructed to return to class.

After all students have received a booklet, the script instructs you to tell the students to remove the student ID label from the cover of their booklet and place it on the corner of their desk. This will assist you in monitoring the session because you will be able to know the student's name, if necessary, simply by glancing at the label on the desk.

#### How to Handle Latecomers:

- Ask students who arrive **during booklet distribution** to wait at the front of the room while you finish distributing the booklets. Then, check in the students; give each his/her assigned booklet, pencil, and any other required assessment materials; and direct the student where to be seated.
- If four or more students listed on the Administration Schedule are not present after you have checked in all students who have arrived, wait a few minutes before beginning the session. While you are waiting, you may informally ask those present if the missing students are absent from school that day. If a school staff member is present, discuss the possibility of finding the missing students. If it is determined that missing students are in fact absent, or after 5 minutes of waiting, proceed with the assessment. **Do not, under any circumstances, allow another student to substitute for a sampled student who is absent from the session.**
- In Sessions Types A, B, and C, no student may be admitted once the students have begun reading the booklet directions. In Session Type D, no student may be admitted once the students have begun reading the calculator instructions. Students who arrive after this point should be counted as absent and instructed to return to their classrooms.

### Coding the Booklet Cover

The script instructs grade 4 and grade 8 students in Session Type A to write on the booklet covers the teacher number for the subject in which they are being assessed. Teacher numbers, which you should write on the board in the assessment room, come from the Roster of Questionnaires.

The script also instructs grade 8 and 12 students in all session types to record the NAEP School ID number on their booklet covers. You should write the school ID number on the board for the students.

### Booklet Directions

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

### Timing Background and Cognitive Sections

After the booklet directions, each assessment booklet contains several blocks of background questions and cognitive questions for the student to answer. These blocks appear at different places in the booklet, depending on the booklet type (see the following pages for the order of booklet sections by session type). The content of the cognitive sections varies within session type depending on the booklet version, while the background questions remain the same across all booklet versions within a grade and session type.

There are two types of background questions: general background questions and subject area background questions. During the general background section, you may answer students' questions; however, you may do so only by referring to the Question-by-Question Specifications that are included in the session scripts.

There is a different set of Question-by-Question Specifications for each session type, and you should become thoroughly familiar with each set prior to your first assessment session. You may **not** answer students' questions during the subject area background section.

Each NAEP 2002 booklet, depending on grade and session type, will contain either two 25-minute cognitive blocks or three 15-minute cognitive blocks. The cognitive blocks are sometimes referred to as subject area sections. You may **not** answer any questions students may have during the cognitive sections except for questions about where or how to record answers.

Background and cognitive sections are timed while students work independently. The session script provides instructions for the timing of each section. You will tell the students when to stop work on a section and when to begin the next section. In the assessment booklets, a stop sign is printed at the end of each section to alert students that they are at the end of the section. If they finish a section early, students may review their work in that section only. **Students may NOT go back to previous sections or work ahead in the booklet.**

You will use the timer included with your supplies to time the sections accurately. It is important that you are thoroughly familiar with the timer and its operation prior to conducting sessions. Be sure to practice using the timer before arriving at your first assessment.

In total, each assessment session will require about 90 minutes. This includes handing out materials and checking attendance, administering the session, collecting materials, and dismissing the students. The timing of the actual assessment, including background questions, requires around 60 minutes, regardless of the grade level. As a reference, the specific timing of each section by session type is summarized in the charts on the following pages.

In grade 4 sessions, the general background section is not timed because you must read aloud to the students all of the questions and answer choices in the section. The scripts contain all of the questions and answer choices you are to read aloud.

During the last booklet section of the session, the script instructs you to walk through the room and remove the student ID labels from every student’s desk. After the labels are collected tear them up and throw them away. **Remember: names of NAEP participants must never leave the school on the booklets or any other NAEP documents.**

### Booklet Sections by Grade and Session Type

#### Grade 4 Session Type A – Reading and Writing Booklet Sections

Section 1	Reading or Writing Cognitive Items	25 minutes
Section 2	Reading or Writing Cognitive Items	25 minutes
Section 3	General Student Background Questions	Read aloud by AA
Section 4	Reading or Writing Background Questions	10 minutes

#### Grades 8 & 12 Session Type A – Reading and Writing Booklet Sections

Section 1	Reading or Writing Cognitive Items	25 minutes
Section 2	Reading or Writing Cognitive Items	25 minutes
Section 3	General Student Background Questions	5 minutes
Section 4	Reading or Writing Background Questions	8 minutes

#### Grade 4 Session Type B – Reading and Mathematics Booklet Sections (Field Test)

Section 1	Reading or Mathematics Cognitive Items	25 minutes
Section 2	Reading or Mathematics Cognitive Items	25 minutes
Section 3	General Student Background Questions	Read aloud by AA
Section 4	Reading or Mathematics Background Questions	10 minutes

#### Grades 8 Session Type B – Reading and Mathematics Booklet Sections (Field Test)

Section 1	Reading or Mathematics Cognitive Items	25 minutes
Section 2	Reading or Mathematics Cognitive Items	25 minutes
Section 3	General Student Background Questions	5 minutes
Section 4	Reading or Mathematics Background Questions	8 minutes

## Booklet Sections by Grade and Session Type (continued)

### Grade 4 Session Type C – Reading Special Study Booklet Sections

Section 1	General Student Background Questions	Read aloud by AA
Section 2	Reading Cognitive Items	25 minutes
Section 3	Reading Cognitive Items	25 minutes
Section 4	Reading Background Questions	5 minutes

### Grades 8 & 12 Session Type C – Reading Special Study Booklet Sections

Section 1	General Student Background Questions	5 minutes
Section 2	Reading Cognitive Items	25 minutes
Section 3	Reading Cognitive Items	25 minutes
Section 4	Reading Background Questions	5 minutes

### Grade 4 Session Type D – Mathematics Special Study Booklet Sections

Section 1	General Student Background Questions	Read aloud by AA
Section 2	Mathematics Background Questions	8 minutes
Section 3	Mathematics Cognitive Items	15 minutes
Section 4	Mathematics Cognitive Items	15 minutes
Section 5	Mathematics Cognitive Items	15 minutes

### Grades 8 Session Type D – Mathematics Special Study Booklet Sections

Section 1	General Student Background Questions	5 minutes
Section 2	Mathematics Background Questions	5 minutes
Section 3	Mathematics Cognitive Items	15 minutes
Section 4	Mathematics Cognitive Items	15 minutes
Section 5	Mathematics Cognitive Items	15 minutes

### Ending the Session

At the end of the session, the script instructs you to collect **all** materials (except pencils), distribute Student Appreciation Certificates at grade 4, and to dismiss them according to the school's preference. Students may keep the pencils as a thank-you gift for participating in NAEP. If time allows, you should call the students by name in Administration Schedule order to bring their booklets and assessment materials to you so that you can easily account for all booklets and materials.

In large sessions or if time is not sufficient for students to individually return their booklets to you, you should instruct the students to place any additional assessment materials they may have inside the front cover of the booklet and then pass their booklets to the end of their row for collection.

When you have accounted for all booklets and materials, you should thank the students and release them according to the school's preference. **To maintain the security of the booklets, it is critically important that you account for all assessment booklets before allowing any students to leave the session.**

Regardless of the collection procedure you choose, you must strive to maintain control of the classroom because students will be anxious to leave once the assessment is over.

## C Instructions for Using Calculators in Mathematics Sessions

In 2002 NAEP, mathematics is being assessed in both Session Types B and D. In both session types, students will be provided with instructions for using the NAEP calculators for the assessment, but the procedures for administering these instructions differ depending on the session type.

In Session Type D, after students have received their booklets, they will be asked to review the instructions for using the calculator found on the back cover of their booklet. You will read these calculator instructions aloud as students follow along. For Session Type B, the calculator instructions also will be printed on the back cover of the booklets, but the script instructs you simply to tell the students to refer to the instructions if they need to do so. You will not read the instructions to the students.

For Session Type B, your box of session materials will include 10 calculators for grades 4 and 8. This will be sufficient to conduct the session because only a fourth of the students use the calculator in each section of the booklet. For Session Type D, your box of session materials will contain 30 calculators for both grades 4 and 8. This is

because all students will need a calculator to use during the review of the calculator instructions. Your script will guide you through the instructions and how to use both the calculator and mathematics posters supplied with your session materials.

If a mathematics booklet requires a calculator, a large **C** will appear on the booklet cover in the upper right-hand corner next to the booklet version number. Students are to have a calculator for only those sections of the booklet that require one. Not all booklets require a calculator, and only a fourth of the students will need a calculator at any one time. At the beginning of each section of a booklet that requires a calculator, there will be the statement: **YOU WILL NEED A CALCULATOR FOR THIS SECTION.** In addition to the instructions and the **C** on the booklet cover, a **C** appears on the outside corner of each page of a section if a calculator is required (as shown below). The purpose of the **C** is to allow you to walk around the room and glance at the student's booklet to know whether the student should, or should not, be using a calculator.

Because it is very important that students have a calculator only when working in a section that requires it, calculators must be distributed to and collected from individual students at the beginning of each mathematics cognitive section. Your script will instruct you when to collect and distribute the calculators throughout the session.

### SECTION 5

CP Section 5

**YOU WILL NEED A CALCULATOR FOR THIS SECTION.**

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



## **D** Instructions for Using Additional Materials in All Session Types

The rules for the use of other additional materials for all session types are less stringent than those for calculators. Other materials, such as protractors/rulers for mathematics booklets, writing brochures for writing booklets, and Metro pamphlets for reading booklets, are given to students inside the front cover of the booklets at the beginning of the session. A student who receives a booklet requiring use of additional materials may keep these materials until the end of the session. Each section requiring additional materials reminds the students to use them when answering the questions in that section. The capital letter that corresponds to the material (see the charts on pages 4.8-4.10) appears at the outside corner of each page of the section so you can be sure that the student has the required material for that section.

**Task  
6**

## Monitor the Session

During the session, it is your responsibility to ensure that students are working in the correct booklet section. The only way this can be adequately accomplished is by quietly walking up and down the aisles during the session. Studies have shown that the closer the physical proximity of the teacher to the student, the more likely that the student will be on task. You should continually move through the classroom during the session. On occasion, you should stand at the rear of the room so you can observe students inconspicuously.

Because only a few students in a session will be using the same booklet, the possibility of collusion among students is reduced. However, by continually walking up and down the aisles during the session you will discourage any such attempts.

A large part of monitoring the session is responding to questions students may have about test items throughout the assessment. Although **you will not be able to help students respond to any item in a cognitive section**, you can clarify questions about how to record answers. You may also answer students' questions about the general background section items by referring to the Question-by-Question Specifications found in the back of your session scripts. Detailed instructions on answering students' questions are provided on page 4.33.

The remainder of Task 6 offers practical advice for encouraging appropriate student behavior during the assessment, dealing with the occasional problem situation that may arise in the classroom, and understanding some characteristics unique to students at each assessed grade level. It also provides specific rules for you to follow while supervising the session.

### A Note about **Your** Behavior:

To effectively monitor the assessment, your attention needs to be focused on the students at all times. Your paperwork should not be done during the session. (The AC will instruct the AAs where to go to complete the Administration Schedule and other paperwork after the conclusion of the session.)

As you monitor the session, your presence should be as unobtrusive as possible and your behavior should be professional. This means walk softly and quietly around the room, do not jiggle the change or keys in your pocket, do not chew gum, do not whistle, and do not carry on conversations with school staff members who may be in the room. If you need to speak with school personnel in the room, keep your conversation brief and at a whisper. It is important for you to give the students being assessed the same courteous behavior while they work as you are expecting them to give their fellow classmates.

## A

## Effective Classroom Management

Having knowledge of procedural information is only half the battle in accomplishing a successful test administration. As an AA, it is important to understand that effective management of student behavior does not occur by accident. Being prepared and proactive will ensure that the assessment is conducted with few interruptions. There are many strategies that can be used to encourage appropriate student behavior. The more confident the administrator is, the more likely he/she is to be successful.

Classroom management is a skill that takes practice. Developing a positive attitude and anticipating success will help the assessment run smoothly. A well-organized AA who is equipped to handle all situations that may arise will be effective in the classroom. Gaining as much information about school and classroom procedures, as well as learning the name of a school administrator (especially someone that routinely deals with discipline), will help to ensure your validity with students. Making a reference to a school administrator or teacher by name provides a connection for students. Students will know that they can be held accountable for their behavior. Using strategies and techniques that encourage students, rather than those that discourage, will set a positive tone for the assessment.

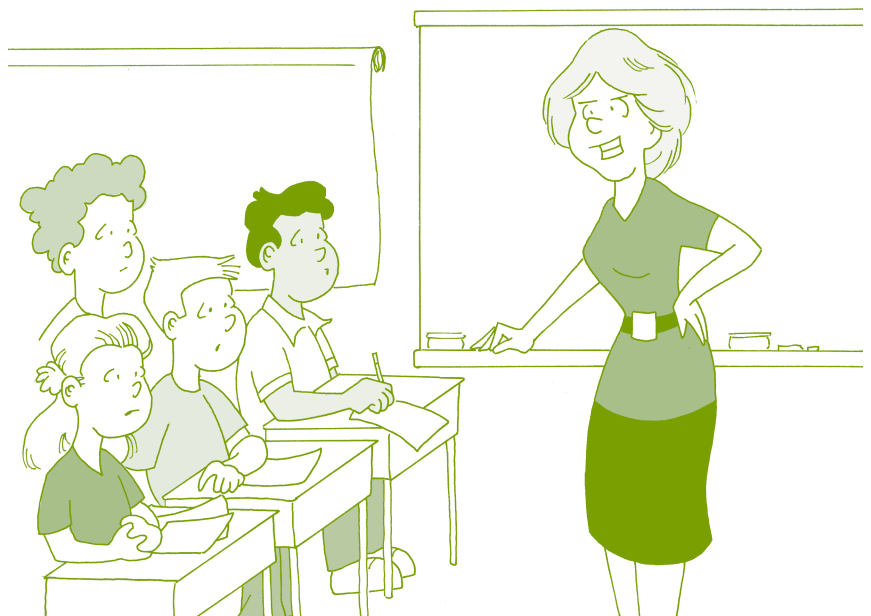
Classroom management skills and strategies will help to define your role as an AA. Leadership is demonstrated by effective management of the classroom. A successful management plan will have a strong effect on student behavior. The following techniques are essential components to any effective management plan.

## Setting Expectations

You need to establish a position of authority from the beginning. If possible, all materials should be in place and ready before the students arrive. Meet students at the entrance and quietly give them directions on finding their places. After students are seated and quiet, set expectations for the session. Students need to be told how the assessment will begin, how it will end, and what cues they may encounter during the session. Directions should be clear and concise so that students understand what they are expected to do. The NAEP session scripts were designed for this purpose.

Try to be proactive and anticipate any questions or concerns students may have before the session starts. Addressing concerns and answering questions before starting will avoid unnecessary interruptions during the assessment. Getting the students to work as quickly as possible will help to eliminate down time when students may be tempted to engage in off task behavior. The session script instructs you to tell students before beginning the assessment that they may not be able to answer all of the questions; however, they should read carefully and do the best that they can. It may be necessary to repeat this reminder to students individually if they become frustrated or upset during the assessment.

*"I'm your substitute teacher... You can call me Rambo"*



### Using Body Language

Use strong body language and calm facial expressions to project a sense of confidence. This image of assuredness will let students know that the task is a serious one. A firm attitude and presence will indicate to students that the administrator is in control of the session. When speaking to students concerning an inappropriate behavior, only 20 percent of the message that they hear is the actual language that is used. The other 80 percent is how the message is delivered: body language and facial expressions will help to let the student know exactly what is expected of him/her.

### Using Proximity and Mobility

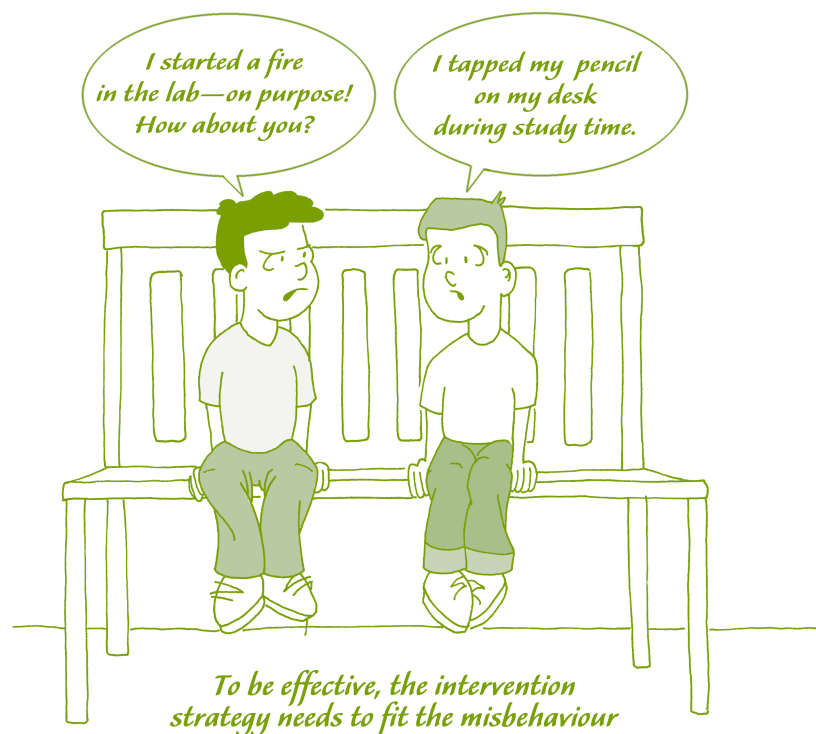
Before students arrive, assess the classroom set up and determine how to move through the classroom in an easy manner in order to establish proximity to each student if necessary. As students are working, move quietly through the classroom monitoring students' work and offering assistance when appropriate. If a student raises his/her hand, you should move to the student first, before answering the question. The use of proximity will allow the student to ask the question and have it answered quietly while not disturbing other students nearby.

### Using Positive Reinforcement

Once the expectations have been set, positive reinforcement should be used to encourage appropriate behavior. Interact with students in a positive and respectful manner. Praising students who are working quietly reinforces their compliance and provides a model for other students. If a student is off task, try to give positive feedback to a student close by who is working well. This will give a subtle reminder to the off task student of the expected behavior.

### Ignoring Inappropriate Behavior

Experts on classroom management believe that one of the primary goals of student misbehavior is attention. Students often misbehave to receive individual attention from the adult in charge or to distract from the fact that they are not able to complete the assignment. When students receive attention for inappropriate behavior, they are very likely to repeat the behavior. Whenever possible, try not to respond to inappropriate behavior. Any behavior that can be ignored should be ignored. These behaviors fall into two categories: The behavior is of short duration, or the behavior is not likely to spread to other students. If the behavior fits these criteria, try to ignore the behavior and continue moving through the classroom monitoring the students' work.



### Using P.E.P. (Proximity, Eye Contact, Privacy)

P.E.P. is a three-part strategy that can eliminate off task behavior. If an inappropriate behavior persists and cannot be ignored, it is important to remain calm. Taking two deep breaths before reacting may help to keep the situation from escalating. Start by standing close to the student and giving a nonverbal cue such as a finger to the lips to signal quiet or a shake of the head to remind the student that he/she needs to get back to work.

Next, establish direct eye contact with the student. This sends a calm message to encourage the student to behave appropriately. When standing in close proximity to the student, it is important that the student not feel that his/her personal space has been invaded. The student will usually respond to proximity by stopping whatever he/she is doing and returning to the assessment. Maintaining direct eye contact also lets the student know that this is serious and the behavior needs to end.

If the behavior continues, speak to the student privately to remind him/her of the expectations and redirect the student's attention back to the assessment. When speaking to the student, use a low voice to ensure privacy. Students close by should not be able to hear what has been said.

It is a message only for the student who is involved in the misbehavior. Interactions with students should be brief and the language used should be positive. P.E.P. should always be done in a calm nonthreatening manner. Remember that control of the classroom begins with self control by the administrator (Curwin and Mendler, 96).

### Asking What Instead of Why

There are additional techniques that can be used if P.E.P. fails to stop inappropriate behavior. Before reacting to the behavior, make sure that what you are about to do or say is not going to make things worse. You are the one who has control over the situation. When responding to an inappropriate behavior, first take charge of your emotions. Try not to react in a negative way that might encourage the student to engage in a power struggle. The goal for dealing with the behavior should be to get the student back on task with the least amount of disruption. Focus on the negative behavior not the student. Avoid asking questions such as **"Why are you doing that?"** or **"Why aren't you working?"** Questions using **"Why?"** tend to focus on the inappropriate behavior and reward the student with an opportunity for discussion. Instead, use the question **"What?"** **"What should you be doing now?"** **"Do you know what to do?"** **"What can I assist you with?"** (Utah State University, 26).



*"Remember, these kids can smell fear..."*

### Avoiding Arguments/Verbal Power Struggles

Avoid engaging in arguments or power struggles with students. Students may attempt to argue or make inappropriate comments in order to engage in a power struggle. Try to listen to the student and acknowledge what you have heard him/her say. Often by agreeing or apologizing, you can eliminate the need for the student to continue to argue. You might say ***“I understand what you mean, thank you for sharing that with me,”*** or ***“I am sorry that you feel that way,”*** or ***“You might be right.”*** The student will find it hard to continue to try to argue with someone who is agreeing with them. The next step would be to defer the discussion to another time. ***“Perhaps if we have time at the end of the assessment, we could discuss this,”*** or ***“Right now we need to complete the session, we may be able to talk about this later.”*** Techniques such as acknowledging, agreeing, and deferring allow the student to feel that he/she has been heard (Albert, 83). This strategy works to defuse situations that are likely to escalate. Always model calm and nonaggressive behavior.

### Using the “Language of Choice”

If the student’s inappropriate behavior continues, the next approach would be to use the “language of choice.” The goal of the language of choice is to remind the student of the expected behavior and the consequences if the inappropriate behavior continues. The language of choice restates the expectations that have been set as well as the choices and consequences that are appropriate. Language such as ***“You have a choice, you can work quietly and continue the assessment and not disturb anyone, or you can chose to go to the office and let the principal know that you would not participate. The choice is yours.”*** Thus, the student must take responsibility for the situation and whether it will get better or worse. The consequences need to be clearly identified.

When using the language of choice, the first choice that is given should always be the best or desired choice. Once the student complies, thank him/her for making a good choice. If the student does not comply, make sure to follow through on the consequences. It is important to be proactive and find out prior to the assessment what procedures are to be used if a student needs to be removed from the session. This assists in a smooth transition if the student makes a poor choice and needs to leave the room. The language of choice is calm and reasonable. The student is provided with the opportunity to save face in front of his/her peers. This empowers the student to make a decision based on the expectations and the consequences that have been set.

### Treating Students with Dignity

As a NAEP representative, you should always treat students with dignity and respect. Practice using strategies that foster and encourage cooperation. **Avoid** using the following interventions as a reaction to inappropriate student behavior. They may make situations worse and could cause negative behavior to escalate. (Utah State University, 35).

- **Criticism** – a verbal attack on the student or his/her behavior. It is meant to insult a student.
- **Sarcasm** – using humor at the student's expense to humiliate or embarrass.
- **Unnecessary Questioning** – encouraging discussion of a negative behavior rather than redirecting the student back to the task.
- **Helplessness/Pleading** – projecting an image of incompetence on the part of the AA, rather than one of confidence and control.
- **Threats** – setting up a verbal challenge for the student, often causing the situation to escalate while the student tries to see if the AA will follow through with the threat.
- **Physical Force** – using physical contact is inappropriate and should never be used to direct student behavior.

Effective classroom management skills are essential in ensuring the success of the assessment. The majority of the assessments will go well, and students will want to cooperate and participate in the session. Using the strategies discussed in this section will assist you in dealing with inappropriate behaviors in the most positive manner possible. Each assessment will provide the opportunity to practice and refine management skills. In time, these techniques and strategies will become a natural part of administering an assessment.

## B Working with Students at Each Grade Level

In the event that you are unaccustomed to working with students at the grade levels we are assessing, the following overview will provide some insight into the special challenges at each grade to help you prepare mentally. For example, it may not be effective for the “youngest” AAs to conduct grade 12 sessions, because these “older” students may attempt to take advantage of younger AAs simply because the students assume (perhaps incorrectly) that these AAs are less experienced. Helpful hints are offered whenever possible, based on effective procedures used by experienced NAEP supervisors.

### Fourth-Grade Assessments

It is important to understand the elementary school child’s strengths and limitations. Developmentally, fourth graders are engaged in a period of rapid brain growth. They are at the age where they develop attachments; they attach themselves to routines and, in school, attach themselves to a single teacher. It is often very helpful (and reassuring) to have the students’ teacher remain in the room during the assessment.

These students can also be very territorial, so if the assessment is being conducted in their regular classroom, it is best to let the children assigned to that room sit at their own desks. They tend to worry about others using their things if they see someone else sitting in their seat.

Fourth graders are usually anxious to please others, especially grown-ups, and need to be shown a great deal of respect. They ask many questions, want to be sure they are doing things correctly, and like rewards for a job well done.

Although this enthusiasm is delightful to deal with, it can also be time consuming. A good approach to take is to talk with the entire class before the session begins. You should stress that they were “picked” for this assessment and that they should try to do their very best. You should also let them know that not everyone may be working on the same thing and that it may take some students longer to finish than others so ***“we will all be helpers by remaining quiet when we are finished.”***

This age group will ask to use the restroom more than any other. Hopefully, the teacher has reminded them to use the restroom just before the assessment starts. If not, you should check to make sure that they do have this opportunity prior to the start of the session. If, however, a child asks to be excused during the session, ask if he/she can wait for just a few minutes especially if it is toward the end of the session. If not, you may dismiss the student **as quietly as possible**. Remember that the power of suggestion is tremendous within this age group, and you could soon have a long line of students wanting to leave.

Occasionally, a child will feel so threatened or frustrated that he/she will begin to cry—this can be very unnerving. You should gently try to find out what the problem is, bearing in mind that if the child is afraid of you, he/she may just cry harder if you approach him/her. This is one of the best examples of why it is good to have a teacher stay in the room. Visibility of the teacher provides reassurance to the students.

Also, you need to provide reassurance if students cannot answer all the questions by saying something like ***“Just do the best you can to answer each question.”*** We want them to try to respond to every question so we get an accurate evaluation of what they know.

When the session is over, you should remember to praise them for a job well done.



In case you need to hold these students for any length of time when the session is over, one way to sustain their attention would be to play a game with them. Consider playing a popular, updated version of “Simon Says.” Have all students stand and face you. Then, make a movement, such as putting your hands on your shoulders. Make another movement such as putting your hands on your head. Students should put their hands on their shoulders. When you make the next movement, such as putting your hands on your knees, students should put their hands on their heads, and so on. Play continues in this manner with the students always being one movement behind you. If a student makes a wrong move, he/she sits down. Continue until you have a winner. That person then becomes the leader.

### **Eighth-Grade Assessments**

Many districts refer to the schools that their eighth graders attend as “Middle Schools.” Whether they are called Middle, Junior High, or Intermediate, all of these terms are good ways of describing this “caught-in-the-middle” group. This group exemplifies a period of social growth; academics are not high on their agenda. Students at this age no longer feel they are children, but they have a long way to go to be adults.

Eighth graders are very aware of their peers. They like being part of a group, at the same time expressing their individuality through hair styles and dress. They want to be treated as adults but are still easily offended or embarrassed by even the most inconsequential remark.

This age group responds to a sense of fair play and humor. Use this to your advantage.

As you are ready to begin the session, you may find that eighth graders want answers to questions like, “**Why are we taking this test?**” or “**Will this count toward my grade?**” Although these questions are addressed in the script, they may need to be discussed in a little more depth prior to the start of the session.

You should be honest with them about what is happening and explain to them how they were chosen or what will happen if the session runs over. If a session is going to run into another academic period, you should explain to the students that they will be excused from their next class. If the session will run into a recess or lunch break, you need to be aware of this ahead of time and inform students how this will be handled. Students at this level do not like to be deprived of their “free time.” Addressing their concerns will show your respect of them and does a lot to boost your credibility and gain their respect of you. You should also answer questions that are reasonable but control the amount of time spent on this type of activity.

If you must confront disruptive behavior, do so in a decisive manner. Earlier sections of this manual deal with specific techniques you may use to minimize and resolve such behavior. If a student is truly unruly and you feel unable to comfortably control the situation, you shouldn’t be afraid to seek assistance.

### Twelfth-Grade Assessments

High school seniors are the most difficult group to notify of the assessment and to locate at the time of the session. There are many reasons for this. High school seniors are not always on campus for the entire day. Many have enough credits to graduate without having to take a first or last period class. Others may be involved in some type of job experience program where they spend only one period a day on campus. Members of an athletic team may often be absent because of scheduling conflicts with a sporting event. Although every effort is made to schedule the NAEP assessment around these conflicts, it is not always possible. Schedules at this grade level seem to change frequently and without warning and sometimes even school counselors are unaware of the latest changes.

Another reason that students do not attend our sessions is that sometimes the school personnel have not informed them of the assessment or have not released them from their other commitments. Some teachers do not want their students missing their class for any reason. Even if students are aware that they are supposed to be at the assessment, if their teacher will not release them, they will not challenge that decision. If you are aware that a situation like this is occurring, you should diplomatically (and expeditiously) try to enlist the support of the school administrative staff.

Knowing when to begin a twelfth-grade session presents perhaps an even more difficult problem. Care should be taken not to inconvenience those who showed up by making them wait for others. If the school has a public address system and a general announcement is made to refresh the memories of those invited, you may wait a few additional minutes for them to arrive. You should not, however, wait until every absent student has had a chance to be tracked down. Even more so than eighth graders, twelfth graders do not like to be deprived of their free time and will get up and walk out if a session runs into their lunch break or continues after the closing bell.

Questions from seniors are direct and to the point (e.g., *“Do I have to take this test?”* and *“What’s in it for me?”*). You need to remind them that their school has agreed to participate and that all of them were selected to represent many students across their state as well as nationwide.

Once you begin the session, you will find that this group knows the “system.” You will be able to read the script with little or no interruption. Your biggest headache will be students who want to work ahead of the current section of the test booklet. Constant monitoring is necessary to keep this from happening.

It also helps to remind them at the beginning of the session that they will be in the room for the full allotted time and cannot leave early. For many of their other exams this may not be the case, so you will need to make this very clear.

At all grade levels, if time allows after the session is finished, you should ask the students for their impression of the assessment—was it easy, hard, too long, fun. This will show your interest in their opinions and reinforce the importance of NAEP.

## C Rules for Supervising the Session

The following are rules and guidelines to observe while monitoring the assessment session.

### Answering Students' Questions

Once students have begun working in the booklets, you may answer only two types of questions: questions about how and where to record answers, and questions pertaining to items in the general background section.

- To assist you in answering questions about general background section items, Question-by-Question Specifications for each grade level are found in the session scripts. They are to be referred to in helping students understand the intent of a question in the background sections. The purpose of the Question-by-Question Specifications is to allow you to respond to these questions in a standardized manner.
- Questions asked during the general background section should be answered individually. If a student has a question, go to his/her desk to respond quietly to the question so as not to disrupt the other students. Only if several students ask the same question should the entire class be advised of the question and answer.
- **For all other sections of the assessment, you may not provide any specific information, answers or instructions about any question, or assist in reading or spelling.** The best response to such a request is *"I'm sorry, I can't answer any questions. Please reread the question and do the best you can."*

### Recording Answers in Booklets

Because the completed booklets will be scored by machine, students should observe the following rules when recording answers:

- Students may use only No. 2 pencils to record answers.
- For multiple-choice questions, ovals must be completely filled in with heavy marks. There should be no unintentional stray marks in the answer spaces or on the timing tracts of the booklet.
- Erasures must be complete and neat. For open-ended items, which are not machine scored, students may make corrections by crossing-out words rather than erasing if they wish.
- Students may not use scratch paper. There is enough white space on the pages of the booklets for students to show all of their work, and it is important that they do so.
- Booklets should never be folded or bent.

### Defective Assessment Materials

If a student discovers a defective booklet after beginning to work, replace the booklet with another booklet of the same version number, if possible. Record the new booklet ID number on the front cover of the defective booklet and vice versa, and write a brief note on the original booklet cover explaining the problem. If a booklet of the same number is not available, have the student continue working in the defective booklet. When the booklets are collected, be sure to write a note on the front cover explaining the problem.

For assessment booklets that require additional materials, in the event that either a student is missing material, or the material is found to be defective, replace it with another (of the same material). ACs will be sent extra assessment materials in their bulk supplies and will have them available at the school for AAs to use in such situations.

### If a Student Asks to Leave the Session Early

Students should leave the session only in an emergency situation. To minimize the need for students to leave during the session, make sure that fourth-grade students have gone to the bathroom before the session begins!

- If a student leaves and returns, record on the booklet cover the section number when the student left, the section number when the student returned, and the reason the student left the session. Be sure to use the appropriate administration code in these instances.
- If a student cannot complete the session (e.g., he/she has become ill), collect the booklet and other materials and record on the booklet cover the reason the student left the session.
- If a student requests to leave the session before it is over for reasons other than illness or needing to go to the bathroom, try to determine the reason for the request: he/she may need to be someplace else in the school (such as sports practice or a class activity) and feel concerned about being late. Make an effort to persuade the student to remain in the session and give an estimate of the remaining time required to finish. However, students who will miss transportation home if they remain in the session should be excused.

**NOTE:** Sessions should never continue beyond dismissal time.

- Students who are concerned about being late for other activities should be told to explain to their teachers that they have been participating in NAEP and that the teacher can contact the school coordinator for verification. You may consider writing a "To Whom it May Concern" note on a Student Appreciation Certificate for the student to take to his/her next activity.
- On occasion, a student may be asked to leave the session by a teacher or school official. If this happens, quietly try to determine the reason the student is being asked to leave and, if possible, try to obtain permission for the student to complete the session.

### If a Student Refuses to Participate

Students are not required to participate in the assessment; however, all students should be encouraged to do so. If a student refuses to participate, explain to the student that his/her answers are very important because he/she represents many other students across the nation. The results will have no effect on his/her grade. Encourage the student to begin or to complete the booklet and to make the best possible effort to answer the questions. If the student continues to refuse, collect the booklet and materials and dismiss him/her according to the school's instructions. Write **Student Refusal** on the booklet front cover.

### If a Student Is Working in the Wrong Section of the Booklet

If a student is working in the wrong section of the booklet, often, a gentle reminder of the correct section will suffice as an effective prompt (e.g., "**You should be working on Section 2 now**"). Continue to stand near the student until you see that he/she is working on the correct section. A student who completes a section of the booklet before time is called should be encouraged to review his/her work in that section only. The student should **not** be allowed to work ahead in the NAEP booklet nor to work on his/her homework or on a non-NAEP activity.

### If Disruptive Behavior Becomes Out of Control

If all of your attempts to correct an inappropriate behavior fail, it may sometimes be necessary to seek the immediate assistance of school personnel. If you feel that the situation is becoming out of control, do not be afraid to contact the principal's office and ask for assistance.

**If a Student Becomes Ill  
During the Session**

In the unlikely event that a student becomes ill during a session, remain calm and seek assistance from school personnel. This may be an extremely embarrassing situation for the student so make every effort not to add to the student's discomfort and handle the matter with as little disruption as possible. Be sure to note the disruption on the student's booklet cover.

**If a Student Becomes Emotionally Upset  
During the Session**

Occasionally, a student, particularly in the lower grades, may feel so overwhelmed that he/she will begin to cry. Be understanding, but do not reinforce this behavior by giving the child excessive attention or sympathy. You might suggest that the student skip the question that is bothering him/her and that he/she may think of the answer later. Also, telling the student that we do not expect him/her to know everything may lessen his/her anxiety. It may be helpful to ask a friendly classmate to accompany the student to get a drink of water. If the crying is seriously disruptive, seek assistance from school personnel. Remember to note the incident on the student's booklet.

**Task 7**

**Assess Students with Disabilities or Limited English Proficiency**

As discussed in Chapter 3, in all NAEP schools accommodations will be offered, as necessary, for SD or LEP students. As described on pages 3.18-3.24, students who require certain accommodations can be assessed in the regular session, while students requiring other accommodations will need to be assessed in a separate accommodation session.

**A**

**Conducting Accommodation Sessions**

When administering small group or one-on-one sessions, you may make some minor modifications to the script. Because there are so few students, you may want to shorten or simplify the introductory statements depending on the students with whom you are working. The timing of the sections may also be less stringent. For instance, extended time is assumed, so you may give students extra time, if needed. Conversely, students may finish before the allotted time. If after encouraging them to review their answers, the students indicate that they are finished with the section, you may move on to the next section. As with regular sessions, you may **not**, however, provide assistance to students in an accommodation session, except during the general background section and when making sure they understand how to record answers.

It is anticipated that, in many cases, the school will provide a teacher or staff person who is familiar with the students to work with you in accommodation sessions.

General guidelines for conducting separate accommodation sessions are shown on the following page. ACs and AAs should both become familiar with these guidelines in the event that you will need to conduct an accommodation session. AAs who are asked to conduct an accommodation session will receive complete details on administering accommodations from their AC.

**Using the Bilingual Script in Accommodation Sessions, if Applicable**

If you are conducting a separate accommodation session using the bilingual mathematics booklet, someone at the school who is proficient in Spanish should read the Spanish script. The AC will arrange for a school staff member to do this during the preassessment phone call. A Spanish script is packaged with each bilingual booklet.

**Recordkeeping for Extended Time Accommodations**

When a student requires extended time, whether in the regular session or in a separate accommodation session, it is important that the total time the student took for the **cognitive sections** be recorded on the front cover of the student’s booklet. During the session you will need to keep track of the time the student takes for each cognitive section. Then, after the session, you will need to add together the time the student used for all cognitive sections, and record the sum in the three boxes labeled **TOTAL TIME FOR ACCOMMODATION** on the booklet cover. Note that you should zero-fill these boxes.

If the student did not use extra time, you should record the regular time allowed for the cognitive sections in these boxes.

The following is an example of this section of the booklet cover for a student who took 60 minutes to complete the cognitive sections.

<b>TOTAL TIME for ACCOMMODATION</b>	<b>ADMIN CODE</b>
0 6 0	7 4

### Administering Accommodations in Separate Sessions

Your primary role is to administer the assessment session and to clarify directions for the students. In order to truly assess the students' knowledge, it is important for you to refrain from giving and/or prompting answers.

Here are some basic guidelines to keep in mind:

#### **You May:**

- Make minor modifications to the script to shorten or simplify the introductory statements;
- Encourage the student(s) to review his/her answers upon completion of a section;
- Answer student questions regarding the general background section of the booklet, the booklet directions, and the recording of answers;
- Allow students to take a break between sections;
- Schedule the assessment to start at any time; and
- Allow the student(s) to use accommodations/adaptations on the assessment if they have been deemed necessary. A list of the most commonly provided accommodations in NAEP has been printed on page 3.24. Other accommodations not on the list will be permitted as long as they do not affect the text or jeopardize the security of the assessment items.

#### **You May NOT:**

- Provide assistance on assessment items. Students may look for validation on certain items; you may not indicate verbally or nonverbally your recommendations. Instead you are encouraged to remind them to answer the questions to the best of their ability; and
- Allow any student to use accommodations/adaptations on the assessment that are not indicated in his/her Individualized Education Plan (IEP) or that are not normally used by the student during testing.

B

## Keeping Children with Disabilities Comfortable and On-Task During the Assessment

Whether accommodating students in the original session or in special sessions, it is important that the AC or the AA conducting the session be comfortable working with special needs children.

Most students with disabilities are familiar with standardized testing procedures. However, because NAEP staff members are unfamiliar to the students in the assessment, it will be important to build rapport with the students before beginning one-on-one or small group accommodation sessions. Discuss the best ways to do this with the school coordinator, or if possible, with each student's teacher. It may be that the teacher will come with the student to the assessment room and introduce you, quietly explaining that you are there to help, or perhaps you could go to the student's classroom before the assessment begins to meet the student.

We want the student to feel comfortable and to know what to expect in the assessment situation. To help students understand what will take place, you should explain the purpose of the test, the approximate amount of time they will have to complete the test, and the materials you will give them. Although the session script provides this information, you may make modifications to the script you feel are necessary given the particular students with whom you are working. If the student is getting extended time, he/she should be told so before the session begins and that this means he/she can stay later or return to sections not finished during the regular assessment timing. Similarly, read-aloud students should be seated away from the other students and told that the reason is so other students will not be disturbed by ***"my reading to you."***

You should allow students to ask questions and try to orally and visually give instructions or answers. You might want to initially demonstrate the correct procedures, thinking out loud as you proceed. Students with disabilities do not like to be surprised. Make sure the materials are ready in advance of the student's arrival and keep the student aware of the time remaining in the session once you have begun testing. During the assessment, you need to be alert to the student's needs without hovering or focusing entirely on that student. We do not want to do anything that will embarrass or single out the student in a negative way.

If a student becomes disruptive and is disturbing others who are taking the test, try standing next to his or her desk. This will give you a chance to see if the disruption is caused by a lack of understanding or if the student is frustrated in any way. If the student continues to be disruptive, ask the student if he/she would like to take a few minutes break in the back of the classroom. If the student needs more time and cannot get back on task, his/her testing should be discontinued. Be careful, however, not to arrive at the decision to discontinue too quickly. Many students with disabilities get very nervous during testing and may need lots of positive reinforcement from you for trying and staying on task.

If a student becomes unfocused but not disruptive, you may want to stand next to his desk. Sometimes standing near a student helps him/her refocus. You also may try stating, ***"I know you can do this; keep focused on the test."*** If your presence does not change the behavior, a slight tap on the student's assessment booklet may refocus his/her attention. Most times just by walking by the student who seems to be looking away from the test will bring his/her attention back to the test.

The above suggestions are for the few students with disabilities that might need more of your attention. Most students with disabilities will participate in the assessment situation without problems.





## Record Administration Codes on the Administration Schedule

After accounting for all assessment materials used during the session, you should record on the Administration Schedule in column **M**, labeled **Admin. Code**, the appropriate Administration Code for each student. An Administration Code should be recorded **on every line** of the Administration Schedule, including blank lines (i.e., booklets that were never assigned to

students). Because unused assessment booklets will not be processed by NCS Pearson, an Administration Code of **52** must be entered for all unassigned and unused booklets on the Administration Schedule.

The Administration Codes are listed on the right-hand side of the Administration Schedule and are grouped according to student participation status. The codes and the guidelines for using them are printed on the following pages.

### Assessed Students – Original Session

- |           |   |
|-----------|---|
| <b>10</b> | <b>In session full time.</b> Assessed in original session.  |
| <b>11</b> | <b>No responses in booklet.</b> Student was in original session full time, but there were no responses in the booklet.  |
| <b>12</b> | <b>In session part time.</b> Student left the original session and did or did not return. Specify the reason on the booklet cover (e.g., restroom or student refusal after starting booklet).                                   |
| <b>13</b> | <b>Session incomplete.</b> Specify the reason. Use this code when the original session was interrupted and no student was able to complete the booklet (e.g., fire drill).  |
| <b>14</b> | <b>Other, specify on cover.</b> 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

- |           |  |
|-----------|--|
| <b>20</b> | <b>In session full time.</b> Assessed in makeup session.   |
| <b>21</b> | <b>No responses in booklet.</b> Student was in makeup session full time, but there were no responses in the booklet.   |
| <b>22</b> | <b>In session part time.</b> Student left the makeup session and did or did not return. Specify the reason on the booklet cover (e.g., restroom, or student refusal after starting booklet).                                   |
| <b>23</b> | <b>Session incomplete.</b> Specify reason. Use this code when the makeup session was interrupted and no student was able to complete the booklet (e.g., fire drill).   |
| <b>24</b> | <b>Other, specify on cover.</b> Use this code for any situation that is not covered by the other assessed-in-make-up-session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover. |

### Absent Student Codes

- |           |  |
|-----------|--|
| <b>40</b> | <b>Temporary.</b> Student is not in school temporarily ( <b>less than 2 weeks</b> ) due to illness, disability, or excused absence.  |
| <b>41</b> | <b>Long-term.</b> Student has been absent from school <b>2 weeks or more</b> due to an illness or disability.  |
| <b>42</b> | <b>Chronic truant.</b> Student attends school occasionally, if ever.   |
| <b>43</b> | <b>Suspended or expelled.</b> Includes in-school suspension.   |
| <b>44</b> | <b>In school, did not attend session.</b> Use if student was known to be in school on day of assessment but, for example, was not released by teacher.                                 |
| <b>45</b> | <b>Disruptive behavior.</b> Student was in school but not notified of assessment because of disruptive behavior.   |
| <b>46</b> | <b>Parent refusal.</b> Parent officially notified school that he/she refused to allow student to participate in the assessment.  |
| <b>47</b> | <b>Student refusal.</b> Student refused to participate in the assessment before being given an assessment booklet.   |
| <b>48</b> | <b>Other, specify on cover.</b> 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). |

### Other Student Codes

- |           |   |
|-----------|---|
| <b>51</b> | <b>Withdrawn/Graduated.</b> Student is no longer enrolled in the school.  |
| <b>52</b> | <b>Unassigned book (unused).</b> 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.    |
| <b>55</b> | <b>Ineligible.</b> Use this code for a student who was not eligible for the assessment (e.g., not in the grade being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible. |
| <b>56</b> | <b>Not in sample (NIS).</b> Use this code for any student not sampled but assessed at the convenience of the school. (See page 4.44 for more information on NIS students.)  |

**Reasons for Exclusion**

- 60**      **SD – Cannot be assessed.** Use for any student whose 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 offered.** Use for any student requiring an accommodation that could not be offered, such as reading the assessment items to a student selected for a reading assessment.
- 62**      **LEP – Cannot be assessed.** Use for any student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
- 63**      **LEP – Required accommodation not offered.** Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation could not be offered, such as a bilingual booklet for a reading or writing assessment.
- 64**      **SD/LEP – Cannot be assessed.** Student cannot be included in the session due to a mental/physical disability and limited English proficiency.
- 65**      **SD/LEP – Required accommodation not offered.** Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not offered.

### Assessed with Accommodations

**Students assessed with special accommodations should always be assigned these codes instead of codes 10-14 or codes 20-24.**

- 71** **Bilingual math booklet.** Assessed in separate accommodation session. Extended time is assumed. Students using the bilingual booklet are usually in small group or one-on-one sessions. (Math booklets only.)
- 72** **Bilingual dictionary.** Extended time is assumed. (Do not use with reading booklet.)
- 73** **Large-print booklet.** Extended time is assumed. Use of special equipment such as a magnifying glass is acceptable. Usually these sessions are small group or one-on-one.
- 74** **Extended time in regular session.** Assessed in regular session, with additional time to complete the assessment available to the student.
- 75** **Read aloud in regular session.** Assessed in regular session, with read aloud accommodation. (Do not use with reading booklet.)
- 76** **Small group.** Assessed in separate accommodation session. Extended time is assumed. Directions/questions read aloud is acceptable (except with reading booklet).
- 77** **One-on-one.** Assessed in separate accommodation session. Extended time is assumed. Assistance with recording answers is acceptable. Directions/questions read aloud is acceptable (except with reading booklet).
- 78** **Scribe or use of computer.** Assessed in separate accommodation session. Extended time is assumed. Used to record student answers. (Do not use scribe with writing booklet; computer is allowed with writing booklet.)
- 79** **Other, specify on cover.** Assessed with some other accommodation. Specify the accommodation on booklet cover.

**Task 9**

**Complete the Top of the Administration Schedule**

It is very important that the summary information at the top of the Administration Schedule is accurately recorded. You should calculate the summary box totals carefully following the steps below:

1. On the line labeled **# Absent**, enter the total number of students who were to be assessed but who did not participate in the assessment session at all (Admin. Codes 40-48). This includes students who were absent on assessment day, students who reported to the session but refused to participate, and students who arrived at the session too late to participate. It does not include withdrawn, ineligible, or excluded students.
2. On the line labeled **# Assessed (Original Session)**, enter the actual number of eligible students who were present for the assessment and received a booklet (Admin. Codes 10-14 and 71-79). Students who attended the session, received a booklet, but did not record any answers **are** included in this category. **This number should also include any students assessed separately in an accommodation session.** Do not include any **Not In Sample** students (Admin. Code 56) in this count (see box titled "Not In Sample" on the next page).

3. If 10 percent or more students were absent (not counting parent and student refusals) from the session, you must schedule and conduct a makeup session, as described in Task 15 in this chapter. If a makeup session is to be held, wait until after the makeup to finish filling out the Administration Schedule and then enter the number of students assessed in the makeup session on the line labeled **#Assessed (Makeup Session)** (Admin. Codes 20-24).
4. After both the original and makeup sessions have been held, on the line labeled **TOTAL ASSESSED**, enter the total number of students who were assessed in the original and makeup sessions.

After double checking that all the necessary items on the Administration Schedule have been filled in, AAs should give the Administration Schedule to the AC.

School #: <u>100-102-1</u> Session Type: <u>A</u>				Original session scheduled for: Day/Date: <u>Thurs./Feb 7</u> Time: <u>8:05</u> Location: <u>Rm 121</u>		Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____		Makeup Needed <input type="radio"/> Makeup Not Needed <input type="radio"/>		
School Name: <u>Central Middle School</u> Grade: <u>8</u>				Administrator's Name: <u>Mary Jones</u>						
# Original Sample <u>30</u> + _____ = <u>31</u> # New Enrollee Sample <u>1</u> Total in Sample _____				# Withdrawn & Ineligible (Admin. Codes 51 & 55) <u>2</u> - _____ = <u>28</u> # Excluded (Admin. Codes 60-65) <u>1</u> TO BE ASSESSED _____		# Assessed (Original Session) <u>26</u> # Absent <u>2</u> + _____ = <u>26</u> # Assessed (Makeup Session) <u>0</u> TOTAL ASSESSED _____				
"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"
Sex 1=Male 2=Female	Race/ Eth.	School Lunch	Title I 1=Yes 2=No	SD 1=Yes 2=No	LEP 1=Yes 2=No	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (✓/A)	Admin
9	2	1			2	201	501		1	ASSESSE

### “Not In Sample” Students

Rarely, for convenience purposes, a school will require some students to be included in the assessment even though they were not sampled. In this case, the school coordinator or the AC will have added the students' names to the bottom of the Administration Schedule prior to the assessment. Because no information on these students is required, their birth date, sex, race/ethnicity, etc., may not have been recorded on the Administration Schedule. It is acceptable for this information to be missing for these nonsampled students. In the columns labeled **Admin. Code** on the Administration Schedule, you should enter a code **56 – Not In Sample** for these students.

Not In Sample students should **not** be counted in the number **TO BE ASSESSED** and should not be counted in the **# Assessed** at the top of the Administration Schedule.

You will need to record an administration code of **56** on the booklet covers of Not In Sample students.



### Code the Booklet Covers

There must be an assessment booklet for every student listed on the Administration Schedule. You will be responsible for entering several pieces of information on the front cover of each booklet.

First, for grade 4 students, on each booklet, you will need to enter the seven-digit NAEP school ID number from the Administration Schedule in the boxes labeled **SCHOOL #**. You should check to make sure grade 8 and grade 12 students entered the school number; if not, you will need to enter it.

Next, you should check to make sure grade 4 and grade 8 students in Session Type A recorded their teacher number in the space provided according to the guidelines for completing scannable docu-

ments (see page 4.3). If not, you should erase the number and reenter it correctly.

Then, for each student, you need to transfer the Administration Code from the Administration Schedule to the boxes labeled **ADMIN CODE** on the booklet cover. As you work, always confirm that the ID number on the booklet matches the ID number on the Administration Schedule. While doing this, you should also remove any student ID labels that were inadvertently left on the student booklets. An example of a coded booklet cover is shown on the following page.

For any student offered the extended time accommodation, you need to verify that the number of minutes the student used to complete the cognitive sections was entered in the **TOTAL TIME FOR ACCOMMODATION** boxes on his/her booklet cover, even if the student did not take extra time.


There should be one booklet for each selected student regardless of whether or not the student was assessed. If the booklets were collected in the same order as they appear on the Administration Schedule, you will need to insert in the stack only the booklets for absent students, excluded students, withdrawn and ineligible students, and those assessed with a special accommodation booklet.

The booklets that were not assigned to students must be accounted for as well. On the Administration Schedule, enter a **52** (unassigned book) in column **M** for every booklet that was never assigned to a student. The front cover of any unused booklet from an open bundle must also be coded with an Administration Code of **52**. In the rare event you are left with an unopened bundle of booklets, breaking the seal in order to code those booklet covers is not necessary.

If a makeup session is needed, you should set aside the booklets and materials for the absent students, holding them for the makeup as described in Task 15 of this chapter. These booklets will be coded after the makeup session.

Example of a Coded Booklet Cover

Admin. Schedule Line # 2




**SECTION**

1	R3
2	R4
3	D1
4	BR1

**BOOK**

**R1**



**SCHOOL #**

1	0	0
---	---	---

**TEACHER #**


1	0	2	1	0	3
---	---	---	---	---	---

**TOTAL TIME for ACCOMMODATION**

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**ADMIN CODE**

1	0
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001 - 054006 - 9


**DO NOT USE**

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

PLACE LABEL HERE

According to the Paperwork Reduction Act of 1995, no persons are 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 1850-0###. The time required to complete this information collection is estimated to average 100 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Information Management and Compliance Division, U.S.**

**A project of the Office of Educational Research and Improvement.**  
 This report is authorized by law (P.L. 103-382, 20 U.S.C. §9010). While you are not required to respond, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.  
 O.M.B. NO. 1850-0###- Approval Expires 10/31/2002





## Complete the Session Debriefing Form

It is important for Westat to demonstrate that all data are collected under standard conditions and that any anomalies are carefully documented. The Session Debriefing Form has been developed to help us gather information about the assessments in your assignment. By accurately completing this two-page form, you will provide NAEP with documentation that the session was completed and a record of any problems that you may have encountered regarding the session. If problems arose, it is important to document exactly what happened, how it affected the performance of students in the session, and how and by whom the situation was resolved.

A Session Debriefing Form must be completed for each original session, each separate accommodation session, and each makeup session held in the school. The AC or the AA who conducted the session should complete the form.

You should record the session information in the box at the top of the form. Most of these items can be transferred directly from the top of the Administration Schedule.

In the section of the form labeled **SESSION SUMMARY**, you should circle **1** for **Yes** or **2** for **No** for each of the 11 items. You should also record any comments or explanation about the item in the column labeled **DETAILS**.

In the section of the form labeled **REACTION TO SESSION**, we are interested in your opinion of the attitude of the students, the school staff, and any other observers who attended the session. You should circle one of the four choices:

1. Positive
2. Mixed/Indifferent
3. Negative
4. Can't say

and record any specific comments or complaints you received regarding the assessment.

On page 2 of the Session Debriefing Form, you need to record your view of how well the session went: very well, satisfactory, or unsatisfactory, and document any pertinent details about the session not mentioned on the previous page.

AAs should give completed Session Debriefing Forms to the AC. Before leaving the school, the AC will review each form and discuss with the AA any problems or unusual situations that arose.



## Completed Session Debriefing Form

### NAEP 2002 SESSION DEBRIEFING FORM

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

Assessment Date: Feb. 7, 2002 Region #: VA2  
 School Name: Central Middle School School ID #: 100-102-1  
 AA Completing Form: Mary Jones Assessment Coordinator: Barbara Smith  
 Other NAEP Staff Assisting with Session: \_\_\_\_\_  
 Other Observers Present: : \_\_\_\_\_  
 Session Number: RW0801 (e.g. RW0401, RW0801)  
 This session was **CIRCLE ONE**:  
 1 Regular Session                      3 Accommodation Session  
 2 Makeup Regular Session              4 Makeup Accommodation Session

#### SESSION SUMMARY

ITEM	YES/NO	DETAILS
Were there problems setting up for this session?	Yes ..... 1 <input checked="" type="radio"/> No ..... 2	
Were there problems getting students to this session?	Yes ..... 1 <input checked="" type="radio"/> No ..... 2	
Were there problems with the session timing?	Yes ..... 1 <input checked="" type="radio"/> No ..... 2	
Any problems with the session materials- including the distribution and use of ancillary items?	Yes ..... 1 <input checked="" type="radio"/> No ..... 2	
Were there any student refusals?	Yes ..... 1 <input checked="" type="radio"/> No ..... 2	
Did any student(s) leave the session?	Yes ..... <input checked="" type="radio"/> 1 No ..... 2	1 student had an early dismissal from school. I recorded it on the booklet cover.
Were students cooperative and orderly during assessment? If no, explain.	Yes ..... <input checked="" type="radio"/> 1 No ..... 2	
Were there any problems with accommodations given in this session?	Yes ..... 1 No ..... <input checked="" type="radio"/> 2	
Any problems with the location?	Yes ..... 1 No ..... <input checked="" type="radio"/> 2	
Interruptions	Yes ..... 1 No ..... <input checked="" type="radio"/> 2	
Other, specify	Yes ..... 1 No ..... <input checked="" type="radio"/> 2	

#### REACTION TO SESSION

ATTITUDE OF THE:	CIRCLE ONE.	COMMENTS/COMPLAINTS
Students	<input checked="" type="radio"/> 1. Positive                      3. Negative 2. Mixed/Indifferent        4. Can't say	
School Staff	<input checked="" type="radio"/> 1. Positive                      3. Negative 2. Mixed/Indifferent        4. Can't say	
Other Observers:	1. Positive                      3. Negative 2. Mixed/Indifferent        4. Can't say	

## Completed Session Debriefing Form

Overall, how well did this session go? *CIRCLE ONE.*

- ① Very well
- 2. Satisfactory
- 3. Unsatisfactory

If "Unsatisfactory," record comment:

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Record any UNUSUAL circumstances in this session not previously mentioned:

*One student tripped and fell when coming up to get his booklet. I asked him if he wanted to go to the school nurse, but he said no. He appeared to be fine.*

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Record any other comments about this session:

*The school coordinator came in for the first 10 minutes or so of the session. He left after the students began working.*

*Students were generally well-behaved. One student was disruptive at the start of the session but she calmed down after the school coordinator came in.*

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**WHEN THIS FORM IS COMPLETED RETURN TO AC FOR SHIPMENT TO SUPERVISOR.**

**Task 12**

**Collect the Questionnaires (Session Type A)**

All questionnaires and the Roster of Questionnaires were sent to the school coordinator in the school packet several weeks in advance of the scheduled assessment day. During the pre-assessment phone call, the AC instructed the school coordinator to distribute all questionnaires to appropriate school personnel and to collect completed questionnaires by the day prior to the assessment.

The AC should attempt to collect all completed questionnaires from the school coordinator and other school personnel as necessary, on assessment day. AAs may be asked to assist with this task. As completed questionnaires are returned to you, you should fill in the **Yes** ovals in the last column on the Roster, labeled **Returned**, as shown below.

As described in Chapter 3, School and Teacher Questionnaires may be completed by school staff members online rather than in the traditional booklet format. If the questionnaire is not returned to you because it has been completed online, there is no need to collect the hard copy of the questionnaire booklet. For questionnaires completed online, you should fill in the **Completed Electronically** oval in the **Returned** column on the Roster.

You will need to fill in the **No** oval in the **Returned** column on the Roster, for any unreturned questionnaires (except for those completed online).

**Completed Roster of Questionnaires – Side 2**

III. Teacher Questionnaire		III. Teacher Questionnaire										SCHOOL #: 1 0 0 - 1 0 2 - 1 <input type="checkbox"/> NCS Use Only			
Teacher's Name	Teacher #	Teacher Questionnaire ID #										Returned			Instructions for Distributing Questionnaires
		Yes	No	Completed Electronically											
01 Mrs. Brown	01 09	7	0	0	0	9	9	2	7	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p><b>Instructions for Distributing Eighth-Grade Teacher Questionnaires</b></p> <p>Ask all eighth-grade teachers who teach English to fill out a Language Arts Teacher Questionnaire. Follow the procedures below for each questionnaire you distribute.</p> <p>On this roster:</p> <ol style="list-style-type: none"> <li>Create a list of <i>all</i> eighth-grade English teachers under "Teacher's Name."</li> <li>In the column labeled "Teacher Questionnaire ID," record the unique 10-digit ID number from the questionnaire you give to each teacher named in the first column. (The "09" prefix has been preprinted.)</li> <li>As the questionnaires are returned, grid in the oval in the "Returned" column.</li> </ol> <p>On the front cover of <u>each questionnaire</u>:</p> <ol style="list-style-type: none"> <li>Record the name of the teacher receiving the questionnaire and the date the questionnaire needs to be returned to you.</li> <li>Record the two-digit teacher number located in the column to the right of the teacher's name on this roster (e.g., 01, 02, 03). <i>It is critical that this number is recorded accurately.</i></li> </ol>		
02 Mr. Cox	02 09	7	0	0	0	8	4	3	1	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>			
03 Mrs. Wilson	03 09	7	0	0	0	7	6	6	5	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>			
04	04 09									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
05	05 09									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
06	06 09									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
07	07 09									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
08	08 09									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
09	09 09									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
10	10 09									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
11	11 09									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
12	12 09									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
13	13 09									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
14	14 09									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
15	15 09									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
16	16 09									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
17	17 09									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

This form must be completed in No. 2 pencil.

Gr. 8 Roster Back

As a quality control measure, before leaving the school you will need to do the following for the Roster and each questionnaire returned to you:

- Enter any missing information on the Roster and the questionnaire cover;
- Review all information that is entered on the Roster and questionnaire cover to make sure it is correct;
- Remove the label on the front cover of the questionnaire; and
- Detach the list of names from the Roster (you will leave the names at the school, as discussed in Task 13).

If there are any outstanding questionnaires from the school, you may return to the school in a few days to collect the completed questionnaires. If this is not possible, a postage-paid Supplemental Shipping Envelope (included in the AC's bulk supplies) must be left with the school coordinator so that the completed questionnaires can be returned directly to NCS Pearson.




## Prepare the NAEP Storage Envelope

In the event that questions or concerns about the assessment arise in the future, you will prepare the following materials to be left at the school in the NAEP Storage Envelope. The AC has the primary responsibility for preparing the envelope and its contents, but AAs may be asked to assist with this task.

- First, make a set of copies of all pages of the completed original Administration Schedules and of the Roster of Questionnaires.
- At the perforation, tear off the column of student names from the original Administration Schedules and the column of teacher names from the original Roster.
- Place all name lists from the original documents, along with the complete set of document copies in the NAEP Storage Envelope to be left at the school. **Names of students and teachers participating in NAEP must not leave the school.** The original documents (without names) will be shipped back to NCS Pearson with the other assessment materials from the school.
- Then, record the NAEP school ID on the **Destroy by ...** postcard, shown on the following page, and staple it to the front of the NAEP Storage Envelope.

At the end of the debriefing interview with the school coordinator (see Task 17), the AC will give the NAEP Storage Envelope to the school coordinator and explain that the contents of the envelope should be retained until June 1, 2002, or the end of the school year. At that time, the contents should be destroyed by the school and the **Destroy by ...** postage-paid postcard completed and mailed. You should suggest to the school coordinator that he/she write a reminder on his/her school calendar to complete this activity.

## NAEP Storage Envelope and "Destroy by" Postcard



**THE NATION'S  
REPORT  
CARD**

Staple NAEP Return Postcard  
**HERE**


### STORAGE ENVELOPE

(Use for Administration Schedules, Student Lists, and other assessment materials.)

Please retain the enclosed materials until June 1 or the end of your school year;  
then return the NAEP postcard and **destroy** the contents.

School Coordinator:

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NO POSTAGE  
NECESSARY  
IF MAILED  
IN THE  
UNITED STATES

**BUSINESS REPLY CARD**  
FIRST CLASS PERMIT NO. 433 ROCKVILLE, MD

POSTAGE WILL BE PAID BY ADDRESSEE

NAEP  
C/O WESTAT  
1650 Research Boulevard  
Rockville, MD 20850-9973





**THE NATION'S  
REPORT  
CARD**

1-800-283-6237

School ID: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

As requested, the envelope containing the  
Administration Schedules, Student Lists,  
and other NAEP Assessment Materials  
was destroyed on:

\_\_\_\_\_

(Date)

Signed: \_\_\_\_\_

Title: \_\_\_\_\_

School: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_

**Task  
14**

**Edit and Pack Materials**

The final “edit” of assessment materials encompasses a number of tasks. **It does not involve correcting students’ work.** In particular, you should do the following:

1. Double check that there is an assessment booklet for every booklet ID number listed on the Administration Schedule in columns **K** and **L**.
2. Verify that the required information has been coded on the front cover of each booklet, and that all student labels have been removed.
3. Remove all additional materials, such as writing brochures, from the booklets. Writing brochures may be offered to the school to keep. All other additional materials must be returned to NCS Pearson.
4. Be sure that all unused booklets from the session are accounted for.
5. If a student did not attend an entire assessment session, make sure the circumstances are fully documented on the booklet cover.
6. Double check that there is a completed SD/LEP Questionnaire for each student classified as SD or LEP.
7. Compare the number of returned Teacher Questionnaires to the expected number listed on the Roster and make arrangements for collecting those that have not been returned. Remember that some of the questionnaires may have been completed online, and you do not have to get these back from the teachers.
8. Inspect the physical condition of each booklet (inside and outside), Administration Schedule, and Roster, making sure that any stray marks that would interfere with scanning have been erased.

All assessment materials for a school should be repacked in their original box for shipping to NCS Pearson according to the diagrams and instructions below.

You should follow the instructions below for packing materials for **Type A** sessions:

- On the bottom of the box, place all assessment booklets in Administration Schedule order (with the first bundle of booklets being on the top of the stack of booklets);
- Next, the Administration Schedule;
- Next, the ancillary items;
- Next, the Roster of Questionnaires and completed questionnaires (School, Teacher, and SD/LEP); and
- At the top of the shipment, place the packing list.

For **Type B** sessions:

- On the bottom of the box, place all assessment booklets in Administration Schedule order (with the first bundle of booklets being on the top of the stack of booklets);
- Next, the Administration Schedule;
- Next, the calculators and other ancillary items; and
- At the top of the shipment, place the packing list.

For **Type C** sessions:

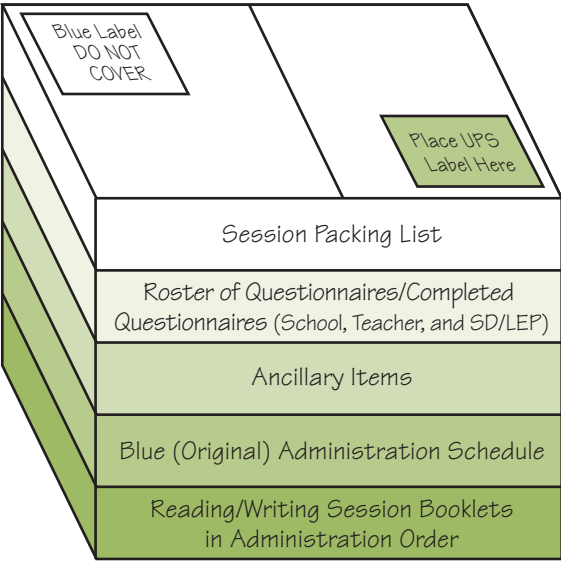
- On the bottom of the box, place all assessment booklets in Administration Schedule order (with the first bundle of booklets being on the top of the stack of booklets);
- Next, the Administration Schedule;
- Next, the ancillary items (grade 12 only); and
- At the top of the shipment, place the packing list.

For **Type D** sessions:

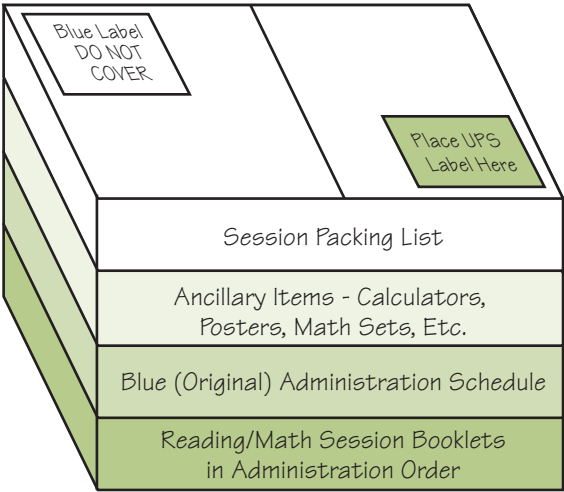
- On the bottom of the box, place all assessment booklets in Administration Schedule order (with the first bundle of booklets being on the top of the stack of booklets);
- Next, the Administration Schedule;
- Next, the calculators and other ancillary items; and
- At the top of the shipment, place the packing list.

Instructions for shipping the packed materials to NCS Pearson after you leave the school are covered in Task 1 of Chapter 5.

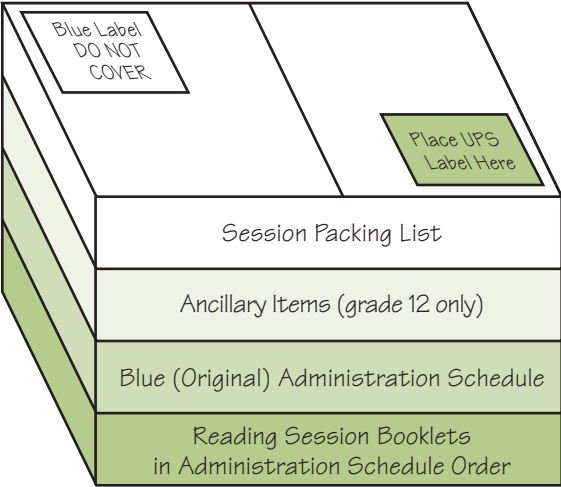
### Return Shipment Packing Diagrams



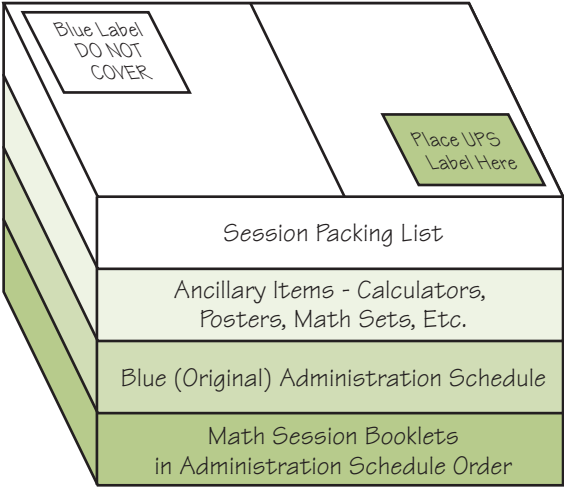
**Reading/Writing Session - A**



**Reading/Math Session - B**



**Reading Session - C**



**Math Session - D**

**Task 15**

**Schedule and Conduct a Makeup Session, if Necessary**

**A**

**Schedule the Makeup Session**

If the attendance at a session is too low (less than 90 percent), a makeup session must be held. The AC will compute the response rate for each session type and determine if a makeup session is necessary at the school. The AC will work with the school coordinator to schedule any required makeup sessions.

The response rate should be calculated by using the numbers entered in the summary boxes at the top of the Administration Schedule: divide the # **Assessed (Original Session)** by the number **TO BE ASSESSED**. In other words, the number of students who attended the session is divided by the number of students invited. This number should be rounded up to the next whole number if 0.5 or greater and rounded down if 0.4 or less.

**Note that although student and parental refusals must be counted as absences on the Administration Schedule, they do not count toward determining the need for a makeup session.**

Once the makeup session is scheduled, you need to record the day, date, time, and location in the box at the top of the Administration Schedule, as shown below. You should then shade in the **Makeup Needed** oval. The same Administration Schedule will be used for the makeup session as was used for the original session.

If the school is reluctant to schedule a makeup, you will need to stress the importance of a high participation rate for the accuracy of the assessment results. If the school still is reluctant, the AC should be sure to record the situation on the School Summary Sheet and discuss the matter with his/her supervisor during the next conference call. In some situations, a makeup may be difficult, as in the case of chronically absent students. If a makeup session is needed but the school refuses to allow a member of the assessment team to return and conduct the makeup, you should shade in the **Makeup Refused** oval at the top of the Administration Schedule.

A	Original session scheduled for: Day/Date: <u>Thurs./Feb 7</u> Time: <u>8:05</u> Location: <u>Rm 121</u>	Makeup session scheduled for: Day/Date: <u>Mon./Feb 11</u> Time: <u>9:45</u> Location: <u>Rm 114</u>	<input checked="" type="radio"/> Makeup Needed <input type="radio"/> Makeup Not Needed	If Makeup Needed <input type="radio"/> Makeup Held <input type="radio"/> Makeup Refused
Grade: <u>8</u>	Withdrawn & Ineligible (min. Codes 51 & 55) <u>2</u> = <u>28</u> # Absent <u>4</u> + # Assessed (Original Session) <u>24</u> # Assessed (Makeup Session) _____ = _____ TO BE ASSESSED TOTAL ASSESSED		Session Number <u>RW0801</u>	
Admin. Code	Accommodation Booklet ID #	Admin. Code	Atten. (✓/A)	Admin. Codes
000501 7		1 0	✓	<b>ASSESSED IN ORIGINAL</b> 10 = In session full time 11 = No responses in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover
054006 9		1 0	2 ✓	<b>ASSESSED IN MAKEUP</b> 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover
006401 0		5 1	3	
000043 8		4 0	4 A	



## B

**Secure Assessment  
Materials for Makeup**

If a makeup session is scheduled, you must retain all materials from the original session until the makeup session has been conducted and should do the following:

- Place all booklets and other materials used in the original session in the original session box.
- Gather together the booklets and any required materials, such as the timer and the **Testing – Do Not Disturb** sign, to be used in the make-up session, and place them on top of the original session materials.
- Protect the security of these materials following the rules outlined in Chapter 3, Task 3. 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. **The original Administration Schedule with the student names, however, must remain at the school in the NAEP Storage Envelope.**

### C Conduct the Makeup Session and Complete the Administration Schedule

You should make every attempt to get the students who were absent to attend the makeup session. You should also conduct the makeup session following the same procedures as used in the original session.

After the makeup is held, you will need to use the Administration Schedule from the original session and enter the results of the makeup session as follows:

1. Shade in the **Makeup Held** oval at the top of the Administration Schedule.
2. Mark students attending the makeup session by putting a checkmark below the diagonal line in the **Attendance (✓/A)** column.
3. Change the Administration Code for participating students to the appropriate **Assessed in Makeup Session** codes (20 - 24) on the Administration Schedule and on the students' booklet covers.

4. Complete the summary box at the top of the Administration Schedule as follows:
  - Enter the number of students assessed on the line labeled **# Assessed (Makeup Session)**; and
  - Add the numbers assessed in the original and makeup sessions to obtain the **TOTAL ASSESSED**.

### D Code the Booklet Covers

Using the information from the Administration Schedule, you should code the covers of the booklets for all students invited to attend the makeup session, as described in Task 10 earlier in this chapter.

A	Original session scheduled for: Day/Date: <u>Thurs./Feb 7</u> Time: <u>8:05</u> Location: <u>Rm 121</u>	Makeup session scheduled for: Day/Date: <u>Mon./Feb 11</u> Time: <u>9:45</u> Location: <u>Rm 114</u>	Makeup Needed <input checked="" type="radio"/> / Makeup Not Needed <input type="radio"/>	If Makeup Needed Makeup Held <input checked="" type="radio"/> / Makeup Refused <input type="radio"/>
Withdrawn & Ineligible (min. Codes 51 & 55) <u>2</u>	$\begin{matrix} \text{# Assessed (Original Session)} & \underline{24} \\ \text{# Absent} & \underline{4} \\ \hline \text{# Assessed (Makeup Session)} & \underline{3} \end{matrix}$		$\begin{matrix} \text{# Assessed (Original Session)} & \underline{24} \\ \text{# Assessed (Makeup Session)} & \underline{3} \\ \hline \text{TOTAL ASSESSED} & \underline{27} \end{matrix}$	
Assessed (Codes 60-65) <u>1</u> TO BE ASSESSED	= <u>28</u>		Session Number <u>RW0801</u>	
"K"	"L"	"M"	"N"	"O"
Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (✓/A)	Admin. Codes
000501 7		1 0	✓	<b>ASSESSED IN ORIGINAL</b> 10 = In session full time 11 = No responses in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover
054006 9		1 0	2 ✓	
006401 0		5 1	3	
000043 8		2 0	4 A ✓	
075000 0				<b>ASSESSED IN MAKEUP</b> 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover



## Collect Session Debriefing Forms and Complete the School Summary Sheet

As described in Task 11, the Session Debriefing Form will serve as a written record of the conduct of each individual session and as a resource for answering any questions raised after the assessment. The AC should collect and file in the school folder a Session Debriefing Form for each session administered in the school.

As sessions are completed, you should thoroughly review each Session Debriefing Form and speak with the AA about any problems or unusual situations that arose. It is important to document exactly what happened, how it affected the performance of students in the session, and how and by whom the situation was resolved.

Part 2 of the Call Log, the School Summary Sheet, provides a form for you to use in summarizing any problems or irregularities reported on the Session Debriefing Forms. You will use the summary during the debriefing interview with the school coordinator (Part 3 of the Call Log) as a reminder to discuss with him/her any issues that may have affected the assessment. Issues that you should document on the School Summary Sheet include:

- Any changes from the original number of sessions or students to be assessed;
- Students who refused after reporting to the session;
- Students who left the session and did not return;
- Excessive behavior problems;
- Problems providing accommodations to students requiring them;
- Problems with session materials;
- Problems with the location provided for the session;
- Circumstances that caused the session to be interrupted; and
- Any other information about the assessment that NAEP and/or the school coordinator should know.

Detailed instructions for completing the School Summary Sheet are located in the Call Log Question-by-Question Specifications in Appendix C. You should thoroughly review these Specifications prior to completing your first School Summary Sheet.



## Debrief the School Coordinator

After sessions have ended, paper-work has been completed, and the NAEP Storage Envelope has been prepared, the AC will use Part 3 of the Call Log to conduct a debriefing interview with the school coordinator. In this interview, you will 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. Westat's interviewing conventions and techniques, which apply to the interview, are reviewed in Appendix C.

The questions in this section of the Call Log are school level and asked only once. The interview should always be conducted with the school coordinator. Comments should be recorded clearly and verbatim whenever possible.

Item 10 of the interview prompts you to review with the school coordinator any items you have flagged on the School Summary Sheet (Part 2 of the Call Log). You should discuss with the school coordinator any problems or irregularities with the following items:

- **Student Refusals:** The school coordinator should be advised about any student who reported to the session but refused to take the assessment either before or after the session began.
- **Student(s) Left and Did Not Return:** It is not necessary to mention students who left for reasons such as illness or doctor's appointments. Do advise the coordinator if a student was injured or left for some other urgent reason.
- **Behavior:** Minor infractions handled by the AA should not be discussed. Only if a student had to be removed from the session for bad behavior should the school coordinator be informed.
- **Accommodations:** Any problem providing a required accommodation should be brought to the coordinator's attention.
- **Session Materials:** Discuss problems with session materials only if they may have affected student performance.

- **Assessment Location:** Discuss only if problems associated with location may have affected the assessment.
- **Interruptions:** Discuss only if interruptions were so prolonged or frequent that they affected student performance.
- **Other:** Report any other information that the school coordinator should know about the assessment.

Space is provided on the School Summary Sheet for documenting which issues were discussed with the coordinator and for summarizing the school coordinator's response.

At the end of the interview, the questionnaire prompts you to give the school coordinator the NAEP Storage Envelope and the School Certificate of Appreciation. If writing was assessed, you should also offer to leave the writing brochures at the school if the school staff members are interested in them.

When it is necessary to schedule makeup sessions, you should conduct the debriefing interview on the original assessment day. This is especially important if you, the AC, will not be present for the makeup. After the makeup session, you will contact the school coordinator again only if something unusual happened during the makeup.

You should make every effort to conduct the debriefing interview with the school coordinator on the day of the assessment. If, under extenuating circumstances, you are unable to see the school coordinator before leaving the school, leave the NAEP Storage Envelope and the school Certificate of Appreciation with the school secretary and call the school coordinator within the next day or two to confirm that he/she has the envelope and to conduct the debriefing interview over the phone.

Detailed instructions for completing the debriefing interview are located in the Call Log Question-by-Question Specifications in Appendix C. You should thoroughly review these Specifications prior to conducting your first interview.

Task  
18**Quality Control and Observation****A****School Visits by NAEP Staff**

Staff members from the National Center for Education Statistics (NCES), Educational Testing Service (ETS), and Westat will occasionally conduct scheduled and unannounced quality control visits to schools on assessment day. These visits are scheduled at random. While at the school, NAEP staff will:

- Check that the assessment team arrives on time and with the necessary materials;
- Check the preparedness of the room and booklets, and verify that the appropriate materials were given to students;
- Review the Administration Schedule to see if it has been completed according to NAEP guidelines;
- Observe that each session is conducted and supervised according to procedure;
- Review each box to check that it is packed according to procedure; and
- Check that the NAEP Storage Envelope left at the school contains the proper information.

This quality check is an integral and necessary part of NAEP's quality control program and is primarily designed to obtain an overall evaluation of how well the field procedures are being followed by all field staff and to guide corrective actions, if necessary.

**B****School Visits by Your Supervisor**

In addition to the observation by NAEP staff, your supervisor will conduct school visits to observe each assessment team periodically throughout the assessment period. These visits will be scheduled in advance with the AC. The purpose of the supervisor visits is similar to that of the NAEP staff visits. He/she will observe each AC and AA conducting assessment sessions and check that all administrative procedures conducted by the assessment team are carried out according to proper procedure. The supervisor will also be available during these visits to answer questions that school staff may have about NAEP and to assist the NAEP team as necessary with assessment procedures.

**C****Follow-up Phone Calls**

As a further quality control check, your supervisor will call a subset of schools within several days after the assessment date to review with the school coordinator how the session(s) went and to obtain suggestions and comments about NAEP assessments.

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