



# NAEP 2002

## Assessment Team Manual

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# 1

## Welcome to NAEP



### Introduction to Westat

You are joining Westat, one of the leading statistical and survey research organizations in the country. Westat is an employee-owned company headquartered in Rockville, Maryland. Our 1,400 home office staff members are individuals trained in areas such as education, sociology, statistics, epidemiology, psychology, and technical and support services. An additional 1,200 field employees handle in-person and telephone interviewing and survey processing in sites across the country.

Westat designs and conducts surveys of different population groups to provide information that helps policymakers in government and private industry make important decisions. Under contracts with government and businesses, we have designed and carried out studies that describe the condition of the country and its population. Our data collectors gather information in person, by telephone, and through computer-assisted methods. Our field staff is skilled in using the latest and most appropriate means to collect data.

We also do important research about how surveys should be designed and administered to provide valid data for decisionmakers. Westat survey researchers and statisticians grapple with many survey design issues and provide important guidance to agencies of the government in their quest to have up-to-date information on the general population.

Westat gathers information from a wide variety of respondents—schools and administrators, private households, hospitals and other health care facilities, and factories and businesses, to name a few. One of Westat’s special capabilities is its ability to draw well-designed samples of the populations we survey. In our studies, each selected respondent is very important because he/she represents many others similar to him/her in age, geographic location, sex, race, and educational and socioeconomic levels.

The work we do is neither isolated nor unrelated to the everyday life of all of us. For example, when you read about the academic achievement of children or the incidence of cancer in a certain part of the country, chances are good that Westat has gathered the data that lie behind those announcements. We help answer questions like: What are the educational achievement levels of young Americans? What is the health of the nation? How do we find out which drugs are most effective against some of our worst diseases? How do people feel about their health insurance plans? What is happening in education and among education professionals across the United States? What are the educational opportunities in early childhood and how are parents involved? These are just a few of the areas that form Westat’s research and data gathering work.

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## NAEP Overview

For more than 30 years, information on what American students know and can do has been generated by the Nation's Report Card, formally mandated by Congress as the National Assessment of Educational Progress (NAEP). NAEP is a continuing, national survey of the knowledge and skills of young Americans in major learning areas taught in school.

The purpose of NAEP is to gather information that will aid educators, legislators, and others in improving the education experience of youth in our country. Its primary goals are to measure the current status of the educational attainments of young Americans and to report changes and long-term trends in those attainments. Other goals include disseminating assessment methods and materials and assisting those who wish to apply them at local, state, and national levels.

NAEP has been conducted regularly since 1969. Because it makes objective information about student performance available to policymakers at national and state levels, NAEP plays an integral role in evaluating the conditions and progress of the nation's education.

Although the primary purpose of the Nation's Report Card is to document patterns and trends in student achievement, the project is also able to inform educational policy by collecting descriptive background information from students, teachers, and school administrators.

Only information related to academic achievement is collected, and NAEP guarantees that all data related to individuals and their families remain confidential. The authorizing legislation for NAEP dictates a careful and extensive process of background questionnaire design and development. It states that the purpose of NAEP is not "to authorize the collection or reporting of information on student attitudes or beliefs or on other matters that are not germane to the acquisition and analysis of information about academic achievement."

The law further provides that no data shall be collected "that are not directly related to the appraisal of educational performance, achievements, and traditional demographic reporting variables, or to the fair and accurate presentation of such information."

NAEP procedures guarantee the anonymity of participants, as no student names are recorded on the assessment booklets. Results are reported on the national, regional, and state levels, not by schools or individual student. Only group statistics are reported, broken down by gender, race/ethnicity, and a host of variables that illuminate students' instructional experiences.

A

## NAEP Background

The planning and development of NAEP began in 1964 with the appointment by the Carnegie Foundation of an Exploratory Committee on Assessing the Progress of Education. The specific tasks assigned to the Exploratory Committee included the development and testing of an all-inclusive methodology to assess the knowledge and skills of groups of American young people rather than of individuals. With support from both the Fund for the Advancement of Education and the Ford Foundation, the Committee completed the developmental phase of the project in late 1968.

As shown in the Assessment Timetable on the next page, NAEP has assessed numerous academic subjects, including mathematics, science, reading, writing, world geography, U.S. history, civics, social studies, and the arts. Prior to 1990, NAEP reported data only at the national and regional levels. In 1988, Congress authorized the expansion of NAEP to permit reporting at the state level. The state assessment component of NAEP began in 1990 and enables participating states to compare their results with those of the Nation and other participating states.

For more information about NAEP, visit the Nation's Report Card web site at

<http://nces.ed.gov/nationsreportcard>.

## Assessment Timetable

School Year	Learning Areas			Special Assessments
1969-70	Science	Citizenship	Writing	
1970-71	Reading	Literature		
1971-72	Music	Social Studies		
1972-73	Science	Mathematics		
1973-74	Writing	Career & Occupational Development		
1974-75	Reading	Art		Basic Skills
1975-76	Citizenship/Social Studies		Basic Mathematics	
1976-77	Science	Adult Assessment (Health, Energy, Reading & Science)		Basic Life Skills
1977-78	Mathematics	Consumer Skills		
1978-79	Writing	Art	Music	
1979-80	Reading/Literature			
1981-82	Mathematics	Citizenship/Social Studies		
1983-84	Writing/Reading			
1985-86	Mathematics U.S. History	Reading Literature	Science	Computer Competence
1987-88	Mathematics Writing	Reading Geography	Science Civics	
1989-90	Mathematics Reading	Writing	Science	State-Level Mathematics
1991-92	Mathematics	Writing	Reading	State-Level Mathematics & Reading
1993-94	Reading	History	Geography	State-Level Reading
1995-96	Mathematics	Science		State-Level Mathematics & Science
1997-98	Reading	Writing	Civics	State-Level Reading & Writing
1998-99	Reading Science	Writing	Mathematics	
1999-2000	Reading	Mathematics	Science	State-Level Mathematics & Science
2000-2001	History	Geography		
2001-2002	Reading	Writing	Mathematics	State-Level Reading & Writing

## **B** NAEP Organizational Structure

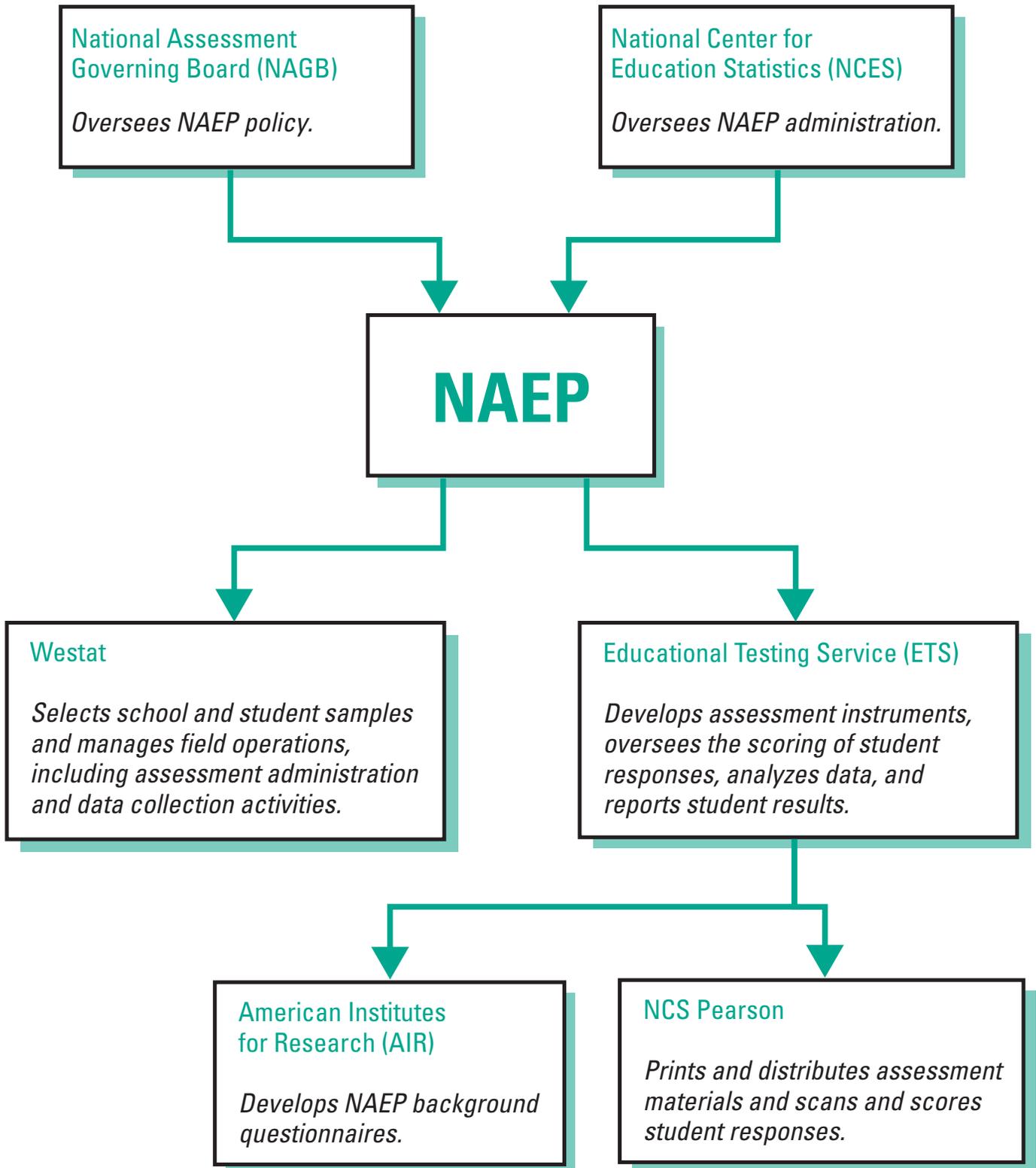
The chart on the next page shows the current organizational structure of NAEP. The Commissioner of Education Statistics, who heads the National Center for Education Statistics (NCES) in the U.S. Department of Education, is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations. The Associate Commissioner for Assessment executes the program operations and technical quality control.

The National Assessment Governing Board (NAGB), appointed by the Secretary of Education but independent of the Department of Education, governs the program. Authorized to set policy for NAEP, the Governing Board is broadly representative of NAEP's varied audiences. NAGB selects the subject areas to be assessed and develops guidelines for reporting. While overseeing NAEP, NAGB often works with several other organizations. For example, NAGB has contracted with the Council of Chief State School Officers (CCSSO) to ensure that content is planned through a national consensus process and with ACT Inc. to identify achievement standards for the subjects and grades tested.

NCES also contracts with private companies for test development and administration services. Currently, Educational Testing Service (ETS) is responsible for developing the assessment instruments, overseeing the scoring of student responses, analyzing the data, and reporting the results. Westat is responsible for selecting the school and student samples and managing field operations (including assessment administration and data collection activities). NCS Pearson, a subcontractor to ETS, is responsible for printing and distributing the assessment materials, and for scanning and scoring students' responses. American Institutes for Research (AIR), also a subcontractor to ETS, is responsible for developing the background questionnaires.

NCES publishes the results of the NAEP assessments and releases them to the public. NCES strives to present this information in the most accurate and useful manner possible, publishing reports designed for the general public and specific audiences and making the data available to researchers for secondary analyses.

## NAEP Organizational Structure



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**The NAEP Program for 2002**

Those of you who have worked on NAEP in the past will notice some new features that are being implemented in 2002. These include:

- Combined state/national samples to reduce the total numbers of schools in the sample.
- Westat administration of both state and national samples to reduce burden at the school level.
- Grade 4 Session Type A schools with up to 120 students, may elect to include all fourth-grade students and assess them in their intact classrooms. If a school has a grade 4 enrollment greater than 120, a sample of 60 students will be selected.
- Test booklets for all subjects generally are organized in the same way, so that in the future all subjects can be assessed together rather than in separate sessions. There are two 25-minute cognitive blocks followed by two short background sections in all booklets, except in the special studies.

The 2002 assessment will be conducted from January 28 through March 8, 2002 in a sample of approximately 18,000 public and nonpublic schools located throughout the 50 states and territories of the United States.

The primary subjects for NAEP 2002 are reading and writing. These will be conducted in combined reading/writing sessions. There will also be a small number of field test sessions of reading and mathematics combined. The purpose of the field test is to try out new assessment items, materials, and procedures in preparation for NAEP 2003. Finally, there are two special studies, one in mathematics and one in reading. These special studies will assess the effect of the changes in the layout of the booklets.

The following chart shows a breakdown of the number of schools by grade and session type. As you can see, approximately 80 percent of the schools in NAEP 2002 are conducting Session Type A assessments. Although you will be aware of the different session types, the distinction between session types as separate studies will not be apparent to the schools.

**Number of Schools Selected for NAEP 2002**

Grade	Session Type A Reading/Writing	Session Type B Reading/Math Field Test	Session Type C Reading Special Study	Session Type D Math Special Study
<b>4</b>	7,322	612	168	191
<b>8</b>	6,636	948	592	484
<b>12</b>	1,188	0	667	0
<b>Total</b>	15,146	1,560	1,427	675

Procedures for conducting each session type are generally the same, except that schools selected for Session Types B, C, or D will not be allowed to include all students at the fourth-grade level (and therefore will not be allowed to assess in intact classrooms). Each assessment session will require approximately 90 minutes to administer, including distribution and collection of materials. The session types will each be discussed in detail throughout the remaining chapters of this manual.

This year there are three types of questionnaires – School, Teacher, and SD/LEP Questionnaires. Only schools with Session Type A will be asked to complete questionnaires. Teachers of selected students at fourth and eighth grades will be asked to complete a Language Arts Teacher Questionnaire about their background and teaching practices. Principals at all three grades will be asked to complete a School Questionnaire about school policies and characteristics. There is also an SD/LEP Questionnaire about students with disabilities (SD) and students with limited English proficiency (LEP). The teacher most knowledgeable about the sampled SD/LEP student will be asked to complete this questionnaire. Teachers and principals will have the option of completing the teacher and school questionnaires online or in the traditional booklet format.