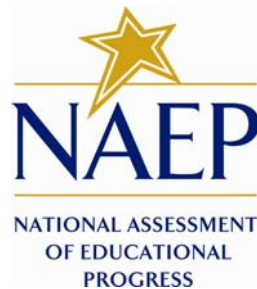


# NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

## *Wave 2 Submittal for 2014* **VOLUME II**

### **Part 3** **Assessment Feedback Questions**



#### **Part 3 contains:**

School Coordinator Debriefing Interview Questions  
Post Assessment Follow-Up Survey Questions  
Teacher/School Survey Feedback Question

*The amount of time estimated to complete these forms:*

*School Coordinator Debriefing Interview Questions: 7 minutes*

*Post Assessment Follow Up Survey Questions: 10 minutes*

*Teacher/School Survey Feedback Question (No additional burden-part of Teacher/School Questionnaires)*

# School Coordinator Debriefing Interview Questions

# School Coordinator Debriefing Interview

**Directions:** Complete with the school coordinator before leaving the school on assessment day.

1. Overall, how do you think the assessment(s) went in your school?  
Would you say:

Read aloud and check the appropriate box.

- Very well  
 Satisfactorily  
 Unsatisfactorily

2. How well did the instruction brochure you received with the Preassessment Packet prepare and direct you in performing the school coordinator tasks?  
Would you say:

Read aloud and check the appropriate box.

- Very well  
 Satisfactorily  
 Unsatisfactorily

3. NAEP is interested in the feedback you have received from other school staff members about this assessment. Would you say it has been:

Read aloud and check the appropriate box.

- Positive  
 Neutral  
 Negative  
 No feedback

- Record comments:

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4. Did anyone meet with the students to explain the purpose of the assessment?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

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5. Did the students receive any special instructions to prepare them for the assessment?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know
<ul style="list-style-type: none"><li>▪ If yes, specify type of instructions received:</li></ul> <hr/> <hr/>	

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6. Will the students receive (or have they already received) something from the school for participating in the assessment?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know
<ul style="list-style-type: none"><li>▪ If yes, specify what (e.g., food, candy, money, party):</li></ul> <hr/> <hr/>	

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7. Do you have any feedback about the material you received from NAEP (publications, letters, etc.)?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know
<ul style="list-style-type: none"><li>▪ Record comments:</li></ul> <hr/> <hr/>	

8.

### High School Students Strategies Form

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

#### **Prepare and Schedule NAEP**

1. Which of the following methods did the school use to **prepare for NAEP**?
  - Add NAEP to **school calendar**
  - Use the **NAEP MySchool website** to **track** assessment activities for NAEP
  - Post information about NAEP on **school website**
  - Use the **NAEP Appointment Card**
  - Send **notification letter** to students selected for NAEP before assessment day
  - NAEP **announced prior to assessment day** to parents, students, and/or faculty
  - NAEP **announced** on the **day** of the assessment
  - Give **teachers** a **list of students** with **testing time** and **location**
  - Provide **NAEP staff** with a **master list** of where students are at the beginning of the assessment
  - Flexible scheduling** for students
  - Other (please specify) \_\_\_\_\_
  - Did not do anything extra to prepare for NAEP

#### **Work With Teachers**

2. Which of the **following methods** did the school use to **inform teachers** about the importance of NAEP?
  - Announce NAEP at a **school faculty meeting**
  - Hold a **meeting** with **teachers** for the sole purpose of discussing NAEP assessment
  - Resources used at any time:
    - PowerPoint** presentation – *Introducing NAEP to Teachers*
    - Video** – *Introducing NAEP to Teachers*
    - Talking points** to answer teacher questions about NAEP
    - Other **NAEP materials** (i.e., *Measure Up* and *Teacher's Guide*)
  - Other (please specify) \_\_\_\_\_
  - Did not do anything extra to inform teachers about the importance of NAEP

8.  
(cont)

**High School Students Strategies Form (continued)**

**Motivate Students**

3. Which of the **following methods** did the school use to **motivate the selected students** and be sure they attended?
- Met with **students** to **explain** the **importance** of **NAEP**. If a meeting was held with students, what resources were used at the meeting?
    - PowerPoint** presentation – *Introducing NAEP to Students*
    - Video** – *Introducing NAEP to Students*
    - Talking points** to answer student questions about NAEP
    - References** to the **NCES website** to find additional resources and past results
  - Publish an **article** about NAEP in **school newspaper**
  - Senior class advisors, teachers, counselors, and/or administration** urge the students to participate
  - Invite staff** to attend **assessment sessions**
  - Importance of NAEP **stressed at beginning** of assessment session by school staff
  - Thank students for participation in NAEP (please specify):
    - Informal** – (e.g., verbal thank-you from school coordinator, principal, counselor)
    - Formal** – (e.g., letter, certificate, community service hours, recognition at assembly)
  - Other (please specify) \_\_\_\_\_
  - Did not do anything extra to motivate the students

**Provide Incentives**

4. Which of the **following incentives** did the school **give to the students** who participated?
- NAEP Certificate** of Community Service
  - Recognition** at a school/awards assembly or other announcement
  - Food** incentive before or after the assessment (for example pizza, donuts, cookies, etc.)
  - Lottery** for items (yearbook, prom tickets, entertainment, restaurant coupon, parking spot, hall pass, etc.)
  - All students given item** for participating (lunch line pass, key chain, early release, restaurant coupon, etc.)
  - Other (please specify) \_\_\_\_\_
  - Did not do anything extra to provide incentives for the students

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9. Discuss any issues documented on the Session Debriefing Form that should be brought to the school coordinator's attention.

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10. I have placed copies of all documents used in the assessment in the NAEP Storage Envelope. NAEP would like you to retain the envelope until June 1 or the end of the school year in case there should be questions about the assessment. A postage-paid postcard is stapled to the outside as a reminder for you to destroy the contents after the "Destroy By" date. Please drop the card in the mail when the package has been destroyed.

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11. Thank you for everything you have done to make this a successful assessment. I have a Certificate of Appreciation I would like to give the school as a token of our appreciation for your participation.

Give the school coordinator the School Certificate of Appreciation.

**PRIVATE SCHOOLS THAT HAVE BEEN PROMISED ATLASES.** I brought NAEP atlases your school was offered this past summer.

- Distribute atlases.

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12. Offer the school coordinator any *used* mathematics ancillary foam shapes, rulers, protractors, and spinner squares.

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# School Post Assessment Follow Up Survey



## INSTRUCTIONS

After the interview, assign a summary rating on the front cover that best reflects the school coordinator's responses, as well as any unsolicited comments he/she makes during your conversation that are relevant to the team's performance. The rating should factor in the school coordinator's overall evaluation of the team, as well as any favorable or unfavorable reports about individual team members. In assigning your rating, be sure to differentiate, when possible, a negative attitude about the NAEP program versus a negative evaluation of the assessment team's performance.

The rating scale for the overall evaluation consists of a five-category scale, with values ranging from "1," signifying excellent, to "5," meaning the performance was unacceptable. A "Not Enough Information" ("8") option is provided, but unless the school coordinator consistently answers your questions with "don't know," assign a rating based on the opinions the school coordinator was able to express. Ratings of "4" and "5" should be extremely rare and, when assigned, you will need to provide more details about the team's performance. Promptly discuss with your field manager if a team receives an overall rating of "4" or "5."

The rating scale is explained in more detail below.

- |                                       |   |
|---------------------------------------|---|
| <b>Excellent</b>                      | (1) The team was totally prepared, organized, and professional. The school coordinator had nothing but a glowing review for each question asked of them. Almost all questions were answered either "very well" or "very good."    |
| <b>Good</b>                           | (2) The team was prepared and professional, but there were a few small missteps that kept this from being an excellent assessment.  |
| <b>Satisfactory / Adequate</b>        | (3) The team was adequate and got the job done, but the school coordinator answered most of the questions as "satisfactorily" or "adequate" (as opposed to very well/very good). Additional briefing or training may be in order. |
| <b>Unsatisfactory</b>                 | (4) The team was unprepared and/or unprofessional at times.<br><br>The team's performance definitely requires improvement. Additional briefing or training may be in order.   |
| <b>Unacceptable / Problem</b>         | (5) The team was totally unprepared and/or unprofessional. This performance was unacceptable, and <b>immediate</b> remedial action is definitely required.  |
| <b>Not Enough Information to Rate</b> | (8) Due to the session scheduling, the school coordinator was unable to observe any portion of the team's performance or enough of the performance to rate the team.  |

Please consult the **NAEP Assessment Team Quality Control Form Telephone Version 2013 MAIN/TEL Question-by-Question Specifications** for additional guidelines on what you should consider when assigning these ratings.

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**INTRODUCTION TO THE SCHOOL COORDINATOR**

Hello, this is \_\_\_\_\_ from the National Assessment of Educational Progress. I work with the NAEP Supervisor/Assessment Coordinator for this area. A few days ago, our assessment team conducted (a/# \_\_\_\_\_) session(s) at your school. NAEP would like to thank you for all of your work in making the assessment at \_\_\_\_\_ (SCHOOL NAME) possible. As part of our efforts to improve the performance of our assessment teams, we routinely call a random sample of school coordinators to find out how the assessment and preassessment visit went. This call should only take a few minutes.

Just as a reminder, the assessment team at your school was led by \_\_\_\_\_ (SV/AC NAME). When responding to these questions, please feel free to speak frankly. Your comments will help improve the quality of the assessments.

**QUESTIONS ABOUT THE PREASSESSMENT VISIT**

First, I have a few questions about the preassessment visit that \_\_\_\_\_ (SV/AC NAME) conducted with you on \_\_\_\_\_ (PREASSESSMENT DATE).

- 1. Overall, how would you rate the preassessment visit at your school? Would you say the visit went very well, satisfactorily, or unsatisfactorily?

VERY WELL ..... 1 (Q2)  
SATISFACTORILY ..... 2 (Q2)  
UNSATISFACTORILY ..... 3 (Q1a)

- 1a. IF UNSATISFACTORILY: Why do you feel the preassessment visit went unsatisfactorily? (PROBE FOR SPECIFICS)

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- 2. Overall, how would you rate the process of updating the demographic information on the Student Information Reports? Would you say the process worked very well, satisfactorily, or unsatisfactorily?

VERY WELL ..... 1 (Q3)  
SATISFACTORILY ..... 2 (Q3)  
UNSATISFACTORILY ..... 3 (Q2a)

- 2a. IF UNSATISFACTORILY: Why do you feel the process of updating the demographic information worked unsatisfactorily? (PROBE FOR SPECIFICS)

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**QUESTIONS ABOUT THE PREASSESSMENT VISIT (CONTINUED)**

3. Overall, how would you rate the process of determining accommodations for students with disabilities and English language learners? Would you say the process of determining accommodations worked very well, satisfactorily, or unsatisfactorily?

- VERY WELL ..... 1 (Q4)
- SATISFACTORILY ..... 2 (Q4)
- UNSATISFACTORILY ..... 3 (Q3a)

3a. IF UNSATISFACTORILY: Why do you feel the process worked unsatisfactorily? (PROBE FOR SPECIFICS)

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4. Do you have any other comments or suggestions about the preassessment visit?

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**QUESTIONS ABOUT THE ASSESSMENT**

Now I have a few questions about the assessment that was conducted at your school  
On \_\_\_\_\_ (ASSESSMENT DATE).

5. Overall, how would you say the NAEP team handled the assessment at your school? Would you say very well, satisfactorily, or unsatisfactorily?

- VERY WELL ..... 1 (Q6)
- SATISFACTORILY ..... 2 (Q6)
- UNSATISFACTORILY ..... 3 (Q5a)

5a. IF UNSATISFACTORILY: Why do you feel the assessment team handled things unsatisfactorily? (PROBE FOR SPECIFICS)

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**QUESTIONS ABOUT THE ASSESSMENT (CONTINUED)**

6. Did the team arrive on time?

- YES ..... 1 (Q7)
- NO ..... 2 (Q6a)
- DON'T KNOW..... 8 (Q7)

6a. IF NO, RECORD DETAILS ABOUT THE LATE ARRIVAL.  
(PROBE: Could you tell me more about that or why they were late?)

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7. As far as you know, did (all of) the session(s) start on time?

- YES ..... 1 (Q8)
- NO (SOME OR ALL WERE DELAYED) 2 (Q7a)
- DON'T KNOW..... 8 (Q8)

7a. IF NO, RECORD ANY DETAILS OFFERED ABOUT THE DELAY.  
(PROBE: Could you tell me more about why the session(s) was/were delayed?)

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7b. DELAY WAS CAUSED BY (CODE ONE):

- TEAM ..... 1
- OTHER REASON ..... 2
- COULD NOT DETERMINE ..... 8

8. Did you have the opportunity to observe (any of) the assessment session(s)?

- YES ..... 1 (Q8a)
- NO ..... 2 (Q9)

8a. IF YES: How would you rate the way the assessment administrator(s) handled the session(s) you observed? Would you say very well, adequately, or poorly?

- VERY WELL ..... 1 (Q9)
- ADEQUATELY..... 2 (Q8b)
- POORLY ..... 3 (Q8b)
- DON'T KNOW..... 8 (Q9)

8b. IF ADEQUATELY OR POORLY, RECORD ANY DETAILS MENTIONED.  
(PROBE: Could you tell me more about that or how the assessment administrators handled the sessions?)

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**QUESTIONS ABOUT THE ASSESSMENT (CONTINUED)**

9. How would you rate the overall organization of the assessment team?  
Would you say it was very good, adequate, or poor?

- VERY GOOD ..... 1 (Q10)
- ADEQUATE ..... 2 (Q9a)
- POOR ..... 3 (Q9a)
- DON'T KNOW..... 8 (Q10)

9a. IF ADEQUATE OR POOR, RECORD ANY DETAILS MENTIONED.  
(PROBE: Could you tell me more about the team's organization?)

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10. How would you rate the overall professionalism of the assessment team?  
Would you say it was very good, adequate, or poor?

- VERY GOOD ..... 1 (Q11)
- ADEQUATE ..... 2 (Q10a)
- POOR ..... 3 (Q10a)
- DON'T KNOW..... 8 (Q11)

10a. IF ADEQUATE OR POOR, RECORD ANY DETAILS MENTIONED.  
(PROBE: Could you tell me more about the team's professionalism?)

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11. How would you rate the way the assessment team interacted with the other school staff?  
Would you say the interaction was very good, adequate, or poor?

- VERY GOOD ..... 1 (Q12)
- ADEQUATE ..... 2 (Q11a)
- POOR ..... 3 (Q11a)
- DON'T KNOW..... 8 (Q12)

11a. IF ADEQUATE OR POOR, RECORD ANY DETAILS MENTIONED.  
(PROBE: Could you tell me more about the team's interaction with other school staff?)

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**QUESTIONS ABOUT THE ASSESSMENT (CONTINUED)**

12. How would you rate the way the assessment team interacted with the students?  
Would you say the interaction was very good, adequate, or poor?

- VERY GOOD ..... 1 (Q13)
- ADEQUATE ..... 2 (Q12a)
- POOR ..... 3 (Q12a)
- DON'T KNOW..... 8 (Q13)

12a. IF ADEQUATE OR POOR, RECORD ANY DETAILS MENTIONED.  
(PROBE: Could you tell me more about the team's interaction with students?)

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13. At the end of the session(s), did \_\_\_\_\_ (SV/AC name) give you the red NAEP Storage Envelope and tell you when the materials should be destroyed? (REVIEW IF NECESSARY).

- YES ..... 1
- NO ..... 2
- DON'T KNOW ..... 8

14. Is there anything (else) you would like to say about the assessment team or any of its members?

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**SUGGESTIONS**

15. NAEP is conducted regularly and we continue to refine the materials and procedures for future assessments. Do you have any suggestions on how we can make it easier for schools to participate in the future?

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These are all of the questions I have. On behalf of the national assessment, I want to thank you again for all of your help.





# Teacher/School Online Evaluation Question

(Part of Teacher and School Questionnaires)

**Evaluation Question Regarding Online Completion**

**If given the choice, would you have preferred to respond to these survey questions on paper or online?**

- A) On Paper**
- B) Online**
- C) No preference**