

FIELD TEST SUPERVISOR MANUAL



NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS



# NAEP 2000

# **National Assessment of Educational Progress**

## **2000 Field Test**

### **ASSESSMENT SUPERVISOR MANUAL**

Conducted for:

Office of Educational Research and Improvement  
U.S. Department of Education

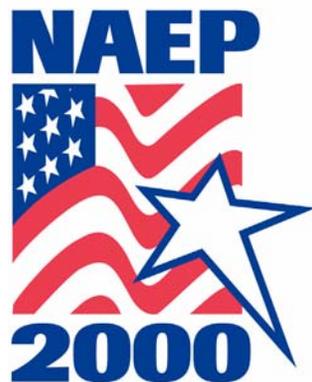
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# 1. INTRODUCTION AND OVERVIEW

## 1.1 Summary Background of The National Assessment of Educational Progress (NAEP)

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 skill of young Americans in major learning areas usually taught in school. It is the first, ongoing effort to obtain comprehensive and dependable achievement data on a national basis in a uniform, scientific manner. The purpose of the national assessment is to gather information which 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.

Planning and development of the National Assessment of Educational Progress 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.

NAEP has always been a unique cooperative undertaking of the education community and the federal government. The program is funded by the U.S. Congress, directed by the National Center for Education Statistics of the Department of Education, and governed by an independent group. The Assessment Policy Committee governed NAEP until 1988, when the National Assessment Governing Board (NAGB) was created by new legislation.

The National Assessment Governing Board, made up of representatives of state and local education associations and the business community, makes policy decisions and provides overall direction to the program. The board is responsible for selecting the subject areas to be assessed, including adding to those specified by Congress; identifying appropriate achievement goals; developing assessment objectives; developing test specifications; designing the assessment methodology; developing guidelines

and standards for data analysis and reporting; and developing standards and procedures for interstate, regional, and national comparisons.

Each learning area assessment is the product of several years of work by a great many educators, scholars, and lay persons from all over the nation. Working in committee, these people propose general goals they think Americans should be achieving during the course of their education. These goals are reviewed and discussed until a consensus is reached on objectives for each subject area. The objectives are then given to exercise (question) writers with the task of creating measurement instruments appropriate to the objectives. When the exercises have passed extensive review by subject-matter specialists, measurement experts, and lay persons, they are compiled into booklets to be administered to national probability samples of young people, and sometimes adults.

While 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. 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 nor removed from the schools**. The results of the national assessment are reported on the national level and by region of the country, not by school district, school, or individual student. Only group statistics are reported, broken down by gender, race/ethnicity, and a host of variables that illuminate students' instructional experiences.

In 1988, Congress authorized the expansion of NAEP to permit reporting at the state level on a trial basis. States volunteer for the state component and assume responsibility for data collection. The state component of NAEP surveyed eighth-grade mathematics in 1990, eighth-grade mathematics and fourth-grade reading and mathematics in 1992, and fourth-grade reading in 1994 and eighth grade science and fourth and eighth grade mathematics in 1996. With the 1996 assessment, the authorizing statute no longer considers the state component a "trial". In 1998, reading was assessed at the fourth and eighth grade levels, and writing was assessed at grade 8. The state assessment being conducted in 2000 involve science and mathematics at the fourth and eighth-grade levels.

These two components of NAEP, the national assessment and the state assessment are described in detail in Sections 1.2 and 1.3.

In 1983, responsibility for management of NAEP was awarded to the Center for the Assessment of Educational Progress of the Educational Testing Service. Since 1983, Westat has been responsible for sampling and field administration, usually as a subcontractor to ETS. Since 1989 National Computer Systems has been the materials distribution and processing subcontractor.

## **1.2 The National Assessment**

Since 1969, the national assessment has gathered information about levels of educational achievement across the country and reported findings at the national and regional levels. The learning areas assessed are shown in Exhibit 1-1. Reading, writing, math, and science have been surveyed most frequently. All areas except career and occupational development have been periodically reassessed in order to detect changes in achievement.

Three separate components of NAEP will be conducted during the 1999 – 2000 school year. (1) The national assessment will be conducted at three grade levels in mathematics and science and reading at grade 4. The sample includes approximately 2,500 schools in 52 geographic areas called primary sampling units (PSUs) throughout the states and the District of Columbia. The PSUs were selected by Westat to represent the nation as a whole. Assessments are conducted in January through March. (2) A field test of items to be used in the year 2001 national assessment in history and geography will be conducted at three grade levels during the months of January and February. It involves approximately 300 schools in 50 PSUs. (3) The state assessment will also be conducted this year. (See Section 1.3)

The national assessment is required by law (1) to provide fair and accurate information on the educational achievement of American students and (2) to ensure valid and reliable trend reporting. Achieving these two mandates often creates tension. To maintain trend reporting requires that all procedures and materials remain the same from year to year. Yet, there is competing pressure on the national assessment to be on the cutting edge of assessment and to be more closely aligned with instructional practices. This tension has led to the creation of two separate samples and staff: one for the Long Term Trend and one for the main NAEP assessments. This allows the procedures and the design to evolve while still maintaining trend.

Exhibit 1-1. Assessment Timetable<sup>1</sup>

Assessment Year	School Year	Learning Area			Special Assessments
01	1969-70	Science	Citizenship	Writing	
02	1970-71	Reading		Literature	
03	1971-72	Music		Social Studies	
04	1972-73	Science		Mathematics	
05	1973-74	Writing		Career and Occupational Development	
06	1974-75	Reading		Art	Basic Skills
07	1975-76			Citizenship/Social Studies	Basic Mathematics
08	1976-77	Science		Adult Assessment (Health, Energy, Reading and Science)	Basic Life Skills
09	1977-78	Mathematics		Consumer Skills	
10	1978-79	Writing		Art	Music
11	1979-80			Reading/Literature	
13	1981-82	Mathematics		Citizenship/Social Studies	
15*	1983-84			Writing/Reading	
17	1985-86	Mathematics U.S. History	Reading	Science Literature	Computer Competence
19	1987-88	Mathematics Writing	Reading Geography	Science Civics	
21	1989-90	Mathematics Writing		Reading Science	State Level Mathematics
23	1991-92	Mathematics Science	Writing	Reading	State Level Mathematics and Reading
25	1993-94	Reading Writing	History Mathematics	Geography Science	State Level Reading
27	1995-96	Reading Writing		Mathematics Science	State Level Mathematics and Science
29	1997-98	Reading	Writing	Civics	State Level Reading and Writing
30	1998-99	Reading Writing		Mathematics Science	
31	1999-2000	Mathematics	Science	Reading	State Level Science and Mathematics

<sup>1</sup> The long-term trend sample began in Year 15 with tape administered sessions surveying reading, mathematics and science. The reading/writing print administered sessions of Year 15 were added to the Long Term trend in Year 17, so that the trend always involves these same subjects and session types.

For example, until 1983, eligibility for NAEP was determined by age alone. Three age groups were assessed: 9-year olds, 13-year olds, and 17-year olds. Beginning with the 1983-1984 assessment, the project added samples of students in the fourth, eighth, eleventh, and twelfth grades to provide data on the achievement of grade as well as age groups. The grades are the “modal” grades for the age samples; that is, the grade most students of the particular age attend, i.e., approximately 70 percent of fourth graders are 9-years old. From 1984-1996, both components of the national assessment included age as well as grade eligible students. Beginning in 1996, main NAEP assesses grade eligible students only; that is, only students in the fourth, eighth and twelfth grades, while trend NAEP will continue to assess age and grade-eligible students.

The trend assessments were last conducted in the 1998-99 school year and will not be conducted again for a few years.

In the 1999-2000 school year, the national assessment is beginning a yearly cycle of assessments. The National Assessment Governing Board (NAGB) has published a schedule of assessments, both state and national, through the year 2010 (see Exhibit 1-2).

For administrative purposes, national and field test assessments are conducted in different schools. The schools in the sample have been selected for either the field test or national assessment of a particular grade. A few schools have been selected for the assessment of more than one grade.

Responsibility for the assessments in national sample schools belongs to one group of assessment supervisors while responsibility for field test assessments belongs to another group of supervisors.

In order to reduce the burden on the participating schools, national assessment field staff do most of the work associated with the assessment. Introductory contacts and meetings are held in the fall to explain the assessment procedures to school and district representatives and to set a mutually agreed-upon assessment date. The assessment supervisor visits the school to select the sample of students a week or two before the assessment. The assessment sessions are conducted by national assessment field staff, called exercise administrators, under the direction of the assessment supervisor. At the completion of the assessment in a school, field staff code the booklets and ship the completed materials to National Computer Systems, the processing subcontractor.

Exhibit 1-2. NAEP Assessment Schedule

<b>YEAR</b>	<b>NATIONAL</b>	<b>STATE</b>
2000	Mathematics Science Reading (4)	Mathematics (4, 8) Science (4, 8)
2001	U.S. History Geography	
2002	Reading Writing	Reading (4, 8) Writing (4, 8)
2003	Civics Foreign Language (12)	
2004	Mathematics Science	Mathematics (4, 8) Science (4, 8)
2005	World History Economics	
2006	Reading Writing	Reading (4, 8) Writing (4, 8)
2007	Arts	
2008	Mathematics Science	Mathematics (4, 8) Science (4, 8)
2009	U.S. History Geography	
2010	Reading Writing	Reading (4, 8) Writing (4, 8)

### **1.3 The State Assessment Program**

NAEP reports information for the nation as a whole and for geographic regions of the country. Many people have maintained that more detailed information than is currently available from national assessment would assist efforts to improve American education. Because states have the primary responsibility for public education, state-level data is seen as being particularly useful.

In April 1988, Congress responded to these concerns by adding a new dimension, the state assessment Program, to the NAEP legislation. Under this new federal project, states could volunteer to participate in the program and would assume responsibility for administration of the assessments within the state. The grades and subjects assessed in the state component are a subset of those in the national component. The program began in 1990 with eighth-grade mathematics and expanded to include eighth-grade mathematics and fourth-grade reading and mathematics in 1992. In 1994 because of budgetary restraints only reading was assessed at the fourth-grade. In 1996, eighth grade mathematics and science and fourth grade mathematics were assessed. In 1998, reading and writing were assessed at grade 8 and reading only at grade 4. In 2000, mathematics and science are being assessed at grades 4 and 8. After the assessments, states exercise the option to compare the knowledge and skills of their students with students in other states and in the nation.

In each state volunteering to participate, the state assessment involves:

- A sample of about 100 public schools per grade.
- A sample of private schools proportional to the state's private school enrollment.
- A sample of about 30 students per subject, per school to yield approximately 2,500 students assessed in each grade and subject.
- State or local staff trained in assessment procedures by NAEP.
- Assessments conducted during February with schools spread evenly throughout this four-week period.
- Assessments conducted by state/local staff with a subsample of the assessment sessions monitored by NAEP staff.

The state assessment component affects the field test to the extent that school and district personnel are more likely to be familiar with the state assessment. Since that component requires greater

involvement of school staff and resources, it is important that schools realize that, for the field test, Westat is responsible for all data collection activities.

#### **1.4 Field Test for 2000**

As discussed earlier, assessments in the field test component of the 2000 study will involve the subject areas of history and geography at grades 4, 8, and 12. Both subjects will be assessed in the same session. Some students in the session will have a booklet in history some will have booklets in geography.

The 2000 field test for the year 2001 national assessment will be conducted in January and February 2000. In each school, generally two sessions will be held. The items tested will replace items released publicly after previous assessments in these subjects.

The NAEP data collection tool that guides and documents the administration of each assessment session is the Administration Schedule. A separate Administration Schedule is used for each assessment session at each grade level. Essentially, the Administration Schedule is a roster of the students selected to attend a particular session and also identifies the specific test booklet assigned to each student. The preparation of the Administration Schedule begins at the time of sampling when the students' names (and other information) are recorded, continues through the assessment when the Administration Schedule is used to distribute assessment materials to each student and to record "attendance" for the session, and concludes shortly after the assessment ends with a tally of the number of students participating in (or missing from) the assessment session. These procedures are described in detail in Chapters 3 through 5 of this manual.

## 2. PROJECT ACTIVITIES AND THE SUPERVISOR'S ROLE

Chapter 2 provides an introduction to the schedule of project activities and your responsibilities and tasks as a NAEP supervisor. This chapter also describes your assignment of schools and the materials you will use to conduct the assessments. Finally, sections 2.9 – 2.11 outline the shipment of materials from NCS and Westat.

### 2.1 Contacts to Date with Districts and Schools

During the period from September to December 1999, five supervisors completed a number of tasks including securing cooperation and setting assessment schedules. This group is referred to as the scheduling supervisors.

The process of gaining cooperation of the schools selected for the 2000 NAEP assessments required a series of letters and contacts starting at the state and district level and concluding with individual schools. The table below summarizes the project activities for the 2000 field test.

1999	
Mid-August	Letter to state test directors from Pascal Forgione, Commissioner of National Center of Education Statistics, announcing 2000 NAEP program.
September 26-28	Scheduling supervisor training session.
Mid-September	Westat sent the following materials to the state coordinators and requested district contact or letter of endorsement from state: <ul style="list-style-type: none"> <li>▪ Cover Letter;</li> <li>▪ Listings of schools selected for state and national field test;</li> <li>▪ Example letter to districts and schools; and</li> <li>▪ Mailing labels for districts.</li> </ul>
Late-September	Westat or state office sent letter to District Superintendents encouraging participation in NAEP. Also included were list of district schools selected to participate and information materials.

<b>1999 (continued)</b>	
September 24- December 31	<p>NAEP scheduling supervisors made the following contacts for each school in their region:</p> <ul style="list-style-type: none"> <li>▪ Contacted district Superintendents to review NAEP program and gained permission to contact selected schools;</li> <li>▪ After district permission was granted, supervisors mailed informational materials to school Principals;</li> <li>▪ Supervisor called school Principals after mailing was received to review NAEP program, secure cooperation, and identify school coordinator; and</li> <li>▪ Supervisor then contacted school coordinator to review NAEP program in detail and set assessment date.</li> </ul>
September 24- December 31	<p>While gaining cooperation from schools, the NAEP scheduling supervisors performed the following tasks:</p> <ul style="list-style-type: none"> <li>▪ Established a preliminary schedule of assessments for schools in each region;</li> <li>▪ Transmitted school cooperation and schedule information to Westat; and</li> <li>▪ Recruited Exercise Administrators (EAs) to assist with conducting the assessments.</li> </ul>
December 2-5, 1999	Assessment supervisor training.
December 14	<p>Westat will send cooperating schools a “confirmation packet” which contained:</p> <ul style="list-style-type: none"> <li>▪ Letter confirming the assessment date;</li> <li>▪ Instructions for preparing student lists;</li> <li>▪ Parental consent letters (if requested); and</li> <li>▪ Recent NAEP publications.</li> </ul>

<b>2000</b>	
January 3- February 11	<p>Assessment supervisor performs the following tasks:</p> <ul style="list-style-type: none"> <li>▪ Call school coordinator to set a sampling date at least one-week prior to assessment date. At this time, review the requirements for selection of intact classrooms and student lists. Answer any questions the school coordinator has about the assessment or sampling visit;</li> <li>▪ Train your Exercise Administrators (EAs);</li> <li>▪ At the sampling visit, select the intact classrooms, list these students on the Administration Schedule, and prepare and distribute assessment questionnaires;</li> <li>▪ Conduct the assessment sessions, collect the questionnaires, and pack and ship all assessment materials to NCS;</li> <li>▪ Enter assessment information into the Field Management System; and</li> <li>▪ Report regularly to your field manager.</li> </ul>

With approval from state test directors, the scheduling supervisors contacted districts, dioceses, and private schools in order to review the requirements of the 2000 field test assessments. During these conversations, scheduling supervisors reviewed in detail the school’s role in the assessment using the “Summary of NAEP Activities”.

## **2.2 The Summary of NAEP Activities**

The Summary of NAEP Activities (Exhibit 2-1) is a one-page document that briefly defines the NAEP program and the school’s responsibilities in the assessment. It is one of the materials sent to schools for review during the gaining cooperation phase. This document was used in NAEP mailings and discussed with the school representatives when securing cooperation. You should use it when you contact the school coordinator to review the steps that must be completed in preparation for the assessment.

The first four paragraphs define the program, the subjects to be assessed in 2000, and the students eligible to participate.

THE FIELD TEST FOR THE 2001 ASSESSMENT OF U.S. HISTORY AND WORLD GEOGRAPHY

# SUMMARY OF NAEP ACTIVITIES



## WHAT IS NAEP?

The National Assessment of Educational Progress (NAEP) is a congressionally mandated project overseen by the National Center for Education Statistics, a branch of the U.S. Department of Education. Commonly known as the Nation's Report Card, NAEP has collected data for more than 30 years about what American school children know and can do in a variety of key subject areas. NAEP is the only ongoing study that tracks trends in students' achievement at the elementary, middle, and high school levels.

During January-March 2001, NAEP plans to assess students in grades 4, 8, and 12 in U.S. history and world geography. The assessments will include more constructed-response questions, more challenging items, and the use of atlases and other stimulus materials.

To prepare for the 2001 assessments, NAEP will conduct a field test during January and February 2000. The purpose of the field test is to try out new assessment items, materials, and procedures. Your school has been selected to participate in this field test. The participation of selected students and schools is vital to the success of the Nation's Report Card.

NAEP staff will contact selected districts and schools to provide more detailed information and to discuss the schedule of the assessment. This document provides a brief overview of field test plans and the role of participating schools.

## WHAT IS INVOLVED FOR SCHOOLS?

- Assessments will be administered by NAEP staff during January and February 2000.
- Two assessment sessions will be conducted at each grade (4, 8, or 12). We will ask each school to provide two intact classrooms for the

assessment unless only one classroom is available at the selected grade level.

- Each session will involve about 30 students and will take approximately 1½ hours.
- Questionnaires will be distributed to the school principal, the subject-area teachers of students to be assessed, and the teachers of students with disabilities (SD) and students with limited English proficiency (LEP) who are selected for the assessment.
- Schools are requested to appoint a staff member, the "school coordinator," to assist NAEP staff with in-school arrangements.

## WHAT ARE THE SCHOOL COORDINATOR'S RESPONSIBILITIES?

### Work with NAEP Staff to Select Intact Classrooms of Students to be Assessed.

By mid-January 2000, a NAEP representative will call the school coordinator to confirm the schedule, select the intact classrooms, and discuss the arrangements. Since sessions will take about 1½ hours, more than one class period will be needed.

Arrangements for the field test will be as flexible as possible to minimize the impact on the school. If the school prefers session(s) at a particular time of day, NAEP will select intact classrooms from those being held at that time.

If the school prefers that particular classes be selected, this may also be arranged if the classes are taken by all or nearly all of the students in the grade being assessed.

## 2 Assist in Preparations for the Assessment.

The NAEP representative will meet with the school coordinator to prepare for the assessment. Assistance may be needed to do the following:

- Compile lists of students in each of the selected intact classrooms. Names are used only at the school and are removed from all materials that leave the school.
- Collect demographic information for each selected student, including birth date, sex, and race/ethnicity.
- Identify selected students having a disability or classified as LEP. Then, determine whether each of these students should be included in the assessment according to NAEP criteria.
- Make arrangements for suitable space for the assessment.

## 3 Distribute and Collect Assessment Questionnaires.

The NAEP representative will prepare and leave with the school coordinator the three types of questionnaires previously indicated. The questionnaires should be completed by the appropriate staff before the day of the assessment and will be collected by the NAEP representative.

## 4 Notify Teachers and Students about NAEP.

The school coordinator should follow usual school procedures to notify the selected students, their teachers, and parents (if required by school policy) of the assessment date, time, and location.

## 5 Ensure that Students Attend the Session.

The NAEP representatives will conduct the field test session(s) and will bring all assessment materials to the school. It is very important that attendance rates be as high as possible.

**NAEP appreciates schools' support and cooperation in making the NAEP program an ongoing success.**

The next section describes what is involved for participating schools. Some additional information follows:

- The field test assessment period is from January 10 through February 11, 2000. The first week, January 3-10 will be used for sampling unless notified otherwise.
- Two intact classrooms will be assessed in most schools. If a school requests, we will do a random sample of grade-eligible students. Typically the assessment will involve about 60 students. If a school has only one classroom at the selected grade level, that classroom will be selected and all students in the grade will be assessed.
- The assessment itself will require approximately 90 minutes to administer including the distribution and collection of materials. Since NAEP generally requires more than one class period, arrangements must be made for student dismissal after the assessment is completed.
- Questionnaires are distributed during the sampling visit and are collected on assessment day. This year, there are four questionnaires NAEP will be using as appropriate:
  - Grade 4 U.S. History and World Geography Teacher Questionnaire;
  - Grade 8 U.S. History/World Geography Teacher Questionnaire;
  - Grade 4, 8, or 12 School Questionnaire; and
  - SD/LEP Questionnaire.
- For grade 4, the teacher of the selected class taking the assessment will be the one to fill out the U.S. History/World geography Teacher Questionnaire. At grade 8, the school coordinator will identify the social studies grade eight teachers of selected students to fill out the U.S. History/World Geography Teacher Questionnaires.
- The principal or designee will be asked to complete a questionnaire about the school characteristics and policies.
- Knowledgeable school staff will be asked to complete a SD/LEP Questionnaire for each sampled student identified as having a disability (SD) or classified as Limited English Proficient (LEP).
- While the NAEP staff is responsible for most assessment activities, a school coordinator is needed to assist with in-school arrangements.

During the preliminary contacts with the school, a school coordinator should have been designated by the principal to facilitate the NAEP assessments in the schools. The school coordinator's responsibilities are listed next. They consist of five tasks. The school coordinator should already have an

accurate overview of what is expected during the assessment period based on information from this document and previous telephone contacts with the NAEP scheduler.

### **2.3 Importance of the School Coordinator**

The school coordinator assumes a significant role in the smooth functioning and successful completion of the NAEP assessments in each cooperating school. Therefore, developing a good rapport with him or her is vital. When the school coordinator is actively involved, attendance is higher and the assessments proceed more smoothly. S/he knows the “personality” of the school, the most opportune time to schedule the assessments to yield the best attendance, the available locations where the sessions may be conducted, and the most productive way to notify students and their teachers of the assessment.

### **2.4 NAEP Assessment Supervisors’ Responsibilities**

Although the school coordinator’s role is integral to your success in conducting the NAEP assessment, the ultimate responsibility for a successful assessment rests on your shoulders. To summarize, your primary tasks during the January to February assessment period are as follows:

- To make sure that all arrangements for the assessments are set;
- To select the intact classrooms to be assessed and to complete the Administration Schedule(s);
- To prepare and distribute all assessment questionnaires to the appropriate school staff;
- To conduct the assessment sessions, collect the questionnaires, and pack and ship all assessment materials to NAEP;
- To complete a School Worksheet and enter the data in the Field Management System for each school in your assignment; and
- To regularly report the School Worksheet information and general progress to your field manager.

These tasks are described in detail in the remaining chapters of this manual.

## 2.5 Your Assignment of Schools

Each supervisor will be assigned a region of three to five PSUs containing a total of approximately 17 to 26 schools. The assessment period begins on January 10 and must be completed by February 11.

Region numbers have been assigned in such a way that they identify the type of assessment to be conducted. These numbers are assigned in the following manner:

<b>REGION</b>	<b>TYPE OF ASSESSMENT</b>
F01-F21	NAEP field test
N01-N84	National NAEP

## 2.6 School Folder

At this training session, you will receive a School Folder (Exhibit 2-2), for each participating school. The fronts of the folders have space for you to write information about the assessment. The scheduling supervisor for each region assembled the school folders as they made their scheduling calls. The following three sections describe the materials in the school folders that you will need to use for sampling students and conducting assessments.

2000 MAIN NAEP ASSESSMENTS

GRADE: \_\_\_\_\_ TRACKING NUMBER: \_\_\_\_\_  
 SCHOOL ADDRESS: \_\_\_\_\_ SAMPLING DATES(S): \_\_\_\_\_  
 ASSESSMENT DATES(S): \_\_\_\_\_  
 QUESTIONNAIRES TO COLLECT: \_\_\_\_\_

QUANTITY	TYPE
1	School Questionnaire
_____	SD/LEP Student Questionnaire
_____	Teacher Questionnaire (4,8 only)
_____	Dept. Chair/Lead Teacher Questionnaire (12 only)

SCHOOL COORDINATOR: \_\_\_\_\_  
 PHONE NUMBER: \_\_\_\_\_  
 TRANSCRIPT STUDY: YES / NO

SESSIONS

No.	Type	Date/Time	EA Name	Location	Number to be Assessed	Materials
1	_____	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____	_____
4	_____	_____	_____	_____	_____	_____
5	_____	_____	_____	_____	_____	_____

MAKE UP SESSIONS (Circle one) YES NO

No.	Type	Date/Time	EA Name	Location	Number to be Assessed	Materials
1	_____	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____	_____
4	_____	_____	_____	_____	_____	_____
5	_____	_____	_____	_____	_____	_____

## 2.6.1 The PSU Log

The **PSU log** (Exhibit 2-3) is a listing of cooperating and pending schools in your region (as of early-December), organized by district. It includes:

- **District Information:** District name, superintendent's name, address, and phone number.
- **School Information:** School name, principal's name, address, and phone number.
- **NAEP ID Number**
- **Selected Students/Subjects/Time Period:** This identifies the grade to be assessed, the number and type of session, and the time period for the field test assessments.
- **Disposition Code:** Disposition codes are used to specify the participation status of the school. The log will only list schools that are cooperating (11) or pending (00).
- **Sample Date:** You will enter the sampling date after you and the school coordinator agree upon a mutually convenient time, about two weeks prior to the assessment date.
- **Assessment/Makeup Date:** An assessment date will be recorded for all cooperating schools. This date should not be changed by NAEP unless requested by the school. Pending schools, of course, will not have an assessment date entered. If a makeup date needs to be scheduled, enter that date in this column.
- **Shipment Date/Tracking Number:** After the assessment is completed, use this column to record: (a) the date you shipped the school's assessment materials back to NCS and (b) the tracking number of the package.

Exhibit 2-3. The PSU Log

PSU# : 937 REGION: 01		NAEP 2000 SCHOOLS SELECTED FOR FIELD TEST ASSESSMENT SUPERVISOR'S LOG				DATE: 11/18/99 PAGE: 1
DISTRICT NAME SUPERINTENDENT DISTRICT ADDRESS	SCHOOL NAME PRINCIPAL SCHOOL ADDRESS	NAEP ID NUMBER	SLECT. STUDENTS/ TIME PERIOD/ SUBJECT(S)	DISP CODE/ DATE	ASSMNT DATE/ MAKEUP DATE	SHIP DATE/ TRACKING NUMBER
SCHOOL TYPE: PUBLIC DEL NORTE COUNTY UNIFIED WALT HANLINE CRESCENT CITY, CA 95531-8340 (707)464-6141	CRESCENT ELK ELEMENTARY RUTH ROSS CRESCENT CITY, CA 95531-3417 (707)464-0320	9372010	8TH GRADE JAN-FEB 2 - H/G	00		
	DEL NORTE HIGH DENNIS BURNS CRESCENT CITY, CA 95531-2110 (707)464-0260	9373010	12TH GRADE JAN-FEB 2 - H/G	00		
THREE RIVERS SCH DIST CHARLES BARKER MURPHY, OR 97533-0160 (541)862-3111	FT VANNOY ELEM SCHOOL MRS SANDI WEBER GRANTS PASS, OR 97526-8208 (541)479-4440	9371010	4TH GRADE JAN-FEB H/G TYPE1	11	2/11/00	

## 2.6.2 The School Control Form

The School Control Form (Exhibit 2-4) was completed by the scheduling supervisor and provides additional information about the school including:

- **School Coordinator's Name**
- **Actual Grade Enrollment and Number of Classes**
- **Year Round School:** Indicates if school is year round and if so, the percent of students in the sampled grade who are off track at any one time.
- **Assessment/Sampling Date:** The assessment date is recorded here. There is also space for you to write in the scheduled sampling date.
- **Arrangements for the Assessment:** This may or may not have been filled in by the scheduling supervisor. This area should be used to record the results of any discussion concerning specific arrangements for the assessment such as location (i.e., cafeteria, library, etc.)
- **Plans for Selecting Intact Classrooms:** This may or may not have been recorded by the scheduling supervisor. This area should be used to record the results of any discussion concerning specific arrangements for selecting the classrooms participating in the assessment.
- **Student Lists:** This will have a check (√) in the box that indicates how the school will provide the listing of students. There is also space to document any concerns or issues around sampling.
- **Comments:** Additional information about the school or assessment.
- **Parent Consent Letters:** If the school coordinator requested parental consent letters, the type of letter, quantity, and date required will be indicated here.

Occasionally, a school is selected to participate in more than one grade assessment. If this is the case, there will be two School Control Forms for the same school since there will be a different school identification number for each grade level. Both forms should be completed. Generally, all assessments in a school are conducted the same day, and the school coordinator serves for both grades.

Exhibit 2-4. The School Control Form

### 2.6.3 Other Forms in the School Folder

Along with the PSU log and School Control Form, will be the following 3 forms that will complete the school folder:

- **Results of Contact Forms:** These forms, completed by the schedulers, reflect the outcome of telephone contact at the district and school levels.
- **NAEP Refusal Forms:** If a district or school initially refused to participate but was later converted to cooperating, this form will be included in the folder. This will alert you to any objections or concerns that the school initially expresses.
- **School Appreciation Certificate:** This certificate should be handed to the principal or school coordinator at the conclusion of the assessments, as a token of appreciation for the school's participation.

An example of each of the above forms can be found in Appendix A.

### 2.7 Laptop Computer

The next source of information about all of the schools in your assignment will be the laptop computer that will be provided at training. Information about all of the schools within your region will be loaded onto your computer, including the school ID, the name and address of the school, the school coordinator, and the session information. You will keep the computer throughout the field period, updating the information about the schools, entering information about the disposition of each scheduled assessment and the results of each session. The use of the computer, including its care and the information you will be entering into it, are fully discussed in Chapter 8.

### 2.8 The NAEP School ID

Each school has been assigned a unique ID number by NAEP. This number is used on all materials to identify the school and is the only unique school identifier.

It will be useful for you to understand the composition of the NAEP School ID to assist in identifying the component of the sample for which each school in your assignment has been selected.

The NAEP School ID is composed of seven characters:

XXX	X	XX	X
PSU	Grade	School	ORIG/SUB

The PSU number will begin with the region of the country as follows:

6 = Northeast

7 = Southeast

8 = Central

9 = West

The second and third digits are sequential numbers across regions.

The fourth digit indicates the grade for which the school has been selected as follows:

1 = Grade 4

2 = Grade 8

3 = Grade 12

The fifth and sixth digits are sequential school numbers (01-99).

The seventh digit indicates the sample type and whether the school is an original or substitute selection.

1 = Original

2 = In-district substitute

3 = Out of district substitute

4 = Other school offered by district

## 2.9 Shipment of Materials to Supervisors

Assessment materials are shipped to supervisors from both NCS and Westat. NCS will ship all booklets and required session materials, while Westat will ship general supplies. The schedule of shipments is as follows:

Supplies	From	Ship Date
School Folders	Westat	Distribute at Training
Sampling Materials	NCS	Distribute at Training
Bulk Supplies	Westat	December 9, 1999
Session and Bulk Supplies	NCS	December 16, 1999

## 2.10 Materials from NCS

### 2.10.1 Sampling Materials from NCS

The first things you will receive from National Computer Systems are the materials needed for the sampling visit. These materials will be sent to you immediately after training so that you can organize them prior to the start of your sampling visits. You will receive control documents for all of the schools in your region. These documents are briefly described below.

#### 2.10.1.1 The Administration Schedule

This document is the primary control document used to record information about each assessment. Each session has an Administration Schedule with pre-printed school and session-level information. You will use the Administration Schedule during your sampling visit to pre-assign booklets. Exhibit 2-5 shows an example of an Administration Schedule with its pre-printed information. Specific instructions for preparing an Administration Schedule are found in Chapter 4.

Exhibit 2-5. Administration Schedule

**Race/Ethnicity Codes**  
For Use in Column "F"

1 = White not Hispanic  
2 = Black not Hispanic  
3 = Hispanic Heritage  
4 = Asian/Pacific Islander  
5 = American Indian/ Alaskan Native  
6 = Other

**Bundle #'s**



**2000 Field Test**  
**Administration Schedule**  
Grid If  
Makeup Field

**ADMINISTRATION SCHEDULE** Page \_\_\_\_\_

School #: \_\_\_\_\_ Session Type \_\_\_\_\_

School Name: \_\_\_\_\_ Grade \_\_\_\_\_

Administrator's Name: \_\_\_\_\_

Original session scheduled for: \_\_\_\_\_  
Day/Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

Makeup session scheduled for: \_\_\_\_\_  
Day/Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

Student Name	Special Study	Birth Date	Year	Sex	Race/Eth.	If SD	If LEP	Original Booklet ID #	Teacher	(Subject)	Admin. Code	Atten. (r/A)	Session		
													# Absent (Total Makeup if 4 or more absent)	# Assessed (Original Session)	# Assessed (Makeup Session)
01		19									01				
02		19									02				
03		19									03				
04		19									04				
05		19									05				
06		19									06				
07		19									07				
08		19									08				
09		19									09				
10		19									10				
11		19									11				
12		19									12				
13		19									13				
14		19									14				

**ASSESSED IN ORIGINAL**

10 = In session full time  
11 = No response in booklet  
12 = In session part time  
13 = Session incomplete  
14 = Other, specify on cover

**ASSESSED IN MAKEUP**

20 = In session full time  
21 = No response in booklet  
22 = In session part time  
23 = Session incomplete  
24 = Other, specify on cover

**ABSENT**

40 = Temporary  
41 = Leave  
42 = Chronic truant  
43 = Suspended or expelled  
44 = In school, did not attend  
45 = Inappropriate behavior  
46 = Inappropriate behavior  
47 = Student refusal  
48 = Other, specify on cover

**OTHER**

51 = Withdrawn  
52 = Unassessed book (misused)  
53 = Ineligible  
54 = Ineligible  
55 = Not in sample  
56 = Not in sample

**REASONS FOR EXCLUSION**

60 = SD-cannot be assessed  
61 = SD-Required accom. not offered  
62 = LEP-Required accom. not offered  
63 = LEP-Required accom. not offered  
64 = SD/LEP-cannot be assessed  
65 = SD/LEP-Required accom. not offered  
66 = Other, specify on cover

**ASSESSED WITH ACCOMMODATIONS**

72 = Bilingual dictionary  
73 = Large print book  
74 = Extended time in regular session  
75 = Extended time in regular session  
76 = Small Group  
77 = One-on-one  
78 = Scribe or use of computer  
79 = Other, specify on cover

### **2.10.1.2 Assessment Questionnaires**

Supervisors will prepare, distribute, and collect all assessment questionnaires. This year, NAEP will be using four types of questionnaires:

- Grade 4 U.S. History/World Geography Teacher Questionnaire;
- Grade 8 U.S. History/World Geography Teacher Questionnaire;
- Grade 4, 8, or 12 School Questionnaire; and
- SD/LEP Questionnaire.

You will keep track of these documents on the Roster of Questionnaires.

### **2.10.1.3 Roster of Questionnaires**

The purpose of the Roster of Questionnaires is to assist you in keeping track of the school staff to whom the questionnaires are distributed. There are three different versions of the roster, one for each grade. An example of the grade 4 roster is shown in Exhibit 2-6.

This roster also accounts for the distribution of the SD/LEP Questionnaires and the School Questionnaire. There will also be a Supplemental SD/LEP Roster available for schools with a large number of students for whom SD/LEP Questionnaires are provided.

Detailed information and specific instructions on preparing the forms and distributing the questionnaires is given in Chapter 4.



## **2.10.2 Session Materials/Bulk Supplies from NCS**

The second mailing you will be receiving from NCS will contain materials that are used in conducting the assessments. This will consist of bundles of assessment booklets, ancillary materials for math sessions and bulk supplies. These materials are briefly described below.

### **2.10.2.1 Bundles of Assessment Booklets**

The booklets for each session that you conduct will be packaged in separate boxes. Assessment booklets will be shrink-wrapped in bundles of 11 and you will receive three per scheduled session. 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 particular bundle. The letter representing each ancillary item required for a booklet will be printed on the Bundle Slips, to help further with your preparation. Each Bundle Slip will have an ID number that matches those preprinted in the upper left corner of the Administration Schedule. For each session, be sure to check that the ID number on the Bundle Slip matches the bundle ID numbers on the Administration Schedule (Exhibit 2-7).

In addition, your bulk shipment of supplies from NCS will contain three extra bundles of 11 booklets each for each session type for each grade. To account for booklets used from your overage supply, you need only to record the 10-digit booklet ID number on the session Administration Schedule when a booklet is needed from this extra supply.

**Never use bundles for any session other than the ones specified on the Administration Schedule.**

### **2.10.2.2 Assessment Booklets**

Each booklet contained within a bundle has an alphanumeric code in the upper right corner. Numerals identify the booklet number. Letters that precede the numeral identify the booklet type: H (history) and G (geography). All geography assessment booklets will require the use of additional materials not contained in the booklets themselves. Letters that follow the numeral identify additional, or ancillary, materials to be handed out with the booklets.

Exhibit 2-7. Administration Schedule with Bundle ID Numbers

This form must be completed in No. 2 pencil.

**NAEP ASSESSMENT SCHEDULE** Page 1

School #: 999-104.0 Session Type: HIST/GEOG Grade: 4

School Name: MARLTON CITY ELEM

Administrator's Name: \_\_\_\_\_

Original session scheduled for: \_\_\_\_\_

Day/Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

Grid if Makeup Hold  Makeup Date \_\_\_\_\_

**2000 Field Test Administration Schedule**

Grid if Makeup Hold  Makeup Date \_\_\_\_\_

**Race/Ethnicity Codes For Use in Column "F"**

1 = White not Hispanic  
 2 = White Hispanic  
 3 = Hispanic  
 4 = Asian/Pacific Islander  
 5 = American Indian/Alaskan Native  
 6 = Other

**Bundle #'s**  
 6001  
 6002  
 6003

**NAEP ASSESSMENT - GRADE 4**

**TYPE: HISGEO 1**

**BUNDLE # 6001**

WOLD ATLAS RULERS

501  
502  
503  
401 RA  
402 R  
403 AR  
501  
502  
503  
401 RA  
402 R

00006001 - 2



**ADMINISTRATION SCHEDULE**

Session #	Session Code	Admin. Code	Admin. Code
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

**Session Summary**

# Absent (No response or more absent)	# Assessed (Original Session)	# Assessed (Makeup Session)	TOTAL ASSESSED
_____	_____	_____	_____
Total in Sample			# Excluded (Admin. Codes 31 & 33)
_____			_____
# Withdrawn & Ineligible (Admin. Codes 31 & 33)			# TO BE ASSESSED (Admin. Codes 60-66)
_____			_____

**Legend**

**ASSESSED IN ORIGINAL**

10 = No responses in booklet  
 11 = Session not attempted  
 12 = Session not attempted  
 13 = Session not attempted  
 14 = Other, specify on cover

**ASSESSED IN MAKEUP**

21 = No responses in booklet  
 22 = Session not attempted  
 23 = Session not attempted  
 24 = Other, specify on cover

**ABSENT**

40 = Temporary  
 41 = Chronic  
 42 = Chronic (unexcused)  
 43 = Chronic (excused)  
 44 = In school and not attended  
 45 = In school and not attended  
 46 = In school and not attended  
 47 = In school and not attended  
 48 = In school and not attended  
 49 = Other, specify on cover

**OTHER**

51 = Unassigned book (unused)  
 52 = Unassigned book (unused)  
 53 = Unassigned book (unused)  
 54 = Not in sample

**REASONS FOR EXCLUSION**

60 = Student not in sample  
 61 = Student not in sample  
 62 = Student not in sample  
 63 = Student not in sample  
 64 = Student not in sample  
 65 = Student not in sample  
 66 = Other, specify on cover

**ASSESSED WITH ACCOMMODATIONS**

72 = Book not in book  
 73 = Large print book  
 74 = Large print book  
 75 = Large print book  
 76 = Reading aloud in regular session  
 77 = Reading aloud in regular session  
 78 = Computer  
 79 = Computer  
 80 = Other, specify on cover

Exhibit 2-8 shows an example grade 4 booklet cover. Book G401RA is a math booklet for which a student must receive a ruler designated by R, and a world atlas designated by the letter A.

To distinguish among grade levels, booklet covers are printed in different colors:

- Grade 4 booklet covers are printed in blue ink;
- Grade 8 in brown ink; and
- Grade 12 in charcoal color.

A summary of assessment book numbers by grade level, assessment types, and the materials required for each assessment type is shown in Exhibit 2-9.

It is very important that you treat each assessment booklet as a secure item – preferably they should not be seen by anyone other than the students who complete them. For a complete discussion of the safeguards that must be taken with the booklets, see Appendix B.

Exhibit 2-10 shows an example of the session packing list that will be included in each box of session materials.

Each shipment to a supervisor will contain a master packing list in box 1 of the shipment (see Exhibit 2-11). This document will list in sequential order, by box number, the boxes for each school session included in the shipment. Also, each box will include a separate packing list. You will need to inspect these boxes and identify any missing materials as soon as possible. If any materials are missing, NCS should be notified immediately so that a supplemental shipment can be arranged.

The additional world geography materials are discussed in detail in section 5.6.

Exhibit 2-8. Example Booklet Cover – Grade 4 World Geography



Admin Schedule Line # \_\_\_\_\_

2000  
Grade 4

SECTION	
1	BGH2
2	G1
3	G3
4	CGH1

BOOK  
G401AR

## Field Test

### School and Teacher Information

SCHOOL #

TEACHER #

<input type="text"/>					
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

Birth Date		Sex	R/E	SD	LEP	Admin Code
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Month	Year	1 = Male 2 = Female	1	Y	Y	1 0
0 0	1987		2	N	N	2 1
1 1	1988		3			3 2
2	1989		4			4 3
3	1990		5			5 4
4	1991		6			6 5
5	1992					7 6
6	1993					8
7						9
8						
9						

**DO NOT USE**

<input type="text"/>	<input type="text"/>	<input type="text"/>
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

**ADMIN USE ONLY**

<input type="text"/>	<input type="text"/>	<input type="text"/>
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

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 1850-0758. 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. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4651.

A project of the Office of Educational Research and Improvement. This report is authorized by law (PL 103-382, 20 U.S.C. §9510). 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. OMB No. 1850-0758 • Approval Expires 10/31/2002. Mark Reflex® by NCS EN-00000-001-100000. Printed in U.S.A.



Exhibit 2-9. Summary of Assessment Booklets (for Supervisor Manual)

Grade	Subject	Booklet Numbers	Additional materials
4	History	H501 H502 H503 H504 H505 H506	None
	Geography	G401RA G402R G403AR G404RA G405R G406AR	A = Atlas R = Rulers
8	History	H501 H502 H503	None
	Geography	G401RA G402R G403AR	A = Atlas R = Rulers
12	History	H501 H502 H503 H504	None
	Geography	G401RA G402R G403AR	A = Atlas R = Rulers



Exhibit 2-11. NCS Master Packing List

<b>Master Packing List</b>					
<b>Ship To: SUPERVISOR ONE</b>		<b>REGION # 1</b>		<b>Page:</b>	<b>1</b>
				<b>Method:</b>	<b>UPS</b>
				<b>Date:</b>	<b>1/9/00</b>
<b>School #</b>	<b>School Name</b>	<b>Session</b>	<b>Session #</b>	<b>Seq. #</b>	<b>Box #</b>
999-104-0	Marlton City Elementary	Hist/Geo Type 1	H10401	00001	_____
999-104-0	Marlton City Elementary	Hist/Geo Type 2	H20401	00002	_____
999-201-0	Williams Middle School	Hist/Geo	HG0801	00007	_____
999-201-0	Williams Middle School	Hist/Geo	HG0802	00008	_____
999-309-1	Kennedy High School	Hist/Geo	HG1201	00009	_____
999-309-1	Kennedy High School	Hist/Geo	HG1202	00010	_____

### **2.10.3 Bulk Supplies from NCS**

There is a limited number of remaining materials that you will need from NCS. These items will all be packed in bulk, that is, not packed for specific sessions that you are to conduct. Exhibit 2-12 shows the NCS Bulk Supply List that will be included in your shipment.

Among the materials included in your bulk supplies from NCS will be No. 2 pencils. Only the pencils provided in your supplies should be used by students to record their responses in the assessment booklets. Each student will receive one NAEP pencil to use during the assessment and to keep afterwards as a thank-you gift for participating. As you distribute the booklets, you will hand each student a No. 2 pencil. You should keep a reserve of extra pencils at the front of the room in case a student requires another pencil during the session. It is your responsibility to make sure that you have enough NAEP pencils for each session (i.e., one per student plus extras).

Also included in your bulk supplies from NCS will be the rulers and world atlases.

The bulk supplies from NCS will contain:

- Extra Bundles of Assessment Booklets
- Extra Rulers
- World Atlases
- Timers and batteries
- Pencils
- Rubberbands
- “Do Not Disturb” Signs
- Sealing Tape
- Tape Dispenser
- USPS Express Mail Labels
- Supplemental Shipping Envelope to NCS



**Additional supplies can be ordered from NCS as needed. All e-mail requests for NCS should be sent to your field manager. Please include number of needed items with a complete description of the item, the date needed, and the address for delivery. If you have access to a fax machine, complete the NCS Materials Request Form (Exhibit 2-13), fax to NCS at 888-627-8842 and fax to your field manager as well. If needed by the next day, phone in with request by calling 888-627-6237. Cut-off time for next day delivery is 3:30pm CST.**

## **2.11 Materials from Westat**

As stated earlier, school folders containing PSU logs, School Control Form, Results of Contact, and Appreciation Certificate for each school in your region, will be given out at training. The following supplies will be shipped to you immediately following training:

- Publications:
  - What is NAEP Brochure
  - Summary of NAEP Activities
  - Information for Principals
  - Demonstration Booklets - 3 types – one per grade
  - The NAEP Guide
  - Recent NAEP Publications
- Sampling Materials:
  - Table of Random Starting Numbers
  - Sampling Number Worksheet
  - Instructions for Preparing Student Lists
  - NAEP Storage Envelopes
  - Inclusion Criteria
  - Supervisor Checklist



- Special Situation Form
- School Worksheet
- Teacher Notification Letters
- Post-It Notes
- Student Appreciation Certificates
- Press Release
- Parent Letter #1
- Parent Letter #2
- Assessment Materials:
  - Session Scripts
  - “Destroy by” Postcard
  - Session Debriefing Forms
  - School Debriefing Forms
- EA Materials:
  - EA Manual
  - Personnel Packets
  - Pay Rates
  - EA Identification Badge
  - EA Assessment Information Forms
  - Post Assessment EA Training Exercises
  - Classroom Management Video
  - EA Video
- Materials
  - Supervisor T&Es and Envelopes
  - Trip Expense Report
  - Blank School Folders

- FedEx Supplies
- NAEP Envelopes
- Pencil Sharpener
- Stapler

The bulk materials from Westat will contain a bulk supply packing list in Box 1 of the shipment (See Exhibit 2-14). There will be space on the packing list for you to mark each item as you inventory it. Please inspect each box carefully. If you are missing materials, e-mail your field manager with request.

**Additional supplies can be ordered from Westat as needed. All requests should be E-mailed to your field manager. Please include number of needed items, the date needed, and the address for delivery. Cut-off time for next day delivery is 4:00 EST.**

**In Emergencies Only, you may call the NAEP line at Westat (1-800-283-6237) for supply requests.**

Exhibit 2-14. Westat Bulk Supply Packing List

**Westat Bulk Supply Packing List**

Supervisor:

**2000 NAEP Field Test  
Assessment Supervisor Materials**

Region:

	X	AMOUNT INCLUDED
<b>PUBLICATIONS</b>		
What is NAEP Brochure		75
Summary of NAEP Activities		20
Information for Principals		30
Demonstration Booklets – 3 types		40 each type
The NAEP Guide		30
<b>SAMPLING MATERIALS</b>		
Table of Random Starting Numbers		10
Sampling Number Worksheet		10
Instructions for Preparing Student Lists		15
NAEP Storage Envelopes		30
Inclusion Criteria		40
Supervisor Checklist		30
Special Situation Forms		10
School Worksheet		30
Teacher Notification Letters		40
Student Letter		30
Post-It Notes		2 packs
Student Appreciation Certificates		25 pads
Press Release		30
Parent Letter #1		60
Parent Letter #2		60
School Questionnaire Q X Qs (1 per grade 4, 8, 12)		5 ea. grade
<b>ASSESSMENT MATERIALS</b>		
Session Scripts		20
"Destroy by" Postcard		30
Session Debriefing Forms		75
School Debriefing Forms		30
Materials Request Form		10
UPS Pick up FAX form		10
<b>E.A. MATERIALS</b>		
EA Manual		5
Personnel Packets		10
Pay Rates		1
EA Identification Badge		10
EA Assessment Information Forms		20
Post Assessment EA Exercises		10
Classroom Management Video		1
EA Video		1
<b>MATERIALS</b>		
Supervisor T&E's + Envelopes		10
Trip Expense Report		10
Blank School Folders		10
Fed Ex Supplies		10
NAEP Envelopes		15
Pencil Sharpener		1
Stapler		1

### 3. EXERCISE ADMINISTRATORS

#### 3.1 Exercise Administrators Recruited for Your Region

You will supervise an exercise administrator (EA) in each of the PSUs in your region. The responsibilities of EAs include:

- Assisting with pre-assessment activities such as student sample selection and preparing Administration Schedules and assessment booklets;
- Conducting assessment sessions using prepared scripts; and
- Completing the various post-assessment activities such as accounting for all the materials used in the session, recording the results of the session on the Administration Schedule, and booklet cover coding.

Information about EAs recruited in each PSU will be included in a folder which will be handed out at training. The scheduling supervisors who began work in September were assigned the task of recruiting a sufficient number of EAs for each PSU, without formally hiring any for areas in which they will not be working. Although the supervisors were asked to provide you with an adequate number of EA candidates who are available during the field period, we wanted to leave the final hiring decisions to the supervisors who will have to work with that staff.

Therefore, it will be your responsibility to meet with the EAs who have been recruited, make final decisions on their hiring, and complete the administrative procedures required for their hiring. It will then be your responsibility to train the EAs. To prepare you for this, we will review the EA training procedures at the training session. To ensure that all EAs are uniformly and thoroughly trained for the position, we have developed a training script. The script discusses each of the steps in conducting the assessments and introduces each of the materials that the EAs will use. The script will be reviewed at the supervisor training session and then you will use it for your training. In addition, copies of a training exercise will be provided so that your EAs can get experience in completing some of the major tasks that they are expected to perform – tallying the results of the assessment and coding the demographic information that is copied from the Administration Schedules to the booklet covers.

EA candidates should be provided with a copy of the EA Manual and told to read it before they are trained. Thus, the material in the script will serve as a review rather than an introduction to the

material. You will also be provided with a video that presents information on classroom management as well as one that prepares EAs for the administration of the assessment.

There are two tasks you should have EAs do as part of their training. The first and most important is to have EAs read the script aloud to be sure they are able to read comfortably and without faltering.

The second is to administer the post-assessment exercise (that you completed at training) in which EAs complete the Administration Schedule and code the front covers of completed booklets. If EAs are not able to perform one or the other of these tasks to your satisfaction, consider a review of the relevant portion of training, or using an EA primarily for the task(s) in which s/he is most adept. Although this may not always be possible depending on your scheduling, at least it will provide you with preliminary observations as to your EAs' strengths and weaknesses.

### **3.1.1 Supervision of EAs**

You will be responsible for the quality of work performed by your EAs. If possible, you should have your EAs assist you in conducting an assessment session prior to conducting one on their own. Observe the first few assessment sessions conducted by each EA. After each session you observe, you and your EA should review the EA's performance. At this time, you should decide whether any retraining is necessary. You should also review, on a regular basis, the coding of completed booklets as well as the completion of the session Administration Schedule so that omissions or errors may be called to the EA's attention and corrected.

You are responsible for assessment activities in the school and represent NAEP to the school. Should any special situations occur, it is important that you be there. In addition, this allows for ongoing observation and quality control of each EA's work.

### **3.1.2 Using EAs Effectively**

In each PSU, a lead EA should be identified. The lead EA should accompany you on sampling visits to large schools. This will provide an opportunity for the school to become familiar with a person other than yourself. The presence of an additional trained person will further reassure the school of our efficiency, expedite the sampling process, and reduce the amount of time spent in the school. This

is especially helpful should you need to conduct a makeup session in the school on a day when you have activities scheduled at another school. (In this instance, you should assign your lead EA to conduct the makeup while you supervise originally scheduled sessions at another school.)

### **3.1.2.1 Planning the EA's Schedule**

The number of EAs hired for a given area varies depending on the assessment workload and schedule. EA assignments should accommodate the scheduling in each PSU in your area. Remember that in addition to conducting the sessions, EAs should be available to assist you with sampling activities, including preparing NAEP Student Appreciation Certificates, Assessment Notification Letters for Teachers, and questionnaires for distribution. Review your assessment of schools and the number of sessions in each school. Generally, you should hire two EAs, one should go with you to schools, the other is a backup if the first one is unable to attend a session.

Prior to determining EA schedules, you should thoroughly review the sampling and assessment schedule in your assignment and estimate the amount of time necessary to complete each PSU. Then, formulate an EA schedule based on the particular week's schedule for sampling visits and assessments in the PSU. Keep in mind that EAs will travel locally, are reimbursed for local travel only using their own cars, and are paid only for hours worked, including travel time, up to eight hours a day.

So that EAs will be available when you need them, you should give each of your EAs a schedule during the third week in January. Review these schedules with your field manager to be sure you have sufficiently staffed the assessments in a school.

### **3.1.2.2 Importance of Communication Between You and Your EAs**

It is important that you clearly communicate instructions to your EAs and then observe that instructions are being followed. Since you are ultimately responsible for the caliber of work in your assignment, you must correct inaccurately performed procedures immediately to ensure that the highest quality of work is being performed by your EAs.

Make sure that EAs understand their scheduled assignments and that you expect them to arrive at the school on assessment day no later than one hour before the first session is scheduled to begin. You must provide clear instructions on where and at what time you will meet at the school, how you will

notify them in case of a school closing due to inclement weather, what session you expect them to conduct in the school, and specific directions to the school. An EA Assessment Information Form has been developed for this purpose (Exhibit 3-1). You will complete one form for each EA assigned to conduct a session in a school. On the form you will record:

- The school name and NAEP ID;
- School address and phone number;
- The assessment date and time;
- The session type assigned to the EA;
- The room where the session will be held;
- The school coordinator's name;
- Directions to the school and where to park once they arrive at the school;
- School policy for dismissing students from the session; and
- Any other pertinent information, such as how to handle persistently disruptive students, students who become ill during the assessment, and students who arrive after the session has begun.

## **3.2 Hiring EAs**

Although the EAs were recruited in the fall, they were not formally hired. It will be your responsibility to hire the EAs and complete the paperwork. Since EAs will be employees of Westat, they must complete employment forms, which will be part of your supervisor supplies. The forms that are required will vary depending on whether or not the candidate has worked for Westat in the past.

### **3.2.1 New Westat Employees**

All new employees must complete the following forms:

- **Westat Application Form** (Supervisor fills in section 13 – “For Field Recruiter’s Use:”) – (Exhibit 3-2)
- **Westat Fieldworker Agreement Form** (“Provisions for Employment as Exercise Administrator”; give EA two copies – one to be signed and kept, the other signed and all pages returned.)

Exhibit 3-1. EA Assessment Information Form

Supervisor: _____	EA: _____
Phone Number: _____	Region: _____
<b>NAEP EA'S ASSESSMENT INFORMATION</b>	
SCHOOL: _____	ID #: _____
ADDRESS: _____	
_____	
PHONE #: _____	
SCHOOL COORDINATOR: _____	
ASSESSMENT DATE: _____	TIME: _____
SESSION TYPE: _____	ROOM: _____
DIRECTIONS TO SCHOOL: _____	
_____	
_____	
_____	
PARKING: _____	
_____	
_____	
OTHER INFORMATION (when and where to meet supervisor, arrival time, etc.): _____	
_____	
_____	
<b>***REMEMBER – ARRIVE ONE HOUR BEFORE ASSESSMENT TIME***</b>	

CONFIDENTIAL

Date Completed Dec. 4, 1999

**WESTAT**

An Employee-Owned Research Corporation  
1650 Research Blvd. Rockville, MD 20850 301-251-1500

**FIELDWORKER APPLICATION FORM**

AN EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER

**1. BACKGROUND**

Full Legal Name: Parker Alan Bradley  
(as specified on I-9 form) (Last) (First) (Middle)  
 Address: 35 Village Street  
 City: Rockville State: MD Zip Code: 20850 Social Security Number: 211-11-0410  
 County: Montgomery Telephone No.: (301) 555-0137 (301) 555-6612  
Primary Secondary

**2. REFERRAL SOURCE**

Advertisement  Friend  Relative  
 Employment Agency  Employment Service  Other (Specify \_\_\_\_\_)

**3. WESTAT EXPERIENCE**

Have you ever filed a Fieldworker Application Form with Westat?  YES  NO IF YES, date filed \_\_\_\_\_  
Month/Year  
 Have you ever been employed by Westat?  YES  NO  
 IF YES, date most recently employed: \_\_\_\_\_ Study recently worked on: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
 Do any of your friends or relatives work for Westat?  YES  NO  
 IF YES, list names: Marissa Parker

**4. EDUCATION**

Check highest level completed:  Grade School  Some College  Graduate Work\*  
 Some High School  Vocational School  Graduate Degree\*  
 High School  Bachelor's Degree \*(does not include work toward teaching certificate)

List below each institution of higher education that you have attended.

NAME OF INSTITUTION	MAJOR FIELD	DATES ATTENDED		DEGREE ACHIEVED
		FROM	TO	
<u>University of Maryland</u>	<u>Elem. Ed.</u>	<u>1980</u>	<u>1984</u>	<u>B.A.</u>

**5. CURRENT EMPLOYMENT**

Are you currently employed?  YES  NO IF YES, please provide the following information

Organization Name	Phone	Dates (Mo./Yr.)		Title/Work Performed
		From	To	
<u>SELF-employed</u>	<u>301/555-0137</u>	<u>1994</u>	<u>present</u>	<u>Freelance Photographer for Nat'l Geographic</u>

Number of hours you work each day:

MON	TUE	WED	THU	FRI	SAT	SUN	Weekly Total
<u>-</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>-</u>	<u>40</u>

Exhibit 3-2. Westat Application Form (Page 2 of 4)

6. SURVEY RESEARCH EXPERIENCE (NON-WESTAT)

Looking at the positions and tasks below, please check the boxes that describe your non-Westat survey research experience. For each type of position, please name your employers, job titles, employment dates and total years of experience.

Position/Tasks	Employer	Job Title	From - To (Mo/Year)	Total Years Experience
<input type="checkbox"/> <b>Managing Supervisors</b> <input type="checkbox"/> Recruiting supervisors <input type="checkbox"/> Training supervisors <input type="checkbox"/> Managing multiple regions	_____			
<input type="checkbox"/> <b>Supervising Household Interviewers</b> <input type="checkbox"/> Recruiting interviewers <input type="checkbox"/> Training interviewers <input type="checkbox"/> Keeping fieldwork records <input type="checkbox"/> Verifying interviewers' work <input type="checkbox"/> Editing cases	_____			
<input type="checkbox"/> <b>Household Interviewing</b> <input type="checkbox"/> Telephone Interviewing <input type="checkbox"/> In-person Interviewing <input type="checkbox"/> Administering interviews via computer <input type="checkbox"/> Listing	_____			
<input type="checkbox"/> <b>Non-Household Research</b> <input type="checkbox"/> Supervising interviewers <input type="checkbox"/> Interviewing <input type="checkbox"/> Administering interviews via computer <input type="checkbox"/> Assessing <input type="checkbox"/> Administering assessments on computer	_____			
<input type="checkbox"/> <b>Abstracting Records</b> <input type="checkbox"/> Medical Records <input type="checkbox"/> Other Records _____ (specific type)	_____			

For each employer listed in the table above, please provide the following contact information. If you worked for multiple supervisors, list the most recent.

Employer	Employer's Address	Supervisor	Supervisor's Phone Number
N/A			

Exhibit 3-2. Westat Application Form (Page 3 of 4)

7. **OTHER EMPLOYMENT**

Starting with your most recent employment, list the last five organizations where you have worked that were not in the field of survey research. This may include both paid and volunteer positions.

Organization Name	Address	Dates (Month/Year)		Job Title/Work Performed	Supervisor
		From	To		
self-employed	home	1994	present	photographer*	
Hour Photo	Gaithersburg, MD	1995	1996	photo supply salesman	sam clark
Adams Elementary	Oxford, MD	1994	1994	third grade teacher	Will Shane

8. **FOREIGN LANGUAGES** \*freelance for Nat'l Geographic

If you speak or read any languages other than English, check the appropriate boxes below to indicate your conversational, reading and overall fluency.

	Conversational Skill		Reading Skill		Overall Fluency	
	Fluent	Not Fluent	Fluent	Not Fluent	Fluent	Not Fluent
Spanish	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chinese	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Polish	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vietnamese	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other Specify _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

9. **AVAILABILITY**

How many hours per week can you devote to this job? 20 hours

Will you regularly be able to work: Evenings.....  YES  NO  
Weekends.....  YES  NO

Is there any time when you would consistently be unavailable?  YES  NO (Specify) 5/25/2000

Do you regularly have use of a car?  YES  NO If NO, do you have a valid driver's license?  YES  NO

Will your availability change over the next: 3 months?  YES  NO  
6 months?  YES  NO

Can you attend a paid training session that may last up to 2 weeks away from home?  YES  NO

Are you available for overnight travel assignments out of your home area?  YES  NO

If YES, specify the amount of time you could work away from home for each trip:  Limited Travel (Overnight - two weeks)  
 Extended Travel (More than two weeks)

I will be unable to work 5/2 - 5/25/2000

Exhibit 3-2. Westat Application Form (Page 4 of 4)

10. REFERENCES

List at least three people who can confirm your qualifications. Please exclude non-business contacts.

NAME	ADDRESS	TITLE/RELATIONSHIP	TELEPHONE NUMBER
(1) Joe Scott	Natl Geographic	Editor	202/897-1001
	Washington, DC		
(2) Sam Clark	Hour Photo	Manager	301/555-1102
	Gaithersburg, MD		
(3) Will Shane Adams	Adams Elementary	Principal	301/555-5997
	Oxford, MD		

11. SPECIAL CONDITIONS

Have you ever been convicted of a felony?  YES  NO

12. SIGNATURE

I hereby certify that all the information contained on this Application for Employment is true and complete. I understand that any misstatement or omission is cause for dismissal should I be employed.

I authorize Westat to contact all sources necessary to verify this information.

Date: Dec. 4, 1999 Signature: Alan B. Baker

13. FOR FIELD RECRUITER'S USE:			
Arrange interview:	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
Remarks:	_____		
		Interviewer	Date
Hired:	<input type="checkbox"/> YES	<input type="checkbox"/> NO	Intended Date of Employment: _____
Job Title:	By	Name/Title	Date

- **Westat Field Employee Personnel Form** (Three-part NCR form; EA completes top half; verify that all three copies are legible, print your name in Section B as supervisor, and return all three copies intact so that the office can complete the bottom half of form.)-(Exhibit 3-3)
- **Federal Income Tax Form W-4** (Completed, filled out and signed.)
- **State Income Tax Form** (Either the state's own form or a generic form supplied by Westat; if state does not have income tax, a generic state form must still be completed stating that.)
- **Employment Eligibility Verification, Form I-9** (Exhibit 3-4). (Supervisor must complete Section 2, record document information and sign form; submit photocopies of documents – one from Col. A or one from each Col. B and Col. C; please read back of form carefully, especially instructions for completing Section 2.)
- **FBI Background Check Information.** The fingerprint card must be filled out as indicated on the accompanying directions. Every EA must submit their fingerprints which will be forwarded by Westat to the FBI for a background check unless they have already submitted their fingerprints to Westat on previous study.

### 3.2.2 Former Westat Employees

All former Westat employees must complete the following forms that are required for every project:

- Westat Fieldworker Agreement Form (see above)
- Westat Field Employee Personnel Form (see above)

**NOTE:** If a former employee has not worked for Westat within the past six months, he/she must also complete a new **Federal Income Tax Form (W-4)** and **State Income Tax Form**.

Please send forms in as a complete packet for an EA, preferably before sending in the EA's first time sheet. EAs cannot be paid if the appropriate employment documents are not submitted or are incompletely filled out. **You, as the supervisor, are responsible for reviewing all employment documents to be sure they are complete and signed before sending them to Westat.** Incomplete documents will be returned to you, possibly delaying payment to EAs.

**Field Employee Personnel Form**

**WESTAT**

An Employee-Owned Research Corporation

**A. Completed by Field Employee**

Name Alan B. Parker Home Phone No. 301/555-0137  
Area Code

Address 35 Village Street Rockville MD 20850  
Street City State Zip

County Montgomery Birthdate March 7, 1962

Social Security No. 211-11-0410 Vietnam-Era Veteran  Yes  No

In case of emergency, contact:  Yes  No

Name Marissa Parker Name Bob Parker  
 Address 35 Village Street Address 2 Stoney Drive  
Rockville, MD 20850 Olney, MD 20832

Phone No. 301/555-0137 Phone No. 301/555-1261

Relationship wife Relationship Brother

**B. To Be Completed by Office Personnel**

Project Name \_\_\_\_\_ Project No. \_\_\_\_\_

Supervisor Sam Smith

Effective Date of Employment \_\_\_\_\_ Expected Completion Date \_\_\_\_\_

Type of Pay:  Interviewer Base Rate  Special Rate  Supervisor Rate

Type of Assignment: (CHECK ALL THAT APPLY)

Lister  Interviewer  Medical Abstractor  Supervisor  Assistant Supervisor  Other Medical Personnel (SPECIFY)

Type of Time Sheet:  Interviewer  Supervisor

Other (SPECIFY AND BRIEFLY DESCRIBE POSITION):  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Rate \$ \_\_\_\_\_ Authorized by: \_\_\_\_\_ Date: \_\_\_\_\_

Copies : WHITE - Accounting

YELLOW - Field Files

PINK - Project Files

**INSTRUCTIONS**

PLEASE READ ALL INSTRUCTIONS CAREFULLY BEFORE COMPLETING THIS FORM.

**Anti-Discrimination Notice.** It is illegal to discriminate against any individual (other than an alien not authorized to work in the U.S.) in hiring, discharging, or recruiting or referring for a fee because of that individual's national origin or citizenship status. It is illegal to discriminate against work eligible individuals. Employers **CANNOT** specify which document(s) they will accept from an employee. The refusal to hire an individual because of a future expiration date may also constitute illegal discrimination.

**Section 1 - Employee.** All employees, citizens and noncitizens, hired after November 6, 1986, must complete Section 1 of this form at the time of hire, which is the actual beginning of employment. **The employer is responsible for ensuring that Section 1 is timely and properly completed.**

**Preparer/Translator Certification.** The Preparer/Translator Certification must be completed if Section 1 is prepared by a person other than the employee. A preparer/translator may be used only when the employee is unable to complete Section 1 on his/her own. However, the employee must still sign Section 1 personally.

**Section 2 - Employer.** For the purpose of completing this form, the term "employer" includes those recruiters and referrers for a fee who are agricultural associations, agricultural employers, or farm labor contractors.

Employers must complete Section 2 by examining evidence of identity and employment eligibility within three (3) business days of the date employment begins. If employees are authorized to work, but are unable to present the required document(s) within three business days, they must present a receipt for the application of the document(s) within three business days and the actual document(s) within ninety (90) days. However, if employers hire individuals for a duration of less than three business days, Section 2 must be completed at the time employment begins. **Employers must record:** 1) document title; 2) issuing authority; 3) document number, 4) expiration date, if any; and 5) the date employment begins. Employers must sign and date the certification. Employees must present original documents. Employers may, but are not required to, photocopy the document(s) presented. These photocopies may only be used for the verification process and must be retained with the I-9. **However, employers are still responsible for completing the I-9.**

**Section 3 - Updating and Reverification.** Employers must complete Section 3 when updating and/or reverifying the I-9. Employers must reverify employment eligibility of their employees on or before the expiration date recorded in Section 1. Employers **CANNOT** specify which document(s) they will accept from an employee.

- If an employee's name has changed at the time this form is being updated/ reverified, complete Block A.
- If an employee is rehired within three (3) years of the date this form was originally completed and the employee is still eligible to be employed on the same basis as previously indicated on this form (updating), complete Block B and the signature block.

- If an employee is rehired within three (3) years of the date this form was originally completed and the employee's work authorization has expired or if a current employee's work authorization is about to expire (reverification), complete Block B and:
  - examine any document that reflects that the employee is authorized to work in the U.S. (see List A or C),
  - record the document title, document number and expiration date (if any) in Block C, and
  - complete the signature block.

**Photocopying and Retaining Form I-9.** A blank I-9 may be reproduced provided both sides are copied. The Instructions must be available to all employees completing this form. Employers must retain completed I-9s for three (3) years after the date of hire or one (1) year after the date employment ends, whichever is later.

**For more detailed information, you may refer to the INS Handbook for Employers, (Form M-274). You may obtain the handbook at your local INS office.**

**Privacy Act Notice.** The authority for collecting this information is the Immigration Reform and Control Act of 1986, Pub. L. 99-603 (8 U.S.C. 1324a).

This information is for employers to verify the eligibility of individuals for employment to preclude the unlawful hiring, or recruiting or referring for a fee, of aliens who are not authorized to work in the United States.

This information will be used by employers as a record of their basis for determining eligibility of an employee to work in the United States. The form will be kept by the employer and made available for inspection by officials of the U.S. Immigration and Naturalization Service, the Department of Labor, and the Office of Special Counsel for Immigration Related Unfair Employment Practices.

Submission of the information required in this form is voluntary. However, an individual may not begin employment unless this form is completed since employers are subject to civil or criminal penalties if they do not comply with the Immigration Reform and Control Act of 1986.

**Reporting Burden.** We try to create forms and instructions that are accurate, can be easily understood, and which impose the least possible burden on you to provide us with information. Often this is difficult because some immigration laws are very complex. Accordingly, the reporting burden for this collection of information is computed as follows: 1) learning about this form, 5 minutes; 2) completing the form, 5 minutes; and 3) assembling and filing (recordkeeping) the form, 5 minutes, for an average of 15 minutes per response. If you have comments regarding the accuracy of this burden estimate, or suggestions for making this form simpler, you can write to both the Immigration and Naturalization Service, 425 I Street, N.W., Room 5304, Washington, D. C. 20536; and the Office of Management and Budget, Paperwork Reduction Project, OMB No. 1115-0136, Washington, D.C. 20503.

**U.S. Department of Justice**  
**Immigration and Naturalization Service**

OMB No. 1115-0136  
**Employment Eligibility Verification**

Please read instructions carefully before completing this form. The instructions must be available during completion of this form. **ANTI-DISCRIMINATION NOTICE.** It is illegal to discriminate against work eligible individuals. Employers **CANNOT** specify which document(s) they will accept from an employee. The refusal to hire an individual because of a future expiration date may also constitute illegal discrimination.

**Section 1. Employee Information and Verification.** To be completed and signed by employee at the time employment begins

Print Name: Last <u>Parker</u>	First <u>Christopher</u>	Middle Initial <u>P.</u>	Maiden Name
Address (Street Name and Number) <u>35 Village Street</u>		Apt. #	Date of Birth (month/day/year) <u>7/7/62</u>
City <u>Rockville</u>	State <u>MD</u>	Zip Code <u>20850</u>	Social Security # <u>211-11-0410</u>

I am aware that federal law provides for imprisonment and/or fines for false statements or use of false documents in connection with the completion of this form.

I attest, under penalty of perjury, that I am (check one of the following):  
 A citizen or national of the United States  
 A Lawful Permanent Resident (Alien # A \_\_\_\_\_)  
 An alien authorized to work until \_\_\_\_/\_\_\_\_/\_\_\_\_ (Alien # or Admission # \_\_\_\_\_)

Employee's Signature Christopher P. Parker Date (month/day/year) 1/4/99

**Preparer and/or Translator Certification.** (To be completed and signed if Section 1 is prepared by a person other than the employee.) I attest, under penalty of perjury, that I have assisted in the completion of this form and that to the best of my knowledge the information is true and correct.

Preparer's/Translator's Signature \_\_\_\_\_ Print Name \_\_\_\_\_  
 Address (Street Name and Number, City, State, Zip Code) \_\_\_\_\_ Date (month/day/year) \_\_\_\_\_

**Section 2. Employer Review and Verification.** To be completed and signed by employer. Examine one document from List A OR examine one document from List B AND one from List C as listed on the reverse of this form and record the title, number and expiration date, if any, of the document(s)

List A	OR	List B	AND	List C
Document title: _____		<u>Drivers License</u>		<u>Original Birth Certificate</u>
Issuing authority: _____		_____		_____
Document #: _____		<u>8, 1999</u>		_____
Expiration Date (if any): ____/____/____		_____		_____
Document #: _____		_____		_____
Expiration Date (if any): ____/____/____		_____		_____

**CERTIFICATION** - I attest, under penalty of perjury, that I have examined the document(s) presented by the above-named employee, that the above-listed document(s) appear to be genuine and to relate to the employee named, that the employee began employment on (month/day/year) 1/18/99 and that to the best of my knowledge the employee is eligible to work in the United States. (State employment agencies may omit the date the employee began employment).

Signature of Employer or Authorized Representative Sara Fields Print Name Sara Fields Title NAEP Supervisor  
 Business or Organization Name \_\_\_\_\_ Address (Street Name and Number, City, State, Zip Code) WESTAT 1650 RESEARCH BLVD ROCKVILLE, MD 20850 Date (month/day/year) 1/4/99

**Section 3. Updating and Reverification.** To be completed and signed by employer

A. New Name (if applicable) \_\_\_\_\_ B. Date of rehire (month/day/year) (if applicable) \_\_\_\_\_

C. If employee's previous grant of work authorization has expired, provide the information below for the document that establishes current employment eligibility.

Document Title: \_\_\_\_\_ Document #: \_\_\_\_\_ Expiration Date (if any): \_\_\_\_/\_\_\_\_/\_\_\_\_

I attest, under penalty of perjury, that to the best of my knowledge, this employee is eligible to work in the United States, and if the employee presented document(s), the document(s) I have examined appear to be genuine and to relate to the individual.

Signature of Employer or Authorized Representative \_\_\_\_\_ Date (month/day/year) \_\_\_\_\_

**LISTS OF ACCEPTABLE DOCUMENTS**

LIST A	OR	LIST B	AND	LIST C
<p><b>Documents that Establish Both Identity and Employment Eligibility</b></p> <ol style="list-style-type: none"> <li>1. U.S. Passport (unexpired or expired)</li> <li>2. Certificate of U.S. Citizenship (<i>INS Form N-560 or N-561</i>)</li> <li>3. Certificate of Naturalization (<i>INS Form N-550 or N-570</i>)</li> <li>4. Unexpired foreign passport, with <i>I-551</i> stamp or attached <i>INS Form I-94</i> indicating unexpired employment authorization</li> <li>5. Alien Registration Receipt Card with photograph (<i>INS Form I-151 or I-551</i>)</li> <li>6. Unexpired Temporary Resident Card (<i>INS Form I-688</i>)</li> <li>7. Unexpired Employment Authorization Card (<i>INS Form I-688A</i>)</li> <li>8. Unexpired Reentry Permit (<i>INS Form I-327</i>)</li> <li>9. Unexpired Refugee Travel Document (<i>INS Form I-571</i>)</li> <li>10. Unexpired Employment Authorization Document issued by the INS which contains a photograph (<i>INS Form I-688B</i>)</li> </ol>	OR	<p><b>Documents that Establish Identity</b></p> <ol style="list-style-type: none"> <li>1. Driver's license or ID card issued by a state or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address</li> <li>2. ID card issued by federal, state, or local government agencies or entities provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address</li> <li>3. School ID card with a photograph</li> <li>4. Voter's registration card</li> <li>5. U.S. Military card or draft record</li> <li>6. Military dependent's ID card</li> <li>7. U.S. Coast Guard Merchant Mariner Card</li> <li>8. Native American tribal document</li> <li>9. Driver's license issued by a Canadian government authority <b>For persons under age 18 who are unable to present a document listed above:</b></li> <li>10. School record or report card</li> <li>11. Clinic, doctor, or hospital record</li> <li>12. Day-care or nursery school record</li> </ol>	AND	<p><b>Documents that Establish Employment Eligibility</b></p> <ol style="list-style-type: none"> <li>1. U.S. social security card issued by the Social Security Administration (<i>other than a card stating it is not valid for employment</i>)</li> <li>2. Certification of Birth Abroad issued by the Department of State (<i>Form FS-545 or Form DS-1350</i>)</li> <li>3. Original or certified copy of a birth certificate issued by a state, county, municipal authority or outlying possession of the United States bearing an official seal</li> <li>4. Native American tribal document</li> <li>5. U.S. Citizen ID Card (<i>INS Form I-197</i>)</li> <li>6. ID Card for use of Resident Citizen in the United States (<i>INS Form I-179</i>)</li> <li>7. Unexpired employment authorization document issued by the INS (<i>other than those listed under List A</i>)</li> </ol>

Illustrations of many of these documents appear in Part 8 of the Handbook for Employers (M-274)

At training, you will provide your EAs with a supply of Interviewer Time and Expense Reports (T&Es). You are responsible for ensuring that they understand the instructions in their EA Manual for filling them out. The EA Manual indicates that each EA is to submit a T&E to you after completing it each Wednesday. You are then responsible for reviewing the completed T&Es and approving them by signing in the Payroll Authorization box in the lower right-hand corner. (A checklist for what to look for in reviewing your EA's T&Es will be discussed in the chapter on Administrative Procedures in this manual.)

## 4. PRE-ASSESSMENT ACTIVITIES

This chapter describes the various tasks you will complete during your sampling or pre-assessment visit. Specifically, this chapter gives you: step-by-step instructions for selecting the intact classroom or random sample of students, preparing the Administration Schedule, preparing and distributing teacher, SD/LEP and School Questionnaires, and the criteria NAEP uses for providing accommodations in the assessment.

After training, but before the assessment date, the following tasks must be accomplished for each school in your assignment. A reasonable schedule would be to contact schools that are scheduled during the first two weeks in January when you leave training. The rest of your schools should be contacted in early-January.

### 4.1 Calling the School Coordinator

After the training session, you will begin contacting the school coordinator in each of the schools in your assignment. The purpose of this call is to:

- Introduce yourself to the school coordinator as the NAEP assessment supervisor;
- Confirm the assessment date set by the scheduling supervisor;
- Schedule a sampling visit date and review the activities that will take place during the sampling visit;
- Answer any questions the coordinator may have about the assessment, selecting intact classes, or preparing the list of students; and
- Obtain directions to the school.

Begin to make these calls in order by assessment date so that you are calling the schools with the earliest assessment dates first. You should attempt to make as many of these calls during the week of January 3, 2000 as possible. In a few instances, assessments were scheduled during the week of January 3, 2000 when no other date could be negotiated. These calls should be made immediately after training from home.

Unless the school requested a specific date, your School Control Form will not indicate a sample date or only will reflect **the suggested week** for the sampling visit. It is important to allow at least a week, whenever possible, between the completion of the sampling and the beginning of the assessment. Schools often need a few days to notify teachers and students (and sometimes, parents) about the assessment, and to allow for distribution and completion of questionnaires and parent letters. **All** questionnaires should be completed by assessment day and shipped back to NCS with the other assessment materials so that they can be processed on the tight field test schedule.

Be sure to carefully review the notes recorded on the Results of Contact Form and on the School Control Form for information about the school's preferences for sampling dates, scheduling and location of assessment sessions, etc. and any other special requests and concerns.

It is important to review the activities that will take place during the visit, the amount of time you expect to be at the school, and how the school should prepare for the visit. Make sure that the coordinator understands how many sessions are scheduled, the session types, how the sample will be drawn (i.e., that the school will select two intact classes), how many students we hope to assess in the school, and the space requirements.

Review the requirements for the class enrollment lists that you will need and answer any questions that the coordinator may have regarding the assessment or sampling. Most questions at this stage will probably concern the school's role in preparing the one or two class enrollment lists.

You may find it helpful to refer to the instruction sheet for preparing the list of students from the selected classrooms which was mailed to each school in mid-December along with their confirmation letter. See Exhibit 4-1.

#### **4.2 Preparing to Visit the School**

Sampling activities begin on January 3, 2000 and continue throughout the field period. Approximately one week before each scheduled assessment, you will visit the school to review the sample of students, prepare an Administration Schedule for each session to be conducted, and prepare and distribute teacher questionnaires and the School Questionnaire.

## Exhibit 4-1. Instructions for Preparing Student Lists

### A. Instructions for Preparing a List of Students from the Classroom(s) Selected:

1. Using the format below, please prepare a list of **ALL students enrolled in the selected classroom(s)** using the most current enrollment records available.
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency).
3. Provide the name and birth date for each student listed. Additional information will be needed at the time of the assessment. If you prefer, you may provide this additional information when you prepare the student list(s).
4. The list may be computer-generated or prepared manually. The bottom of this form shows a sample format you should use to prepare the list(s).
5. When the NAEP Supervisor visits s/he will ask the school to use NAEP criteria to identify students who should not be included in the assessment or may require accommodations.
6. Please keep the list of students at the school until the NAEP Supervisor arrives for the sampling visit.

### B. Additional Information Required for Students in Selected Classroom(s)

1. This additional information will be required for each student in the selected classroom(s):
  - Homeroom or other locator
  - Sex
  - Race/ethnicity, using these codes:
    - 1 = **White, not Hispanic:** A person having origins in any of the original peoples of Europe [except Spain], North Africa, or the Middle East.
    - 2 = **Black, not Hispanic:** A person having origins in any of the Black peoples of Africa.
    - 3 = **Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish [but not Portuguese] culture of origin, regardless of race.
    - 4 = **Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.
    - 5 = **American Indian or Alaskan Native:** A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
    - 6 = **Other:** A person who identifies with more than one of the first five categories or has a background other than the ones listed.
  - **If SD** - Student with a disability (SD) or having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons other than being gifted and talented.
  - **If LEP** - classified by the school as limited English proficient.

### C. Format to Use When Preparing Student List(s)

Student's Name			Birth Date	Home Room/ Locator		Race/ Eth.	(X) IF SD	(X) IF LEP
First	Initial	Last	Month/Year		Sex			

The following points were considered when supervisors developed the sampling schedules during the fall:

- Since many supervisors prefer to set their own sampling schedule, firm appointments were made only when a school requested one. In other cases, school coordinators were told that the supervisor would set the appointment during the initial phone call during the week of January 3-10. School coordinators were informed that sampling would occur about one week before the assessment date. Your School Control Form will detail the arrangements made.
- PSUs tend to be geographically separate. To minimize travel time and expense, all sampling and assessing activities should be completed in a PSU before moving on to another.
- A few days for sampling in each PSU were built into the schedule but it will be necessary to continue sampling after assessments begin. You should have no trouble sampling a nearby school after a morning assessment.
- Leaving a full week between sampling and assessing is not as critical during the field test. Schools can notify students, parents, and teachers of the assessment as soon as they determine which intact classes will participate. Any requested parent notification letters were mailed to the school in the mid-December confirmation packet.
- Time allocation for sampling visits to field test schools should be less than for regular assessment years and approximately the same for all schools regardless of size or selected grade because of the factors listed below:
  - Most schools have volunteered two intact classes thus negating the paperwork of random sampling.
  - Teacher/period linkage to students listed on the Administration Schedule will not be the basis for assignment of teacher questionnaires.
  - In most instances student notification will be by verbal announcement or distribution of parent informational letters by the teacher of the selected classroom.
  - Title 1 and School Lunch Program status will not be collected.
  - Use of intact classes may result in reduced need for separate accommodations' sessions.
  - It is anticipated that preassessment activities in two or three schools can be completed in one day if they are in close geographical proximity.

Before the sampling visit, make sure that you have enough of the documents and forms you will need for that school. For example, check to be sure that you have the correct Administration

Schedule(s) for that school, a School Questionnaire for the grade(s) being assessed, sufficient quantities of SD/LEP Student Questionnaires, teacher questionnaires, NAEP Student Appreciation Certificates, copies of the SD/LEP criteria, and Assessment Notification Letters for Teachers. Include also two copies of the Information for Principals brochure and two copies of the appropriate grade level Demonstration Booklets – one for the principal and one for the school coordinator.

Phone the school coordinator a day or two before the preassessment visit to confirm the arrangements and to ensure that the class enrollment lists will be ready upon your arrival.

#### **4.3 Arriving at the School**

At training, you will be provided with a NAEP Identification Badge. **Any time you (or your EAs) are in a school, you must be sure to wear this badge.** In some schools security has been significantly increased both upon entry and once in the school. Many states now have laws requiring anyone who works in the schools to have background checks. For the field test, all supervisors and EAs will need to complete a background check. When the background check is completed, you will receive a letter that should be kept with you at all times.

Whenever possible plan for your assistant to arrive at the school at the same time as you. Meet in the parking lot and enter the school together. Always check in at the main office. Many schools require that you sign in and out. Be prepared to ask for the school coordinator by name.

#### **4.4 Reviewing Assessment Plans with the School Coordinator**

Your first task upon arrival is to briefly review the assessment activities with the school coordinator.

Give the school coordinator two copies of the Information for Principals brochure and two copies of the Demonstration Booklet. Explain that the one set should be passed on to the principal for use in addressing questions about NAEP, the background questions, uses for NAEP data, and other concerns parents and staff might raise. The Demonstration Booklet may be shown to parents and teachers who want more information about the types of questions NAEP asks. Explain that all background questions are printed in the Demonstration Booklet. Any portion(s) of the Demonstration Booklet may be photocopied. Providing copies of these resource materials and explaining their use early in your visit

should minimize the number of questions you receive and reassure the coordinator that s/he and the principal can address any concerns that arise.

Try to actively involve the school coordinator in the assessments as much as he or she is willing to be involved. Suggest that we would like him or her to be present at least at the beginning of the assessment if not periodically throughout. Obviously, this may not be possible if multiple sessions are conducted simultaneously. However, the presence of either the coordinator or other high-level school official will not only facilitate optimum attendance, but will also demonstrate to students the school administration's commitment to NAEP. The presence of a school official is also extremely beneficial from the perspective of classroom control.

Consult with the school coordinator about making appropriate space available for the assessments. A typical session will require desks for up to 30 students and a desk or small table for you or your EA. It is important to keep in mind that high traffic locations such as cafeterias, libraries, and hallways may not be conducive to optimum testing conditions (although such space is often used for NAEP assessments).

Emphasize to the coordinator the importance of ensuring that each selected student attends the session type for which s/he was sampled. **Also, discuss the necessity of conducting makeup sessions whenever fewer than 90 percent of the students attend!**

A Supervisor Checklist (Exhibit 4-2) has been developed to remind you of additional issues that need to be discussed with the school coordinator during your sampling visit. You will have copies of this checklist in your supplies. Filling out this form is optional. Doing so, however, will structure your initial meeting with the coordinator and give you the information you and your EAs will need to work as independently and efficiently as possible.

#### **4.5 Sampling Intact Classrooms**

In general, you will work with the school coordinator to select intact classes of grade-eligible students. In rare exceptions to this rule, a school may have requested that a random sample be selected.

Exhibit 4-2. Supervisor Checklist (Page 1 of 2)

2000 NAEP FIELD TEST SUPERVISOR CHECKLIST – PLANNING FOR THE ASSESSMENT		
School Name:	_____	NAEP School ID: _____
School Coordinator:	_____	Assessment Date: _____
Assessment Locations:		
Session #:	_____	Location: _____ Time: _____
Session #:	_____	Location: _____ Time: _____
Session #:	_____	Location: _____ Time: _____
Which intact classrooms are selected? _____		
Number of minutes in class periods? _____		
Who will identify the students who should be excluded or accommodated? _____		
_____		
Who will complete the School Questionnaire? _____		
<b>If grade 8</b> , who will receive History/Geography Teacher Questionnaire? (Social studies teacher[s] of selected students.)		
_____	_____	_____
(Name)	(Name)	(Name)
_____	_____	_____
(Name)	(Name)	(Name)
How to notify students of assessment and number of copies needed?		
Student Appreciation Certificates: _____		
Teacher Notification Letters (Give Copies): _____		
Parental information necessary: _____		
Okay to photocopy Administration Schedules in school? (Will reimburse for copies made and will leave master copy with school coordinator) _____		
Where will the NAEP school envelope be stored between sampling visit and day of assessment? _____		
_____		
Is it possible to have teacher in room to introduce NAEP? (Sets tone) _____		
_____		



Our reasons for selecting intact classrooms are to make the sampling process as easy for the schools as possible. However, it is important that the students assessed represent a cross-section of the student body. The requirements for all session types are:

- A class of 25-30 grade-eligible students should be selected for each assessment session; and
- Students **should not** be grouped by ability in the subject area being assessed.

Although specific classes to be selected for the field test were not always identified during the preliminary contact, NAEP's sampling requirements and the school's structure were discussed. If a school was not able to meet our requirements or if the school preferred an alternative method of sampling, this was recorded on the School Control Form (SCF). Please review the sampling information on the SCF and discuss any questions you have with your field manager before you leave the training session.

Guidelines for class selection are as follows:

- You and the school coordinator can mutually agree upon a class that fits the two criteria listed above. This selection process is not intended to be scientific. For example, you may simply choose an eligible class that starts at the time the school coordinator would like to begin the assessment.
- If class sizes are generally fewer than 30 students, check the size of homeroom classes. They are usually larger than other classes and rarely grouped by ability of the student. If you are unable to find a class of at least 25, the school coordinator may simply "pull" a few students from another class.
- Students may be grouped by ability in a class *as long as it is not the assessment subject*. For example, an honors English class is acceptable for the history and geography assessment.
- If you are unable to find classes with enough students and/or that are not grouped by ability in the subject areas to be assessed, you and the school coordinator may decide that selecting a random sample of students from a list of all grade-eligible students is the most convenient option for the school. If this is the case, use a Random Number Table to draw a sample of students following the rules outlined in the following section.

If the school coordinator offers an option you are unsure about, call your field manager. In some cases, the only alternative may be to use intact classrooms grouped by ability level. You will record this information on the Special Situation Form and report it to your Westat field manager. (See Section 4.13 for an exhibit of the Special Situation Form)

Since this is a field test and intact classes will be sampled, we will assess **all** students in these selected classes regardless of their age or grade. We will also assess students added by the school after the Administration Schedule has been prepared.

Should one of your schools request that a random sample of students be drawn, instructions are given in the following section.

#### **4.5.1 How to Select a Systematic Random Sample of Students**

To select a random sample of students, you will need the list of grade-eligible students provided by the school, the Table of Random Starting Numbers (Exhibit 4-3), a Sampling Number Worksheet, and a calculator.

Before using the Table of Random Starting Numbers to select the sample of students, you will need to review the list of grade-eligible students. Verify with the school coordinator that the list is current, that is, withdrawn students have been crossed off and newly enrolled students added. If necessary, clarify confusing markings and partially erased or crossed-off names. We have asked that the schools provide full student names and the month and year of birth for each student. Additionally, some lists may contain sex, race/ethnicity, and student locating information.

The birth month/year was requested at this stage to distinguish individuals with the same name. If this birth month/year has not been provided and an individual is sampled who has the same name as someone else on the list, you will need to record some distinguishing characteristic of the sampled student to identify him/her for the school. This occurrence should be extremely rare.

Next, in the left margin, number the students sequentially from “1” to the total number of students on the list (Exhibit 4-4). It is extremely important that you number the lines correctly. Although this is a simple task, we have found on other surveys that this can be a primary source of errors in carrying out sampling.

Exhibit 4-3. Table of Random Starting Numbers (Page 1 of 2)

TABLE OF RANDOM STARTING NUMBERS													
Sampling Interval	<u>Random Starting Numbers</u>												
<b>1</b>	-	1	1	1	1	1	1	1	1	1	1	1	1
<b>2</b>	-	2	2	1	2	1	1	1	2	1	1	2	1
<b>3</b>	-	2	2	1	1	3	1	3	3	2	1	3	2
<b>4</b>	-	2	4	1	2	3	3	4	2	3	3	3	2
<b>5</b>	-	5	5	1	5	1	5	4	2	4	4	1	3
<b>6</b>	-	2	6	6	4	5	1	3	2	3	6	2	5
<b>7</b>	-	6	3	4	2	5	5	3	3	6	4	6	4
<b>8</b>	-	6	6	1	8	5	3	4	1	6	1	6	8
<b>9</b>	-	5	1	9	4	6	4	7	3	1	8	5	5
<b>10</b>	-	10	9	2	5	2	3	9	8	2	5	7	10
<b>11</b>	-	1	2	8	7	2	5	7	7	4	11	5	4
<b>12</b>	-	4	10	11	4	11	11	2	6	2	8	12	7
<b>13</b>	-	11	4	6	8	8	5	10	12	12	2	3	2
<b>14</b>	-	8	7	8	7	14	5	3	9	1	7	11	11
<b>15</b>	-	10	13	6	15	9	11	11	10	5	11	4	6
<b>16</b>	-	16	8	4	13	8	3	2	16	14	12	16	13
<b>17</b>	-	4	11	3	3	7	9	2	13	17	5	10	17
<b>18</b>	-	17	6	11	6	10	5	10	12	6	17	10	15
<b>19</b>	-	6	2	3	15	6	5	2	6	15	1	2	4
<b>20</b>	-	20	14	1	14	8	5	13	14	17	9	10	6
<b>21</b>	-	7	14	4	6	19	9	14	15	1	10	11	11
<b>22</b>	-	22	2	10	20	13	14	22	7	10	16	9	8
<b>23</b>	-	11	18	4	19	23	1	17	15	12	7	14	10
<b>24</b>	-	21	13	5	8	7	17	2	9	4	24	6	20
<b>25</b>	-	14	5	14	7	15	5	12	21	24	15	6	5
<b>26</b>	-	4	21	10	22	2	10	21	16	13	20	5	23
<b>27</b>	-	22	26	5	26	4	17	7	16	17	12	4	8
<b>28</b>	-	6	11	5	14	16	12	13	4	5	7	26	16
<b>29</b>	-	3	29	10	20	5	9	10	28	12	8	22	7
<b>30</b>	-	9	11	22	4	29	24	15	25	5	12	29	2

Exhibit 4-3. Table of Random Starting Numbers (Page 2 of 2)

<b>31</b>	-	6	18	4	5	28	24	15	26	19	1	8	23
<b>32</b>	-	9	5	28	12	29	15	9	11	32	17	20	19
<b>33</b>	-	19	19	1	21	13	6	28	17	22	12	31	4
<b>34</b>	-	12	15	23	33	26	6	9	7	10	7	22	11
<b>35</b>	-	8	7	30	29	27	4	12	16	25	29	25	30
<b>36</b>	-	34	19	15	7	35	28	10	7	17	9	28	24
<b>37</b>	-	29	34	22	32	27	4	35	10	13	33	2	18
<b>38</b>	-	6	37	34	22	22	19	1	32	31	37	31	27
<b>39</b>	-	2	27	1	34	15	38	21	33	37	22	2	30
<b>40</b>	-	8	14	30	40	12	33	4	20	30	33	34	1
<b>41</b>	-	20	12	2	15	7	38	32	2	2	32	27	39
<b>42</b>	-	9	9	14	34	25	11	39	13	16	8	23	26
<b>43</b>	-	9	4	31	14	11	7	14	12	36	31	18	19
<b>44</b>	-	8	24	23	20	2	24	9	25	8	15	3	7
<b>45</b>	-	5	41	10	7	42	33	16	25	11	24	10	32
<b>46</b>	-	17	12	2	2	1	7	16	20	6	40	43	22
<b>47</b>	-	13	12	12	5	25	26	9	35	46	13	17	14
<b>48</b>	-	33	43	39	26	29	44	23	35	44	11	11	19
<b>49</b>	-	27	36	30	47	14	35	18	2	47	1	48	16
<b>50</b>	-	30	45	38	41	34	46	21	4	24	22	4	30
<b>51</b>	-	30	35	48	40	37	1	36	36	49	21	25	1
<b>52</b>	-	2	36	41	16	23	40	3	15	40	11	20	47
<b>53</b>	-	45	11	53	7	10	45	48	5	29	12	32	32
<b>54</b>	-	41	20	47	35	49	53	49	49	45	14	39	44
<b>55</b>	-	6	14	43	18	29	6	11	46	6	19	13	20
<b>56</b>	-	46	28	34	39	50	36	56	9	55	47	36	13
<b>57</b>	-	2	3	17	11	10	38	15	22	22	55	1	8
<b>58</b>	-	21	5	54	44	10	18	53	3	23	32	1	21
<b>59</b>	-	7	52	16	49	26	45	31	43	6	59	40	47
<b>60</b>	-	37	59	2	8	49	19	8	41	51	24	52	8

Exhibit 4-4. Numbering the Student List

<b>CENTRAL ELEMENTARY GRADE 4</b>			
<u>Student's Name</u>	<u>Sex</u>	<u>Birth Date</u>	<u>Teacher</u>
<b>1</b> Omar Allen	M	6/89	Griffin
<b>2</b> Chris Archer	F	6/89	Griffin
<b>3</b> Tyler W. Bailey	M	2/89	Foster
<b>4</b> Cathy J. Block	F	8/89	Foster
<b>5</b> Betty O. Boice	F	10/89	Foster
<b>6</b> Thomas Bonnie	M	9/89	Griffin
<b>7</b> Greg Campbell	M	4/89	Foster
<b>8</b> Angela Collins	F	5/89	Yinkey
<b>9</b> Nicole Crosby	F	12/89	Griffin
<b>10</b> David Eagen	M	11/89	Yinkey
<b>11</b> James Franke	M	9/89	Foster
<b>12</b> Tim P. Gildea	M	8/89	Yinkey
<b>13</b> Kimberly Grams	F	8/89	Griffin
<b>14</b> Sarah Handler	F	10/89	Yinkey
<b>15</b> Chad Haney	M	7/89	Griffin
<b>16</b> Darla Jackson	F	11/89	Foster
<b>17</b> Becky Jasmin	F	5/89	Yinkey
<b>18</b> Marc Laser	M	2/89	Foster
<b>19</b> Sarah Lithgow	F	3/89	Foster
<b>20</b> Kimberly Machow	F	1/89	Yinkey
<b>21</b> Joe Mayne	M	7/89	Yinkey
<b>22</b> Jennifer McLean	F	7/89	Griffin
<b>23</b> John Newman	M	5/89	Foster
<b>24</b> Teresa Nichol	F	1/89	Griffin

Before you begin sampling, you will need to recheck the numbering of students. If a mistake is discovered and the list is small, it can be renumbered. On larger lists, you will want to use the following techniques to correct the error and create a useable numbering scheme.

There are two basic errors that could be made:

- **Missing a Number:** If one or more numbers are missed, simply assign the number(s) to the last one (or more) names on the list. A simple example of 10 students is shown below:

<u>Line</u>	<u>Student Name</u>	<u>Birth Date</u>
1	Omar Allen	6/83
2	Chris Archer	6/83
3	Tyler W. Bailey	2/83
4	Cathy J. Block	8/84
6	Betty O. Boice	10/82
7	Thomas Bonnie	9/83
8	Greg Campbell	4/83
9	Angela Collins	5/83
10	Nicole Crosby	12/82
<b>5</b> <del>11</del>	David Eagen	11/83

- **Number is Used Twice:** If one or more numbers are used twice, simply erase the duplicate number and assign the number that follows the last number assigned. This concept is illustrated by the following simplified example:

<u>Line</u>	<u>Student Name</u>	<u>Birth Date</u>
1	Omar Allen	6/83
2	Chris Archer	6/83
3	Tyler W. Bailey	2/83
<b>10</b> <del>3</del>	Cathy J. Block	8/84
4	Betty O. Boice	10/82
5	Thomas Bonnie	9/83
6	Greg Campbell	4/83
7	Angela Collins	5/83
8	Nicole Crosby	12/82
9	David Eagen	11/83

**IF THERE ARE FEWER THAN 35 STUDENTS ON THE LIST AND THERE WILL BE ONLY ONE ASSESSMENT SESSION IN THE SCHOOL ALL STUDENTS ARE AUTOMATICALLY IN THE SAMPLE AND ASSIGNED TO THAT SESSION.**

Otherwise, you will use the following procedure to select a systematic, random sample of students:

- Using your calculator, divide the total number of eligible students by the number of students you want to select.

**For example**, if there are 155 eligible students listed on the list provided by the school, and you want to conduct 2 sessions of 30 students, you would divide 155 by 60.

- The result is the “sampling interval”. In the example above, the sampling interval would be 2.58. ( $155 \div 60 = 2.58$ )
- Round off this number to a whole number. Remember that if the number after the decimal is greater than 5, you should round up and if the number after the decimal is less than 5, you should round down. If the number after the decimal is exactly equal to 5, then odd numbers (before the decimal) should be rounded up and even numbers rounded down.

In the example above, the sampling interval (2.58) would be rounded to 3.

Other examples are:

Sampling interval:	Rounded to:
12.65	13
25.43	25
14.50	14
13.50	14

- Using the Table of Random Starting Numbers (Exhibit 4-3), find the sampling interval in the column labeled “Sampling Interval”. Then find the first available number in the row to the right of the sampling interval. This is the random starting number for this school. Line through the number on the Table so that you do not use it again.
- The random starting number is the first number selected. Circle this number on the Sampling Number Worksheet. (Exhibit 4-5)

Exhibit 4-5. Sampling Number Worksheet

SESSION TYPE \_\_\_\_\_

SCHOOL ID: \_\_\_\_\_

SESSION # \_\_\_\_\_

GRADE: \_\_\_\_\_

**SAMPLING NUMBER WORKSHEET**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200
201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220
221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260
261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280
281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300
301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320
321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340
341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360
361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380
381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400
401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420
421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440
441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460
461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480
481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500

- Using the calculator, add the sampling interval to the random starting number. This is the second number selected. Circle this number on the Worksheet.
- Continue to add the sampling interval to the previously selected number, and to record it on the Worksheet, until you have exceeded the number of students listed.

NOTE: On most calculators, just pressing the equals' sign can do this. In the example, if the random starting number from the Table of Random Numbers were 2, adding the interval of 3 to it successively would yield: 2,5,8,11,14,17,etc. This can be done simply by entering:  $2 + 3$ , then "=", "=", "=", etc.

- Once you have reached or exceeded the number of students listed, you have finished identifying the sample of line numbers you will use to select the students.
- Select the students by circling the line numbers you previously assigned next to the students' name, in the left-hand margin.
- Assign students to sessions.
  - If you are selecting a sample for only one session in the school, the numbers you have listed on the worksheet are the line numbers for the students to be selected for that session.
  - If you are selecting a sample for two or more sessions, then the next step is to associate line numbers, (selected students) with sessions. Since the students may be listed in some non-random order, you cannot just assign the first 30 selected students to the first session, the next 30 to the second session, etc.

Instead, alternate the assignments to sessions so that the first student selected for assessment is assigned to session 1, the second student to session 2. If there are only 2 sessions, the third student would be assigned to session 1. If there are three or more sessions, the third student would be assigned to session 3, etc. The following example shows how to assign selected students to 3 sessions:

CENTRAL ELEMENTARY					
GRADE 4					
<u>Student's Name</u>	<u>Session</u>		<u>Sex</u>	<u>Birth Date</u>	<u>Teacher</u>
	#				
10 Omar Allen	1		M	6/89	Griffin
11 Chris Archer			F	6/89	Griffin
12 Tyler W. Bailey	2		M	2/89	Foster
13 Cathy J. Block			F	8/89	Foster
14 Betty O. Boice	3		F	10/89	Foster
15 Thomas Bonnie			M	9/89	Griffin
16 Greg Campbell	1		M	4/89	Foster
17 Angela Collins			F	5/89	Yinkey
18 Nicole Crosby	2		F	12/89	Griffin
19 David Eagen			M	11/89	Yinkey
20 James Franke	3		M	9/89	Foster
21 Tim P. Gildea			M	8/89	Yinkey
22 Kimberly Grams	1		F	8/89	Griffin
23 Sarah Handler			F	10/89	Yinkey
24 Chad Haney	2		M	7/89	Griffin
25 Darla Jackson			F	11/89	Foster
26 Becky Jasmin	3		F	5/89	Yinkey
27 Marc Laser			M	2/89	Foster
28 Sarah Lithgow	1		F	3/89	Foster
29 Kimberly Machow			F	1/89	Yinkey
30 Joe Mayne	2		M	7/89	Yinkey
31 Jennifer McLean			F	7/89	Griffin
32 John Newman	3		M	5/89	Foster
33 Teresa Nichol			F	1/89	Griffin

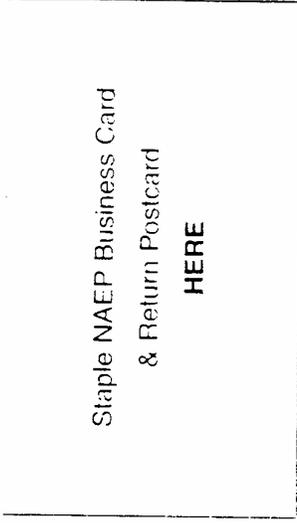
NOTE: It may be useful to highlight the names of the selected students in different colors, by session, to distinguish them.

- The next step is to prepare the Administration Schedules for the sessions to be conducted. Each Administration Schedule for a school has a pre-printed Session #. **BE CAREFUL WHEN TRANSFERRING THE NAMES OF STUDENTS FOR A PARTICULAR SESSION TO THE APPROPRIATE ADMINISTRATION SCHEDULE.** Students assigned to Session 1 on the Student List **must** be listed on the Administration Schedule for session #1.

The Sampling Number Worksheet should be returned to Westat with the School Control Form.

Student Lists should be placed in the NAEP Storage envelope (Exhibit 4-6) and given to the school coordinator. Schools are asked to retain their copies of NAEP materials until the end of the school year, at which time they may be destroyed. (This is explained more in Section 6.6).

Exhibit 4-6. NAEP Storage Envelope



## **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:

## 4.6 Recording Information on the Administration Schedule

Once you and the coordinator have identified the students to be included in the assessment, your next step is to record their names on the Administration Schedule.

### 4.6.1 Guidelines for Recording Information on the Administration Schedule

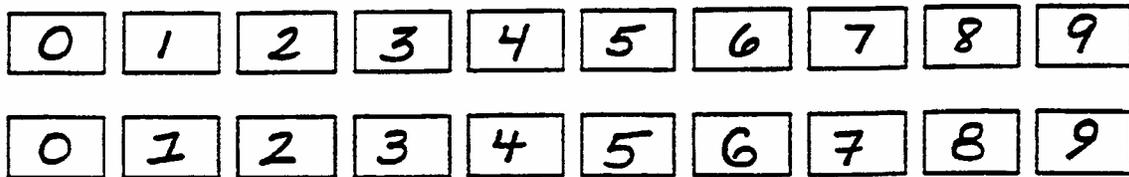
Since the Administration Schedule as well as other control documents is machine-scannable, it is very important that only a No. 2 pencil be used and any information entered is printed neatly and cleanly within the boxes. Numbers should be written clearly and **should not touch the sides of the shaded boxes**.

The numbers 1, 4, 7, and 9 can be especially problematic if not written clearly. As illustrated below, a “1” should be indicated by a clean straight line; the numeral “4” must be open at the top; a “7” should be clearly indicated with no serif; and the numeral “9” should have a closed top.

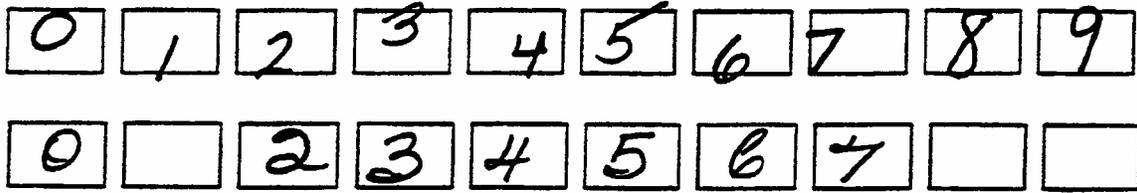
Numerals entered in multi-column blocks should be right justified and zero-filled. Only erasures are to be used to correct entries. They must be complete and clean. Do not cross out or strike through numbers entered incorrectly.

Shown below are examples of acceptable and unacceptable writing styles for completing control documents.

The following are ACCEPTABLE writing styles:



The following examples are UNACCEPTABLE due to edges touching the sides of the boxes and extraneous loops on characters:



#### 4.6.2 Completing the Administration Schedule

As mentioned, the Administration Schedule is the central document that will be used **before, during, and after** the assessment to keep track of the selected students. The middle top box of the Administration Schedule has been pre-printed with the school's name, NAEP ID #, grade, and session type. You must fill in the day, date, time, and location of the assessment session. You will also enter the name of the EA who will conduct the session. (Exhibit 4-7)

The next step is to list the students selected for that particular session. **CAREFULLY TRANSFER THE INFORMATION FOR EACH STUDENT ASSIGNED TO THAT SESSION FROM THE STUDENT LIST. AS THE BOOKLET ID #S ARE PRE-PRINTED FOR A PARTICULAR SESSION, YOU MUST USE THE CORRECT ADMINISTRATION SCHEDULE FOR THE SELECTED SESSION.**

Exhibit 4-7. Administration Schedule with Assessment Information Filled In

MAEP  
2000  
Assessment

ADMINISTRATION SCHEDULE Page 1

School #: 999-104-0 Session Type: HIST/GEOG  
School Name: MARLION CITY ELEM Grade: 4  
Administrator's Name: YOUNG Name

2000 Field Test  
Administration Schedule  
Grid if Makeup Field Makeup Date

Original session scheduled for: Day/Date: JAN-17-99 Time: 9:00 am Location: 4th Grade Class Location:

Home Room Teacher: Special Study: Birth Date: Month: Day: Year: Race: Eth: Sex: LEP: SD: If LEP: If SD: Booklet ID #

Student Name	Home Room Teacher	Special Study	Birth Date	Month	Day	Year	Race	Eth	Sex	LEP	If LEP	If SD	Booklet ID #	Teacher #	Teacher Pos	Admin Code	Admin Code (L/A)	TO BE ASSESSED	Session Number
Fuler Alfonso			01	19	9	0	1	1	1	0	0	0	501 000001 5	0	1			1	H10401
Antonio Brown			05	19	9	0	1	1	1	0	0	0	502 000002 6	0	1			2	
Luis Ceballos			06	19	9	0	1	1	1	0	0	0	503 000003 7	0	1			3	
Sheena Faust			04	19	9	0	2	1	1	0	0	0	401 000004 8	0	1			4	
James Garnett			05	19	9	0	1	1	1	0	0	0	402 000005 9	0	1			5	
Eric Hyde			12	19	9	0	1	1	1	0	0	0	403 000006 0	0	1			6	
Rachel Kingsberry			06	19	8	9	2	1	1	0	0	0	501 000007 1	0	1			7	
Steven Mayfield			05	19	9	0	1	1	1	0	0	0	502 000008 2	0	1			8	
James Norris			06	19	9	0	1	2	1	0	0	0	503 000009 3	0	1			9	
Micheal Points			08	19	9	1	1	1	1	0	0	0	401 000010 4	0	1			10	
Felipe Sanchez			07	19	9	0	1	3	1	0	0	0	402 000011 5	0	1			11	
Brandon Spence			07	19	9	0	2	1	1	0	0	0	403 000012 6	0	1			12	
Polly Willis			07	19	9	0	2	1	1	0	0	0	501 000013 7	0	1			13	
James Wood			12	19	9	0	1	2	1	0	0	0	502 000014 8	0	1			14	

Admin. Code

ASSESSED IN ORIGINAL

10 = In session full time

11 = In session part time

12 = No responses in booklet

13 = Session incomplete

14 = Other, specify on cover

ASSESSED IN MAKEUP

20 = In session full time

21 = No responses in booklet

22 = Session incomplete

23 = Session incomplete

24 = Other, specify on cover

ABSENT

40 = Temporary

41 = Long term

42 = Suspended

43 = Suspended or expelled

44 = In school did not attend

45 = In school did not attend

46 = Parent refusal

47 = Parent refusal

48 = Other, specify on cover

OTHER

51 = Withdwn

52 = Withdwn

53 = Incomplete book (unused)

54 = Incomplete book (unused)

55 = Incomplete book (unused)

56 = Not in sample

REASONS FOR EXCLUSION

60 = SD cannot be assessed

61 = SD cannot be assessed

62 = LEP cannot be assessed

63 = LEP cannot be assessed

64 = LEP cannot be assessed

65 = LEP cannot be assessed

66 = Other, specify on cover

ASSESSED WITH ACCOMMODATIONS

70 = Incomplete book

71 = Incomplete book

72 = Extended time in regular session

73 = Extended time in regular session

74 = Small group

75 = Small group

76 = Small group

77 = Other, specify on cover

78 = Other, specify on cover

79 = Other, specify on cover

Total in Sample: 14

# Withdrawn & Ineligible (Admin Codes 51 & 55):

# Excluded (Admin Codes 60-66):

TO BE ASSESSED

# Absent (fold Makeup, if 4 or more absent)

# Assessed (Original Session)

# Assessed (Makeup Session)

TOTAL ASSESSED

Session Number: H10401

Bundle #'s: 6001, 6002, 6003

Repeat/Ethnicity Codes For Use in Column "F": 1 = White not Hispanic, 2 = White Hispanic, 3 = Hispanic Heritage, 4 = Asian/Pacific Islander, 5 = American Indian/Alaskan Native, 6 = Other

Copy the student's name, homeroom, grade, sex, and birth date, onto the Administration Schedule. Use the Race (ethnicity) Codes in the upper left-hand corner to fill in the "Race" column. Fill in the ovals in the appropriate columns for any student who is Limited English Proficient (LEP) or who is classified as having a Student Disability (SD). To be sure no errors have been made in transferring names from the list of sampled students to the Administration Schedule, and as a last check, count the names on the Administration Schedules and compare this to the number of students on the original list.

Administration Schedules are pre-printed with 33 Booklet ID Numbers. If a session has more than 33 students selected, you will need to assign additional booklets to these students using a blank Administration Schedule from your bulk supplies. If you need to use additional assessment booklets from your bulk supplies, remember to assign the booklets, in sequence, using the next available Booklet ID Number as listed on the Bundle Slip. If we knew ahead of time that a school wanted to assess additional classes, the extra sessions were added to the FMS and assessment booklets and pre-printed Administration Schedules were included in the school shipment.

After you have listed the selected students on the Administration Schedule, enter the total number of students sampled for the session in the columns "TOTAL IN SAMPLE" on the Administration Schedule. Then discuss with the school coordinator how to obtain any missing information such as race/ethnicity, SD or LEP. The coordinator may instruct you to go to school records or may prefer to fill in this information for you.

When you have completed the SD/LEP Questionnaires and identified any students who should be excluded from the assessment, you will be able to complete the first column of this box this box by entering the # **Withdrawn & Ineligible**, and the # **Excluded**, then subtracting those numbers from the **Total in Sample** to get the number **TO BE ASSESSED**. See Exhibit 4-7 for an example of an Administration Schedule complete with the session and student information discussed above.

#### **4.7 Preparing Post-it Notes**

Since student names are never written on assessment booklets, Post-it notes are used to make sure that each booklet is assigned to the correct student. These notes are affixed to the booklet cover prior to the session, and removed and destroyed after the session.

While at the school for the sampling visit, you may prepare the Post-it notes. (On assessment day, you will affix them to the booklets.)

- Working from the Administration Schedule, write the student's name and ten-digit assessment booklet ID number for each student scheduled to be assessed on a Post-it note, keeping them in Administration Schedule order. Since a booklet ID number has been preassigned to every sampled student, a Post-it note should be prepared for **every** student listed on the Administration Schedule, including those students who will not be assessed.
- Then, if you prepare the Post-it notes before assessment day, clip the Post-it notes together by session and leave them at the school with the Administration Schedule and Roster in the NAEP Storage Envelope until assessment day.

## 4.8 Assessment Questionnaires

### 4.8.1 Overview

The NAEP assessment includes four types of questionnaires to be completed by school staff. This section describes how to prepare and distribute them. The questionnaires are:

- **SD/LEP Questionnaire** (See Exhibit 4-8): The SD/LEP Questionnaire should be completed by a knowledgeable staff member for each sampled student identified as having an IEP (Individual Educational Program) or equivalent classification or classified as LEP (Limited English Proficient).
- **Teacher Questionnaire** (See Exhibit 4-9): The Teacher Questionnaire is intended to survey the teaching practices of teachers of sampled students in each of the subject areas to be assessed – history and geography; classroom teachers at grade 4 and social studies teachers at grade 8.
- **School Questionnaire** (See Exhibit 4-10): This questionnaire, formerly called the School Characteristics and Policies Questionnaire, is a multi-page document designed to gather information about the school's instructional programs, school staffing, and school demographics.

In addition to the above questionnaires, the field test includes a pilot study of fourth-grade teachers completing a teacher questionnaire using a computer connected to the Internet. This pilot is discussed in Section 4.8.6.



Admin Schedule Line # 2 from Session # 1

# 2000 SD/LEP Questionnaire

Q-085

Use a #2 pencil to complete this questionnaire.

To be completed by the staff member most knowledgeable about a student identified as SD and/or LEP.

If Student with a Disability (SD): 2, 3-7  
 If Limited English Proficient (LEP): 2, 8-10

Return to NAEP School Coordinator by Jan. 16

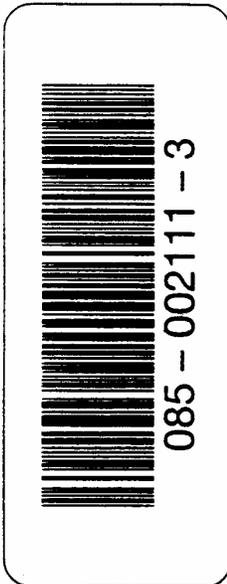
Ms. Kidd  
for  
Antonio Brown

Field Test

SCHOOL #

9 9 9 1 0 4 0

Grade	Birth Date	Sex	R/E	SD	LEP
0 4	0 5	1 9 9 0	1 1	N	Y
0 0	0 0	7 0	1 = Male 2 = Female	1	Y Y
1 1	1 1	8 1		2	N N
2	2	9 2		3	
3	3	3		4	
4	4	4		5	
5	5	5		6	
6	6	6			
7	7	7			
8	8	8			
9	9	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

ADMIN USE ONLY

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

Student Booklet ID  
(from column I on Administration Schedule)

5 0 2 0 0 0 0 0 2 6

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 1850-0758. The time required to complete this information collection is estimated to average 10 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. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4651.

A project of the Office of Educational Research and Improvement. This report is authorized by law (PL 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. OMB No. 1850-0758 • Approval Expires 10/31/2002. Mark Reflex® by NCS EM-000001-001-1000000 Printed in U.S.A.





**U.S. History  
2000 World Geography  
Grade 8 Teacher  
Questionnaire**

Q-084

**Field Test**

Use a #2 pencil to complete this questionnaire.

Return the completed questionnaire to the NAEP School Coordinator by Jan. 18.

SCHOOL #	TEACHER #									
<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">9</td> <td style="width: 20px; height: 20px; text-align: center;">9</td> <td style="width: 20px; height: 20px; text-align: center;">9</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> </tr> </table>	9	9	9	2	0	1	0	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">1</td> </tr> </table>	0	1
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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 1850-0758. The time required to complete this information collection is estimated to average 10 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. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4651.

A project of the Office of Educational Research and Improvement. This report is authorized by law (PL 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. OMB No. 1850-0758 • Approval Expires 10/31/2002

**ETS**

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Exhibit 4-10. School Questionnaire



2000  
Grade 4

# School Questionnaire

(School Characteristics and Policies)

Q-080

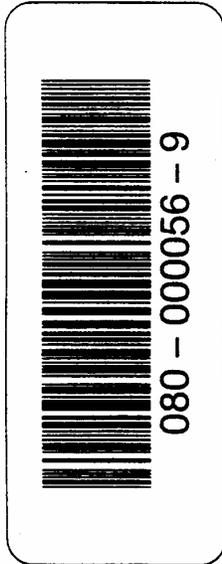
## Field Test

Use a #2 pencil to complete this questionnaire.

Return the completed questionnaire to the  
NAEP School Coordinator by Jan 16.

SCHOOL #

999 104 0



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 1850-0758. The time required to complete this information collection is estimated to average 15 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. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4651.

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A project of the Office of Educational Research and Improvement. This report is authorized by law (PL 103-382, 20 U.S.C. 9901D). 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. OMB No. 1850-0758 • Approval Expires 10/31/2002  
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#### 4.8.2 The Roster of Questionnaires

To assist you in keeping track of the school staff to whom the questionnaires are distributed and when they are returned, you will complete an additional control document, the Roster of Questionnaires. One roster will be used at each grade to keep track of all three types of questionnaires. In addition, a supplemental roster will be used to record additional SD/LEP Questionnaires if a school has more than 14 students (or more than 32 students at grade 12) for whom a questionnaire has been assigned.

The Rosters of Questionnaires are color-coded as follows:

	<u>Roster of Questionnaires</u>	<u>Teacher Questionnaires</u>
Grade 4	Blue	Blue
Grade 8	Brown	Brown
Grade 12	Charcoal	

**All questionnaires and rosters must be completed using a No. 2 pencil.**

The following sections describe how to prepare and distribute questionnaires and the procedures for keeping track of questionnaires distributed in a school, using the Roster of Questionnaires.

#### 4.8.3 Completing SD/LEP Student Questionnaire

For every student identified on an Administration Schedule as having a disability and/or an IEP or equivalent classification and/or classified as LEP, an SD/LEP Student Questionnaire must be filled out by the student’s teacher or other knowledgeable staff member. The SD/LEP Questionnaire should **not** be completed for withdrawn, ineligible, and not-in-sample students classified as SD and/or LEP and for students who have an IEP classification because they are “Gifted and Talented.” **QUESTIONNAIRES SHOULD BE PREPARED FOR ALL OTHER SAMPLED SD/LEP STUDENTS REGARDLESS OF WHETHER THEY WILL BE ASSESSED.** This process is described below:

- Using the Administration Schedule information, prepare an SD/LEP Questionnaire for EVERY SD and LEP student as follows:
  - On the SD/LEP Questionnaire:
    1. Write the student’s name on a Post-it note and affix to the cover.

2. Enter the school ID number.
  3. Enter the student's demographic data in the boxes.
  4. In the box that says Student Booklet ID, enter the student's originally assigned booklet ID number from Column I of the Administration Schedule.
- On the Roster of Questionnaires for the SD/LEP Questionnaire, enter:
1. Student's name
  2. The school staff person to whom the questionnaire will be given
  3. Student booklet ID number from Column I on the Administration Schedule
  4. SD/LEP questionnaire ID number
- Give the questionnaire(s) to the school coordinator and discuss the need to get them back as soon as possible, on the same day if the appropriate staff person can complete them while you are there. This will give you a chance to discuss any accommodations that might be necessary. Otherwise, if there is a chance that some students will require accommodations, you should call the school coordinator before the assessment to determine if any accommodation sessions will need to be held, since this could affect your schedule or the size of the EA staff you will need.

In some schools, the number of students for whom SD/LEP Student Questionnaires are produced is greater than the number of rows allowed on the Roster of Questionnaires (there is room for 14 students on this year's grades 4 and 8 rosters and 32 on the grade 12 roster). Rather than using a blank roster from your bulk supplies, there is a Supplemental Roster that can be used in these circumstances. Since this occurs most often in areas with a high number of recent immigrants who speak a foreign language, if you are going into a school in such a community, you should be sure to include the supplemental rosters in the supplies you bring to the school. The form is used in the same way as the regular roster; it is simply provided if more lines are needed to record the students who are assigned these questionnaires.

When you collect the questionnaires, **be sure to remove the students' names from the front covers since NAEP does not want any materials with names to leave the school.** You will record the returned questionnaires on the Roster of Questionnaires for SD/LEP Student Questionnaires, by filling in the oval under "Yes" in the "Returned" column. Fill in the "No" oval in the "Returned" column for **any** questionnaires not returned in the booklet shipment.

#### 4.8.4 Preparation of Teacher Questionnaires

In field test schools for grade 4, teachers of the intact classes selected for the assessment will be asked to fill out the grade 4 Teacher Questionnaire.

For grade 8, the school coordinator will be asked to identify the social studies teachers of the grade 8 selected students to receive questionnaires. If they teach more than one eighth grade social studies class, they are asked at the beginning of Part 3 of the Teacher Questionnaire to pick a single one of their classes to use as the basis for answering the questions.

Teachers are asked to complete the questionnaires in order that teachers' instructional practices can be linked to student achievement data. As the NAEP supervisor, you are responsible for preparing and distributing these questionnaires.

There is one teacher questionnaire at grades 4 and 8 numbered in the following way:

	<u>Subject Areas</u>	<u>Questionnaire ID No. Prefix</u>
Grade 4	History/geography	083
Grade 8	History/geography	084

Once you and the school coordinator have identified those teachers who will receive questionnaires, you will complete the following steps to assign the questionnaires and complete the Roster of Questionnaires.

- Record the teacher's name on the first line of Section III of the Rosters of Questionnaires for grade 4 and grade 8. Notice that the grade 4 and grade 8 rosters automatically assign a teacher number to each entry.
- For both grades, leave the ovals under the subject column blank.
- Record the two-digit teacher number on the Administration Schedule in the column labeled "Teacher #" (Col. J) opposite the students' name. (You will not record anything in column k, "Per #".)
- Taking the appropriate grade level questionnaire, record on the roster, in the column labeled "Teacher Questionnaire ID #", the last seven digits of the ID number from the questionnaire you will give to the teacher. The first three digits of the questionnaire ID number are preprinted on the roster. The questionnaire ID number is printed on the barcode in the lower left-hand corner of the questionnaire.

- On the front cover of the teacher questionnaire, record the NAEP school ID number and teacher number from the Roster of Questionnaires. Write the teacher's name on a Post-it note and affix it to the front cover.
- Fill in the section of the questionnaire cover designating the date the questionnaires should be returned to the coordinator. Enter the date of the school day, one day prior to the scheduled assessment, to insure that they will be ready for you on assessment day.
- Include with each questionnaire a copy of the What is NAEP brochure and recent NAEP publications from your bulk supplies. These documents provide some background on NAEP, the importance of teachers' input to NAEP, and how the data are used.
- Give the questionnaires to the school coordinator for distribution and collection.

As completed teacher questionnaires are returned, you will fill in the ovals in the "Returned" column on the roster. For recordkeeping purposes, it is preferable that all questionnaires are shipped with the booklet shipment. However, if any questionnaires remain at the school after assessment day, leave a supplemental shipping envelope with the school coordinator so that the completed questionnaires can be returned directly to NCS. It is not necessary to include anything else in the envelope to identify the questionnaires, since you recorded the school ID on these questionnaires and on the label on the Supplemental Shipping Envelope.

Since this is a field test, NCS must score the materials as quickly as possible so that input on the booklet items and teacher questionnaires for 2001 is informed. Whenever possible, collect the questionnaires on assessment day or pick them up when you are in the area. Questionnaires returned in the supplemental envelopes tend to arrive too late for processing.

#### **4.8.5 The School Questionnaire**

The School Questionnaire (formerly called the School Characteristics and Policies Questionnaire) is designed to collect information about the school staff and instructional programs. It is to be completed by the principal or someone designated by the principal.

The NAEP school identification number must be recorded on the front cover of the questionnaire.

The 10-digit identification number from the lower left-hand corner of the questionnaire should be recorded on the Roster of Questionnaires. The three-digit prefix for the School Questionnaire will be pre-recorded for each grade as shown below:

<u>Questionnaire ID</u>	<u>No. Prefix</u>
Grade 4:	080
Grade 8:	081
Grade 12:	082

If a school is sampled for assessments at two grade levels, then the principal will be asked to complete two School Questionnaires. Each School Questionnaire must be recorded on a separate roster. Since most of the information recorded in the School Questionnaire will be the same, you should assist by copying the answers to identical questions onto the other questionnaire and having the principal complete only the questions unique to each grade-specific questionnaire.

#### **4.8.6 Special Study**

It should not come as a surprise that NAEP is looking to the future and thinking about using computers as a way of collecting data. The 2000 NAEP field test presents a good opportunity to take a small step in this direction, namely with teacher questionnaires. The aim is to get fourth-grade teachers who do NOT teach students in the assessment to complete a teacher questionnaire using a computer connected to the Internet. Exhibit 4-11 shows a handout that you can give to the school coordinator and to fourth-grade teachers that briefly explains this pilot study.

This special study will only be conducted in schools selected for the fourth-grade assessment. When you meet with the school coordinator during the sampling visit, after you have identified the fourth-grade classes that will participate in the assessment, you should inquire if there are other fourth-grade classes. If there are, it is those other fourth-grade teachers that we would want to get involved in the computer-based questionnaires. Briefly explain this pilot to the coordinator. You can ask the coordinator if he/she wants to invite the other teachers to participate, or offer to talk with them yourself.

Exhibit 4-11.

Exhibit 4-11 shows a handout that you can give to the school coordinator and to fourth-grade teachers that briefly explains this pilot study.

Using a school computer or their personal computer at home, the teachers will link up to a special Web site containing the questionnaire. After they have completed the questionnaire, they will be offered a thank you gift for participating in this special study. The instructions for selecting the gift will be on the web site with the questionnaire.

In every fourth-grade school, you should prepare teacher questionnaires and distribute them as discussed earlier. This special study should not interfere nor replace that set of procedures.

## **4.9 Determining Who Should be Assessed**

### **4.9.1 Overview of the Process**

The next step in the sampling process is to determine who should be assessed. NAEP's intent has always been to assess and report on all American students. In meeting that goal, NAEP emphasizes the inclusion of students with disabilities and limited English proficiency and offers a number of accommodations designed to include as many students as possible.

The process of determining which students should be assessed is outlined in the steps below:

- If the information has not already been recorded on the Administration Schedule, fill in the circle in the column labeled "If SD" for any student who has a disability; that is, has an Individualized Education Plan (IEP), or equivalent classification, for reasons other than being gifted and talented. In the "If LEP" column, the circle should be filled in for any student classified as limited English proficient by the school. Make sure that the school coordinator understands that we want all students with a disability or an IEP (or equivalent) or classified as LEP to be identified regardless of whether they will be assessed.
- Prepare a SD/LEP Student Questionnaire, which should be completed by a knowledgeable school staff member, for **every** student identified as SD or LEP on the Administration Schedule, **regardless** of whether they will participate in the assessment.
- The next step, as described in Section 4.9.2, is for the appropriate school personnel to determine if any of the students identified as SD or LEP cannot participate in the assessment based on the criteria described on the instruction sheet. As indicated, whenever there is doubt about whether to include a student, the student should be included.
- Once school staff has identified students who cannot participate in the assessment, this should be indicated by lining through the student's name and locator information on

the Administration Schedule. None of the information beyond the perforation on the Administration Schedule should be lined through. Then, in the column labeled “Administration Code” the reason for excluding the student from the assessment should be coded using the appropriate two-digit code as follows:

<u>Code</u>	<u>Reason for exclusion</u>
60	SD – cannot be assessed.
61	SD – required accommodation not permitted.
62	LEP – cannot be assessed.
63	LEP – required accommodation not permitted.
64	SD/LEP – cannot be assessed.
65	SD/LEP – required accommodation not permitted.
66	Other – specify on cover.

#### **4.9.2 Using the Criteria**

After you have prepared the Administration Schedules listing the students sampled for each session, you will give them to the school coordinator along with the “Criteria for Including Students with Disabilities and Students with Limited English Proficiency in NAEP Assessments” (Exhibit 4-12).

The instructions focus school staff on that small subset of students who may not be capable of participating in the assessment. If a student does not have an IEP or an equivalent classification, or is not classified as limited English proficient, she/he should be included in the assessment.

Historically, of SD/LEP students, about half have always been included in NAEP. Therefore, it is expected that many, if not most, SD/LEP students can be assessed in standard NAEP administrations without accommodations or adaptations. It is further estimated that up to 80 percent of the students who have been excluded in the past could be included with minor modifications to the assessment. Since some of these modifications will be available, it is expected that very few students will be excluded in these sessions.

Exhibit 4-12. Criteria for Including Students with Disabilities and Students with Limited English  
(Page 1 of 2)

2000 Field Test – NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

**CRITERIA FOR INCLUDING STUDENTS WITH DISABILITIES AND STUDENTS  
WITH LIMITED ENGLISH PROFICIENCY IN NAEP ASSESSMENTS**

NAEP has developed strict criteria which all schools around the country should use whenever there is doubt about the assessability of a selected student. For the assessments to be comparable within states and across states, it is very important that all schools adhere to these criteria.

**1. Students with Limited English Proficiency**

A student who is identified on the Administration Schedule as limited English proficient (LEP) and who is a native speaker of a language other than English **should be included** in the NAEP assessment **unless**:

- The student has received U.S. history, geography, or social studies instruction primarily in English for **less than three** school years including the current year, **AND**
- The student cannot demonstrate his or her knowledge of U.S. history or world geography in English even with the accommodations permitted by NAEP.

**2. Students with Disabilities**

A student identified on the Administration Schedule as having a disability (SD), that is, a student with an Individualized Education Plan (IEP) or equivalent classification, **should be included** in the NAEP assessment **unless**:

- The IEP team or equivalent group has determined that the student cannot participate in assessments such as NAEP, **OR**
- The student's cognitive functioning is so severely impaired that s/he cannot participate, **OR**
- The student's IEP **requires** that the student be tested with an accommodation that NAEP does not permit, and the student cannot demonstrate his or her knowledge of U.S. history or world geography without that accommodation.

**3. Consult with School Staff**

The decision regarding whether any of the students identified as SD or LEP cannot be included in the assessment should be made in consultation with knowledgeable school staff. The following questions in the SD/LEP Questionnaire pertain to this decision as well:

- Students with disabilities: Section A, Questions 1 through 13.
- Students with limited English proficiency: Section B, Questions 14 through 21.

**WHEN THERE IS DOUBT, INCLUDE THE STUDENT.  
SEE BACK FOR FURTHER EXPLANATION  
AND LIST OF PERMITTED ACCOMMODATIONS.**

#### FURTHER EXPLANATION FOR LEP STUDENTS

The phrase “less than three school years including the current year” means 0, 1, or 2 school years. Therefore, in applying the criteria, you should perform the following:

- **Include** without any accommodation all LEP students who have received U.S. history, geography, or social studies instruction primarily in English for three years or more and those who are in their third year;
- **Include** without accommodation all other LEP students who can demonstrate their knowledge of U.S. history and world geography **without** accommodation;
- **Include** and provide accommodations to other LEP students who can demonstrate their knowledge of U.S. history and world geography only with an accommodation permitted by NAEP;
- **Exclude** LEP students **ONLY if they cannot** demonstrate their knowledge of U.S. history and world geography even with an accommodation permitted by NAEP.

#### ACCOMMODATIONS PERMITTED BY NAEP IN U.S. HISTORY AND WORLD GEOGRAPHY

The purpose of the National Assessment of Educational Progress (NAEP) is to measure what all American students know and can do in subjects taught in school. The intent is to include all sampled students in the NAEP assessment. For this reason, NAEP includes the following accommodations for students **who usually receive them** in testing situations:

- **Large print** – the preassigned NAEP booklet may be enlarged with equipment at the school.
- **Extended time** (in regular session) – student is allowed extra time to complete items during the regularly scheduled session.
- **Read aloud** (in regular session) – the NAEP administrator may read aloud all or part of the booklet to the student during the regularly scheduled session.
- **Small group** – a separate session may be held with a limited number of students.
- **One-on-one** – the student may be administered the assessment on a one-on-one basis.
- **Scribe or use of computer** – permitted during a regular session if it is required by the student’s IEP.
- **Other** – other acceptable accommodations include a sign language translator, a microphone worn by the administrator, and a magnifying instrument.

Ideally, you would meet with the school coordinator to apply the appropriate criteria to the SD/LEP students identified on each Administration Schedule. The school coordinator may have no trouble identifying those SD/LEP students who cannot be assessed. In some cases, a special education or bilingual education teacher may need to be consulted, particularly when it comes to determining how the student should be accommodated.

You will need to know not only which students will be included in the assessment, but also whether any of these students require an accommodation so that you can make appropriate arrangements both with the school and your EAs.

NAEP cannot provide all possible accommodations and adaptations, nor will all SD and LEP students be offered accommodations. If a student has an IEP, the IEP must require an accommodation in testing, or the school must routinely provide it when testing the student, and that accommodation must be offered by NAEP for the accommodation to be permitted<sup>2</sup>. Similarly, LEP students will be assessed with an accommodation or adaptation only if it is the way they are usually tested and it is an accommodation offered by NAEP (as described in the criteria).

This means that you and the school coordinator will need to work closely with the student's special education, bilingual education, and/or classroom teacher to decide which students should receive accommodations and what they should receive. Two series of questions in the SD/LEP Questionnaire relate directly to these determinations.

For students with IEPs (or the equivalent) and who are to be assessed in sessions offering accommodations, question 8 asks whether any accommodations or adaptations are used for achievement testing for the student. (See Exhibit 4-13.) If the answer is "YES" questions 9-12 ask which ones are used for achievement testing. This combination of questions identifies the **only students who may receive accommodations/adaptations** and the specific accommodations or adaptations they may receive. Note that the list of accommodations in Q9-12 is quite extensive and includes some things that NAEP **does not** provide.

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<sup>2</sup> Students with an "equivalent classification," such as Section 504 of the Rehabilitation Act, may or may not have a plan that specifies accommodations for testing. If not, NAEP will provide accommodations only if the school routinely provides them when testing the students.

Exhibit 4-13. Questions from SD/LEP Questionnaire regarding IEP Accommodations (Page 1 of 2)

VB338424

8. Are any accommodations or adaptations used for district or statewide achievement testing for this student?
- Ⓐ Yes, tested with accommodations or adaptations → *Go to Question 9*
  - Ⓑ No, tested without accommodations or adaptations → *Skip to Question 13*
  - Ⓒ IEP states that this student cannot be tested. → *Skip to Question 13*

WGHXSDLP

Page 5

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**Questions 9-12.** If your answer to question 8 is "Yes," which accommodations or adaptations are used for district or statewide achievement testing with this student?

VB338425

9. **Presentation Accommodations (Fill in all ovals that apply.)**

- Ⓐ Read directions aloud
- Ⓑ Read problems aloud (except on reading test)
- Ⓒ Signing of directions
- Ⓓ Use of audiotaped version of test
- Ⓔ Assistance with interpretation of directions
- Ⓕ Braille edition of test
- Ⓖ Large-print edition of test
- Ⓗ Use of magnifying equipment
- Ⓘ Other (specify) \_\_\_\_\_

WGHXSDLP

Page 6

Exhibit 4-13. Questions from SD/LEP Questionnaire regarding IEP Accommodations (Page 2 of 2)

10. **Response Accommodations (Fill in all ovals that apply.)**

VB338426

- Ⓐ Response in Braille
- Ⓑ Response in sign language
- Ⓒ Oral responses
- Ⓓ Pointing to answers
- Ⓔ Tape recording of answers
- Ⓕ Use of computer to respond
- Ⓖ Use of typewriter to respond
- Ⓗ Use of calculator including talking or Braille calculators
- Ⓘ Use of template to respond
- Ⓛ Use of large marking pen or specially designed writing tool
- Ⓜ Other (specify) \_\_\_\_\_

WGHXSDLP

Page 6

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11. **Setting Accommodations (Fill in all ovals that apply.)**

VB338427

- Ⓐ Test in small group
- Ⓑ Test individually
- Ⓒ Other (specify) \_\_\_\_\_

12. **Timing Accommodations (Fill in all ovals that apply.)**

VB338428

- Ⓐ Extended time
- Ⓑ More breaks during test
- Ⓒ Test sessions over several days
- Ⓓ Other (specify) \_\_\_\_\_

13. **How would this student most appropriately participate in the NAEP history or geography assessment?**

VB338429

- Ⓐ Without accommodations or adaptations
- Ⓑ With the accommodations or adaptations specified for district or statewide achievement testing of this student
- Ⓒ The IEP team or an equivalent group has determined that the student cannot participate in assessments such as NAEP history or geography.

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For Limited English Proficient (LEP) students, the relevant questions are 14-21. (Exhibit 4-14). Question 15 asks how many years, including the current year, has the student been receiving academic instruction primarily in English. If the answer is 3 years or more (response “d” or “e”), the student is to be included in the assessment without any accommodation or adaptation. If the answer is less than 3 years or “I don’t know,” then questions 19-21 determine whether the student could participate in the assessment and, if so, the accommodations or adaptations that are used for achievement testing with the student. Only students classified as LEP, who have received instruction primarily in English for less than 3 years, may be accommodated. Note, however, that the language accommodations that are offered by NAEP are limited.

#### **4.10 Providing Accommodations and Adaptations**

##### **4.10.1 Overview**

For purposes of this manual, we use the term “accommodation” to refer to modifications in the testing environment or administration procedures, such as allowing extra time, testing in small groups or one-on-one, etc. The term “adaptation” refers to changes in the assessment booklet itself, such as a native-language version, a Braille version, or a large-print version.

If the school usually provides accommodations, NAEP will allow them if they do not interfere with the intent of the assessment. If you have any questions about the acceptability of accommodations provided by the school, call your field manager.

Exhibit 4-14. Questions from SD/LEP Questionnaire regarding LEP Accommodations

19. Are any accommodations or adaptations used for district or statewide achievement testing for this student? VB338435
- Ⓐ Yes, tested with accommodations or adaptations → *Go to Question 20*
  - Ⓑ No, tested without accommodations or adaptations → *Skip to Question 21*
  - Ⓒ IEP states that student cannot be tested (for LEP students classified as SD). → *Skip to Question 21*

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- 
20. If your answer to question 19 is "Yes," which accommodations or adaptations are used for district or statewide achievement testing with this student? (Fill in all ovals that apply.) VB338436
- Ⓐ Native language version of test
  - Ⓑ Bilingual version of test
  - Ⓒ Word lists or glossaries
  - Ⓓ Bilingual dictionary
  - Ⓔ Help from a native speaker in interpreting directions and questions
  - Ⓕ Directions read aloud in English
  - Ⓖ Questions read aloud in English
  - Ⓗ Extended time
  - Ⓘ Other (specify) \_\_\_\_\_

21. How would this student most appropriately participate in the NAEP history or geography assessment? VB338437
- Ⓐ English version without accommodations or adaptations
  - Ⓑ English version with accommodations or adaptations
  - Ⓒ Native language version or bilingual version with or without accommodations or adaptations
  - Ⓓ This student would not participate.

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#### 4.10.2 Accommodations Allowed by NAEP

The following table shows the full-range of accommodations offered by NAEP in 2000, and the specific session types in which they are permitted:

Accommodation	History/Geography
Large-print booklet (school-provided equipment)	Yes
Extended time in regular session	Yes
Read aloud in regular session	Yes
Small-group administration	Yes
One-on-one	Yes
Scribe or use of computer	Yes
Bilingual dictionary (provided by school)	Yes
Other, specify	Yes

These accommodations are defined as follows:

**Large-print booklet** – If a student’s IEP stipulates that s/he should be assessed with a large-print booklet, you will enlarge an assessment booklet using the school’s copying machine.

**Extended time** – Some students may not react well under pressure or may have a disability that requires them to take longer than other students to complete tasks. When extended time is the primary accommodation, it is for this reason. In addition, extended time is often a secondary accommodation; for example, it is assumed for students who use large-print booklets and may be specified for some LEP students who otherwise are assessed with the English-language booklets.

Students for whom extended time is the primary accommodation may be assessed within the regular assessment session. If so, they will be told that they can take longer to finish the assessment and can return to sections they have not finished at any time. The only limitation on extended time is that the time allocated for a particular section of the booklet cannot be more than three times the length of the regular section.<sup>3</sup>

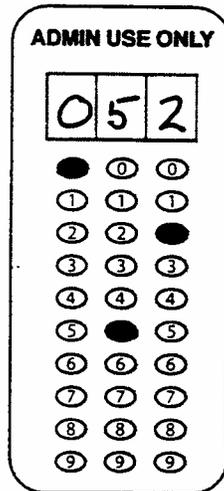
In all instances in which students are given extended time, it is important that the total number of minutes that they took for the cognitive sections (i.e., history or geography items) be recorded

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<sup>3</sup> It is very unlikely that students will require much more time than the regular session because of the difficulty of the items and because NAEP is not “speeded.”

on the booklet cover in the three “Admin Use Only” boxes as shown below. In this example, the students took a total of 75 minutes for the cognitive items. Note that you should zero-fill the boxes.

If a student finishes early, the minimum time recorded should be the time allowed for the cognitive section.



**Read aloud** – Some students require some words, phrases, or sentences to be read to them. Generally, these students will be in a regular session, but will be told ahead of time that if they need something read to them to raise their hand. The administrator will quietly read the word, phrase, or sentence to the student as requested. This accommodation is not allowed in reading sessions.

**Small-group sessions** – These sessions will be conducted for students who have difficulty in a large-group setting. (For every 5 students requiring this accommodation, a separate session is recommended.)

**One-on-one** – Some students with physical disabilities may not be able to write their responses to the questions. They may take tests with the aid of a facilitator who records their responses for them, and perhaps reads questions to them. If the school provides a facilitator who works regularly with the student, it is preferable that the facilitator be available for the assessment. Otherwise, if the student can take a standardized test as long as someone is there to record his/her answers and/or read questions to him/her, an EA can serve as the facilitator.

**Scribe or use of computer** – If a student’s IEP requires the use of a scribe or computer for recording answers under regular testing situations, it will be allowed for the NAEP assessment. However, the student will not be allowed to use the spell-check function on the computer.

**Bilingual dictionary** – If a student has a bilingual dictionary that s/he normally uses, s/he may use it during the assessment.

**Other, specify** – There may be some accommodations that are not listed above but that may be required by students sampled for the assessment. For instance, some hearing-impaired students may require the administrator to wear a small microphone or a deaf student may require a sign language interpreter. These types of accommodations are also allowed by NAEP. If a student in your school requires an accommodation that has not been mentioned and you have some doubt as to whether to allow the accommodation, call your field manager.

#### **4.10.3 Organizing Special Accommodation Sessions**

From the point of view of test developers, it is preferable that standard and nonstandard administrations be held separately so that there is no impact of one on the other. However, it can be argued that the intent of mainstreaming and providing accommodations is to include all students with their peers. Therefore, they should be assessed alongside their peers.

Working with the school coordinator, and perhaps the special education teacher and bilingual education teacher, you will need to decide for each student how best to provide the accommodations and adaptations that are required. A key consideration is how the school usually tests the student. If the student and his/her classmates are used to the accommodations being provided within the classroom, then we will follow the same procedure.

The type of setting you will need for separate accommodated sessions will depend upon the number of students to be assessed. In most cases, you should be able to use a much smaller space than will be used for the “regular” assessment. If the school regularly provides these types of accommodations, they probably already have a suitable space designated for that use. Once you’ve determined the number of students who will be assessed separately, discuss the situation with the school coordinator. If any of your assessments are to be conducted in rooms other than regular classrooms, you should see the room while you are there for your sampling visit. In this way, you can determine whether the space is adequate, and, if not, discuss the situation further with the coordinator.

The school is also likely to be concerned about the time requirements for the additional assessments. Sessions that are scheduled for students whose IEPs stipulate that they need “extended time” could run two to three times longer than the usual session. (Students will not be allowed to go beyond three times the regular length of the assessment, so there is an upper boundary for the length of time such a session might take.) The timing for the one-on-one administrations should be about the same as a regular session but could also run longer.

If the student’s IEP stipulates that a **trained** facilitator must be used when that student is participating in a standardized test, we will ask the school to provide this person to work with the student for NAEP. The student’s facilitator could be a counselor in the school, an aide, or any other individual trained to work with such students. Usually, there is one person in the school who works with the student, and a level of comfort is built up between the student and that person. Therefore, we want the school to have that same person available to the student who participates in the assessment. If the school indicates that person would not be available or the school does not want to use that person for the NAEP assessment, then we will not assess that student. However, if you are told that the student can be assessed as long as there is a facilitator and it does not need to be a specific individual, then you can use one of your EAs to serve as the facilitator, and you or another EA can conduct the assessment. Even if the student is working with a facilitator, either you or one of your EAs must be in attendance at all times.

Another variation you might encounter in students’ IEPs is that they can be assessed only in small groups (rather than a classroom setting) or that the assessment must be conducted in shorter sessions, rather than having the student complete the whole assessment in one sitting. This last procedure is frequently employed for students with Attention Deficit Disorder (ADD). You will have to work with the coordinator to determine the parameters on these assessments (i.e., how many students can be assessed as a small group? how many different sessions need to be administered for an individual student? etc.). The school should be able to provide space for the conduct of these assessments; frequently carrels or small offices where there are very few distractions are used.

If a student needs frequent breaks or multiple testing sessions, NAEP will provide this as long as the testing does not extend beyond the time you were planning to be in the school. Therefore, the testing should take only one day but could involve multiple sessions during that day.

#### 4.11 Notifying Students, Teachers, and Parents

In December, parent notification letters were mailed to the schools that requested them. During your initial meeting with the school coordinator, you should determine whether the school requires your assistance with the preparation and distribution of these letters. An EA may be assigned to address and sort the letters if the school requests.

Should a school decide during the sampling visit that notification letters are needed, you will have copies of the various letters in your bulk supplies. Appendix C of this manual also contains a copy of each of the available letter types.

Selected students and their teachers must be informed about the assessment session as well. It is critical that during the sampling visit you discuss with the school coordinator the best way of informing students and teachers about the assessment. Unless a student response rate of 90 percent is attained across like session types, makeup sessions will have to be scheduled. This generally means that in a session of 30 students, the absence of only 4 students will necessitate a makeup session. Therefore, it is critical that you work closely with the school coordinator to ensure that every student sampled for NAEP who is in school on the day of the assessment shows up for the session at the appropriate time.

Your supplies will include **Student Appreciation Certificate Pads** (Exhibit 4-15) and **Assessment Notification Letters for Teachers** (Exhibit 4-16). The Assessment Notification Letter for Teachers briefly explains NAEP and can be accompanied by a list of students or a set of Student Appreciation Certificates. At the fourth grade, where students change classes infrequently, the Assessment Notification Letter accompanied by a list of students usually is sufficient to inform teachers of the students sampled for the assessment.

Past experience has proven that the use of student appointment cards (i.e., Student Appreciation Certificates) at grades 8 and 12 yields higher attendance on assessment day. Complete the Assessment Notification Letter for the appropriate teachers and Student Appreciation Certificates for all students indicating the time, date, and location of the assessment session, sort by class or homeroom and either give them to the school coordinator for distribution, or, if appropriate, offer to distribute them in the teachers' mailboxes yourself.

Some schools have said that a letter to the students explaining the assessment and encouraging their participation might produce a better response. An example of such a letter is presented in Exhibit 4-17. You may make copies of this sample letter to offer schools as you see appropriate.

Exhibit 4-15. Student Appreciation Certificate

*Certificate of Appreciation*



*Presented to* \_\_\_\_\_  
(Student's name)

*for participating in the  
National Assessment of Educational Progress*

*Date:* \_\_\_\_\_  
*Time:* \_\_\_\_\_  
*Location:* \_\_\_\_\_

  
\_\_\_\_\_  
Gary W. Phillips, Acting Commissioner,  
National Center for Education Statistics  
U.S. Department of Education

Exhibit 4-16. Assessment Notification Letter for Teachers

Date: \_\_\_\_\_

TO: \_\_\_\_\_

FROM: \_\_\_\_\_

SUBJECT: National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a congressionally mandated survey designed to measure the current status of educational attainments of young Americans and to report changes and long-term trends in those attainments at the national and regional levels. It is the first ongoing effort to obtain comprehensive and dependable achievement data on a national basis in a uniform, scientific manner.

Your district and school are participating in this study. We have selected students and developed an assessment schedule in collaboration with the school. Students from your classes are scheduled to attend the following sessions:

SESSION #	DATE	TIME	LOCATION
_____	_____	_____	_____
_____	_____	_____	_____

It is very important to the results of the study that every student selected for NAEP attends the correct session. Please see the attached list of students to determine the session that a student must attend. We would greatly appreciate every effort that you could make to see that students attend sessions on time.

Thank you very much for your cooperation.

/bkp  
Attachment

Exhibit 4-17. Sample Letter to Students

Sample Letter to Students

Dear Student:

Our school has been asked by the National Assessment of Educational Progress (NAEP) to participate in this year's assessment field test of US history and world geography. NAEP is also referred to as "The Nation's Report Card" and is charged by Congress with the task of reporting the academic performance of America's school children. Only 350 schools nationwide have been asked to participate.

You have been randomly selected to represent our school by taking part in this 90 assessment. The purpose of this letter is to inform you of this program and to ask for your participation. It is an important and worthwhile endeavor which will benefit education in general. Neither your name nor your individual performance on the assessment will be made public and participation will not affect your grades in any way.

Your teacher will be notified and you will be given a pass to show your teachers if necessary. The assessment will be held as follows:

_____	_____	_____
Location	Date	Time

I greatly appreciate your full cooperation by agreeing to do your best on the assessment.

Please share this information with your parents. Feel free to let me know if you have any questions.

Thank you for your consideration of my request.

Sincerely,

Principal

#### **4.12 Preparing the School Worksheet**

The School Worksheet is a summary document that consolidates information about the scheduling of the sessions in a school and records information on the results of the assessment. This is a working document for your use in calculating the student response rate across sessions of like subject areas (for example, reading) to determine if a makeup session needs to be scheduled.

The School Worksheet will be filled out in stages. The identifying information at the top may be filled out before you go to the school. After you have selected the sample of students and prepared the Administration Schedules in a school, items a-e should be filled in for each of the sessions (see Exhibit 4-18).

Items f-h can be filled in after the school coordinator has reviewed the list and determined whether any students have withdrawn or should be excluded and you have completed the accounting at the top of the Administration Schedule through “TO BE ASSESSED.” The remainder of the School Worksheet will be filled in after the sessions are complete.

#### **4.13 Using the Special Situation Form**

A Special Situation Form (Exhibit 4-19) has been developed and is included in your shipment from Westat. This form must be completed any time an assigned session is not scheduled and/or held or any other irregularity occurs during the sampling process or during assessment.

Example situations requiring completion of the Special Situation Form include the following:

- You are unable to select for assessment intact classrooms that meet the established guidelines, i.e., you must use classrooms grouped by ability in the subject area being assessed.
- The school decides you can conduct only one of the two assigned sessions.
- A scheduled session cannot be held for any reason, such as insufficient materials or unavailable staff, not as many students in the school as expected.
- Race/Ethnicity or other demographic data cannot be collected.
- Background section or particular questions cannot be administered.

Exhibit 4-18. The School Worksheet

Supervisor: Your Name

Region: Your Region

**NAEP 2000 FIELD TEST SCHOOL WORKSHEET**

School ID# 999-104-0

School Name: Marlton City Elementary

School Coordinator: Ms. Adams

Special Instructions/Comments: \_\_\_\_\_

	HISTORY/GEOGRAPHY				
	SESSION # <u>H10401</u>	SESSION # <u>H20401</u>	ORIG. TOTAL	MAKE UP	TOTAL
a. Date	<u>Jan. 17</u>	<u>Jan. 17</u>			
b. Time	<u>9:00 am</u>	<u>9:00 am</u>			
c. Place	<u>4th Grade classroom</u>	<u>4th Grade classroom</u>			
d. EA					
e. Total in Sample	<u>14</u>	<u>13</u>			
f. # Withdrawn					
g. # Excluded					
h. # To be Assessed					
i. # Absent					
j. # Assessed					
k. Response Rate (j/h)					
l. Make up Needed?* (Y/N)					

\* Hold make-up session if the Response Rate is less than 90%.

Exhibit 4-19. Special Situation Form

**NAEP – 2000**  
**SPECIAL SITUATION FORM**

SCHOOL ID \_\_\_\_\_ DATE \_\_\_\_\_  
SUPERVISOR \_\_\_\_\_ ASSESSMENT DATE \_\_\_\_\_  
FIELD MANAGER \_\_\_\_\_

The expected number of sessions/students to be conducted/assessed in this school has been altered as noted below:

- School has fewer classes than number of sessions assigned.
- School wanted to assess all grade-eligible students.
- School wanted to do fewer sessions than number assigned.
- Other situation, (describe) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Resolution:** Please describe the outcome of the situation checked above. Indicate what sessions were dropped/added and the number of students actually assessed. Please include as much relevant information as possible.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Materials for sessions other than those assigned and held are received and shipped back unused.
- The link between student and booklet number has been broken for one or more students in a session.
- A session is interrupted or cut short for reasons such as emergency evacuation or too little time to finish.

Be sure to provide as much detail as possible about the situation. Keep a copy for your records and send the original to your field manager.

#### **4.14        Completing Sampling Activities**

##### **4.14.1     Meeting with the Coordinator**

After all sampling and questionnaire preparation activities have been completed, you will meet with the school coordinator to transfer assessment materials and to confirm arrangements for assessment day. Items you should confirm include:

- Time and location of each session
- Time, location, and any school assistance required for separate accommodations sessions.
- Availability of work space before and after assessment.
- Distribution of student, teacher, and parent notification materials.
- Distribution of school, teacher, and SD/LEP Questionnaires.
- Plan for determining school closing or delay due to weather concerns on assessment day.

#### **4.14.2 The NAEP Storage Envelope**

Place the original lists of students, Administration Schedule(s), completed Post-it notes, and all Rosters in the NAEP Storage Envelope (Exhibit 4-6). Record on the envelope the date when these materials can be destroyed and staple the card to be returned after the materials have been destroyed and your business card on the envelope in case anyone at the school has any questions. June 1 or the end of the school year is shown as the date that the materials can be destroyed. Give the NAEP Storage Envelope to the school coordinator to hold until assessment day. **Be sure you know where and with whom this envelope is being kept since you will need to retrieve it in order to conduct your assessments.**

#### **4.14.3 Completing the Cover of the School Folder**

Because you are leaving many of the assessment documents at the school, it is important that you complete the section labeled “Sessions” on the cover of the school folder before leaving the school. Include any extra accommodations sessions. This information is necessary so that you can determine the number of EAs required and can provide each EA with the information he/she needs to prepare for the assessment.

Also note any additional materials you will need to add to the school shipment from your bulk supplies.

#### **4.14.4 The EA’s Assessment Form**

Prepare and distribute an EA Assessment Form (Exhibit 4-20) for each EA who will assist you in the school on assessment day. Be sure to consider any separate accommodations sessions when making EA assignments. Accurately record school name, address, telephone number, name of school coordinator, assessment date and time, session type and location within the school, directions to the school, parking instructions and any notes about special arrangements you may have made with the school. Note any preassessment tasks such as preparing Post-it notes that must be performed before the assessment.

Exhibit 4-20. EA Assessment Information Form

Supervisor: _____	EA: _____
Phone Number: _____	Region: _____
<b>NAEP EA'S ASSESSMENT INFORMATION</b>	
SCHOOL: _____	ID #: _____
ADDRESS: _____	
_____	
PHONE #: _____	
SCHOOL COORDINATOR: _____	
ASSESSMENT DATE: _____	TIME: _____
SESSION TYPE: _____	ROOM: _____
DIRECTIONS TO SCHOOL: _____	
_____	
_____	
_____	
PARKING: _____	
_____	
_____	
OTHER INFORMATION (when and where to meet supervisor, arrival time, etc.): _____	
_____	
_____	
<b>***REMEMBER – ARRIVE ONE HOUR BEFORE ASSESSMENT TIME***</b>	

Preparing and distributing detailed EA Assessment Forms insure that EAs have all the information they need to perform their tasks punctually, efficiently, and independently. The result means less intrusion for the school and less stress for supervisor and EAs on assessment day.

## 5. CONDUCTING THE ASSESSMENT

Chapters 5 and 6 of this manual will guide you through the full range of activities for which you and your EAs are responsible while in the school on assessment day. Chapter 5 begins with procedural issues such as checking in with school personnel and preparing the materials for the assessment, while subsequent sections address issues associated with all aspects of the actual administration of assessment sessions including: distributing the assessment booklets, using the session scripts, and general rules for monitoring the session. This chapter also contains rules and guidelines on how to conduct a session with accommodations and adaptations.

### 5.1 Preparing for the School's Assessment

Preparation for the assessment begins before you arrive at the school on assessment day.

- If it has been more than a week since you visited the school to draw the sample, you should call the school coordinator a few days prior to the assessment to confirm the date and time, to review the assessment activities, and to make sure that the Teacher, SD/LEP, and School Questionnaires have been distributed.
- Review the School Folder to ensure that you bring the correct materials for the sessions scheduled to be conducted.
- Review the Supervisor Checklist.
- Double-check that you have the correct box(es) of materials from NCS for the school as well as any additional required materials that you will need. Verify that the session booklets are for the correct grade and that the bundle #s match those on the School Administration Schedule.
- Review with your EAs the Assessment Information Form. Be sure they have directions to the school and know when and where to meet prior to entering the school.
- Make sure that you have the correct session scripts.

**REMINDER:** If additional materials are needed, call NCS (1-888-NCS-NAEP) no later than 3:30 PM Central Standard Time (CST) for overnight delivery.

## 5.2 Professional Attire

Professional behavior and dress is required at any time you are working in a school. In her book, **Successful Subbing**, Carol Fuery talks about the notion that, as we live in a progressively visual world, in about 10 seconds students can form an expectation about your ability to handle a class, based solely on your appearance. Clothing is one of the most important aspects in effectively taking charge of a classroom and establishing authority. Suggested attire for women is a suit, 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 is appropriate. The colors that have proven themselves best for establishing authority are navy blue, maroon, gray, and black. In other words, the more conservatively you dress without looking overly stuffy, the better. A word about shoes – particularly for women. Low-heeled, comfortable shoes are preferred. Also, 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 tiptoe to minimize the amount of noise and to remain as inconspicuous as possible while monitoring a session.

## 5.3 Reporting to School on the Day of the Assessment

- On the day of the assessment you and your EAs should plan to arrive at the school at least one hour before the first session is scheduled to begin.
- Be sure that you have your background clearance letter and you and your EAs wear your NAEP Identification Badges while at the school.
- When you arrive at the school, you must first check in at the school office, identify yourself and introduce your EAs, and explain why you are there.
- Then, locate the school coordinator to obtain the storage envelope containing the Administration Schedules, Roster and Post-it notes for the scheduled sessions. If concurrent sessions are being conducted, you will need to photocopy one set of the session Administration Schedules for each person conducting a session.
- Confirm with EAs how and at what time the school wants students to be returned to their classes at the end of the session (for example, whether they should be returned as soon as the session is over or wait until the class period is changing).
- Confirm with EAs instructions on how to handle persistently disruptive students, students who become ill during the session, and students who arrive after the session has begun.

## 5.4 Assessment Materials

Distribute copies of the Administration Schedules to EAs along with assessment materials they will need to conduct their assigned session. These materials are:

- For Each Session
  - Bundles of booklets
  - Script
  - Timer
  - Post-it Notes
  - No. 2 Pencils
  - “Testing in Progress-Do Not Disturb” sign
  - Session Debriefing Form
- Additional Materials:
  - Rulers
  - World Atlas

You should use the time before the session(s) as efficiently as possible. Being organized and prepared **before** the session will allow ample time for you and the EAs to prepare the booklets for distribution, to set up the room for the assessment, and for you to better deal with any last-minute situations that may arise.

As mentioned previously, assessment materials will be packed by session. Booklets for each session type will be shrink-wrapped in 3 bundles of 11. You will receive enough bundles of booklets for the expected number of students for each session scheduled in the school. In addition, your bulk shipment will contain 3 extra bundles of booklets for each grade and subject.

Packed with each bundle will be a numbered Bundle Slip listing session information and the prefixes of the booklet ID numbers contained in that particular bundle. The bundle numbers will match those preprinted on the Administration Schedule in the box in the upper-left corner. The booklet ID prefixes listed on the Bundle Slip will also match the prefixes of the booklet ID numbers preprinted on

the session Administration Schedule. See Exhibit 2-7 on page 2-20 for an example. **Never use booklets for any session type other than the one specified on the Administration Schedule.**

NOTE: In the past, it has been observed that some supervisors have brought Swiss Army knives into the schools to open their boxes and bundles. In light of the recent publicity that has arisen from students being found with “weapons,” we must insist that if boxes are to be opened in the schools, you must use a pair of scissors to do this. Please do not embarrass yourself or NAEP by being confronted for carrying something that the school could classify as a weapon.

## **5.5 Preparing the Assessment Booklets for Distribution**

On assessment day, you (and/or your EAs) will affix the prepared Post-it notes to the appropriate session booklets as described below:

- Using the prepared Post-it notes and the Administration Schedule, begin with the first student listed on the Administration Schedule. Open the first bundle and affix the Post-it note bearing the student’s name and booklet ID number to the cover of the first booklet in the stack. Make sure that there is agreement between the ID # on the Administration Schedule, the booklet cover, and what you have recorded on the Post-it note. This will ensure you distribute the correct pre-assigned booklet to each student.

In the upper-right corner of each booklet you will find space to record the line number from the Administration Schedule. If you choose to, you may enter each student’s line number in this space to facilitate the distribution and collection process.

- After you affix the Post-it note, check the Administration Code on the Administration Schedule. If, in the column labeled “Admin. Code,” a “60-66” (Excluded), “51” (Withdrawn), “55” (Ineligible), or “46” (Parent Refusal) has been recorded, set the booklet aside. If the student has been excluded or is withdrawn, a single line should already be drawn through the student’s name. The line should not extend past the perforation.
- Repeat steps 1 and 2 for each student listed on the Administration Schedule. As they are prepared, the booklets should be stacked face down to keep them in Administration Schedule order.
- Band together the booklets for any excluded or withdrawn students and any unassigned booklets. They should be kept banded together (i.e., separated from) but remain with the bundle of booklets for the session.
- Turn over the stack of booklets to be used in the session. Place any additional materials required for each booklet (as noted in the following section) inside the front cover of the booklet.

- Then, band the booklets to be used in the session together and place the session Administration Schedule on top of the stack. The booklets are now ready for distribution.

## **5.6 Preparing Other Assessment Materials**

### **5.6.1 Rulers and World Atlases**

All of the geography booklets will require a ruler and some will use a world atlas. You will need to insert the rulers in the appropriate booklets prior to the assessment. The atlases, which will be in your bulk supplies, will be handed out with the appropriate assessment booklets on the day of the assessment. At the end of the assessments, the script will direct you to collect all manipulatives.

NOTE: If you find it easier, you may choose to insert the rulers in the front cover the night before the session. If you do, double-check the materials during the process of applying the Post-it notes the morning of the session.

### **5.6.2 No. 2 Pencils**

Only No. 2 pencils should be used by students to record their responses in the assessment booklets. Once again, NAEP pencils will be provided and should be left with the students after the assessment.

As booklets are distributed, a No. 2 pencil will be handed to each student. A reserve of extra pencils should be kept at the front of the room in case a student needs another pencil. It is your responsibility to make sure that you have enough sharpened pencils with intact erasers for each session.

## **5.7 Preparing the Assessment Room**

When you arrive at the testing room, check that there are enough desks for the number of students scheduled for the session; if not, notify the school coordinator.

It is important that the desks be arranged so that all students can easily see you and 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, don't seat students facing each other.

Hang the "Testing - Do Not Disturb" sign on the door.

Erase the blackboards and, if possible, conceal all school materials that may assist students (e.g., spelling charts). As a courtesy, you should check with the classroom teacher before erasing anything from the blackboard. If you cannot get permission directly from the teacher before you erase the board, be sure to copy everything that you will erase onto a pad of paper. Following the session, you will need to restore the board to its original state.

Once the room has been properly arranged, set out the supplies you will use for the session. Make sure that you have the booklets and other assessment materials ready for the session and that you are confident of how they will be distributed. Be sure you know how to call the school office from the classroom in the event of an emergency.

## **5.8 The School's Role in the Assessment**

Encourage the coordinator (or other school staff) to monitor at least part of every session. His/her presence will help the students see that the school's administration feels the national assessment is important and, hopefully, the students will take the assessment more seriously.

Stress with the coordinator **the importance of insuring that each student appears for the assessment** and discuss the necessity of conducting makeup sessions if enough students do not attend. As discussed before, previous NAEP studies have defined the most successful methods for locating students. If possible, obtain permission to use one or more of the location methods listed below:

- Call students to the session over the public address system.
- Request the coordinator or a runner goes room to room to call students.
- The coordinator also should be available to call the students that do not appear for the session.

## 5.9 Students' Arrival at the Assessment Room

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 be predicated largely on your ability to convey to the students what is expected of them immediately upon their arrival at the testing room. Remember that organization and preparedness are the keys to effective classroom management. Appendix D describes some classroom management techniques for all three grade levels.

Although not always possible, you should attempt to enlist assistance from school personnel to introduce the NAEP assessment to students. It will help considerably if a school staff member is present to assist you, particularly someone with some “clout” in the school, such as the principal or school disciplinary person. We have also found that if school staffs are able to help monitor the session, their presence helps keep disruptive behavior to a minimum and the students' behavior on task.

Your ability to impart an air of “with-it-ness”, as one researcher calls it (Cangelosi, 1988), 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 appear especially likely to cause disruption. The manner in which you carry yourself, the use of direct eye contact and facial expressions all communicate confidence and an air of authority. 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 students when you've caught their eyes conveys an interest in them as individuals 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. If the students come in singly or in small groups, check off the students' names as they enter. **However, do not create a line of students waiting to enter the classroom – this is likely to cause a disruption in the hallway and will annoy school administrators.** If the students come too quickly, you can at least take the opportunity to seat students where you want them, separating potential troublemakers.

If you have checked in all students, but several students on the Administration Schedule are not present, wait a few minutes before beginning the session. Ideally, a school staff member will be present who can assist in locating missing students who are in school that day. While you are waiting, you may informally ask those present if the missing students are absent from school. If it is determined that the missing students are in fact absent, or five minutes elapses beyond the time the session was to begin, proceed with the assessment.

Before beginning the script, instruct students to place all of their belongings **directly under their desks**. It is important that the aisles are not obstructed to allow mobility through the classroom.

## **5.10 Using the Script to Conduct the Session**

After all students have been seated, you must conduct the session by following the appropriate script for the grade level being assessed.

You should be thoroughly familiar with the session script and be able to read it fluently. The script should be read **word for word (but with expression)** to ensure that all sessions are administered identically throughout the country.

NOTE: There are two different scripts for administering the grade four sessions. The script that is used must match the version of the race/ethnicity question(s) that appears in the student’s booklets in Section 1. Each fourth grade bundle of booklets will be labeled with the “session type”. For those labeled HISGEO1, you will use session script type 1. You will use the session script type 2 for bundles labeled HISGEO2.

The sections of the script are described below.

### **5.10.1 Introduction**

All scripts begin by introducing you and the national assessment to the students and by giving a quick overview of the session.

### **5.10.2 Booklet Distribution**

After the introduction, the script instructs you to distribute the booklets and other materials if you have not done so already. There are two ways to distribute these materials:

- After students have been seated and you read the script introduction, call each student in Administration Schedule order and hand him/her a pre-assigned booklet with any additional required materials inside the cover, and a pencil.

## OR

- Before the students arrive, place a pre-assigned booklet (with the Post-it note bearing the student's name and booklet ID number) with additional required materials inside the cover and a pencil on each desk according to your seating plan for the students scheduled for assessment. As students arrive at the classroom, ask them to find the booklet with their name and to be seated at that desk. This procedure works particularly well for a large session.

Review with your EAs how the materials are to be distributed based on the type and size of the session.

Record the attendance status of each student by entering a “✓” (check mark) for present or “A” for absent in the “Administrator Use Only” column on the Administration Schedule. **At the conclusion of the assessment**, you will enter the appropriate Administration Code for each student in the column labeled “Admin. Code.”

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, well prepared and by working quickly and efficiently to exercise your authority and control of the classroom.

**Don't waste time!** The booklet distribution process, no matter how large the session size, should take no more than 10 minutes.

Ask students who arrive **during booklet distribution** to wait at the front of the room while you finish distributing the booklets. Then, check each student in, give him/her the correct booklet and a pencil and direct the student where to be seated.

### 5.10.3 Booklet Directions

The booklet directions are on the first 1 or 2 pages of the assessment booklet and reprinted in your script for all grade 4 sessions. You will read the booklet directions aloud in sessions, grades 4, 8, and 12.

#### **5.10.4 Additional Materials**

Students are instructed to remove the ruler from the cover of the booklet and put it and the atlas on the corner of their desk until the booklet directions instruct them to use them.

#### **5.10.5 Background Section (Section 1)**

Section 1 of each booklet contains general background questions beginning with a race/ethnicity question. You will read all of the general background questions to the fourth graders. In sessions involving grades eight and twelve, the students will read all of the background questions to themselves and you will time the section for 5 minutes.

As noted above, this field test includes a field test of two new versions of the race/ethnicity question. Thus, there are two scripts for administering the fourth-grade assessment. Be sure that you use the type 1 script for the bundles of booklets identified as type HISGEO1 and use the type 2 script for the bundles of booklets identified as type HISGEO2.

#### **5.10.6 Subject Area Sections (Sections 2 and 3)**

The timing of the booklet sections varies by grade. The session script provides instructions for the timing of each section. Exhibit 5-1 is a timing chart for each session being administered in the field test.

A timer included with your supplies will be used to time the sections accurately. It is important that you are thoroughly familiar with the timer and its operation prior to conducting sessions. Practice using the timer and ensure that your EAs are familiar with the timers before your first assessment is conducted.

For the field test, you will not be able to answer any questions students may have in this section except questions on how to record their answers.

Exhibit 5-1. Session Timing

GRADE	SECTION	TIMING
4	Booklet directions 1. General Background Questions 2. Cognitive (history/geography) 3. Cognitive (history/geography) 4. Race/ethnicity Bridging Quest. and questions on computer use	Administrator reads Administrator reads 25 minutes 25 minutes Read R/E question(s) & time remainder for 11 minutes
8 and 12	Booklet directions 1. General Background Questions Directions for Sections 2 & 3 2. Cognitive (history/geography) 3. Cognitive (history/geography) 4. Race/ethnicity Bridging Quest. and questions on computer use	Administrator reads 5 minutes 2 minutes 25 minutes 25 minutes Gr. 8 - 8 minutes; Gr. 12 - 9 minutes

### **5.10.7 Booklet Section 4**

Section 4 begins with a version of the race/ethnicity question and continues with several questions on students' use of computers. In grade four, you will read the race/ethnicity question and then you will time the section for 11 minutes, as the students will work on the remaining questions themselves. In grades eight and twelve, the students will work on all of the questions by themselves as you time the section. Timing for eighth grade is eight minutes, for twelfth grade it is for 9 minutes since there are more questions.

This section is introduced with the following:

*Sometimes the way a question is asked can make a difference. Please answer the next question [2 questions] even though you've already answered questions like it [them] earlier today.*

You should read through the question by question specifications for this section and encourage your EAs to do so as well. Students will undoubtedly ask why they have to answer “the same question again.” To many students, the question in Section 4 will seem “exactly” the same as the one they answered in Section 1. However, as noted in the Q X Qs, they are not exactly the same. Other than the obvious minor wording changes, both of the versions of the race/ethnicity question being tested now allow a person to select more than one answer.

### **5.11 Monitoring the Session**

During the session, it is the responsibility of you and your EAs 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 remain on task. You should continually move through the classroom during the session (a good reason why the aisles need to be clear). Occasionally, stand at the rear of the room so you can observe the students inconspicuously.

Students will be using many different versions of the test booklets and the sections are spiraled, so the possibility of collusion among students is minimal. In general, it is important to discourage **any** such attempts by continually walking up and down the aisles during the session. At the

same time, you will check that students are working in the correct booklet section and are neither behind nor ahead of where they should be.

**Paperwork should be done after the conclusion of the session.** You should inform your EA where to meet to edit the booklets and to complete other paperwork.

### 5.11.1 General Rules for Supervising the Session

- You may not answer any questions once the students have begun working.
  - You may not provide any specific information, answers or instructions about any question, or assist in reading or spelling. Although you cannot provide answers, we are interested in the questions students ask. Please listen carefully to the questions. The best response is, “I’m sorry, I can’t answer any questions. Just do the best you can.” If the student indicates that s/he does not know a word used in the assessment, you can suggest that s/he “Re-read the question and try to sound out the word you don’t understand.”
  - When the students are working on the subject area sections of the booklet, you may provide assistance only in showing **how** and **where** to record answers.
- As students are working, you should walk around the room to see that they are working in the appropriate section of the booklet. If a student finishes a section early, you should encourage him/her to go back to review the work **in that section only**.
- Since the completed booklets will be scored by machine, 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.
  - Erasures must be complete and neat. For constructed-response items, students may make corrections by crossing out works rather than erasing if they choose to do so.
  - Booklets should never be folded or bent. Do NOT put paper clips or permanent gummed labels on the booklets.
- Be sure fourth-grade students have used the restroom before the session begins!
- Students should leave the session only in an emergency situation.
  - If a student leaves and returns, record on the booklet cover the section number during which the student left, the section number during which the student returned, and the reason the student left the session. Also, remember to give that student an Administration Code of “12,” meaning that s/he was only in the session for part of the time.

- If a student cannot complete the session (e.g., s/he has become ill), collect the booklet and other materials and record **on the booklet cover** the reason the student left the session. NEVER give any student any medication for any reason.
- Occasionally a student may request to leave the session before it is over for reasons other than illness or needing to use the restroom; s/he may need to get somewhere in the school (such as sports practice or a class activity) and feel concerned about being late. If a student asks to leave, but is not refusing to participate, try to determine the reason for the request. Make an effort to persuade the student to remain in the session and tell them the time remaining.
- Students who are concerned about being late for other activities may be instructed 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 NAEP Student Appreciation Certificate for the students to take to their next activity. However, students who will miss transportation if they remain in the session may be excused.
- A student may be asked to leave the session by a teacher or school official. If this occurs, 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 the student has completed the booklet and has been allowed to leave before the end of the session, it is not necessary to make a notation on the booklet cover.
- If a school official identifies a student as unable to meaningfully participate in the assessment and s/he cannot be accommodated, do not try to obtain permission for the student to complete the session. Note on the Administration Schedule that the student was excluded. Assign an SD/LEP Questionnaire for the student, have the staff member most knowledgeable about the student complete it, and record the appropriate information on the Roster of Questionnaires.
- Students are not required to participate in the assessment; however, all students should be encouraged to do so. If a student refuses to participate, tell the student that his/her answers are very important because they represent many other students across the nation. Explain that the results will have no effect on their grade. Encourage the student to begin or complete the booklet and make the best possible effort to answer the questions. If the student continues to refuse, collect the booklet and materials and instruct him/her to return to class. Remember to note “Student Refusal” on the booklet cover. If the student has not started the assessment, give the student an Administration Code of “48” on the Administration Schedule. If the student begins the assessment and then refuses to continue, assign an Administration Code of “12” to indicate s/he was in the session part-time.

Discussions between you and a student who refuses to participate should be kept as quiet as possible; that is, do not try to discuss this issue with a student from the front

of the classroom. We want to ensure that other students are not influenced by a student who wishes to refuse.

- If a student discovers a defective booklet after beginning to work, replace the booklet with another booklet of the same number (i.e., G401, etc.) if possible. Record the new Booklet ID number on the front cover of the defective booklet and write the new booklet ID above the defective ID on the Administration Schedule. When collecting the booklets, put the defective booklet inside the front cover of the newly assigned booklet. Assign an Administration Code of 14 on both booklets and the Administration Schedule.

If a booklet of the same number is not available and the defect is minor, for instance, one page missing in only one section, have the student continue in the defective booklet. When the booklets are collected, be sure to write a note on the front cover explaining the problem and assign an Administration Code of 14.

- Note on the front cover **any other unusual circumstances** regarding the assessment of a student.
- The number of observers, if any, from the school should be limited. They should stand quietly in the back of the room or circulate without interfering with the assessment. No photographs of any kind may be taken, to ensure the confidentiality of students and to ensure standardized assessment procedures.
- Appendix D includes successful classroom management techniques for grades 4, 8, and 12, and should be reviewed by supervisors and EAs before administering sessions.

### 5.11.2 Problem Situations

You should anticipate specific problem behaviors before they happen and determine how you will handle them in advance. Although the exception rather than the rule, there may be occasions where you are called upon to deal with inappropriate or disruptive behavior. Prompt and decisive management of such behavior is important in avoiding its continuation and “modeling” by others.

It is important to recognize that one of the immediate goals of inappropriate student behavior is to attract attention in the hope of gaining recognition among peers. Understand that from a student’s perspective, you will be a perfect vehicle for attaining this goal. Don’t be a victim! Avoid being verbally challenged or you will find yourself in a weakened position to effect any kind of classroom control. Adopt a proactive rather than reactive stance; anticipate potential problem situations and know how you will handle them if they do occur. Otherwise, you will find yourself constantly putting out fires rather than preventing them.

Off-task behavior should be dealt with directly and without overreacting, in a calm, but firm tone of voice (Emmer et al., 1984):

- **If a student is working on the wrong section of the booklet**, you could say something such as, “You should be working in Section 2 now.” Continue to stand near the student until you see that s/he is working on the correct section. Often, a gentle reminder of the correct section will suffice as an effective prompt.
- **If the behavior is of a more disruptive nature, such as sustained loud talking or rudeness**, walk calmly to the student’s desk, and firmly, yet quietly, inform the student that the behavior is unacceptable. Sometimes the use of a gesture such as a finger to the lips or a head shake is enough to prompt appropriate on-task behavior; sometimes it is not. If not, be sure to convey the inappropriateness of the behavior in a positive manner by saying something like, “I’m sure you don’t mean to be rude, but you are disturbing the rest of the class.” If necessary, add “I would really appreciate it if you would help me out and save your conversation until this session is finished.” Continue to stand near the student’s desk. When appropriate behavior is demonstrated, approach the student and **thank him/her for cooperating**. The encounter should be brief, positive, and respectful.
- **If the disruptive behavior persists**, you must take care not to exacerbate the problem and disturb others who are trying to work. Remain calm. Take two deep breaths, then act. Remember, focus on the behavior, not on the student. Again, the use of direct eye contact and physical proximity to the student cannot be overemphasized. However, it may sometimes be necessary to seek the immediate assistance of school personnel. If you feel that the situation is getting out of control, don’t be afraid to use the office call button and ask for assistance.
- **If a student becomes ill during the session**, seek assistance from school personnel. Remember that this is an 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 and assign the appropriate Administration Code.**
- **If a student becomes emotionally upset during the session:** Occasionally, a student, particularly in the lower grades, may feel so overwhelmed that s/he will begin to cry. Be understanding but do not reinforce the behavior by giving the child excessive attention or sympathy. You might suggest that the student skip the question that is bothering him/her, and to come back to answer it later. Telling the student that we don’t expect him/her to know everything may lessen the anxiety. It may be helpful to ask a friendly classmate to accompany him/her 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.**

It is equally important to recognize that not every inappropriate behavior warrants a response from you. For example, whispering can safely be ignored if it is of short duration. It is best to either

respond immediately and decisively to a behavior if it becomes disruptive or to ignore it completely if you determine it is inconsequential.

**Students who complete the section before time is called should be encouraged to review their work in that section only. They should not work on homework or a on a non-NAEP activity.**

## **5.12 Concluding the Session**

At the end of the session, collect **all** materials except the No. 2 pencils. Students may keep the pencils as a “thank you” for participating. Thank the students and dismiss them according to the school’s preference. If time allows, you should call the students in Administration Schedule order to bring their booklets and assessment materials to you so that you can check the booklet ID number once again.

You will collect the rulers and atlases prior to dismissing the students.

If time is particularly short, you may stand at the door and release a student after s/he gives you a booklet and any other assessment materials. **You must account for all booklets and assessment materials.** (Be sure to retrieve Testing – Do Not Disturb signs.)

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.

NAEP is interested in feedback from the students, so if you have a few minutes before you are scheduled to dismiss the students, ask the students what they thought about the assessment and materials. Take notes on the responses and include them in the comments section on the Session Debriefing Form. If time does not allow for this type of interaction, dismiss the students as usual.

## **5.13 Conducting Sessions with Accommodations and Adaptations**

You are likely to encounter only a small number of students with disabilities in any one school. Discuss with the school coordinator the nature of each child’s disability and then consult the relevant section of Appendix E for a brief description of the disability and suggestions for working with these students in testing situations. If the opportunity presents itself, find out how the teacher works with

the child. Some additional procedures are needed to accommodate these students in a testing situation, but many are similar to those you will use with other students. It is unlikely that you will be testing children with severe cognitive or physical disabilities; their IEPs will probably specify that they should not participate in assessments such as NAEP or they may not have achieved the requisite reading skills needed to participate.

Suggestions for working with special needs students include:

- Encourage effort, not results;
- Concentrate on the individual, not his/her disability;
- Treat students with disabilities as normally as possible; do not assume you must do things for them;
- Do not lower your expectations;
- Ask that a teacher familiar with the student be present at the assessment session;
- Remember that disability-related information is confidential; school personnel may be reluctant to release information. Emphasize the confidentiality procedures of NAEP and assure school personnel that you will keep any information received about particular students confidential; and
- Only use accommodations specified in students' IEPs or routinely used in testing the student; use of accommodations unfamiliar to students may hurt their performance rather than help it.

### **5.13.1 Staffing Issues**

Whether accommodating students in the original session or in special sessions, it is important that you or the EA be comfortable in working with special needs children. Obviously someone with a special education background would be ideal. An experienced teacher, particularly at the elementary level, should be familiar with reading aloud quietly and with determining when and how to encourage students.

Since NAEP staff is unfamiliar to the students in the assessment, it will be important to build rapport with them before beginning one-on-one, small group, and read-aloud accommodations. Discuss the best ways to do this with the school coordinator, or, if possible, each student's teacher. It may be that the teacher will come with the student to the assessment room and will introduce the EA, quietly

explaining that the EA is there to help. Perhaps the EA could go to the student's classroom before the assessment begins. During the assessment, the EA needs to be alert to the student's needs without hovering or focusing entirely on that student. Whatever is done, we certainly do not want to do anything that will embarrass or single the student out in a negative way.

We do want the student to feel comfortable and to know what to expect in the assessment situation. If she/he is getting extended time, she/he should be told so before the session begins and that this means that she/he can stay later or return to sections not finished during the assessment. Similarly, "read-aloud" students should be seated away from the other students and told that the reason is so that the other students will not be disturbed by "my reading with you."

If students are being accommodated as part of the original session, then the EA administering the session will need additional help. Depending on the nature of the accommodations, an additional EA for every 3-5 accommodated students might be necessary. Each extra EA should know in advance the names of the students with whom they will be working and, obviously, the nature of the accommodation.

### **5.13.2 Using Scripts in Accommodation Sessions**

Our previous experience with accommodations has shown that the scripts that we use in the standard sessions do not work in small group and one-on-one separate administrations. Instead, the EA should use a more informal "chatty" style. The following checklist identifies points the EA should make before beginning the directions to Section 1:

- Introduce yourself, telling the child how happy we are that she/he can help us with this national study.
- Explain that some of the work may be like work she/he has done before and some may be very different.
- We are trying to find out what students don't know as well as what they do know. So, she/he should not worry if she/he does not know everything. No grades will be given and his/her work will not be seen by anyone at the school.
- We know that she/he will do the very best that she/he can, and we really appreciate it.
- Tell the student that you cannot help and cannot tell if answers are correct.
- Ask if the student has any questions.

- Begin Section 1.

The following are some guidelines in what is and is not allowed when conducting accommodations sessions:

- 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.
  - Answer student questions regarding the directions and the recording of answers.
  - Allow the student(s) to use accommodations/adaptations on the assessment if they have been deemed necessary. A list of approved accommodations for NAEP has been printed on the following page.
- 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.
  - Allow any student to use accommodations/adaptations on the assessment that are not indicated in his/her IEP, that are not approved by NAEP, or that are not normally used by the student during testing. A list of approved accommodations for NAEP is on the following page.

The following are not considered accommodations and may be offered to students:

- Students may take a break between sections.
- The assessment may be scheduled to start at any time.
- Recording answers directly in the test booklet is expected of all assessment participants. If this is considered an accommodation in a particular student's IEP, s/he should remain in the regular session.

Small group and one-on-one sessions present another problem. That is that these students often are used to receiving acknowledgment when they have answered a question correctly. They will

look to you and ask, “Is this the right one?” You cannot give any indication of what the right or wrong answer is. It will be tempting, but, of course, we cannot help these students in this way any more than the other students. You may want to remind the student that you told him/her at the beginning of the session that you are not allowed to say if an answer is right or wrong. Encourage the student to record an answer and move on to the next question.

### 5.13.3 Administration Codes – Assess with Accommodations

After the assessment, you will use the Administration Codes listed below to indicate the status of these accommodated students. In many cases, a student who receives one accommodation actually is receiving multiple accommodations; for example, it is assumed that a student who is assessed one-on-one or in a small group will also receive extended time. Therefore, the following codes contain the additional, paired accommodations we anticipate would be used. Thus, only one code number will be needed for each of these students, even though they possibly will be receiving multiple accommodations.

### 5.13.4 Administration Codes - Assessed with Accommodations

<u>Code</u>	<u>Primary Accommodation</u>	<u>Usual Additional Accommodations</u>
72	Bilingual dictionary	
73	Large-print booklet	Extended time, special equipment such as magnifying equipment. These sessions are usually conducted in a small group or one-on-one.
74	Extended time in regular session	
75	Read aloud in regular session	
76	Small group	Extended time; read directions/questions aloud.
77	One-on-one administration	Extended time; read aloud; help recording answers
78	Scribe or use of computer	Extended time
79	Other; specify on booklet cover	

Of course, if a student to be accommodated is absent or refuses to participate, you would use the appropriate absent or refusal Administration Code.

## 6. POST-ASSESSMENT ACTIVITIES

After dismissing students from the assessment, you and your EAs will need to complete a number of tasks before leaving the school. Sections 6.1 through 6.6 instruct you on how to complete the Administration Schedule(s) and School Worksheet, assessment booklet covers, and arrange for makeup sessions, if necessary. Section 6.7 provides you with instructions for packing and shipping completed materials to NCS. A discussion of some of the quality control procedures NCS will use to review your work concludes this chapter.

### 6.1 Account for all Materials Used

Your EAs are responsible for returning to you all of the NAEP materials following the assessment(s) in a school. As the assessment supervisor, you are responsible for reviewing these materials, checking to make sure that everything is complete and accounted for, and verifying that the booklet cover coding is done properly. Every NAEP booklet (used and unused) must be accounted for and returned to NCS; none will be left in schools or thrown away for any reason. NCS has a record of **every** booklet, including where it was sent and when it was returned. You are responsible for making sure that every booklet assigned to you is used correctly and returned in good condition to NCS. Only by maintaining rigid control over the booklets will you protect your accountability.

The supervisory “edit” of assessment materials encompasses a number of tasks. **It does not involve correcting students’ work.** The supervisor should do the following:

- Double-check that you have an assessment booklet for every booklet ID number listed on the Administration Schedule. Be sure that all unused booklets from the session are accounted for.
- Verify that the required information from the Administration Schedule has been coded on the front cover of each booklet. Front covers of booklet IDs assigned an Administration Code of “51” through “56” need not be coded.
- If a student did not attend an entire assessment session, make sure the circumstances are fully documented on the front cover of the booklet and the appropriate Administration Code is assigned. When writing notes on the booklet covers, do not write on timing tracks or close to any demographic boxes.
- Double-check that you have a completed SD/LEP Questionnaire for each student indicated on the Administration Schedule as “SD” and/or “LEP.”

- Make arrangements to collect the teacher questionnaires that have not been returned. If any teacher questionnaires haven't been returned by the end of the assessment, plan to stop by in a few days to pick it up or leave a supplemental shipping envelope with the school coordinator so the completed questionnaire can be returned directly to NCS. Be sure the School Questionnaire has been collected from the principal or designee.
- Inspect the physical condition of each booklet, Administration Schedule, Questionnaire, and Roster, making sure that any stray marks that would interfere with scanning have been erased.

## 6.2 Complete the Administration Schedule

### 6.2.1 Enter the Administration Codes

After accounting for all materials used during the session, record on the Administration Schedule the appropriate codes in column "J" labeled "Admin. Code." The codes are grouped according to student participation status and must be assigned accurately. Booklets unassigned to students should be coded "52" on both the Administration Schedule and booklet cover. **There must be an Administration Code entered for every booklet.**

At the conclusion of the assessment, if it hasn't already been done so, you will need to obtain information from the school coordinator concerning the reasons for any student's absence from the session(s). The codes and guidelines for using them are listed on the following pages.

#### ASSESSED STUDENTS – ORIGINAL SESSION

- |    |   |                                                                                                                                                                                                                             |
|----|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 | = | <b>Assessed</b> in original session – in session full-time                                                                                                                                                                  |
| 11 | = | <b>Assessed</b> in original session – in session full-time, but no responses in booklet                                                                                                                                     |
| 12 | = | <b>In original session part-time.</b> Student left and did or did not return. Specify the reason on the booklet cover (e.g., student refusal after starting booklet).                                                       |
| 13 | = | <b>Original session incomplete.</b> Specify the reason. Use this code when the session was interrupted and no student was able to complete the booklet (e.g., fire drill).                                                  |
| 14 | = | <b>Other, specify on cover.</b> Use this code for any situation that is not covered by the other assessed student codes 10 – 13 (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover. |

### ASSESSED STUDENTS – MAKEUP SESSION

- 20 = **Assessed** in makeup session – in session full-time
- 21 = **Assessed** in makeup session – in session full-time, but no responses in booklet
- 22 = **In makeup session part-time.** Student left and did or did not return. Specify the reason on the booklet cover (e.g., student refusal after starting booklet).
- 23 = **Makeup session incomplete.** Specify the reason. Use this code when the session was interrupted and no student was able to complete the booklet (e.g., fire drill).
- 24 = **Other, specify on cover.** Use this code for any situation that is not covered by the other assessed student codes 10 – 13 (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.

### ABSENT STUDENT CODES

- 40 = **Temporary absence** (less than two weeks). Student is temporarily not in school due to illness, disability, or excused absence.
- 41 = **Long-term absence** (two weeks or more). Student has been absent from school two weeks or more due to an illness or disability.
- 42 = **Chronic truant.** Student attends school occasionally, if ever.
- 43 = **Suspended or expelled from school.** Includes in-school suspension.
- 44 = **In school, did not attend session.** Use if student was known to be in school on day of assessment but, for example, was not released by a teacher.
- 45 = **Disruptive behavior.** In school, but not notified of assessment because of disruptive behavior.
- 46 = **Parent refusal.** Parent officially notified school that s/he refused to allow student to participate in the assessment.
- 47 = **Student refusal.** Student refused to participate in the assessment before being given an assessment booklet.
- 48 = **Other, specify on cover.** Use this code for any absence not covered by other codes. Specify reason on the booklet cover (e.g., student came to room too late after session started).

### OTHER STUDENT CODES

- 51 = **Withdrawn.** Student is no longer enrolled at the school.
- 52 = **Unassigned book (unused).** Use this code for any booklet not used because the booklet was not assigned to a student.
- 55 = **Ineligible.** Use this code when told after the session began that the student was not eligible for the assessment (e.g., foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.
- 56 = **“Not in Sample” (NIS) student.** Use this code for any student who was assessed at the convenience of the school.

### REASONS FOR EXCLUSION

- 60 = **SD.** Student cannot be included in the session due to a mental or physical disability.
- 61 = **SD.** Student with a disability who requires an accommodation that NAEP does not permit.
- 62 = **LEP.** Student cannot be included in the session due to limited proficiency in the English language.
- 63 = **LEP.** Student with limited proficiency in English who requires an accommodation that NAEP does not permit.
- 64 = **SD/LEP.** Student cannot be included in the session due to a mental/physical disability **and** limited English proficiency.
- 65 = **SD/LEP.** Student who has a mental/physical disability **and** limited English proficiency who requires an accommodation that NAEP does not permit.
- 66 = **Other, specify.** Student cannot be included in the session for some other reason. Specify the reason on the booklet cover.

### STUDENTS ASSESSED WITH ACCOMMODATIONS

- 72 = **Bilingual dictionary.** Supplied by school.
- 73 = **Large-Print Booklet.** Extended time is assumed. Use of special equipment such as magnifying device is acceptable. Usually these sessions are small group or one-on-one.
- 74 = **Extended Time in Regular Session.**
- 75 = **Read Aloud in Regular Session.** (Do not use in a reading session)
- 76 = **Small Group.** Extended time is assumed. Directions/questions read aloud is acceptable.
- 77 = **One-on-one.** Extended time is assumed. Assistance in recording answers and/or reading aloud directions/questions is acceptable.
- 78 = **Scribe or use of computer.**
- 79 = **Other, Specify on Booklet Cover.**

**NOTE: FOR STUDENTS ASSESSED WITH SPECIAL ACCOMMODATIONS, THESE CODES SHOULD ALWAYS BE USED INSTEAD OF CODES 10-14 OR CODES 20-24. IF AN ACCOMMODATED STUDENT IS ABSENT ON ASSESSMENT DAY AND NOT ASSESSED, USE AN ABSENT CODE FOR THE ADMIN. CODE.**

## 6.2.2 Complete the Summary Information Box on the Administration Schedule

After assigning the appropriate Administration Codes, complete the Administration Schedule by recording information on attendance in the summary information box at the top of the Administration Schedule.

It is very important that the summary information is accurately recorded as follows:

- On the lines labeled “# Withdrawn And Ineligible,” enter the total number of selected students who have withdrawn from school between the time of sampling and the actual assessment **plus** the total number of students who are ineligible.
- On the lines labeled “# Excluded” enter the total number of selected students who were excluded from the assessment by the school.
- On the lines labeled “# To Be Assessed” enter the remaining number of students after the withdrawn/ineligible and excluded students have been subtracted from the total in sample.
- On the lines labeled “# Absent” enter the total number of students who were to be assessed but who did not participate in the assessment session at all. This includes 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 or excluded students.
- On the lines labeled “# Assessed (Original)” enter the actual number of students less “Ineligible” students who were present for the assessment and received a booklet. Students who attended the session and received a booklet but did not record any answers are included in this category.
- If a makeup session is to be held, wait until after the makeup to finish filling out the Administration Schedule. Then enter the number of students assessed on the lines labeled “# Assessed (Makeup).”
- After both the original and makeup sessions have been held, on the lines labeled “Total Assessed”, enter the total number of eligible students who were actually assessed in the original and makeup sessions. This number equals the number of students “To Be Assessed” minus the total number of students counted as absent.

Exhibit 6-1 shows a completed Administration Schedule.

Exhibit 6-1. Completed Administration Schedule

This form must be completed in No. 2 pencil.

**ADMINISTRATION SCHEDULE** Page 1

School #: 995-104-0 Session Type: HIST/GEOG  
 School Name: MARLTON CITY ELEM Grade: 4  
 Administrator's Name: Yolita Name

Original session scheduled for: Jan 13  
 Day/Date: 9:00 AM Time: 9:00 AM  
 Location: 4th Grade Class Location

2000 Field Test Administration Schedule

Grid if Make-up Held  Make-up Date \_\_\_\_\_

**Race/Ethnicity Codes For Use in Column "F"**

1 = White not Hispanic  
 2 = Black not Hispanic  
 3 = Hispanic  
 4 = Asian/Pacific Islander  
 5 = American Indian/Alaskan/Native  
 6 = Other

**Bundle #'s**  
 6001  
 6002  
 6003

Student Name	Special Services	Sex	Race	Eth	SD	LEP	Booklet ID #	Teacher #		Admin Code	Admin Code (L/A)	Admin Code	Admin Code
								1	2				
1 Fuler Alfonso		M	1	1			501 000001 5	0	1	1	0	1	0
2 Antonio Brown		M	1	1			502 000002 6	0	1	1	0	1	0
3 Luis Ceballos		M	1	1			503 000003 7	0	1	1	0	1	0
4 Sheena Faust		F	1	1			401 000004 8	0	1	1	0	1	0
5 James Garnett		M	1	1			402 000005 9	0	1	1	0	1	0
6 Eric Hyde		M	1	1			403 000006 0	0	1	6	0	1	0
7 Rachel Kingsberry		F	1	1			501 000007 1	0	1	1	0	1	0
8 Steven Mayfield		M	1	1			502 000008 2	0	1	1	0	1	0
9 James Norris		M	2	1			503 000009 3	0	1	1	0	1	0
10 Micheal Points		M	1	1			401 000010 4	0	1	1	0	1	0
11 Felipe Sanchez		M	1	3			402 000011 5	0	1	1	0	1	0
12 Brandon Spence		M	1	1			403 000012 6	0	1	4	0	1	0
13 Polly Willis		F	1	1			501 000013 7	0	1	1	0	1	0
14 James Wood		M	1	2			502 000014 8	0	1	1	0	1	0

**ASSESSED IN ORIGINAL**

10 - In session full time  
 11 - In session part time  
 12 - In session part time  
 13 - In session part time  
 14 - Other, specify on cover

**ASSESSED IN MAKEUP**

20 - In session full time  
 21 - In session part time  
 22 - In session part time  
 23 - In session part time  
 24 - Other, specify on cover

**ABSENT**

40 - Teacher  
 41 - Long term  
 42 - Chronic illness  
 43 - Chronic illness  
 44 - In school, did not attend  
 45 - Parent refusal  
 46 - Parent refusal  
 47 - Student refusal  
 48 - Other, specify on cover

**OTHER**

51 - Withdrawn  
 52 - Inappropriate book (unused)  
 53 - Inappropriate book (unused)  
 54 - Not a sample

**REASONS FOR EXCLUSION**

60 - Student cannot be assessed  
 61 - Student cannot be assessed  
 62 - LEP cannot be assessed  
 63 - LEP cannot be assessed  
 64 - Student cannot be assessed  
 65 - Student cannot be assessed  
 66 - Other, specify on cover

**ASSESSED WITH ACCOMMODATIONS**

70 - Large print book  
 71 - Large print book  
 72 - Read aloud to English version  
 73 - Read aloud to English version  
 74 - Read aloud to English version  
 75 - Read aloud to English version  
 76 - Read aloud to English version  
 77 - Read aloud to English version  
 78 - Other, specify on cover

**Session Number**  
 H10401

**Total in Sample**  
 14

**# Withdrawn & Ineligible**  
 (Admin. Codes 51 & 55)  
 0

**# Excluded**  
 (Admin. Codes 60-66)  
 1

**TO BE ASSESSED**  
 13

**# Absent**  
 (Find Makeup, if 4 or more absent)  
 1

**# Assessed**  
 (Original Session)  
 12

**# Assessed**  
 (Makeup Session)  
 0

**TOTAL ASSESSED**  
 12

### 6.3 Complete the School Worksheet

The School Worksheet is the central document that you will use to report the results of the assessment in a school and determine the need for makeup sessions. The laptop computers will be used to transmit the School Worksheet information after the assessments are completed at a school. The worksheet can be used to record the results of each session while at the school, and that information can then be entered in the NFS after you have left the school. However, to ensure that there is a backup, we would like you to submit the hard-copy version of the form as well.

The School Worksheet will be filled out in stages. The identifying information at the top, such as School name, School ID#, school coordinator, your name, and region could be filled in before you go to the school for the sampling visit. In the column labeled “SESSION #,” record the preprinted session number that appears on the Administration Schedule.

- Items **A-D** should be filled in during the pre-assessment activities after you have scheduled the assessment sessions with the school coordinator. These items include the date, time, and place of session, as well as the EA who will be responsible for conducting the assessment session.
- Items **E-J** on the School Worksheet will be filled in from the Summary Box at the top of the Administration Schedule. This information **must** be checked to be sure it is reported accurately and properly. To make sure the numbers are correct, count the number of students to be assessed, excluded, withdrawn/ineligible, and absent as listed on the Administration Schedule. **The number of students assessed and the number of students absent must equal the number of students to be assessed.**
- For item **K** on the worksheet, you must calculate a response rate for the sessions. If there is more than one grade being assessed at the school, you will need to calculate the response rate at **each grade**. To calculate the response rate, divide the # ASSESSED (**item J**) by the # TO BE ASSESSED (**item H**). In other words, the number of students who attended the session(s) is divided by the number of students invited. This number should be rounded up to the next whole number if .5 or greater and rounded down if .4 or less. A completed worksheet is presented in Exhibit 6-2.
- For item **I** (Makeup Needed?), enter “Y” if attendance falls below the required percentage (89% or less), otherwise, enter an “N”.
- If a makeup session is held, complete items **A-D** and item **J**. It is only necessary to record the number of students actually assessed in a makeup session, not the number invited or absent (these columns have been shaded).

Exhibit 6-2. Completed School Worksheet

Supervisor: Your Name

Region: Your Region

**NAEP 2000 FIELD TEST SCHOOL WORKSHEET**

School ID# 999-104-0

School Name: Marlton City Elementary

School Coordinator: Ms. Adams

Special Instructions/Comments: \_\_\_\_\_

	HISTORY/GEOGRAPHY				
	SESSION # H10401	SESSION # H20401	ORIG. TOTAL	MAKE UP	TOTAL
a. Date	Jan. 17	Jan. 17			
b. Time	9:00 am	9:00 am			
c. Place	4th Grade classroom	4th Grade classroom			
d. EA	EA	EA			
e. Total in Sample	14	13/14			
f. # Withdrawn	0	0			
g. # Excluded	1	0			
h. # To be Assessed	13	14			
i. # Absent	1	1			
j. # Assessed	12	13			
k. Response Rate (j/h)					
l. Make up Needed?* (Y/N)					

\* Hold make-up session if the Response Rate is less than 90%.

To determine the final results in the school, the number assessed in makeup sessions should be added to the number assessed in the original session and the resulting number recorded in the “TOTAL” column. The “# TO BE ASSESSED” and the “# ABSENT” should be recorded in the “TOTAL” column as well.

#### **6.4 Makeup Sessions**

The national assessment attempts to obtain the highest possible student response rates. The students who are absent from school on the day of the assessment are the only students who should be missing from the session. All selected students who are in attendance are extremely important to NAEP. Always attempt to learn from the school about all selected students who do not appear for an assessment session.

**If the attendance at a session is 89% or less, a makeup session will have to be held.**

You will compute the response rate on the School Worksheet and determine if a makeup session will be necessary at the school.

Students who refused to attend the original session (or whose parents refused to allow them to participate) will not be invited to a makeup session. These refusals are counted as absences in calculating the attendance rate, but these students should not be invited to a makeup session. One round of makeup sessions will be held in each school (i.e., additional makeup sessions should not be scheduled for low attendance at initial makeup sessions). All makeup sessions should be scheduled and conducted before you leave the PSU. You should work with the school coordinator in arranging the makeup sessions and notifying the students of the time and location. You may send your lead EA to conduct a makeup session. Since student and teacher names must not leave the school, you will place all copies of Administration Schedules, Rosters, and Post-it® notes in the NAEP Storage Envelope until the makeup session. However, **assessment booklets and other NAEP materials must be removed from the school.** Retain all assessment materials for the school until the session is completed.

### 6.4.1 Complete the Administration Schedule After a Makeup Session

In the event that a makeup session is required in a school, you will use the original Administration Schedule for the makeup session. After the makeup is held:

- Grid the “makeup held” bubble and record the date in the box at the top of the Administration Schedule.
- Enter the Administration Code for participating students using codes “20” - “24” **OR** “72” - “79” as appropriate on the Administration Schedule and on the student’s booklet cover.
- Enter “# assessed, makeup,” and “total assessed” in the Summary Box at the top of the Administration Schedule.
- Add the number assessed in the makeup session to those already assessed on the School Worksheet, and compute new totals.
- Complete the booklet covers and enter the Administration Code for absent students who did not attend either the original or makeup session.

### 6.5 Booklet Cover Coding

There must be an assessment booklet for **every** ID number listed on the Administration Schedule. Your EAs are responsible for coding **all** student information on the cover of each booklet used.

Most of the information to be coded on the booklets comes directly from the Administration Schedule. Therefore, all the session booklets should be sorted in the order in which they appear on the Administration Schedule. **Entering the student’s line number in the space provided in the upper corner of the booklet is particularly useful in verifying that the booklets are in the correct order.** There should be one booklet for each selected student regardless of whether or not they were assessed. If the booklets were collected after the assessment in the same order as they appear on the Administration Schedule, you will need to insert the unused booklets for absent, excluded, ineligible, and withdrawn students in their original order.

There must be a code for all of the required information on the cover of the assessment booklets **except** booklets with Administration Codes of “51 – 56”. As you code information from the

Administration Schedule, always confirm that the booklet ID number matches the identification number for that student on the Administration Schedule.

Record the NAEP school ID on the booklet cover. Then, enter the other information which directly corresponds to that on the Administration Schedule. Listed below are the items that must be transferred from the Administration Schedule to the booklet cover. An example of a coded booklet cover is shown in Exhibit 6-3.

<u>Booklet Cover Item</u>	<u>Description</u>	<u>Column from Admin. Schedule</u>
SCHOOL #	NAEP school ID number	–
TEACHER #	Two-digit teacher number from Roster of Questionnaires	J
PERIOD #	Leave these boxes blanks	–
BIRTH DATE	Month (numeric) and year	D
SEX	1 = male; 2= female	E
R/E	Race/ethnicity	F
SD	Y (yes) or N (no) Individualized Education Plan OR Student with Disability	G
LEP	Y (yes) or N (no) Limited English Proficient	H
ADMIN. CODE	Administration Code describing the student's participation status	L

Exhibit 6-3. Coded Booklet Cover



Admin Schedule Line # 1

2000  
Grade 4

SECTION	
1	BGH2
2	H1
3	H3
4	CGH1

BOOK  
H501

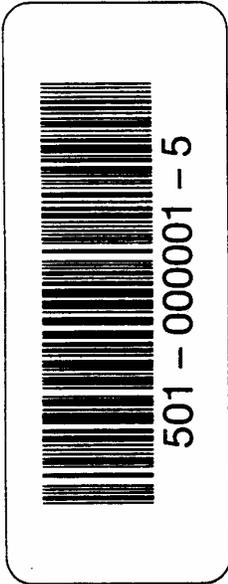
**Field Test**

School and Teacher Information

SCHOOL #                      TEACHER #

999 1040                      01

Birth Date		Sex	R/E	SD	LEP	Admin Code
0	1	1	1	N	N	10
0	0		1	Y	Y	1 0
1	1		2	N	N	2 1
2			3			3 2
3			4			4 3
4			5			5 4
5			6			6 5
6						7 6
7						7
8						8
9						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

**ADMIN USE ONLY**

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

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 1850-0758. 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. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4651.

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. OMB No. 1850-0758 • Approval Expires 10/31/2002



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## 6.6 Leaving the School

At the end of the day's assignment, make sure that you account for all unused booklets (or bundles) **in their original wrapping** as well as completed booklets. Be sure you have also gathered your other supplies (timer and other assessment materials). Any Post-it notes with student or teacher names must be thrown away. Student names on the Administration Schedule and teacher or student names on the Roster of Questionnaires must be left at the school.

In case questions or concerns about the assessment arise in the future, you must do the following before leaving a school:

- Make a set of copies of pages 1 and 2 of the completed Administration Schedules and Roster of Questionnaires to be left at the school in the NAEP Storage Envelope.
- Then, at the perforation, tear off the students' names from the original Administration Schedules and the teachers' names from the original Rosters.
- Place the names along with the complete set of document copies in the NAEP Storage Envelope (see Exhibit 4-4) to be left at the school.
- The **original** documents (without names) will be mailed back to NCS with the other assessment materials from the school.
- Record the NAEP school ID on the "Destroy by . . ." postcard (Exhibit 6-4) and staple it to the front of the NAEP Storage Envelope along with your business card.
- Give the NAEP Storage Envelope to the school coordinator and explain that the contents of the envelope should be retained until June 1, 2000 or the end of the school year, whichever comes first. At that time, the contents should be destroyed and the "Destroy by . . ." postage-paid postcard completed and mailed. Suggest that the school coordinator write a reminder on the school calendar to complete this activity.

The supervisor should always attempt to give this envelope to the school coordinator and let him/her know the sessions went well and that we appreciate their cooperation. If the supervisor is unable to see the school coordinator before leaving the school, leave the NAEP Storage Envelope with the school secretary and call later to confirm that the school coordinator has the envelope and to extend our appreciation for the school's cooperation.

Also, leave the School Appreciation Certificate with either the school coordinator or the school principal as a token of appreciation from NAEP.

Exhibit 6-4. "Destroy by..." Postcard

**NAEP**  
  
**2000**  
**The Nation's Report Card**

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: \_\_\_\_\_



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

POSTAGE WILL BE PAID BY ADDRESSEE

**NO POSTAGE  
NECESSARY  
IF MAILED  
IN THE  
UNITED STATES**



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

713161  
GA W20

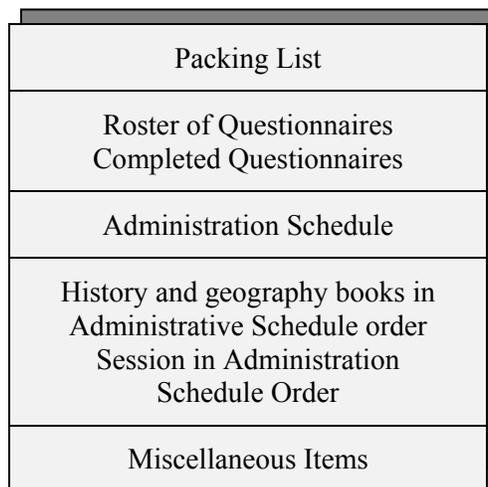


Meet with your EAs to discuss their next assignment. You should also use this meeting to answer any questions your EAs may have, discuss or report problems, and to replace or restock materials as needed. It may be helpful to take a few minutes before this meeting to list items or questions you want to discuss with them.

## 6.7 Shipping Materials to NCS

All assessment materials for a school must be returned to NCS in the same shipment using the boxes in which the materials were sent to you. The materials should be packed in the following order: (see diagram below)

- On the bottom of the box designated as Box 1, place any miscellaneous items being returned;
- Next, all assessment booklets, used and unused, in Administration Schedule order (with the first bundle of booklets being on the top of the stack of booklets);
- Next, Administration Schedule(s);
- Then, place all questionnaires;
- Then, the Roster of Questionnaires; and
- At the top of the shipment, place the packing list that accompanied the session shipment from NCS (Exhibit 6-5).
- If there are other sessions, pack each box in the same manner, except that there will not be any questionnaires or a roster.





Use the filler material that was originally in the box and seal the box using the tape provided by NCS or other strong sealing tape.

Place the prepaid and preaddressed United Parcel Service Authorized Return Service (UPS ARS) label provided with each of your session materials, on each box being returned. Cover the original UPS label with the ARS label. **Do not cover the peach color label. See the diagram below.**

If you are staying at a hotel and if UPS normally picks up or delivers packages to the hotel, they will pickup the boxes for return to NCS. Place the boxes in the designated pickup area in the hotel. If you are at home or in a hotel/motel that does not have scheduled UPS pick up, you can do either of the following to schedule a pick up:

- Call UPS at **800-742-5877** (800-PICK-UPS).
- Fax the UPS Pickup Request Form **877-899-3493**.

If additional assistance is needed, call NCS at **888-627-6237** and arrangements will be made for you.

An example of the UPS ARS return label supplied by NCS is shown in Exhibit 6-6.

Since you will be shipping completed assessment materials, by session and school, back to NCS **in the original boxes**, you must be careful not to cover up the peach Inbound Barcode label NCS has applied to the upper left corner of each box. This barcode allows for immediate receipt verification and update at NCS. Please do not remove any other extraneous labels on the boxes.

Exhibit 6-6. UPS ARS Label

UPS DRIVER INSTRUCTIONS: YOU ARE AUTHORIZED TO ACCEPT THIS PACKAGE WITHOUT A PICKUP RECORD

Name: MRS. JANE LINCOLN 1281281  
Company: MOUNTING FOR HIDDLE  
Street: 221 MADISON ST  
City: ROCKY HILL State: FL ZIP Code: 32845

REF #

Box \_\_\_\_\_ of \_\_\_\_\_  
Box \_\_\_\_\_

**A.R.S.** T O NATIONAL COMPUTER SERVICE  
2510 N DODGE ST  
IOWA CITY IA 522459555  
FIELD SAMPLE

 **UPS 2nd Day Air®** **2**

TRACKING NUMBER



1Z 659 01W 38 1000 022 0

UPS Authorized Return Service™

0218612 10870

 2nd Day Air A.R.S. Tracking Number REF #/DATE  
1Z 659 01W 38 1000 022 0

**IMPORTANT: ENTER THE DATE SHIPPED AND TRACKING NUMBER ON YOUR PSU LOG, SCHOOL FOLDER, AND THE COMPUTER!**

Due to the need to process materials quickly, **you will be required to ship materials within 24 hours after all assessments are completed in a school.** If a makeup session is required, you will secure all assessment materials for that school until the makeup session has been conducted. **To repeat, do not leave assessment materials in a school overnight.** Remember that all completed session materials for a school must be shipped together. Individual sessions for a school **may not** be returned in more than one shipment.

## **6.8 Debriefing Forms**

Two forms have been developed to help us gather information about the assessments in your assignment. By accurately completing these forms, we will have a better sense of what we should expect to encounter in 2001 and will modify our procedures accordingly.

There is a School Debriefing Form (Exhibit 6-7) which will be completed for each school in your assignment. This form includes sections on the number of sessions in a school, the conduct of the assessment, session materials, and any other comments or observations you may have about NAEP.

The Session Debriefing Form (Exhibit 6-8) must be completed for each session held in the school. You or the EA who conducted the session should complete the session level form. For Question 1A, you should estimate the number of students who seemed to be finished well before you called time, and those who seemed to be hurrying to try to finish a section. Information for Question 5 should be recorded during the session so that you don't forget any questions students asked. While we are not able to answer student questions, (except how to record their answers,) it is critical that we know what questions students have. This information, along with the scored items will determine which items will be used in 2001 and how other items will be modified for 2001. Please record students' questions and the booklet type and item number of the assessment questions students ask about. Also, please list all words students do not understand.

**SCHOOL DEBRIEFING FORM**

**Summary of Activities  
History and Geography Assessment  
2000 NAEP Field Test**

SUPERVISOR: \_\_\_\_\_  
SCHOOL NAME: \_\_\_\_\_  
SCHOOL ID: \_\_\_\_\_  
ASSESSMENT DATE(S): \_\_\_\_\_

1.	SESSION:	#1	#2	#3
	Total students assessed, no accommodations	_____	_____	_____
	Total students assessed with accommodations	_____	_____	_____

2. How many sessions were originally scheduled in this school? \_\_\_\_\_

3. How many sessions were conducted in this school? \_\_\_\_\_

3A. If more than one, were they conducted (check one)

CONCURRENTLY?

CONSECUTIVELY?

4. Were you able to visit all sessions?

YES

NO

Exhibit 6-7. School Debriefing Form (Page 2 of 3)

5. Did the EA(s) have any problems with:

	YES	NO
Student behavior	<input type="checkbox"/>	<input type="checkbox"/>
Facilities	<input type="checkbox"/>	<input type="checkbox"/>
Other, (SPECIFY)	_____	

\_\_\_\_\_

5A. If the answer is YES to either of the above, explain below:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Did you have all of the additional items (rulers and world atlases) that you needed?

YES

NO

If NO, explain below:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Were there any problems with the distribution of materials?

YES

NO

If YES, what were they:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Were there any problems with the shipment of materials for this school such as insufficient quantities, defective booklets, etc.?

YES, GO TO 8A

NO

8A. Describe the problems. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. How would you describe the attitude of school staff toward the NAEP assessment conducted in the school?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. Do you have any additional comments or observations to add about any aspect of the assessment?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Complete a Session Debriefing Form  
for EACH session conducted in this school**

*Thank you*

**SESSION DEBRIEFING FORM**

**Summary of Session Activities  
History and Geography Assessment  
2000 NAEP Field Test**

SCHOOL ID: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_

EA: \_\_\_\_\_ SESSION #: \_\_\_\_\_

Complete this form for every regular or special accommodations session conducted in the school.

1. Session timing:

TIME BEGAN SCRIPT:      |\_|\_| : |\_|\_|  
TIME STARTED SECTION 1:   |\_|\_| : |\_|\_|  
TIME STARTED SECTION 2:   |\_|\_| : |\_|\_|  
TIME STARTED SECTION 3:   |\_|\_| : |\_|\_|  
TIME STARTED SECTION 4:   |\_|\_| : |\_|\_|  
TIME BOOKLETS COLLECTED:  |\_|\_| : |\_|\_|  
TIME STUDENTS DISMISSED:  |\_|\_| : |\_|\_|

1A. How many students:

	Finished early?	Needed more time?
SECTION 1	_____	_____
SECTION 2	_____	_____
SECTION 3	_____	_____
SECTION 4	_____	_____

2. Were any accommodations provided in this session?

- YES, GO TO 2A
- NO, GO TO 3

2A. What accommodations were provided?

- Large print
- One-on-one administration
- Small group
- Extended time
- Other (SPECIFY) \_\_\_\_\_

3. Were there any problems with the distribution of materials for this session?

- YES (SPECIFY BELOW)
- NO

Problems:

---

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---

---

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4. Were there any questions about the assessment booklet directions?

- YES (SPECIFY BELOW)
- NO

Booklet: #

Questions:

---

---

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## 6.9 Quality Control and Observation

ETS and Westat home office staff will visit the supervisors occasionally while they are conducting assessments. These field visits provide an opportunity to observe how procedures are working and how assessments are being carried out, as well as how well EAs are trained and supervised. In addition to observing a session, the observer will:

- Observe the administration of sessions;
- Conduct a quality check on how accurately certain data on assessed students were transferred from the Administration Schedule to the cover page of each assessment booklet;
- Elicit from school officials any suggestions they might have for procedural changes that could make the school's role in the national assessment easier to carry out; and
- Determine if the assessment adversely affected school activities.

This quality check is an integral and necessary part of national assessment's quality control program and is primarily designed to obtain an overall evaluation of how well the field procedures are being performed by all field staff and to guide corrective actions. The supervisor is, of course, responsible for implementing procedures properly in each school; therefore, any problems found during these quality checks will be discussed with the supervisor. As supervisor, you are responsible for communicating any problems with sessions, procedures, or materials to your field manager. Any significant problem should be reported immediately so that we are able to take action before the problem intensifies. A Special Situation Form (see page 4-48) **must** be completed any time an assigned session is not held or any other irregularities occur. Be sure to provide as much detail as possible. Keep a copy for your records and send the original to your field manager.

Another component of Westat's quality control program involves telephone follow-up with approximately 10% of the schools in the assessment. Your field manager is responsible for contacting some of the schools in your assignment a few days after the assessment to administer a short telephone follow-up evaluation.

### **6.9.1 Review of Assessment Materials Received by NCS**

In previous sections, we discussed the procedures the supervisors are to follow when editing booklets and shipping materials. When these materials get to NCS, receipt clerks will thoroughly review each shipment as it arrives. The clerks follow a standard set of specifications to determine if:

- ID numbers match those on the Administration Schedule;
- Entries on the cover of each completed booklet are admissible and correctly coded;
- All assessment booklets are accounted for;
- A copy of the Administration Schedule and Roster (without names) is included;
- The physical condition of the Administration Schedules, assessment booklets, questionnaires, and rosters is such that these materials can be machine scanned;
- The School Questionnaire, SD/LEP Student Questionnaires, and teacher questionnaires are transmitted as reflected on the roster; and
- The shipment is packed correctly.

If errors are detected which cannot be resolved at NCS the field manager will be notified and the supervisor will be called and asked to correct the errors (which can sometimes involve returning to the school). A memo on errors discovered will be sent to Westat by NCS. Errors will be discussed with the supervisor so that corrective action can be taken.

Westat will also receive daily reports on shipments received back from the field, so that supervisors who are not shipping promptly can be identified.

**Delays in shipping cannot and will not be tolerated.**

**APPENDIX A**

**Results of Contact Forms  
NAEP Refusal Forms  
School Appreciation Certificate**

Supervisor: B. Small  
Cooperation Status: Cooperating

Region(s): F99  
NAEP School ID: 999-101-0

**2000 FIELD TEST NAEP ACTIVITIES  
RESULTS OF CONTACT  
SCHOOL LEVEL**

CHECK WHEN CONTACT ESTABLISHED:  School Principal  School Coordinator

School: Maple Elem.  
Telephone: (909) 224-4234  
Area Code  
Facsimile: (909) 224-4235  
Area Code  
District: Smythe S.D.  
School Principal: Thomas Greene  
School Coordinator: Thomas Greene  
Name and Title

Is the information as it appears on the SCF accurate?  
CHECK ONE  Yes  No

If NO, enter new information:

Principal: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Telephone: (\_\_\_\_) \_\_\_\_\_  
Area Code

**Willingness to cooperate.**

- 1(a) Assessment date scheduled for: 9AM Jan. 27 RECORD ON SCF AND IN FMS
- 1(b) Sampling date scheduled for (OPTIONAL): Supervisor will schedule

**Who will assume role of school coordinator?**

School Principal

Other:

Name: \_\_\_\_\_

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

Telephone: (\_\_\_\_) \_\_\_\_\_  
Area Code

Have spoken with the school coordinator:  Yes  No

**RECORD OF CALLS**

<p>10-12 DATE/TIME 9 AM PERSON CONTACTED AND TITLE</p> <p>Stella Trust, principal's secretary</p>	<p>OUTCOME OF CALL:</p> <p>He has information; in conference; call back</p>
<p>10-12 DATE/TIME 11 AM PERSON CONTACTED AND TITLE</p> <p>Ms. Trust, Secretary</p>	<p>OUTCOME OF CALL:</p> <p>Principal has gone to district office; call tomorrow</p>
<p>10-13 DATE/TIME 10:30 PERSON CONTACTED AND TITLE</p> <p>Thomas Greene, Principal</p>	<p>OUTCOME OF CALL:</p> <p>Very positive about study Agreed to participate; he will be school coord.; assessment date set; Supervisor will schedule sample date</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>

**REVIEW ITEMS 1-9 WITH SCHOOL PRINCIPAL OR SCHOOL COORDINATOR.  
IF DISCUSSED WITH SOMEONE OTHER THAN THE PERSON NAMED ON PAGE 1, SPECIFY BELOW.**

The following issues were discussed with:

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

Date: \_\_\_\_\_

**ASK PRINCIPAL/SCHOOL COORDINATOR TO REFER TO SUMMARY OF NAEP ACTIVITIES.**

**CHECK BOX AS ITEM IS DISCUSSED. IF NOT DISCUSSED, INDICATE REASON.**

**NOTE:**

**REVIEW SCF, PSU LOG, AND RESULTS OF CONTACT – DISTRICT LEVEL BEFORE MAKING CALL TO SCHOOL.**

1. **Discuss number and type of sessions to be conducted (from SCF).**  
COMMENTS: *They have two 4th grade classes - they will both participate; teachers will remain in classrooms*

2. **Confirm enrollment in sampled grade.** **RECORD ON SCF AND IN FMS**

Grade 4 56

Grade 8 \_\_\_\_\_

Grade 12 \_\_\_\_\_

3. **Discuss estimated number of students/sessions/intact classes to be assessed in the school (from SCF).**

Students

Sessions/Intact Classes *2 classes; 28 in each*

4. **Discuss time required to conduct the assessment.**  
COMMENTS: *He understands the sessions will take over an hour; teachers will have children go to bathroom before assessment begins.*

- 5.  5(a) Distribution and collection of School Questionnaire. *McGreen asked how long the quest is.*
- 5(b) Distribution and collection of SD/LEP Questionnaire(s). *Classroom teachers can complete*
- 5(c) Distribution and collection of Teacher Questionnaire(s) (Grades 4 and 8). *Classroom teachers will complete, though he is concerned about time - explained that they can work on them during assessment.*

- 6. Discuss sampling visit: *Date to be scheduled by supervisor*
- 6(a) Conducted by assessment supervisor. *and EA*
- 6(b) Time and space requirements for sampling. *they can use a table in the library*
- 6(c) Sampling procedure. *- will use intact classes - no sampling*
- 6(d) Student Listing Form/List of Students in the selected intact classes. *class list will be made available - some individual student records may need to be checked for IEP info.*

7. Discuss space required to conduct the assessment.  
 COMMENTS:  
*Will use regular classrooms*

8. Does the school have policy on information letters to parents?  Yes  No

	<u>Quantity</u>	<u>Type</u> (Circle one)	
If yes, indicate:	<input checked="" type="checkbox"/> Information letter only <u>60</u>	<u>1</u> <u>2</u>	<b>RECORD ON SCF AND IN FMS</b>
	<input type="checkbox"/> Implicit consent _____	<u>3, 4</u>	
	<input type="checkbox"/> Explicit consent _____	<u>5, 6</u>	

Are any Spanish letters needed?  Yes, Indicate quantity \_\_\_\_\_, Type 1, 2  
 No

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

NAEP 2000  
SCHOOLS SELECTED FOR FIELD TEST ASSESSMENT  
SUPERVISOR'S LOG

DATE: 11/18/99  
PAGE: 6

PSU#: 946  
REGION: 02

DISTRICT NAME SUPERINTENDENT DISTRICT ADDRESS	SCHOOL NAME PRINCIPAL SCHOOL ADDRESS	NAEP ID NUMBER	SLECT. STUDENTS/ TIME PERIOD/ SUBJECT(S)	DISP CODE/ DATE	ASSMNT DATE/ MAKEUP DATE	SAMPLE DATE	SHIP DATE/ TRACKING NUMBER
SCHOOL TYPE: PUBLIC BOULDER VALLEY RE 2 THOMAS SEIGEL BOULDER, CO 80301-9011 (303)447-1010	CENTAURUS HIGH SCHOOL RICHARD GASTELLUM LAFAYETTE, CO 80026-1402 (303)665-9211	9463020	12TH GRADE JAN-FEB 2 - H/G	11	2/08/00		
SCHOOL TYPE: CATHOLIC ARCHDIOCESE OF DENVER SCHOOLS BETSY BOYLE DENVER, CO 80210 (303)715-3200	OUR LADY OF FATIMA SCHOOL MS. DIANE HOUGHTALING LAKEWOOD, CO 80215 (303)233-2500	9462013	8TH GRADE JAN-FEB 1 - H/G	11	2/01/00		
	ST MARYS ACADEMY MS. KATHRYN MCMANEE ENGLEWOOD, CO 80110 (303)762-8300	9463033	12TH GRADE JAN-FEB 1 - H/G	11	2/01/00		

NAEP Supervisor: \_\_\_\_\_

Date entered in FMS: \_\_\_\_\_

Supervisor Region: \_\_\_\_\_

**NAEP FIELD TEST REFUSAL REPORT FORM**  
(Complete before your next call to your field manager)

STATE: \_\_\_\_\_

1. School District: \_\_\_\_\_

2. Superintendent: \_\_\_\_\_

3. Checkmark and/or circle all that apply:	Assessment	# of Schools	School ID(s)
A. <input type="checkbox"/> School Level Refusal	Field Test	<u>1</u>	_____
B. <input type="checkbox"/> District Level Refusal	Field Test	_____	_____
C. <input type="checkbox"/> District Refusal for This School Only	Field Test	<u>1</u>	_____

4. Who made decision to decline? (Include title and telephone.)

Name: \_\_\_\_\_

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

Phone: \_\_\_\_\_

5. Other contact(s) (include titles and telephone.)

Name: \_\_\_\_\_ Name: \_\_\_\_\_

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

Phone: \_\_\_\_\_ Phone: \_\_\_\_\_

6. Please describe the reasoning behind the refusal, including as much information as possible about important local factors, **unstated** reasons worth noting, and the tone of the discussion:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. What might persuade this district/school to participate?

\_\_\_\_\_

\_\_\_\_\_

8. Recommended action for appeal (include telephone number and title of contact):

\_\_\_\_\_

\_\_\_\_\_

# *Certificate of Appreciation*

*The appreciation of the management and staff  
of the National Assessment of Educational Progress,  
"The Nation's Report Card,"  
is hereby extended to*

*In recognition of the professional support  
so instrumental in the successful accomplishment of the  
2000 National Assessment of Educational Progress*

*Gary W. Phillips*

Gary W. Phillips  
Acting Commissioner  
National Center for Education Statistics

## **APPENDIX B**

### **The Security of Assessment Materials and Confidentiality Issues**

## B. THE SECURITY OF ASSESSMENT MATERIALS AND CONFIDENTIALITY ISSUES

In order to protect the confidentiality of NAEP participants and assessment materials as guaranteed by its authorizing statute, specific guidelines should be observed as described in the following sections.

Generally, NAEP's policy has been not to show actual assessment booklets to anyone except the participating students. This is because even though NAEP releases approximately one-half of the items administered each year, security of the unreleased items, which are used to measure change over time, is of utmost importance. Further, in order to preserve the students' confidentiality, under no circumstances will materials with students' answers be shown to anyone. However, "security is not secrecy." A demonstration booklet that contains example background questions and sample items for each subject in the assessment has been developed. Each assessment supervisor will be supplied with copies of this booklet and will give one copy to the school coordinators as they make their sampling visits. Generally speaking, this should take care of any requests from principals, teachers, and parents who wish to see examples of the kinds of questions that will be asked. If any individual or small group of individuals insist on seeing the actual booklets to be used in the assessment, notify your field manager. Within the limits of staff and resources, NAEP will make arrangements to have a meeting, at which time any of these groups may view the materials. During the assessment, school officials may look at unused booklets, but they may not keep or photocopy the booklets.

Requests from state legislatures, school boards, or other community groups, should be directed to your field manager. The field manager may call upon the home office for support in responding to these requests. State officials, Westat, and/or ETS may hold a meeting with the concerned community members to discuss NAEP.

Superintendents or school principals may wish to publicize participation in NAEP, either in the local press or in a school newsletter. A press release explaining NAEP has been prepared. You will be provided with a supply of press releases in your Westat supplies to be offered to **school officials** for their use.

There is also the possibility that representatives of local news media will ask you for information about the National Assessment and the local school's involvement. All such inquires should be referred to school officials who are responsible for handing out any press releases. If a reporter wants more information, **refer them to Doug Rhodes at the Educational Testing Service at 1-800-223-0267,**

**as indicated on the press release. UNDER NO CIRCUMSTANCES ARE SUPERVISORS OR EAs TO MAKE COMMENTS REGARDING NATIONAL ASSESSMENT FOR PUBLICATION OR BROADCAST.** This is to ensure that a uniform statement on the National Assessment is being presented in all parts of the country.

Occasionally, district/school personnel or the media has requested to photograph or videotape NAEP sessions. **UNDER NO CIRCUMSTANCES WILL NAEP PERMIT VIDEOTAPING OR PHOTOGRAPHS TO BE TAKEN OF ANY PART OF AN ASSESSMENT.** Also, newspaper or broadcast reporters and photographers are not permitted to observe a NAEP session. These restrictions are based on the following concerns:

1. A key strength of NAEP is that the assessment procedures are standardized; that is, the assessment is administered under uniform procedures. Obviously, television lighting, zooming camera lenses, or journalists arriving for interviews would alter this uniform setting.
2. NAEP booklets contain items to be used in future assessments. Just as these booklets may not be removed from the room or photocopied, they may not be photographed.
3. Last and certainly not least in importance, the confidentiality of students participating in NAEP is guaranteed, and the presence of cameras would seriously jeopardize that guarantee.

**NO ASSESSMENT SESSION MAY BE HELD IF MEDIA ARE PRESENT AT THE SESSION.**

Media coverage of NAEP **after the assessment is completed** is the prerogative of local school officials. You should leave all arrangements and/or interviews to the school officials who grant the media permission to enter the school.

Before, during, and after the assessment, NAEP booklets must remain confidential; items can neither be photographed nor copied by hand. To accommodate the needs of the media without disrupting the assessment, ETS will make available both a videotape and photographs, simulating the assessment, upon request.

NAEP field staff faced with the unannounced presence of film crews or reporters should reason with reporters, note the availability of the simulated photos and videotape, and explain the above-

mentioned reasons why media are not permitted to attend the NAEP sessions. Reporters can be referred to Doug Rhodes at ETS (1-800-223-0267) for further information.

The confidentiality of study participants is guaranteed by the same statute authorizing the National Assessment of Educational Progress. While NAEP does not require parental notification vis-à-vis its authorizing statute, we will abide by the dictates of district and/or school policy regarding this issue. The issue of obtaining parental consent will already have been discussed with the school coordinator and noted as such on the School Control Form and on the Results of Contact Forms. In December, schools will have been mailed copies of the appropriate parental notification letters, if requested, along with their assessment date confirmation letter. Bilingual forms (i.e., Spanish/English) of parental letters will be available upon request. Copies of the parental notification letters may be found in Appendix C.

### **The Grassley Amendment**

The issue of whether the Grassley Amendment pertains to NAEP has been raised as it applies to required parental consent. The Grassley Amendment to the General Education Provisions Act of 1994 provides that students shall not be required, without prior parental consent, to submit to a survey, analysis, or evaluation that reveals various categories of personal information. It is NAEP's position that the Grassley Amendment does not apply to the background questions used in connection with NAEP because none of the questions asks for, or is intended to elicit, information in any of the personal information categories enumerated in the statute. Those categories are as follows:

1. Political affiliations;
2. Mental or psychological problems;
3. Sex behaviors and attitudes;
4. Illegal, anti-social, self-incriminating and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers; or
7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

NAEP background questions generally relate to socioeconomic status (for example students may be asked if English is their first language, whether their family receives a daily newspaper, how many books are in the home) but DO NOT concern any of the subjects enumerated in the amendment; therefore, the statute does not apply and parental consent is not required in order for the student background questions to be asked.

**APPENDIX C**

**Notification Letters**

1999-2000 School Year

Dear Parent:

The National Assessment of Educational Progress (NAEP) is an ongoing survey of what young Americans know and can do in various academic subjects taught in school. Sponsored by the National Center for Education Statistics under the U.S. Department of Education, NAEP will conduct a field test in about 300 schools throughout the country in 2000. Your child's school has been selected to participate in NAEP. The district superintendent and school principal have been fully informed of the survey and have agreed to have the school participate.

This letter is to inform parents of all students in the grade we are sampling about the survey. The selection of students for the survey is random, and, if selected, participation in the program will not affect your child's grades or progress in school. NAEP is conducted by our staff **at no cost to the school**.

In 2001, NAEP will assess students' performance in U. S. history and world geography at grades 4, 8, and 12. In January-February 2000, we will field test items and procedures for this assessment. The assessment will take approximately 90 minutes of each student's time.

NAEP asks students questions about the subject matter and also about their background, school experience, and what teachers teach in the classroom. Student responses to these background questions allow NAEP to report data nationally by the type of school, gender, race/ethnicity, teachers' emphases, and other factors related to learning. Individual student responses are never reported and **student names are never removed from the school**.

Visit the NAEP website at <http://nces.ed.gov/nationsreportcard> for more information about the field test for the 2001 assessment. In addition to the website, NAEP has developed a Demonstration Booklet that contains samples of the types of history and geography questions, as well as the general background questions, that students are asked. To see the Demonstration Booklet that NAEP has provided, please contact the school principal.

The National Assessment of Educational Progress is an important activity that keeps us, as parents, citizens, and educators, informed about what American students are learning. We want you to know that we appreciate the participation of each child who is selected.

Sincerely,



Stephen Lazer  
NAEP Project Director

1999-2000 School Year

Dear Parent:

The National Assessment of Educational Progress (NAEP) is an ongoing survey of what young Americans know and can do in various academic subjects taught in school. Sponsored by the National Center for Education Statistics under the U.S. Department of Education, NAEP will conduct a field test in about 300 schools throughout the country in 2000. Your child's school has been selected to participate in NAEP. The district superintendent and school principal have been fully informed of the survey and have agreed to have the school participate.

This letter is to inform parents of all students who were randomly selected for participation about the survey. Participation in the program will not affect your child's grades or progress in school. NAEP is conducted by our staff **at no cost to the school**.

In 2001, NAEP will assess students' performance in U.S. history and world geography at grades 4, 8, and 12. In January-February 2000, we will field test items and procedures for this assessment. The assessment will take approximately 90 minutes of each student's time.

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The National Assessment of Educational Progress is an important activity that keeps us, as parents, citizens, and educators, informed about what American students are learning. We want you to know that we appreciate the participation of each child.

Sincerely,



Stephen Lazer  
NAEP Project Director

Año Escolar 1999-2000

Estimados Padres:

La Evaluación Nacional de Progreso Educativo (NAEP) es una encuesta continua de lo que los jóvenes americanos saben y pueden hacer en diferentes materias académicas enseñadas en la escuela. Auspiciada por el Centro Nacional para Estadísticas de Educación bajo el Departamento de Educación de Estados Unidos, NAEP realizará una prueba de campo en más o menos 300 escuelas en todo el país en el año 2000. La escuela de su niño ha sido seleccionada para participar en NAEP. El superintendente de distrito y el principal de la escuela han sido ampliamente informados de la encuesta y han accedido a que la escuela participe.

Esta carta es para informar acerca de la encuesta a los padres de todos los estudiantes que están en los grados que estamos incluyendo en la muestra. La selección de los estudiantes para la encuesta es al azar, y, si es seleccionado, la participación en el programa no afectará las notas o progreso de su niño en la escuela. NAEP es conducido por nuestro personal **sin costo para la escuela.**

En el año 2001, NAEP evaluará el rendimiento de los estudiantes en historia de Estados Unidos y geografía universal en los grados 4°, 8°, y 12°. En enero-febrero del 2000, haremos una prueba de campo de los elementos y procedimientos para esta evaluación. La evaluación tomará aproximadamente 90 minutos del tiempo de cada estudiante.

NAEP hace preguntas a los estudiantes acerca de temas de las materias y también acerca de sus antecedentes personales, experiencias en la escuela, y lo que los maestros enseñan en el salón de clases. Las respuestas de los estudiantes a estas preguntas de antecedentes personales permiten a NAEP reportar la información nacionalmente por el tipo de escuela, sexo, raza/grupo étnico, énfasis de los maestro, y otros factores relacionados con la enseñanza. Las respuestas individuales de los estudiantes nunca son reportadas y **el nombre de los estudiantes nunca se saca de la escuela.**

Visite la red mundial de NAEP en: <http://nces.ed.gov/nationsreportcard> para mayor información acerca de la prueba de campo para la evaluación del 2001. En adición a la red mundial, NAEP ha desarrollado un Folleto de Demostración que contiene muestras de los tipos de preguntas de, historia y geografía, así como de las preguntas de antecedentes personales generales, que se le preguntan a los estudiantes. Para ver el Folleto de Demostración que NAEP ha proporcionado, por favor comuníquese con el principal de la escuela.

La Evaluación Nacional de Progreso Educativo es una importante actividad que nos mantiene a nosotros, como padres, ciudadanos, y educadores, informados acerca de lo que los estudiantes en américa están aprendiendo. Queremos que sepa que nosotros apreciamos la participación de cada estudiante que es elegido.

Sinceramente,



Stephen Lazer

Año Escolar 1999-2000

Estimados Padres:

La Evaluación Nacional de Progreso Educativo (NAEP) es una encuesta continua de lo que los jóvenes americanos saben y pueden hacer en diferentes materias académicas enseñadas en la escuela. Auspiciada por el Centro Nacional para Estadísticas de Educación bajo el Departamento de Educación de Estados Unidos, NAEP realizará una prueba de campo en más o menos 300 escuelas en todo el país en el año 2000. La escuela de su niño ha sido seleccionada para participar en NAEP. El superintendente de distrito y el principal de la escuela han sido ampliamente informados de la encuesta y han accedido a que la escuela participe.

Esta carta es para informar acerca de la encuesta a los padres de todos los estudiantes que fueron seleccionados al azar para participar. La participación en el programa no afectará las notas o progreso de su niño en la escuela. NAEP es conducido por nuestro personal **sin costo para la escuela.**

En el año 2001, NAEP evaluará el rendimiento de los estudiantes en historia de Estados Unidos y geografía universal en los grados 4º, 8º, y 12º. En enero-febrero del 2000, haremos una prueba de campo de los elementos y procedimientos para esta evaluación. La evaluación tomará aproximadamente 90 minutos del tiempo de cada estudiante.

NAEP hace preguntas a los estudiantes acerca de temas de las materias y también acerca de sus antecedentes personales, experiencias en la escuela, y lo que los maestros enseñan en el salón de clases. Las respuestas de los estudiantes a estas preguntas de antecedentes personales permiten a NAEP reportar la información nacionalmente por el tipo de escuela, sexo, raza/grupo étnico, énfasis de los maestro, y otros factores relacionados con la enseñanza. Las respuestas individuales de los estudiantes nunca son reportadas y **el nombre de los estudiantes nunca se saca de la escuela.**

Visite la red mundial de NAEP en: <http://nces.ed.gov/nationsreportcard> para mayor información acerca de la prueba de campo para la evaluación del 2001. En adición a la red mundial, NAEP ha desarrollado un Folleto de Demostración que contiene muestras de los tipos de preguntas de, historia y geografía, así como de las preguntas de antecedentes personales generales, que se le preguntan a los estudiantes. Para ver el Folleto de Demostración que NAEP ha proporcionado, por favor comuníquese con el principal de la escuela.

La Evaluación Nacional de Progreso Educativo es una importante actividad que nos mantiene a nosotros, como padres, ciudadanos, y educadores, informados acerca de lo que los estudiantes en América están aprendiendo. Queremos que sepa que nosotros apreciamos la participación de cada estudiante.

Sinceramente,



Stephen Lazer  
Director del Proyecto NAEP

1999-2000 School Year

Dear Parent:

The National Assessment of Educational Progress (NAEP) is an ongoing survey of what young Americans know and can do in various academic subjects taught in school. Sponsored by the National Center for Education Statistics under the U.S. Department of Education, NAEP will conduct a field test in about 300 schools throughout the country in 2000. The district superintendent and your school principal have been fully informed of the survey and have agreed to have the school participate.

This letter is to inform parents of all students in the grade we are sampling about the survey. The selection of students for the survey is random, and, if selected, participation in the program will not affect your child's grades or progress in school. NAEP is conducted by our staff at **no cost to the school**. Before we proceed with the survey, we want to be sure you do not object to your child's participation.

In 2001, NAEP will assess students' performance in U. S. history and world geography at grades 4, 8, and 12. In January-February 2000, we will field test items and procedures for this assessment. The assessment will take approximately 90 minutes of each student's time.

NAEP asks students questions about the subject matter and also about their background, school experience, and what teachers teach in the classroom. Student responses to these background questions allow NAEP to report data nationally by the type of school, gender, race/ethnicity, teachers' emphases, and other factors related to learning. Individual student responses are never reported and **student names are never removed from the school**.

Visit the NAEP website at <http://nces.ed.gov/nationsreportcard> for more information about the field test for the 2001 assessment. In addition to the website, NAEP has developed a Demonstration Booklet that contains samples of the types of history and geography questions, as well as the general background questions, that students are asked. To see the Demonstration Booklet that NAEP has provided, please contact the school principal.

The National Assessment of Educational Progress is an important activity that keeps us, as parents, citizens, and educators, informed about what American students are learning. We want you to know that we appreciate the participation of each child who is selected. **If you object to your child's participation**, please complete and return the attached form to the school. Thank you for your time and consideration.

Sincerely,

Stephen Lazer  
NAEP Project Director

IF YOU DO NOT OBJECT TO YOUR CHILD'S PARTICIPATION,  
IT IS NOT NECESSARY TO RETURN THIS FORM TO THE SCHOOL.

I have been informed of the nature of the National Assessment of Educational Progress and **do not want my child to participate**.

Print Child's Name: \_\_\_\_\_  
Last First Middle

\_\_\_\_\_  
Parent's or Guardian's Signature Date

1999-2000 School Year

Dear Parent:

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Since your child was among those randomly selected to participate in NAEP, the school has given us permission to contact you. NAEP is conducted by our staff at no cost to the school. Before we proceed with the survey, we want to make sure you do not have any objection to your child's participation.

In 2001, NAEP will assess students' performance in U. S. history and geography at grades 4, 8, and 12. In January-February 2000, we will field test items and procedures for this assessment. The assessment will take approximately 90 minutes of each student's time.

NAEP asks students questions about the subject matter and also about their background, school experience, and what teachers teach in the classroom. Student responses to these background questions allow NAEP to report data nationally by the type of school, gender, race/ethnicity, teachers' emphases, and other factors related to learning. Individual student responses are never reported and **student names are never removed from the school.**

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NAEP Project Director

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IT IS NOT NECESSARY TO RETURN THIS FORM TO THE SCHOOL.

I have been informed of the nature of the National Assessment of Educational Progress and do not want my child to participate.

Print Child's Name: \_\_\_\_\_  
Last First Middle

\_\_\_\_\_  
Parent's or Guardian's Signature Date

IMPORTANT! PLEASE RETURN THE NEXT SCHOOL DAY

1999-2000 School Year

Dear Parent:

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This letter is to inform parents of all students in the grade we are sampling about the survey. The selection of students for the survey is random, and before we proceed with the survey, we must have written permission for your child to participate. If your child is selected, participation in the survey will not affect your child's grades or progress in school. NAEP is conducted by our staff at no cost to the school and requires about 90 minutes of each student's time.

In 2001, NAEP will assess students' performance in U. S. history and world geography at grades 4, 8, and 12. In January-February 2000, we will field test items and procedures for this assessment. The assessment will take approximately 90 minutes of each student's time.

NAEP asks students questions about the subject matter and also about their background, school experience, and what teachers instruct in the classroom. Student responses to these background questions allow NAEP to report data nationally by type of school, gender, race/ethnicity, teachers' emphases, and other factors related to learning. Individual student responses are never reported, and student names are never removed from the school.

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The National Assessment of Educational Progress is an important activity that keeps us, as parents, citizens, and educators, informed about what American students are learning. We appreciate the participation of each child who is selected. Please return the attached permission form to the school the next school day. Thank you for your time and consideration.

Sincerely,



Stephen Lazer  
NAEP Project Director

PARENTAL PERMISSION FORM -- PLEASE COMPLETE AND RETURN TO SCHOOL

I have been informed of the nature of the National Assessment of Educational Progress and:

- YES, I give my permission for my child to participate.
- NO, I do not give permission for my child to participate.

Print Child's Name: \_\_\_\_\_  
Last First Middle

\_\_\_\_\_  
Parent's or Guardian's Signature

\_\_\_\_\_  
Date

1999-2000 School Year

Dear Parent:

The National Assessment of Educational Progress (NAEP) is an ongoing survey of what young Americans know and can do in various academic subjects taught in school. Sponsored by the National Center for Education Statistics under the U.S. Department of Education, NAEP will conduct a field test in about 300 schools throughout the country in the 1999-2000 school year. Your child's school has been selected to participate in NAEP. The district superintendent and school principal have been fully informed of the survey and have agreed to have the school participate.

This letter is to inform the parents of all students who were selected to participate in the survey. Participation in the program will not affect your child's grades or progress in school. Before we proceed with the survey, **we must have written permission** for your child to take part. NAEP is conducted by our staff **at no cost to the school** and requires about 90 minutes of each student's time.

In 2001, NAEP will assess students' performance in U. S. history and world geography at grades 4, 8, and 12. In January-February 2000, we will field test items and procedures for this assessment. The assessment will take approximately 90 minutes of each student's time.

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The National Assessment of Educational Progress is an important activity that keeps us, as parents, citizens, and educators, informed about what American students are learning. We appreciate the participation of each child who is selected. **Please return the attached permission form to the school the next school day.** Thank you for your time and consideration.

Sincerely,



Stephen Lazer  
NAEP Project Director

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- YES, I give my permission for my child to participate.
- NO, I do **not** give permission for my child to participate.

Print Child's Name: \_\_\_\_\_  
Last First Middle

\_\_\_\_\_  
Parent's or Guardian's Signature Date

IMPORTANT! PLEASE RETURN THE NEXT SCHOOL DAY

1999-2000 School Year

Dear Parent:

Recently we sent you a letter asking to include your child in the National Assessment of Educational Progress (NAEP) survey. We would appreciate the opportunity to include your child in the survey, but we have not received your permission. Please take a few minutes to read the information below and **return the attached form to the school.**

The National Assessment of Educational Progress (NAEP) is an ongoing survey of what young Americans know and can do in various academic subjects taught in school. Sponsored by the National Center for Education Statistics under the U.S. Department of Education, NAEP will conduct a field test in about 300 schools throughout the country in 2000. The district superintendent and your school principal have been fully informed of the survey and have agreed to have the school participate. NAEP is conducted by our staff at **no cost to the school** and requires about 90 minutes of each student's time.

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The National Assessment of Educational Progress is an important activity that keeps us, as parents, citizens, and educators, informed about what American students are learning. We want you to know that we appreciate the participation of each child who is selected. **Please return the attached permission form to the school the next school day.** Thank you for your time and consideration.

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- YES, I give my permission for my child to participate.
- NO, I do **not** give permission for my child to participate.

Print Child's Name: \_\_\_\_\_  
Last First Middle

\_\_\_\_\_  
Parent's or Guardian's Signature Date

## **APPENDIX D**

### **Review of Classroom Management Techniques**

## **D. REVIEW OF CLASSROOM MANAGEMENT TECHNIQUES**

Having knowledge of technical information is only half the battle in accomplishing a successful test administration. Particularly for "outside" test administrators like yourselves, practical considerations such as how to effectively take charge of a classroom and how to manage inappropriate classroom behavior assume equal importance in the outcomes of the assessment.

Literature on effective classroom management consistently states that it does not occur by accident. A well organized administrator who is equipped to handle any and all situations will be more effective than one who ventures into the classroom ill-prepared. In your role as a NAEP representative or "outside" administrator, you will be looked upon by students as an authority figure not unlike that of a substitute teacher (we all know how horrific an experience that can be!). It is therefore in your best interest to anticipate, prepare, and organize to the greatest extent possible prior to and on assessment day. The guidelines provided here have been borne out by both research and field experience and are presented to help you accomplish a successful assessment.

In the event that you are unfamiliar with youngsters in the age range we are assessing, the following overview will provide some insight into the special challenges at each grade to help you prepare mentally. Helpful hints are offered whenever possible, based on effective procedures used by experienced NAEP supervisors.

### **D.1 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. They can also be very territorial, so if the assessment is being conducted in their room, 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.

While 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. Stress that they were "picked" for this assessment and that they should try to do their very best. Let them know that not everyone may be working on the same thing, and that it may take some 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 facilities just before the test 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 or she can wait for just a few minutes especially if it is toward the end of the session. If not, 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 or she will begin to cry -- this can be very unnerving. Gently try to find out what the problem is, bearing in mind that if the child is afraid of you, he or 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, provide reassurance if students cannot answer all of 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, 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 is 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 shoulders, 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.

## **D.2 Eighth Grade Assessments**

Many districts refer to the schools that their 8<sup>th</sup> graders attend as “Middle Schools.” Whether they are called Middle, Junior High, or Intermediate, they are all good definitions for 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 already addressed in the script, they may need to be discussed in a little more depth prior to the start of the session.

Be honest with them about what is happening. 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, 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 shows respect and does a lot to boost your credibility and gain their respect. 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. If a student is unruly and you feel unable to comfortably control the situation, don’t be afraid to seek assistance!!

### **D.3 Twelfth Grade Assessments**

High school seniors are the most difficult group to notify of the assessment and have attend the sessions. 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 on some type of job experience program where they may only spend 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 why some 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, diplomatically (and expeditiously) try to enlist the support of the school administration staff.

Our job is to assess as many sampled students as possible. At this grade level, that is indeed a challenge.

Even more difficult is to know when to begin a session. You must not inconvenience those who showed up by making them wait for others. If there is a public address system in the school and a general announcement is made to refresh the memories of those invited, you may wait a few additional minutes for them to respond. 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?", "What's in it for me?"). Remind them that their school has agreed to participate and that each of them was 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. 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, ask the students 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.

## **APPENDIX E**

### **Assessing Students with Disabilities**

## **E. ASSESSING STUDENTS WITH DISABILITIES**

### **E.1 Who are Students with Disabilities?**

Students with disabilities are students who need specially designed instruction to meet their learning goals. Students with disabilities should be viewed as students first, then as students with disabilities. In most ways they will be more like their non-disabled peers than different from them. They are likely to be nonexceptional in all characteristics other than those related to their disability.

About one in ten students nationwide has a disability; approximately 5.5 million students in the United States receive special education. These students range from those with mild to those with severe disabilities, from those with physical to cognitive disabilities. Federal law currently recognizes 13 disability categories including autism, deaf-blindness, deafness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, emotional disturbance, learning disability, speech or language impairment, traumatic brain injury, and visual impairment. Some students may have more than one disability although they may be labeled as primarily having a "learning disability"; for example, a student with a learning disability may also have a speech or language impairment. Labeling of students with disabilities, that is, calling a student learning disabled, speech impaired, mentally retarded, and the like is becoming less common; as a result, some students will not be specifically classified in their student files. However, the various disability labels tend to be used by teachers, counselors, and other school people out of habit. When discussing these students, therefore, it is best to refer to them as students with disabilities or exceptional students. Although school staff may use the word "handicapped", the preferred terminology is "student with a disability."

The Individuals with Disabilities Education Act (IDEA) is the federal legislation that guarantees a free appropriate public education to all students ages 3 through 21 with disabilities; you may hear this legislation referred to by its previous name, the Education of the Handicapped Act (EHA), or the key public law associated with special education, P.L. 94-142. States determine whether students are in need of special education and use diverse terminology to refer to students with disabilities. Some use terms such as learning handicapped, socially maladjusted, educable mentally retarded, physically impaired, etc. All of these students will have an IEP, an individualized education plan, that guides their special education instruction.

Students who are not eligible to receive special education services under IDEA may receive services as a result of section 504 of the Rehabilitation Act. This legislation provides individuals with

disabilities ("any person who has a physical or mental impairment which substantially limits a major life activity, e.g., learning") with protection against discrimination in all federally-assisted programs and activities. Often such students have temporary physical problems or suffer from illnesses that have not progressed to a point wherein they need special education. Some students with attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD) receive services due to the protections of section 504 while others receive special education services. Students receiving services under section 504 may or may not have an IEP or a similar document, depending on state or local requirements.

You are likely to encounter only a small number of students with disabilities in any school. Discuss with the School Coordinator the nature of the child's disability and then consult the relevant section below for a brief description of the disability and suggestions for working with these students in testing situations. If the opportunity presents itself, find out how the teacher works with the child. Some additional procedures are needed to accommodate these students in a testing situation, but many are similar to those you will use with other students. It is unlikely that you will be testing children with severe cognitive or physical disabilities; their IEPs will probably specify that they should not participate in assessments such as NAEP or they may not have achieved the requisite reading skills needed to participate.

Suggestions for all students with disabilities:

- Encourage effort not results [students with disabilities are accustomed to receiving direct response to their activities, e.g., whether or not an answer is correct].
- Concentrate on the individual, not his/her disability.
- Treat students with disabilities as normally as possible; do not assume you must do things for them.
- Do not lower your expectations for students who have disabilities.
- Ask that a teacher familiar with the student be present at the assessment session.
- Remember that disability-related information is confidential; school personnel may be reluctant to release information. Emphasize the confidentiality procedures of NAEP and assure school personnel that you will keep any information received about particular students confidential.
- Only use accommodations specified in students' IEPs; use of accommodations unfamiliar to students may hurt their performance rather than help it.

## E.2 Students with Learning Disabilities

Half of the students with disabilities across the country are classified as having a learning disability. These students have an academic problem in one or more areas; they are not achieving at a level consistent with their ability. The problems these students experience in learning are very heterogeneous. The National Joint Committee for Learning Disabilities (1988) defines learning disabilities as:

"a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences".

A child with a learning disability in reading may have word recognition, comprehension, or reading habit problems. A child with a learning disability in math may have problems in writing numbers, abstract reasoning, and memory (Harding, McCormick, and Harding, 1994). Many times students with learning disabilities also have speech-language impairments. The IEPs of students with learning disabilities may note they need extended time to complete assessments or oral administration of the test instrument.

Suggestions for working with children with learning disabilities:

- Use simple vocabulary in giving instructions and in your communication with students. When possible, break directions down into steps.
- Encourage and praise students.
- Before reading directions aloud, make sure each student is on the correct page. Have each student demonstrate understanding of the directions.
- Repeat instructions several times.
- Visually demonstrate instructions when possible, e.g., physically fill in a bubble on the chalkboard.

- Some students have severe test anxiety. Acknowledging this fact and your appreciation that the students are trying to do their best often relieves some of the tension. If a student complains of a stomach ache, first ask if the student if he or she is nervous about the test. Sometimes suggesting a few deep breaths and some calming words will do the trick.
- Speak to the School Coordinator about any medications the students may be taking. Have they received the medication at a time that will enable the students to do their best work on the test? Do they need to eat within a certain amount of time after taking the medication? Will this conflict with the test?
- Some students are able to read better when they place a blank sheet or strip of paper under the line that they are reading. Another simple trick to block out unnecessary visual material is to place a piece of paper with a window cutout that is the approximate size of either one problem or 2 to 3 lines of material.
- Since many of these students will also have a communications disorder, use the related suggestions in section 4.0 below.

### **E.3 Students with Emotional/Behavioral Disabilities**

Students with emotional/behavioral disabilities are characterized by behavioral or emotional responses to school programs so different from appropriate age, culture, or ethnic norms that the responses adversely affect educational performance, including academic, social, vocational or personal skills. This disability is more than a temporary condition; that is, it is not the result of an expected response to stressful events in the environment (Forness and Knizer, 1990). These students may exhibit environmental conflict (aggression-disruption, hyperactivity, and social maladjustment) and/or personal disturbance (anxiety-depression and social incompetence) (Achenbach and Edelbrock, 1989). IEPs for these students may specify individual or small group administration of the assessment.

Suggestions for working with students with emotional/behavioral disabilities:

- If students are coming into the room for the assessment, greet the students at the door with a handshake and good eye contact. This establishes control, professionalism, and a friendly attitude.
- If students are taking the test in their own classroom, have them sit at their own desk.
- Some students have severe test anxiety. Acknowledging this fact and your appreciation that the students are trying to do their best often relieves some of the tension. If a student complains of a stomach ache, first ask if the student if he or she is nervous about the test. Sometimes suggesting a few deep breaths and some calming words will do the trick.

- Speak to the School Coordinator about any medications the students may be taking. Have they received the medication at a time that will enable the students to do their best work on the test? Do they need to eat within a certain amount of time after taking the medication? Will this conflict with the test?
- During the test, observe all of the students closely. It is easier to prevent disruptions than to stop a problem. Stand a few feet away from a student with wandering eyes. Assess whether a teary-eyed student needs reassurance or water to break the tension.
- Reinforce appropriate behavior and ignore or mildly punish inappropriate behavior. Use reinforcement before punishment.
- Use extra patience with these students.

#### **E.4 Students with Communications Disorders**

Communications disorders include both speech and language disorders that impact on the exchange of ideas, feelings, and information. Common communications disorders include stuttering, impaired articulation, or voice impairment. Children with language disorders show language deficits in one or more of the systems of language, i.e., phonology, morphology, syntax, semantics, or pragmatics. Speech disorders are problems of oral language; these include voice disorders (deviations in voice pitch, loudness or quality), articulation disorders (defective or nonstandard speech sounds), and fluency (stuttering) disorders. While many children have only a communications disorder, students with other primary disabilities such as learning disabilities and physical impairments often also have communications disorders. IEPs for students with communications disorders may not specify any special accommodations for achievement testing if the assessment includes no verbal responses; however, both verbal and written instructions may be specified.

Suggestions for working with students with communications disorders:

- If you are reading test items aloud, when there is a blank in the stem of the question, do not say the word "blank". This tends to confuse students. Either pause for one or two seconds or say "MMMMM".
- Keep directions simple and provide repetitions to maximize understanding.
- Match your verbal communications with your attitudes, feelings, or intentions expressed by your tone of voice, facial expressions, and body language.
- Encourage students to ask questions if they do not understand instructions.

- Do not talk over a student with stuttering problems, wait until the student finishes his/her statement before speaking. Beware of body language that might show impatience as well.
- Listen carefully to individuals with speech difficulties; most often they understand you more than their expressions may indicate.
- If you are uncertain as to when or how to assist a person with a disability, ask "Do you need help? How can I help?"

## **E.5 Students with Physical and Health Impairments**

These students have orthopedic or health impairments that impact their educational performance. Physical impairments include such orthopedic and muscular impairments as cerebral palsy, muscular dystrophy, spina bifida, spinal cord injury, spinal muscular atrophy, limb deficiency, and juvenile rheumatoid arthritis. Common health impairments include asthma, allergies, epilepsy, juvenile diabetes, hemophilia, cystic fibrosis, sickle cell anemia, cardiac conditions, cancer, and AIDS. IEPs of these students may specify that assistance will be needed in recording answers or that medication will need to be taken prior to the testing situation.

Suggestions for working with students with physical or health impairments:

- Make sure the child is comfortable. Ask the School Coordinator about positioning the student. What is the appropriate seating position? Are the desks and chairs or seating arrangement optimal for the student?
- Ask the School Coordinator if the student has health problems that affect stamina. Does the student's IEP state that the student tires easily and needs to work in short segments of time?
- Check with the School Coordinator to determine if any of the students have seizure disorders. If yes, identify the nurse or trained individual to be called if the student should have a seizure.
- If you are uncertain as to when or how to assist a person with a disability, ask "Do you need help? How can I help?"
- When speaking to someone in a wheelchair in a one-to-one situation, place yourself at his/her level.
- A wheelchair is personal property; do not lean or hang on someone's wheelchair.
- Speak to the School Coordinator about any medications the students may be taking. Have they received the medication at a time that will enable the students to do their

best work on the test? Do they need to eat within a certain amount of time after taking the medication? Will this conflict with the test?

- Make sure the room to be used for the assessment is accessible to students in wheelchairs and others with physical impairments.
- Don't be overly sensitive to words like "heard" or "seen."

## **E.6 Students with Hearing Impairments**

There are two types of hearing: deaf and hard-of-hearing. A person with deafness cannot successfully process linguistic information through hearing, with or without a hearing aid. A person who is hard of hearing has some residual hearing such that he/she can process linguistic information through hearing, usually with a hearing aid (Conference of Executives of American Schools for the Deaf, 1975). Some students with hearing impairments may be able to speak; others may not. IEPs of these students are likely to specify that the student needs to speechread, needs a sign language interpreter, and/or needs a hearing aid to participate in achievement testing.

Suggestions for working with students with hearing impairments:

- Ask the School Coordinator how the child receives information, e.g., speechreading, hearing aid, interpretation, etc.
- Remember to stand where students can read your lips or seat students accordingly.
- Do not speak too loudly, especially if students are wearing hearing aids.
- Avoid visual distractions, such as wearing jewelry, that draw attention away from your lips.
- Refrain from standing with your back to a window or bright light source; it puts your face in a shadow and makes speechreading difficult.
- Do not speak while moving around the room or writing on the board.
- Write instructions on the chalkboard or distribute copies of directions.
- Ask students with hearing impairments to repeat instructions to make sure they understand them.
- Do not be overly sensitive to words like "heard."

- On the day of the testing, ask the School Coordinator to double check the students to make sure that each student has their necessary supplies. Do they have their hearing aids, FM devices, or any other devices that are listed on the student's IEP?
- If provided by the school, a system such as the FM assistive listening device is very helpful for students with hearing impairments. Generally, the teacher needs to be within 200 feet of the student. The FM device creates a listening situation that is comparable to the teacher's being only 6 inches from the student's ear at all times. Remember to turn on the listening device as you begin a new set of instructions and to turn off the listening device after you have given the group instructions. Otherwise, if you talk to someone else during the test, the message will also be whispered to the student with the hearing impairment.

## **E.7 Students with ADD/ADHD**

Attention deficit disorder (ADD) is a neurobiological disability, frequently characterized by inappropriate degrees of inattention, impulsiveness, and hyperactivity (CH.A.D.D., 1992). It is estimated that ADD affects 3% to 5% of the school-age population or about 2.5 to 3.0 million children in the United States. ADD may occur with or without hyperactivity. Characteristics associated with attention deficit hyperactivity disorder (ADHD) include fidgeting with hands or feet or squirming in a seat, difficulty in remaining seated, being easily distracted by extraneous stimuli, blurting out answers to questions, difficulty in following through on instructions from others, shifting from one uncompleted activity to another, talking excessively, interrupting or intruding on others, not seeming to listen to what is being said, and losing things. Characteristics of ADD without hyperactivity include daydreaming, internally preoccupied, confused or lost in thought, appears apathetic or unmotivated, is sluggish or slow moving, and staring. ADD is present in students with varying degrees of severity, and typically children are not equally disordered across all situations. Students with ADD will work to get something stimulating, action-oriented or novel, to get out of or away from something repetitious or boring, and for attention (negative or positive) (CH.A.D.D., 1992). The IEPs of students with ADD or ADHD often note they need small group testing, extended time, and testing in short periods.

Suggestions for working with students with ADD/ADHD:

- Provide structure for the testing situation and maintain it throughout the period.
- Use shorter work periods, if possible, to avoid desk fatigue; have students stretch between sections of the test.
- Provide motivation for the student's participation.

- Use positive reinforcers.
- Enclosed rather than open classrooms are recommended to reduce distractions.
- Ease transitions between sections of the test by providing clear directions and cues.
- Seat the students away from distractions.
- Ask the School Coordinator or teacher if the student recognizes "time to begin work" cues, responds to attention-getting devices, and recognizes an established "secret-signal" to remind him/her that he/she is off-task; if so, use these where feasible.
- Use visual references for giving instruction such as writing on the blackboard.
- Make eye contact with the student before giving instructions.

## **E.8 Students with Visual Impairments**

Most individuals with visual impairments have some vision; only about 15% are completely blind (O'Donnell and Livingston, 1991). Visual acuity (clarity) and visual field (area seen) are the two criteria usually used to describe the quality of one's vision. Federal law defines a child with visual impairments as one who has a visual impairment that even with correction affects educational performance. Three types of students with visual impairments are identified for educational purposes. A student who is blind learns only through tactile or auditory mechanisms. A student with low vision is severely visually impaired with correction but can increase visual functioning through optical aids, non-optical aids, and environmental modifications and/or techniques. The visually limited student has limited vision under normal circumstances, and can benefit from adaptation such as special lighting, corrective lenses, and the like. The IEPs of students with visual impairments are likely to specify that large print or Braille versions are needed for the student to participate in testing; optimal lighting conditions may also be mentioned.

Suggestions for working with student with visual impairments:

- Lighting may be an issue. Some students are light sensitive and will see best with low level desk lighting. Other students need full lighting. When possible, check with teachers or have the student select the seat where lighting is the best.
- Orient students with visual impairments to the testing environment, i.e., acquaint them with the physical features in the room.

- On the day of the testing, ask the School Coordinator to double check the students to make sure that each student has their necessary supplies. Do they have their eyeglasses, large display calculators, computers, Braille typewriters, large print materials, or any other devices that are listed on the student's IEP?
- Read any written instructions to the student.
- Be sure to stand in the center of the child's field of vision. Check with the School Coordinator on the student's particular field of vision.
- Do not be oversensitive to words like "seen."

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**APPENDIX F**

**Computer Guide**

**Instructions for Using the NAEP 2000 Field Test  
Field Management System**

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# INSTRUCTIONS FOR USING THE NAEP 2000 FIELD TEST FIELD MANAGEMENT SYSTEM

## 1. Overview

You will report the results of the work in your schools by entering data into the Field Management System (FMS) and transmitting weekly to the home office either by phone link or by mailing a diskette. You will be provided with a laptop personal computer that you will use to sample students and update the FMS data on numbers of students sampled, excluded, absent, and assessed.

The Field Management System was used by the recruiting/scheduling supervisors to record the result of their activities and, thus, contains some features and options that you will not necessarily be using during the assessment field period. The FMS, which will assist you in managing the assessment activities for the 2000 NAEP assessments, operates on Windows 95 platform. The system has been designed to help you:

- Update assessment dates, if necessary;
- Report on the number of students sampled, excluded, absent, and assessed in each school;
- Run reports to review information in the system; and
- Transmit information to the NAEP office on a weekly basis.

## 2 Starting the Program

We recommend that you use the AC adapter whenever possible to save the computer's battery. If you want to use the external mouse, **be sure that the mouse is plugged in before turning on the computer.**

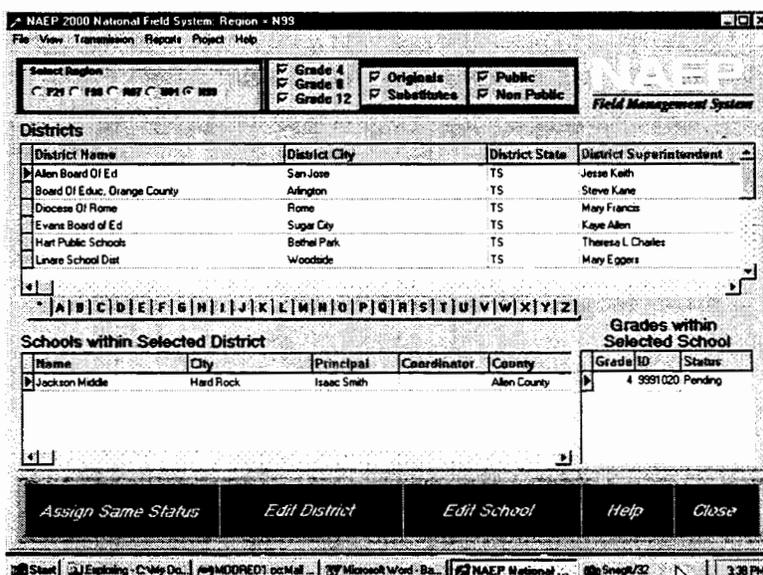
After the computer goes through its internal check, it will load Windows95 and take you to the Desktop. Double click on the 2000 NAEP FMS icon to start the Field Management System.



### 3 Basic Features of the System

#### 3.1 The View or Main Screen

When you access the FMS, you will see the View as presented below showing the list of districts from which you may make a selection. If you change the View, for example, to be that of the list of schools and then exit the system, the View you will see when you access the system the next time will be that of the list of schools. Since most of your work in the system will involve working with the district or school data, the “main screen” concept has been replaced in this version of the system with the View.



The View contains:

- A menu bar from which you will make selections;
- The dataset that has been selected - your region or practice test data; and
- The View that you used in your last session with the system (Districts, Schools, or NAEP IDs).

By clicking on the various menu bar selections, you will be able to access the components of the FMS. These are outlined and briefly explained below. Instructions for using the routines are given in the sections specified.

<b>File</b>	<b>View</b>	<b>Transmission</b>	<b>Reports</b>	<b>Project</b>	<b>Help</b>
Backup Exit	Districts Schools NAEP ID	(Goes directly to transmit & retrieve dialog box.)	(Goes directly to report menu screen)	Schedule Shipping EA Rosters	Version Help

### 3.1.1 File

**Backup:** Select this option to make a backup copy of your school/district dataset to a diskette. (Section 3.6)

**Exit:** You should always choose this to close the FMS before shutting down the computer. (Section 3.7)

### 3.1.2 View

**Districts** will present you with the list of districts from which you can choose. The district edit screen contains the district name, address, and contact information. Fields are available for information on the district test director or other district contact information. (Section 4)

The recruiting supervisor could assign a status of Cooperating, Interim Refusal, District Refusal, or Pending automatically to all selected schools within the district in this View.

**Schools** will present you with the list of sampled schools from which you can select one school and then move to its school edit form which consists of three pages (Section 5):

- **School Information.** General information about the school including name, address, principal, and test director.
- **Grade Information.** The sampled grades, each on a separate tab, and fields indicating the school's participation status, grade enrollment, and parent letters requested.
- **Session Information.** The session screen will list the sessions scheduled for the school. On it you can record the assessment date and, if obtained, the time the

session(s) will be conducted. This is where you will record the results of the assessment activities for each participating school.

**NAEP ID** gives you the opportunity to select a school by entering its NAEP ID number. (Section 5.4)

### **3.1.3 Transmission**

This option takes you directly to the Transmit and Retrieve dialog box. This is the option you will use to send data to NAEP electronically via modem. If necessary, updates will be downloaded at the same time. When necessary, within this routine is the option of downloading data with no corresponding upload. (Section 6)

### **3.1.4 Reports**

The reports were developed to help the recruiting supervisor monitor the progress of assessment preparations. Report 3 will display the assessment schedule as well as numbers of students assessed for a region. (Section 7)

### **3.1.5 Project**

**Schedule.** You will use this to record information on your travel plans during the assessment field period. (Section 8.1)

**Shipping.** You will probably not use this feature.

**EA Roster.** As individuals were being considered as candidates for EA positions, information was recorded here. (Section 8.3)

### **3.1.6 Help**

**Version:** This will give the FMS version number.

**Help:** Click to see reminders of how to use the system (based on information from these instructions).

### **3.2 Selecting the Region or Test Data**

Your system is loaded with two sets of data: 1) the sampled schools in your regions and their districts, and 2) a set of fictitious schools and districts that are called the test data.

Select the region you want to work on by clicking on the region number (or the small button in front of it). If you want to practice with the test data, select region F99, which contains the test data.

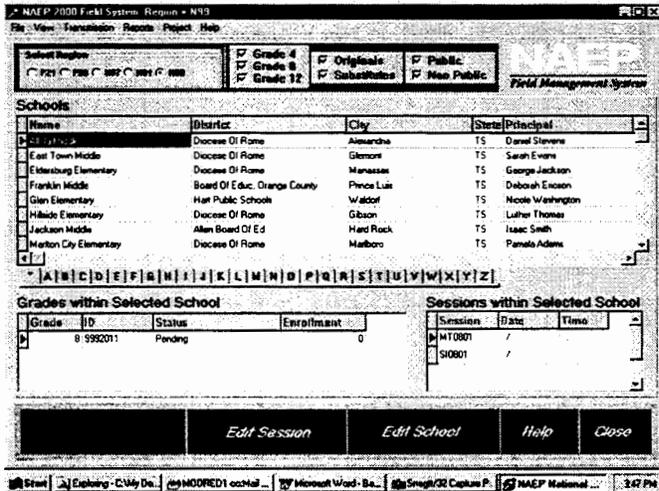
You should always select the test data when you are practicing with the system, especially as you become familiar with the editing techniques to be sure that no changes are made to your regions' data.

To remind you that you are working with the test data, instead of a valid region number, number F99 will be displayed at the top of the screen.

### **3.3 Using the Views**

The Views are selection screens that give you access to: (1) the school districts, and (2) the sampled schools. Except for the NAEP ID search field and the filters (grades, originals/substitutes, and public/non-public), none of the fields displayed can be edited in the Views. The school View is shown below:

A school can be located on this list by selecting one of the alpha tabs under the list of schools or by scrolling down the list.



Click on the scroll bar beside the list of names to scroll down one screen listing.

Access the school's edit screen by either double clicking on the school name or, with the name of the school highlighted, click on *Edit School* (or *Edit Session*).

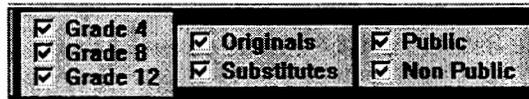
Click on an alpha tab under the list of schools to see a list of schools beginning with that letter. Click on the first tab (with the asterisk) to return to the list of all schools.

**Reminder:** The fields on this View are read only. If, for example, you click on a school's disposition on this screen, even though it becomes highlighted you cannot change it here. You must go to the school's edit screen to make any changes or corrections to a school's information.

### 3.4 Grade and Public/Private Selection

All active schools are shown on the list of schools as indicated by the checks beside the grades and school types (originals/substitutes and public/nonpublic) as shown below. If you want, you can restrict the list to only schools of one grade level and/or only private or public schools.

Restrict the list to one grade by clicking on the grades NOT wanted (since the default is for all grades to be selected for viewing). For example, to see only the 4th-grade schools, click on 8th Grade and 12th Grade (either the box or words) to delete the check marks.



Similarly, to see only the private schools, click on Public.

**Note:** Schools sampled for more than one grade will continue to be displayed even if you restrict the list to one grade level.

### 3.5 General Editing Information

When the mouse pointer is over a field and it changes to an I-beam, this indicates that you can enter or edit information if you click on this field. Note that when you place the mouse pointer over the name of a school (or any of the other school-related fields) in the Schools View, the pointer DOES NOT change to an I-beam. You cannot edit any of these fields in this View.

When a school or district edit screen first appears, the first field will be highlighted by default. **You can move from field to field by pressing the tab key.** Go directly to a field by moving the mouse pointer to the field and clicking once.

When you enter data, the system is in insert mode. All characters that you type will be inserted with the characters in the field moved to the right of what is being inserted. The only exception to this is within a telephone number field. If you edit a telephone number, the system will be in the overstrike mode.

If the entire contents of a field are highlighted and you begin to type, you will delete everything that is highlighted as you enter new data. You can recall the original contents of the field by pressing the Esc key before you move the cursor to another field.

To **cancel all changes** made on a screen before you leave it, click on *Cancel* at the bottom of the screen.

To **change one number** in an address, use the following steps:

- Place the I-beam to the left of the number to be changed;
- Click the left mouse button to place the flashing cursor to the left of the number;
- Press the Delete key to delete the number (to the right of the flashing cursor); and
- Type the correct number.

Similarly, you can **correct the spelling** of a person's name or of an address by placing the cursor to the left of the characters needing to be replaced and press the delete key to delete the characters. Then, type in the correct letters.

To **change a number in a phone number**, place the cursor over the number to be changed and click. The number will be highlighted. Move the cursor to the left or right, as needed using the right or left arrow keys. Type the correct number, which will replace the old number with the new one.

To **replace a whole word** and enter a correct word (a principal's last name, for example), place the pointer on the word (it will turn into an I-beam) and double click. This will highlight the entire word. As you begin to type, the word will be deleted and replaced with what you type. As noted above, if you make a mistake and want to recall the word deleted, press the Esc key before you move the cursor out of the field.

To **replace two or more words**, use the following steps:

- Click to the left (or right) of the words and hold the mouse button down as you drag across and highlight the words to be replaced; and
- With the words highlighted, begin typing the new text.

In the above procedures (replacing one or more words), if you want to delete the words, after highlighting the words, press the Delete key.

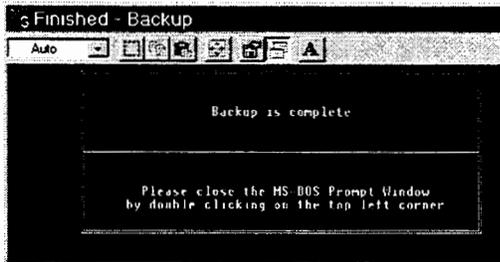
### 3.6 Backing Up Your Data

You can create a back-up diskette as a safeguard against losing information due to a system crash, or other incident. Select File, Backup at the main menu. The system will remind you that you will need a diskette to perform the backup.



The Backup window opens as the system compresses your data files and prepares them to be stored on a diskette.

When the files are ready, a message is displayed asking you to insert a diskette in drive A and press any key to continue.

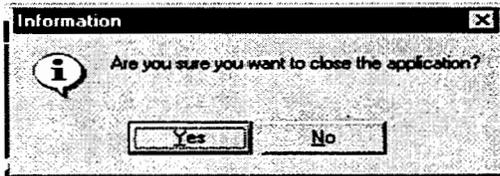


After your files are copied, another message notifies you that the backup is complete. Close the window by double clicking on the MS-DOS icon in the upper left corner of the window (next to the word Finished).

You may back-up your data as often as you like. At a minimum, it is recommended that you back up once a week. It is also a good idea to alternate between two diskettes as you back up.

Remember to label and date any diskette containing back-up information to prevent mix-ups.

### 3.7 Exiting the FMS

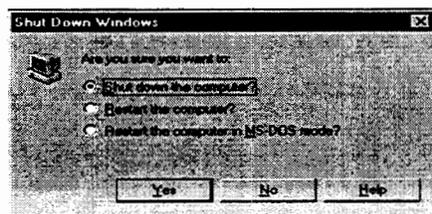


You should always exit the Field Management System by selecting File, Exit. As a fail-safe, a small dialog box opens and asks you if you are sure that you want to close the application.

Since Yes is the default, you can press the enter key to select this.

If you are ready to turn the computer off, it is a good idea to double check the Task Bar to see if there are any other applications open that you need to shut down.

To shut down the computer, click on Start on the Task Bar and move up to and click on Shut Down.



The Shut Down Windows dialog box appears as fail-safe. Since shutting down the computer is the default, you can press the enter key to say Yes.

The computer will turn itself off.

## 4 View, Districts

### 4.1 Purpose

This option allows you to quickly locate and select a district to view information such as: district-level name, address, and phone number; superintendent and district contact information; and district test director name, address, and phone. The schedulers used this option to update this information as well as to assign the same participation status to all sampled school grades in a district, when appropriate.

### 4.2 Selecting a District

The District View displays the following information. As you click on the name of a school district, the sampled schools in that district are displayed in the bottom half of the View.

NAEP 2000 National Field System - Region - N99

File View Transmission Reports Project Help

Select Region: F24 F28 F32 F34 F38

Grade 4  Originals  Public  
 Grade 8  Substitutes  Non Public  
 Grade 12

Field Management System

District Name	District City	District State	District Superintendent
<input checked="" type="checkbox"/> Allen Board Of Ed	San Jose	TS	Jesse Keith
<input type="checkbox"/> Board Of Educ, Orange County	Arlington	TS	Steve Kane
<input type="checkbox"/> Diocese Of Rome	Rome	TS	Mary Francis
<input type="checkbox"/> Evans Board of Ed	Sugar City	TS	Kaye Allen
<input type="checkbox"/> Hart Public Schools	Bethel Park	TS	Theresa L Charles
<input type="checkbox"/> Livare School Dist	Woodside	TS	Mary Eggers

\* | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

Name	City	Principal	Coordinator	County	Grade ID	Status
<input checked="" type="checkbox"/> Jackson Middle	Hard Rock	Isaac Smith		Allen County	4 9991020	Pending

Assign Same Status Edit District Edit School Help Close

Start Exploring C:\My Doc... H00RED1.cckel... Microsoft Word - B... NAEP National... Scap/12 2:38 PM

By clicking on one of the alpha tabs at the bottom of the list of districts, you will get a list of districts beginning with that letter. The first tab has an asterisk (\*) on it indicating that all districts will show in the list when it is selected. (This is the default setting.)

Click on the slide to move down the list. If there are more schools than can be displayed, you can scroll down the list of schools using the sliding button on the right.

There are two ways you can access the District Edit Screen from the District View:

- Double click on the name of the district; or
- With the district name highlighted, click once on *Edit District* at the bottom of the screen.

If no district name is highlighted and you click on *Edit District*, the first district on the list will be selected. (Note the pointer to the left of the first district name on the list.)

### 4.3 District Information

The district screen contains general information on the district including the superintendent's name. During scheduling, the names of the district contact person and/or the test director may have been entered as well. Comments can be entered in the Comments window.

The screenshot shows a window titled "District Edit Screen - Region - N99". The window is divided into two main sections: "DISTRICT INFORMATION" on the left and "TEST DIRECTOR INFORMATION" on the right. Below these sections is a "Comments" field and a row of buttons: "OK", "Cancel", "Help", and "Copy Address: District -> Test Director".

DISTRICT INFORMATION			TEST DIRECTOR INFORMATION	
District Name	Allen Board Of Ed		District Phone	(809)123-4567
District Address	201 Sherwood St		District Fax	( ) -
Additional District Address Line			District Email	
District City	State	Zip	Test Director Address	
San Jose	TS	12345	Additional Test Director Address	
Superintendent Name	James Keith		Test Director City	
District Contact Name			State	Zip
			Test Director Phone	( ) -
Comments				

### 4.4 Close Edit Screen

Click on *OK* in the lower left of the screen. This will save your entries and take you back to the previous View. In a system such as this, you should always use one of the buttons provided as a way

of closing a window and saving any changes you may have made. In the system, each edit screen has a button labeled *OK* which you should use to close it and return to the previous screen. If you click on the *X* button at the top right, your changes may not be saved.

## **5 View, Schools**

### **5.1 Purpose**

Use this option to quickly locate a school from a list of all sampled schools in a region and select a School Edit Screen to view information or to make updates. Once a school is selected, the School Edit Form appears. This form is divided into three pages as indicated by the tabs at the top of the form. You can move from one page to the other by clicking on a tab.

The School Information page of the School Edit Form contains basic school information including the school's name, address, telephone number, and the principal's name. You can use the comments field to record any comments about the school that you find useful.

The Grade Information page is comprised of three tabs, one for each potentially selected grade for the assessment (4, 8, and 12). On these pages the scheduler recorded:

- The participation status information for each grade;
- The actual enrollment for each grade; and
- Noted whether the school requested parent letters and, if so, what type and how many.

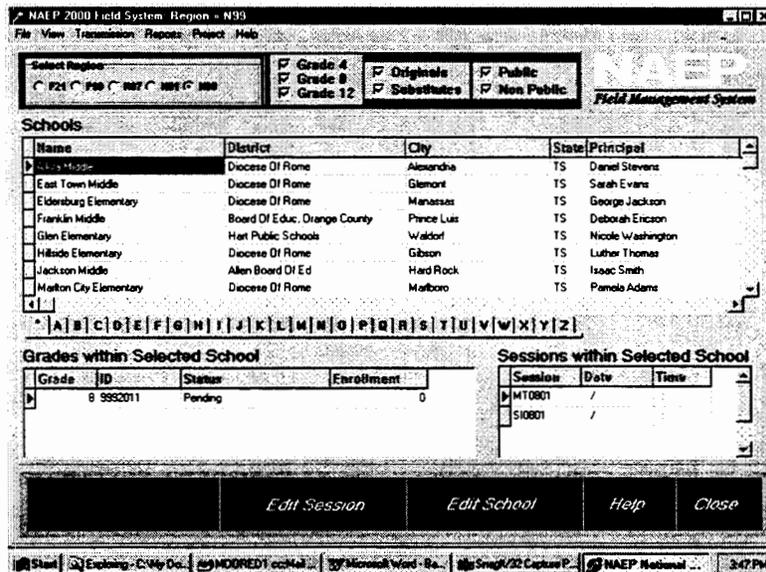
The Session Information page, is also comprised of three tabs, one for each potentially selected grade for the assessment (4, 8, and 12). The assessment dates should be recorded for each session. On these pages you can enter the results of the assessments by session including information about make-up sessions that were conducted.

## 5.2 Calling Up the School Edit Screen

There are several ways that you can access the information on a school. You can select a school:

- In a particular district from within the District View by double clicking on the school's name and go directly to the school's screen; or
- From a list of all active schools (View, Schools); or
- By its ID number using the NAEP ID View.

The School View is shown below:



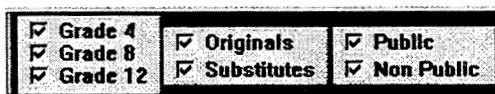
This selection window has several features that are similar to the District View described in Section 4.3. You can locate a school by:

- Clicking on the scroll bar on the right side of the list (or press the page down key) to drop down one window at a time;
- Clicking on the name of one of the schools and then, press the down arrow key to move down the list one line at a time; or
- Clicking on an alpha tab to get a list of all schools beginning with that letter.

If no school name is highlighted and you click on *Edit School*, the first school on the list will be selected. (Note the pointer to the left of the first school name on the list.)

### 5.3 Refining School Selection - Grade and School Type

If you prefer to see a list of only 4th grade schools, click on the box next to 8th Grade and 12th Grade to remove the check mark from their boxes. To see a list of 4th and 8th grade schools, there should be a check mark in the boxes beside both of these grade levels.



Likewise, you can restrict the list to private schools only by clicking on Public to remove the check from this box.

**Note:** Schools sampled for both 4th and 8th grade will be listed for both grades even if the list is restricted to one of these grade level.

### 5.4 Search by ID Number

You can search for a school by its NAEP ID number by selecting View, NAEP ID. Enter the identification number of the school that you are searching for and, as you begin to type the number, you will notice that the list of schools will be reduced to only those that match the characters that you type in. Thus, you could use this feature to look for all schools that meet a certain ID characteristic. For example, if there is more than one PSU in the region, entering one of the PSU numbers in this box will result in your only seeing a list of schools in that PSU.

To reset the list in this View so that you can see all schools, delete the numbers in the Search window.

## 5.5 School Edit Form

The school information screen contains general information about the school. The school's district name and its NAEP ID(s) are displayed at the top of the screen. The school type, in the upper left corner, reminds you that his particular school is a public (vs. private) school. Also included across the top is information concerning the school's involvement in State NAEP.

If this school is not in State NAEP, but is in a district with other schools sampled for State NAEP, this is also noted for your information.

The screenshot shows a software window titled "School Edit Screen (Lesson - N7)". It has three tabs: "School Information", "Grade Information", and "Session Information". The "School Information" tab is active. The form contains the following fields and values:

District Name:	Allen Board Of Ed	Accommodations:	No	Grade 4 ID:	9991020
School Type:	Public School	Grade 8 ID:		Grade 12 ID:	
School Name:	Jackson Middle	School Phone:	(999)123-4567	Fax:	( ) -
School Address:	2001 Minnesota Ave	County:	Allen County	School Coordinator Email:	
Additional School Address Line:		School Principal:	Isaac Smith	Year Round:	<input type="checkbox"/>
School City:	Hard Rock	State:	TS	% Off Track:	0
Zip:	12345	School Coordinator Phone:	( ) -		
Comments/Special Instructions					

At the bottom of the window, there are buttons for "All Pages", "School Page", "OK", "Cancel", and "Help". The taskbar at the bottom shows several open applications: "Steel", "Exploring - C:\...", "MOORE01.doc", "Microsoft Word", "SnapV32 Cap...", "NAEP Natio...", and the system clock shows "3:59 PM".

## 5.6 The Grade Information page

There are three tabs at the top of this page, corresponding to each of the potentially selected grades in the study (4, 8, and 12). If the school is selected for only one grade (as are most schools), the pages under the other tabs will be blank.

Identifying information on the Grade Information page includes:

- The school name;
- The district name;
- Sampled grade(s);
- The NAEP ID number(s);
- Whether this is a substitute or original school; and
- The estimated grade enrollment.

On this page, the scheduler recorded information about:

- The participation status of the selected grade in the school;
- The actual number of students in the selected grade; and
- The parent letters requested by the school.

The status codes are explained in Exhibit 1.

Exhibit 1. School-Level Status Codes

**SCHOOL-LEVEL STATUS CODES**

<u>CODE</u>	<u>EXPLANATION</u>
Pending	The school has not been contacted (though you may have spoken with the district).
Cooperating	The school will definitely participate in the assessment.
Interim Refusal	The school has indicated that they do not wish to participate, but there is a possibility that they will agree.
School Refusal	The school has said that they will definitely <b>not</b> participate in the assessment. <b>Record grade enrollment information</b>
School by District Refusal.	The school district has refused for this one school to participate. Other sampled schools in the district will cooperate. <b>Record grade enrollment information</b>
Closed	This school has officially closed.
Has Grade, No Students	This school has the sampled grade, but no eligible students this year.
No Sampled Grade	This school does not contain the sampled grade.
Not a Regular School	This school does not offer a traditional academic or comprehensive educational program to the general student population. Examples of such ineligible schools would be Special Education Schools, Vocational schools, and Alternative Schools.
Ineligible, Other	You should talk with your supervisor before using this code.

## 5.7 Shipment information fields

After the assessments are complete in a school and you have boxed the materials and gotten them ready to ship to NCS in Iowa City, don't forget to note the shipping tracking number. You will record this number in the Airbill Number field and the date that you ship the boxes in the date field. It is important that you record this information here so that it can quickly be located if a shipment does not arrive in a timely fashion.

## 5.8 Session Information

Click on the Session Information tab at the top of the School Edit Form or on the Edit Session button on the School View to access this screen. As with the other pages associated with the School Edit Form, this page has tabs for each of the three grades. On this screen these tabs are labeled Session 4, Session 8, and Session 12.

School Edit Screen - Region = F99

School Information | Grade Information | Session Information

School Name: Mariton City Elementary      District Name: Jackson Public Schools      Grade 4 ID: 9991040  
Grade 8 ID:      Grade 12 ID:

Session 4 | Session 8 | Session 12

Original Sessions

Session	Date	Time	Tot in Samp	Withdrawn	Excl	Absent	
H20401	/		0	0	0	0	N
H20401	/		0	0	0	0	N

Make Up Sessions (if required)

Session	Makeup Date	Status	Need Makeup
H10401	/		0
H20401	/		0

Makeup Status Codes:  
1-Makeup Completed  
2-School Declined  
3-No Time  
4-No Available Students

All Pages      Session 4 Page

OK      Cancel      Help      Cancel

The school and district name and NAEP ID number(s) are displayed at the top of the screen.

Each session scheduled for the school is listed by its Session ID number along with fields for entering assessment date and time. (See Session ID explanation below.) If the date has not been entered, you should do so as soon as possible.

## 5.9 Session ID

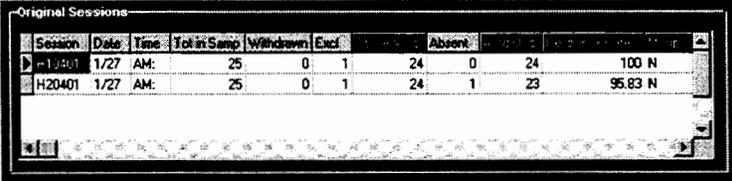
The sessions assigned to a school are identified by unique NAEP Session ID numbers. The first two letters of the ID indicate the subject. This will be HG for the grade 8 and 12 Field Test schools since each session will contain both subjects. For the grade 4 schools, the session IDs will begin with either H1 or H2 reflecting the differing race/ethnicity questions in session types 1 and 2.

The grade level is next (04, 08, or 12) followed by a sequential numbering of the sessions within subject type and grade in a school.

## 5.10 Recording Session Information

It is recommended that you enter session information in the Session Information Screen as you move through the various steps within a school – assessing and make-ups. This way you can compare your calculations on the School Worksheet with the automatic calculations of the Session Information Screen.

Once the sample is selected, you can enter the information in this screen. As shown below, 25 students were sampled and 1 was excluded in each session. The column labeled **To Be Assd** is highlighted to remind you that this is a calculated field; the system will calculate the number that goes here. Even though you can highlight the numbers in this field and appear to be able to edit it, you cannot.



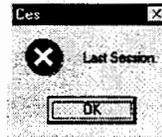
Session	Date	Time	Tot in Samp	Withdrawn	Excl	Absent	To Be Assd
H10401	1/27	AM	25	0	1	24	0
H20401	1/27	AM	25	0	1	24	1

Move from field to field with the tab key. The **Assd Orig**, **Response Rate**, and **Mkup Req** columns are automatically calculated for you. As you enter the number of absent students in a session, the system will calculate the response rate. If this is less than 90 percent for a session type, you will attempt to hold a make-up session.

If a make-up session is needed, record the results of this session in the matrix in the bottom half of the screen. Note the Make-up Status Codes listed in the pane on the right. Enter the proper code in the column headed Status.

<b>Makeup Status Codes:</b>
1-Makeup Completed
2-School Declined
3-No Time
4-No Available Students

When you get to the last data entry field within the session grid (the Absent field), if you press the tab key, you will see this notice:



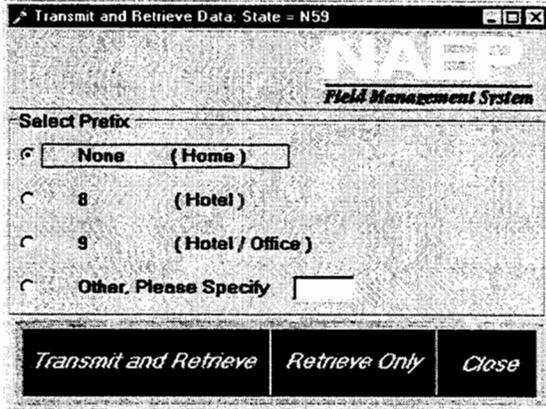
Simply press the enter key to accept the OK default button. If you want to move to another field within the grid, move the pointer with the mouse and click.

## 6. Transmission

When you select this option from any of the Views, you will be presented with a dialog box that offers you the chance to select a dialing prefix and two transmission choices – Transmit and Retrieve or Retrieve Only.

### 6.1 Transmitting and Retrieving Data

Each week, you will send an updated dataset to the Westat home office. This information will then be sent by the office to the field managers to keep them up to date on the progress of the work within the schools. While this process will normally only involve your sending in data, if it is necessary for data to be sent to you, it can be during the same transmission and with no additional operations on your part.



To initiate this process, first, be sure that the telephone cord provided with your computer is plugged in to the computer and to the phone line. Then, click on the main screen menu Transmission. The system will put your FMS "on hold" and a dialog box will appear.

If you need to add an 8 or 9 to the telephone number to call from an office or motel, click on the appropriate number. (A pause has also been added to the system so that when you select the 8 or 9, the system will pause a couple of seconds after the 8 or 9 before continuing to dial the toll free NAEP number.)

If you need to add any other prefixes to your dialing routine, enter these in the field labeled "Other (please specify)". (An example might be \*70 to disable call waiting.) Next, click on *Transmit and Retrieve*.



Another application will take over at this point and a window will appear on your screen showing that the system is preparing your regions' data files for transmission. The first thing it does is to compress the files so that their size is much reduced. This means a shorter transmission time.

We know that you will not be able to read most of the information appearing on your screen during this preparation phase. However, it is helpful to be able to see that something is happening

At the end of the transmission, a message will be displayed in the window indicating that the transmission is complete and directing you to exit this part of the system and return to the FMS. The message you will see is:

SUCCESS: Transmission Completed.

Press any key to continue.

To close the transmission window, press a key on the keyboard and the transmission window will close. After you transmit, you can continue with your work with the FMS, or close the FMS and shut down the computer.

Occasionally, you may receive a message indicating that the transmission was not successful. In this case, one of the following error messages will be displayed:

ERROR: RIMPORT Error Encountered.  
Please contact Home Office for further assistance

Or, you might see:

ERROR: Failed to Connect to Home Office  
Please try again later. If problem persists,  
please contact Home Office for further assistance.

If you see either of these messages, you should wait a few minutes and try again. If you encounter repeated failed attempts in transmitting (DO NOT try more than three times), make a note of the error message that you have received and call your field manager.

Since all data transmissions and e-mail communications are routed through the NAEP office, if there is a problem in transmitting data, there will most likely be a problem with e-mail transmissions as well. They both use the same basic system at the NAEP offices.

If you are experiencing problems in connecting as you try to send and/or receive messages, we suggest that you wait a short while and try again. The systems are monitored during weekdays (but, **not** on the weekends) and, if there is a problem on our end, it is usually corrected within a few hours at most (on weekdays only).

When you attempt to send data or e-mail messages, you should hear the following through the computer speaker: the telephone dial tone, the electronic tones as the computer dials the NAEP toll-free number, and the computer answering at Westat. If you DO NOT hear any of these sounds, the first

thing you should check is the telephone cord connection. If this appears to be a good connection, it is possible that the Hotkey combination of Fn + F4 could have been pressed turning off the laptop speaker. Try pressing this Hotkey combination to see if you can hear the dial tone.

## 6.2 Retrieve Data Only

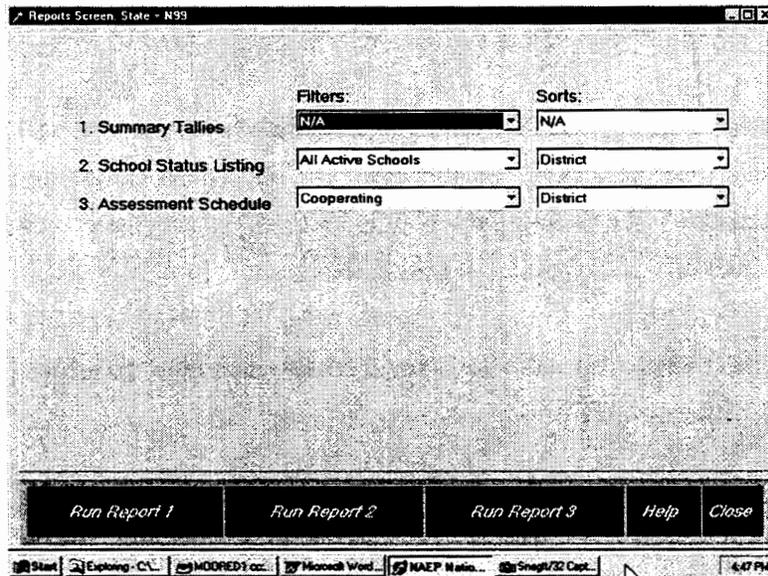
If it is necessary for NAEP to send you an updated data set, you will be notified to connect to the office and download the dataset. In this case, you will select Connection and follow the same procedures as outlined above for selecting the dialing prefix. To start the communication process, you should click on *Retrieve Only* at the bottom of this dialog box.

The dataset which you will receive will be automatically added to your system after it is copied (or downloaded) from NAEP.

<p><b>NOTE:</b> Due to the power consumption during transmission (e-mail or data transmission), you should not attempt this operation while running the computer on its battery. Be sure that it is plugged into an AC outlet before beginning this process.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 7 Reports

Clicking on Reports on the menu bar will take you directly to the list of reports that are available.



Filter and sort options are available for all except the first, summary report.

To run a report, click on the Run button associated with the report. If you want to select a filter and/or sort option, click on the down arrow on the right end of the filter or sort window. This will bring up the options available. Click on your choice with the mouse.

After you press the Run button, the report will be run and displayed on the screen. If you want to print the report, you should do so before closing the report (see below). The reports are not saved. Return to the report selection screen by double clicking on the icon in the upper left corner of the screen or click once and then click on Close.

### 7.1 Viewing Reports

Below is an example of what Report 1 might look like on your computer screen. It is produced by a separate application called by the FMS.

NAEP 2000 Field Management System		
		1/26/1999
Report 1: Summary Tallies		
Region: F99		Grade: 4
11:03AM		
1. Status of Original Schools		
	Number	Percent
A. Pending	3	75.0
B. Cooperating	1	25.0
C. District Refusal - All Schools	0	0.0
D. School Refusal	0	0.0
E. School Refusal - by District	0	0.0
F. School Closed	0	0.0
G. Ineligible - Has Grade/No Elig Students	0	0.0
H. Ineligible - Does not have Grade	0	0.0
I. Ineligible - Not a Regular School	0	0.0
J. Ineligible - Other	0	0.0
K. Interim Refusal	0	0.0
L. Total Original Schools	4	100.0
2. Status of Activated Substitute Schools		
A. Pending	0	0.0
B. Cooperating	0	0.0
C. Refusal	0	0.0
D. Closed	0	0.0
E. Ineligible	0	0.0
F. Total Activated Substitutes	0	0.0

You can scroll up and down one page by clicking on the scroll bar on the right. To move to page 2 of the report, use the arrow at the top left of the screen. (See below.)

These are the viewing and printing buttons that you see at the top left of your screen.



↑ This setting lets you see the width of the page.  
 ↑ You will not use this Exporting function. (It does to really work.)  
 ↑ Print report.

**View Settings.** Clicking on the View Setting to change the amount of the page that you can see.

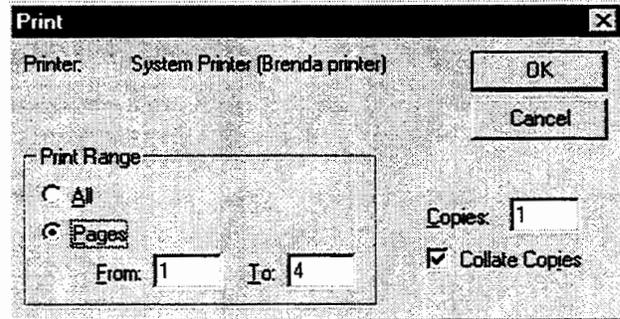
**Exporting a Report.** This option will not be used.

**Printing the Report.**

Before you print the report, you should notice the top of the screen where it tells you how many pages there are in the report. When you first look at a multi-page report, it will say that you are viewing page 1 of 1+. To see how many pages there are in total, press the button with the right arrow and line to jump to the end of the report. Now, the system will know and display the number of pages to be printed. For Report 1, the 1 of 1+ should change to 3 of 3 when you press this button.

When you press the Print button, the Print dialog box appears.

To print only one page or a selected range of pages, enter the page numbers that you wish to print in the boxes labeled From and To.

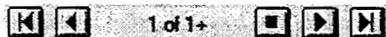


To print the entire report, press the Enter key since All is the default and the OK button is highlighted.

The printer type displayed at the top of this box will differ from that shown above when you make this selection. It will be set to the type of printer supplied with your system.

NOTE: If you want to print the report, you should do so before you leave the report (exit from that screen). The reports are NOT saved automatically. If you want to print a report or look at a report again after you leave the report, you will need to run it again.

## 7.2 Moving Among Report Pages



If your report is more than one page long, click on the button at the top left of the screen to move to another page.

In the middle of the arrow buttons, the current page number is displayed. If you want to move to the next page, click on the right facing arrow. Click on the right arrow with a bar to jump to the last page. This will also set the page counter so that you will know how many total pages there are to the report. After you have left page one, click on the left arrow to move to the previous page and the left arrow with bar to jump to the first page.

**Note:** When looking at reports, you cannot scroll from one page to another by clicking on the scroll bar on the right of the screen as you can in many other applications.

### 7.3 **Filters and Sorts**

Filter and sort options make it possible to generate a number of variations on two of the reports.

**Filter:** The setting of a report filter allows you to restrict the report to records of specific interest, such as only original schools or only cooperating schools.

**Sorts:** You have the capability of sorting the report output in a variety of ways, such as by district, county, or school.

Since Report 1 is a summary report, there are no filter or sort options available. The options available for the reports vary by report and are discussed in the sections below.

Filters and sorts will not affect the column ordering of the reports.

### 7.4 **Report 1: Summary Tallies**

This report provides summary numbers on the status of the recruitment activities for all sampled schools in your region, one page per grade. This report summarizes the participation status of all originally sampled schools as well as the status of activated substitute schools.

Since this report was developed for monitoring the status of school recruiting and scheduling, it is not likely that you will need to use it.

### 7.5 **Report 2: School Status Listing**

This report was useful as a general reference for reviewing information about sampled schools during the recruiting and scheduling phase. Since this report includes a column for the FedEx airbill dates, you might find it useful to keep track of the dates you have entered by viewing this report occasionally.

## 7.6 Report 3: Assessment Schedule

This report is useful for reviewing the assessment schedule at the session level. The filter selections restrict you to displaying cooperating schools. (See Exhibit 2)

For each cooperating school, the report lists:

- The NAEP ID number for the sampled grade;
- The session type and number for each session;
- The assessment date entered on the school edit screen; and
- The assessment time you have entered for each session, if any.

**Note:** This is a session-level report. If two sessions for a school are scheduled on different dates, they will appear independently on the report when sorted by assessment date.

### 7.6.1 Report Filters

Filters that may be selected to restrict the output of this report are:

<u>Filter</u>	<u>Effect on Report</u>
Cooperating	All original and substitute schools with a status of cooperating will be listed.
Cooperating/ Pending	All cooperating and pending schools will be listed.

Exhibit 2. Example of Report #3

**National NAEP 2000 Field Management System**

11/26/1999

**Report 3: Assessment Schedule Listing for F99 Schools**

11:12AM

Filter: Cooperating/Pending Schools

Sort: District

School Name	NAEP ID	Session	Date	Time	Assessed in Orig	Assessed in MkUp
<b>Allen Board Of Ed</b>						
Jackson Middle	9993030	HG1201			0	0
Jackson Middle	9993030	HG1202			0	0
Palm Point Middle	9993020	HG1201			0	0
Palm Point Middle	9993020	HG1202			0	0
Parson Elementary	9991020	H20401			0	0
<b>Board Of Educ, Orange County</b>						
East Town Middle	9993123	HG1201			0	0
<b>Evans Board of Ed</b>						
Northeast Beach Elementary	9992020	HG0801			0	0
<b>Hart Public Schools</b>						
Glen Elementary	9993010	HG1201			0	0
<b>Jackson Public Schools</b>						
Allula Middle	9993210	HG1201			0	0
Allula Middle	9993210	HG1202			0	0
Marlton City Elementary	9991040	H10401	1/27	AM:	24	0
Marlton City Elementary	9991040	H20401	1/27	AM:	23	0
<b>Mayville Public Schools</b>						
Patrick Elementary	9993110	HG1201			0	0
Patrick Elementary	9993110	HG1202			0	0
<b>Normandy Public Schools</b>						
Rogers School	9991010	H10401			0	0
<b>Norrel Public Schools</b>						
Franklin Middle	9991033	H10401			0	0
<b>Tasker Public Schools</b>						
Williams Middle	9992010	HG0801			0	0

Cooperating, Missing Date	All cooperating schools missing session dates will be listed.
Cooperating, Public	All cooperating public schools will be listed.
Cooperating, Non-Public	All cooperating non-public schools will be listed.
Cooperating, NAIS Schools	All cooperating schools affiliated with the National Association of Independent Schools will be listed.

## 7.6.2 Report Sorting Options

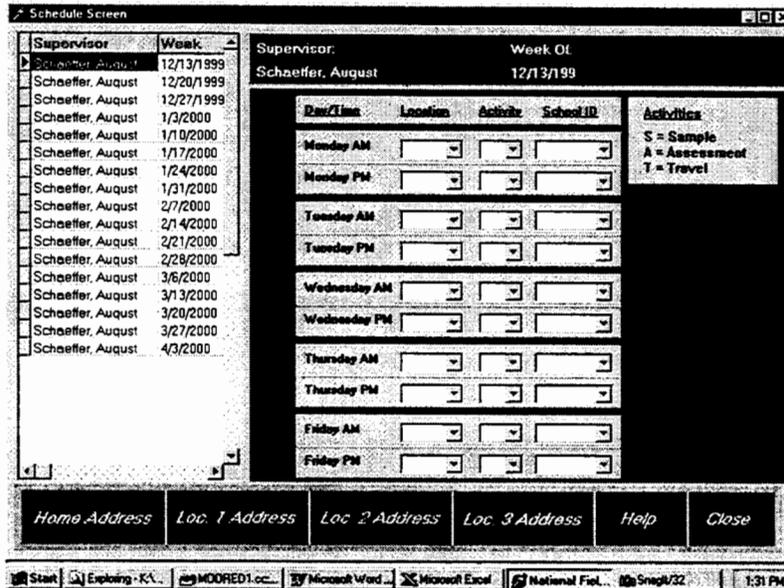
Report #3 may be sorted in any of the following ways:

<u>Sort</u>	<u>Effect on Report</u>
District	Sessions are listed in school order under district header lines. Districts appear in alphabetical order.
County	Sessions are listed in school order under county header lines. Counties appear in alphabetical order.
School	Sessions are listed in school order (no header line).
Date	Assessment date. Sessions are listed in school order under assessment date header lines.
NAEP ID	Schools are listed in order of their NAEP ID number.
Religious Reporting Group	Schools will be listed according to their affiliation.

## 8 Project

### 8.1 Schedule

This option brings you to a schedule screen that allows you to enter your schedule information into the computer. This includes the activities you are participating in (sample, assessment, or travel), which day of the week they are taking place, the location, and the school ID.



At the bottom of the screen are options to record your home address and up to three other locations for that particular week. These other location addresses are not copied from one week to another. They need to be updated each week. (Your home address will be displayed no matter what week you are looking at.)

On the left side of the screen is a list of weeks with your name. Highlight the week for which you are recording information and then record the data on the schedule screen for that week.

Click on the button beside the field for a drop-down list of Locations, Activities, and/or School ID numbers. Click on the option you want to be displayed. For the school ID, after you reveal the list, begin entering the ID of the school in which you will be working and the list will display the ID which matches the number as you enter. If the number you enter does not match any IDs on the list, the list will be displayed from the beginning of the number sequence. (In other words, it is possible for you to enter a number that does not exist on your list, so be careful with your keystrokes.)

## 8.2 Shipping

Since the field period for the field test is so short, it is not likely that you will use this feature of the system.

### 8.3 EA Roster

As individuals were recruited for the position of Exercise Administrator in the various PSUs, the scheduling supervisor kept track of this information in this part of the FMS. If you recruit additional EAs, you will use this to record information as well.

The screenshot shows a window titled "EA Roster Screen: Region - N59". At the top is a table with the following data:

PSU	EA Name	EA City	EA State	EA Phone
222	Ann Williams	Beacon	ST	(444)111-1111

Below the table is a detailed form for the selected EA (PSU: 222, Name: Ann Williams). The form includes fields for Name, Address 1, Address 2, City, State, ZIP, and Phone. To the right of these fields are checkboxes for "Action": "Hired for Fall", "Recommended for Winter/Spring", and "Backup". Below these are checkboxes for "Form" and "Attached" for various documents: "Screening Form", "Fieldworker Application Form", "Field Employee Personnel Form", "Federal/State Withholding Form", "Fieldworker Agreement", and "Employment Eligibility Verification". A "Will Send" column is also present. At the bottom of the form are buttons for "Add New EA", "Save Changes", "Delete EA", "Help", and "Close". The Windows taskbar at the bottom shows the Start button and several open applications, including "Exploing - C:\...", "INDORED1 cc...", "Microsoft Word...", "MAEP Natio...", "SnagIt/32", and "Untitled - Notep...", with the system time set to 9:15 AM.

To add an individual to the system, **first, click on *Add New EA* at the bottom of the screen.** As you enter the EA candidate's name and address information on the left side, selected fields will also be filled in in the matrix at the top of the screen. The Comments area at the bottom of the screen provides you with ample space to note information about the individual that you want to remember and/or pass along to the supervisor who will be working with the individual in the future.

To access an individual's information that you have already entered, click on the person's name in the matrix at the top of the screen. Use the scroll bar on the right to move up and down through the list.

When editing an individual's information (correcting the telephone number, for example), click on *Save Changes* before entering information on a new EA or going on to another EA's information to up date.

Be sure to keep the information up to date on the employment forms that the EA candidate has submitted. These are listed on the right of the screen with fields for you to indicate if the form has been received or will be forthcoming.

# THE TOSHIBA 225 LAPTOP COMPUTER

## 1. Introduction

Toshiba laptop computers are being provided for use on this study. This brief overview is intended to familiarize you with the basic features of the Toshiba 225 computer. Please note that the focus here will be on the features that you will be using, rather than on providing a complete operating guide.

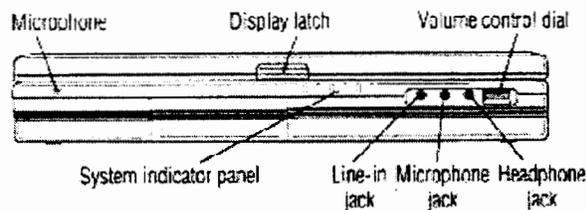
Along with the computer, you will also receive the following:

- Large carrying case with shoulder strap
- External mouse
- AC adapter and cord for computer
- Modem cable with phone connector
- Printer, cable, and electrical cord

## 2. Where Things are Located

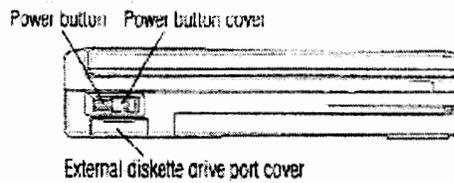
The following exhibits illustrate where buttons, indicators, and plug-ins are found.

### The Front with the Display Closed



- Pressing the **Display Latch** opens the display panel.
- The **System Indicator Panel** provides information about various system functions. (See Section 6 for description of the panel lights.)
- The **Volume Control Dial** lets you adjust the loudness of the system speaker.

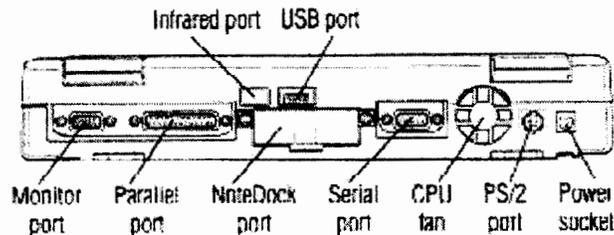
## The Left Side



*The left side*

- Pressing the **Power Button** turns the computer on. (Note that you will not press this button to turn the computer off. See Section 5.)
- The **Power Button Cover** protects the Power Button. Slide this cover toward the front of the computer to reveal the Power Button.

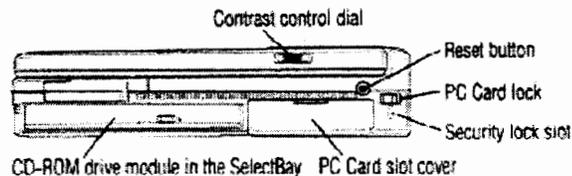
## The Back



*The back*

- The **Parallel Port** lets you connect a printer to the laptop.
- The **PS/2 Port** is where the external mouse will be plugged in. (See Section 7.)
- Plug the AC Adapter into the **Power Socket**. (See Section 3)
- The **CPU fan** prevents the computer's central processing unit from overheating. Be sure this is not blocked.

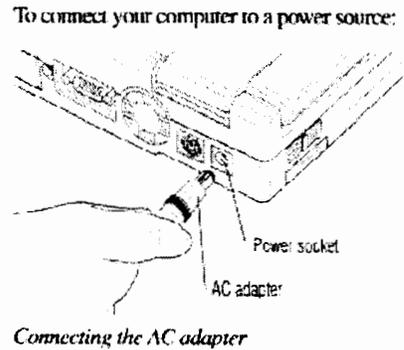
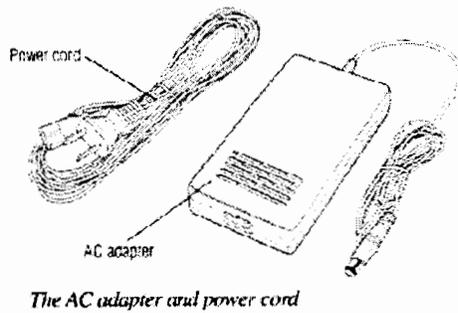
## The Right Side



*The right side*

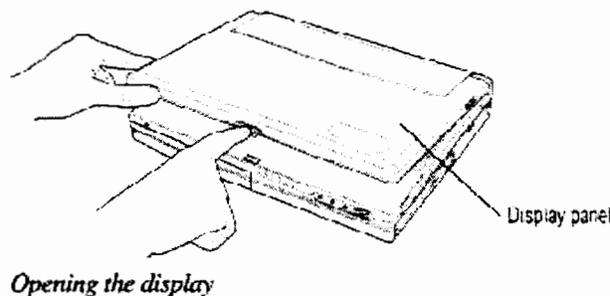
- The **SelectBay** contains the diskette drive for 3.5 inch diskettes in the model provided for this study.
- The **PC Card Slot Cover** protects the modem card. The modem card will have already been installed for you. (See Section 8.)
- Slide the **PC Card Lock** toward the back of the laptop to open the PC Card Slot Cover.

- The **Contrast Control Dial** adjusts the brightness of the screen.
- 3. Connecting to a Power Source**



This Toshiba model comes with an external **AC adapter**. Connect the AC adapter to the Power Socket on the back of the laptop. Connect the **Power Cord** to the AC adapter. Connect the other end of the Power Cord to a live wall outlet. The AC Power Light on the System Indicator Panel will glow green. (See Section 6.)

**4. Opening the Computer**



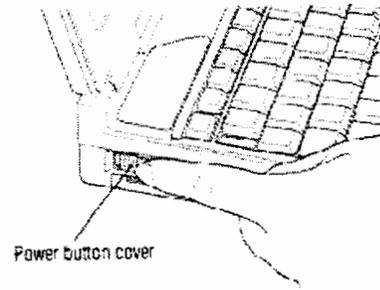
Locate the latch on the front center of the computer. Push on the latch and lift the display.

**5. Turning the Computer on**

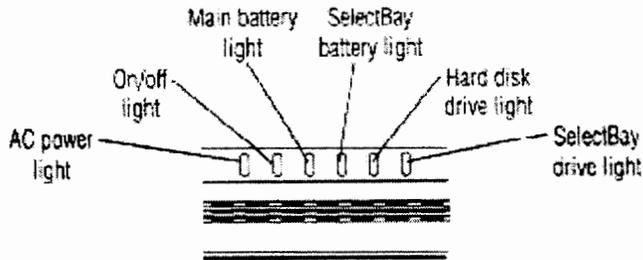
**BEFORE TURNING THE COMPUTER ON:**

- Be sure that there is no **diskette** in the diskette drive.
- If you have a **printer** connected to the computer, turn the printer on before turning the computer on. The system will look for the printer and be sure that the connection is good. (See Section 2, Back of the computer.)
- If you will be using an **external mouse**, be sure that it is connected to the PS/2 Port. If it is not connected, the computer will not recognize it after the computer is turned on. (See Section 7.)

Slide the Power Button Cover (on the left side of the laptop) toward the front of the laptop. Press the Power Button in and hold it in for a second until the On/Off light on the System Indicator Panel glows. (See Section 6.)



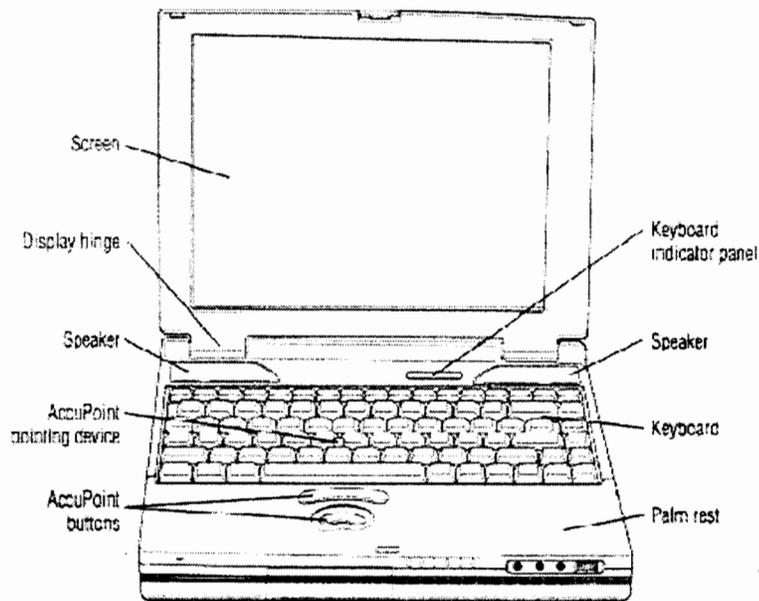
**6. The System Indicator Panel**



*The system indicator panel*

<b>AC Power Light</b>	Glows when the computer is on.
<b>ON/Off Light</b>	Glows when the computer is on.
<b>Main Battery Light</b>	Indicates the charge of the system's main battery.
<b>Hard Disk Drive Light</b>	Indicates the system's built-in hard disk drive is in use.
<b>Select Bay Drive Light</b>	Glows when a drive (the hard disk or diskette) is in use.

## 7. The Front With the Display Open



*The front with the display open*

### The Screen

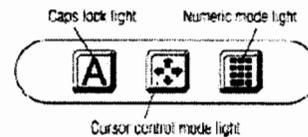
The display screen has an adjustable viewing position and is best viewed from directly in front. The **Contrast Control Dial**, which adjusts the brightness of the screen, is located on the right side of the display panel. (See Section 2, Right Side view)

### The Keyboard Indicator Panel

Caps lock light glows when you press the Caps Lock key.

Cursor control mode light glows when the cursor control overlay is on. This is not a feature used by this study's application.

Numeric mode light glows when the numeric overlay is on. Activate numeric mode by pressing the Fn key plus F11. Press the same keys to toggle this function off. This is not a function that you will need for this study.



*The keyboard indicator panel*

## Pointing Devices

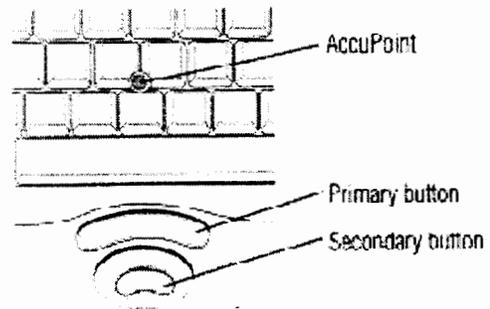
The Toshiba has a built-in pointing device called the AccuPoint. An external mouse has been provided for your use if you prefer.

### AccuPoint

The AccuPoint provides all the functionality of a mouse without your hands leaving the keyboard.

The AccuPoint and buttons are located so that you can move the point with your index finger and click the buttons with your thumb at your wrist rests on the computer. To move the cursor, gently push the AccuPoint in the direction you want the cursor to move. Pushing harder on the AccuPoint moves the cursor faster.

When you are instructed to click or choose an item, move the cursor to the item. Then, press and release the primary button. The primary button corresponds to the left button on a mouse. The secondary button corresponds to the right button.



*The AccuPoint pointing device*

### External Mouse

If you plan to use the external mouse, you must plug the mouse in to the back of the computer before turning the computer on, otherwise, the system will recognize the AccuPoint. (See Section 2, Back.)

## 8. The Modem

The modem is a thin metal card located in the PC Card Slot on the right side of the laptop. The modem cable supplied with your laptop has a regular modular phone jack on one end that you will plug into the phone outlet. You will plug the flat plug on the other end of the modem cable into the modem.

Open the PC Card Slot Cover by pulling gently on the lip of the cover. Making sure that the flat plug is turned so that it will plug into the modem. (The flat plug should have a white dot on the top of it to indicate which side is "up".)

To release the plug, squeeze the clips on both sides of the plug and gently pull it out. Be sure to remove the cord and close the PC Card Slot Cover when the modem is not in use.

The plug is rather vulnerable when it is attached to the modem. When not in use, it would be best to store it elsewhere so that it is not accidentally damaged.

## 9. Monitoring Battery Power

The computer's battery light (on the indicator panel) gives you an indication of the current battery charge by changing colors. The colors are:

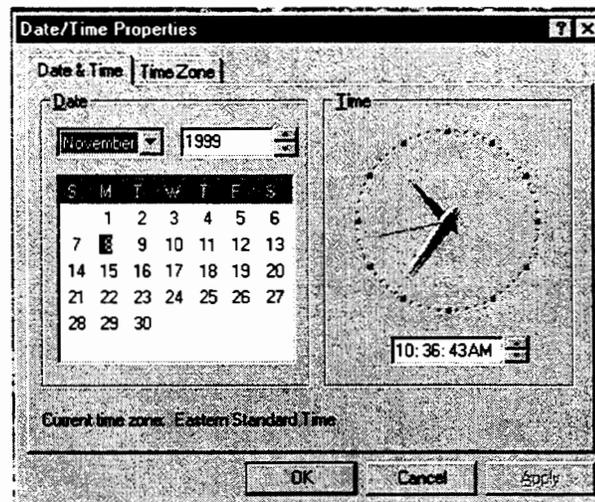
- Green – full charge
- Orange – battery is charging
- Flashing Orange – the charge is running low.

It is recommended that you have the computer plugged into an electrical outlet when you use it. The battery will only give you a few hours of power. How much time you have depends on the current rate of use of the program you are running. To charge the battery, connect the computer to a power source. The battery charges when the computer is on or off. It takes a minimum of two hours to charge the battery with the computer turned off, or approximately three to six hours when the computer is on.

## 10. Setting the Date and Time

The internal battery of the computer keeps track of the date and time. If your computer is not correct (you are located in the Central Time Zone, for example), you can reset your clock.

Notice the time at the lower right of the screen on the Task Bar. If you move the pointer onto the time, the date recorded in the system will appear for a couple of seconds. If you need to change either the date or the time, click the right mouse button (or secondary AccuPoint button) and then click on Adjust Date/Time.



The system displays the Date/Time Properties dialog box. If the time needs to be changed, click on the digital time display under the clock face and enter the correct time. Then click on the Apply button. It is not necessary to have the correct time zone as long as the time is correct. If the date is incorrect, click on the correct date on the calendar and then click on the Apply button.

When you have finished, click on the OK button.

# **CC:MAIL MOBILE FOR WINDOWS 95**

## **QUICK GUIDE**

(for version 6.03)

September 1999

## Table of Contents

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## INTRODUCTION

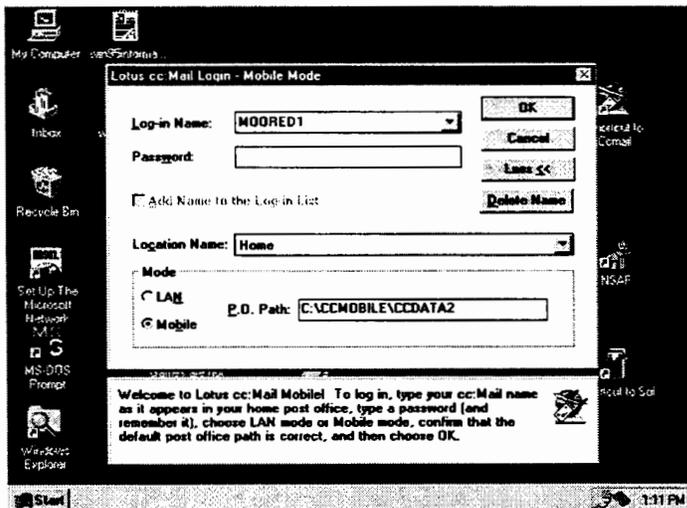
The following is not meant as a complete guide, but should provide the basics that you will need to receive and send messages. All mouse clicks are with the left button (also called the *primary button* for the Toshiba AccuPoint), unless otherwise noted.

As a reminder, one of the Menu items at the top of the cc:Mail window is Help. You should click on this if you need/want help beyond what we have included here.

If you are working in an application and want to check your messages or send a message, you do not have to close the application to get to cc:Mail. You can reduce your application and go to the Windows Desktop to get to cc:Mail, or select Start on the TaskBar and move to Programs, Windows Applications, CC\_Mail Mobile.

## A. TO START CC:MAIL

While in the Windows Desktop, double click on the cc:Mail icon.



This is the Login window. The cursor will be flashing in the box for your Password. Type your password (wes). (For security reasons, it will not display as you type it in.) Do not press the Enter key yet.

If your Login window is only about half as large as this example, look for the button labeled "More >>" and click on it.

Look at the "Location Name" field. If you are working at home, this field should read "Home". This setting controls the way the system dials when you send or check for messages.



## B. CHECKING FOR MESSAGES.

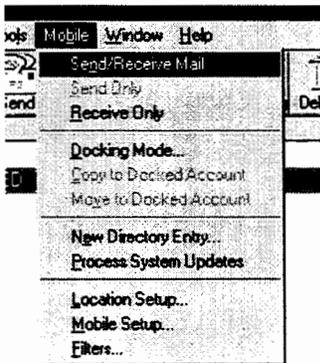
REMEMBER, YOU MUST CALL WESTAT WITH YOUR COMPUTER TO SEE IF THERE ARE ANY MESSAGES WAITING FOR YOU. You do not have to send a message when you want to check for messages.

First, be sure that your computer is connected to your telephone line.

To check for messages, click on the *Send and receive mail* icon,



OR



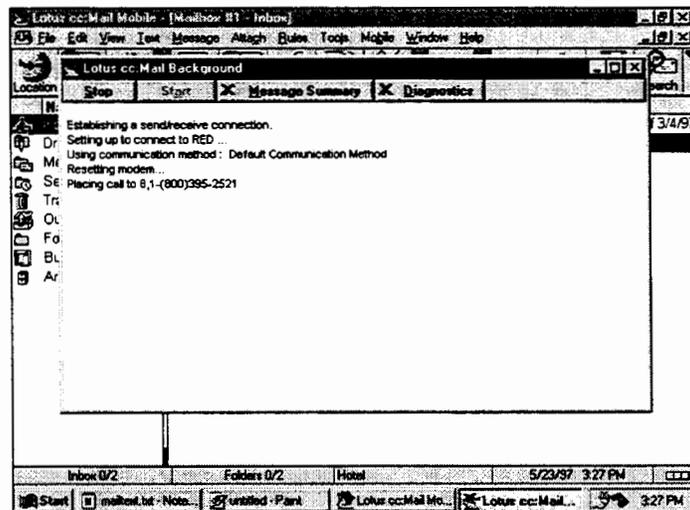
Select Mobile on the Menu line and Send/Receive Mail.

Your computer will take over and call Westat.

As the systems talk to each other and messages are copied into your computer (if there are any), information will be displayed in a window so that you can tell what is happening.

As the call is placed, the screen might look something like this.

(Do not worry if the telephone number being called is different from the one you see in parenthesis here. They will differ by study.)



If you have received any new messages, they will be listed at the top of the list of messages in your In Box and highlighted. See the next section for reading a message.

### C. READING A MESSAGE.

To read a message in your Inbox, first, be sure that you are in the Inbox by checking what the screen shows you at the very top. It should say, "Lotus cc:Mail Mobile – [Mailbox #1 – Inbox]". If you are not in the Inbox, click on the Inbox icon.



Move the mouse pointer to the line with the author, etc. of the message, and double click. This will take you into the message.

After you have read the message, you should "close" it. Close the message by clicking on the small icon to the left of File on the Menu line and move down to and click on Close.

To read a message in your Outbox (composed, but not sent as yet), double click on Outbox (left column of your Inbox window). You will see a list of the messages waiting in your Outbox. Move the mouse pointer to the line of the message you wish to look at, and double click. After looking at the message, click on the icon to the left of File on the menu line and click on Close to close the message.

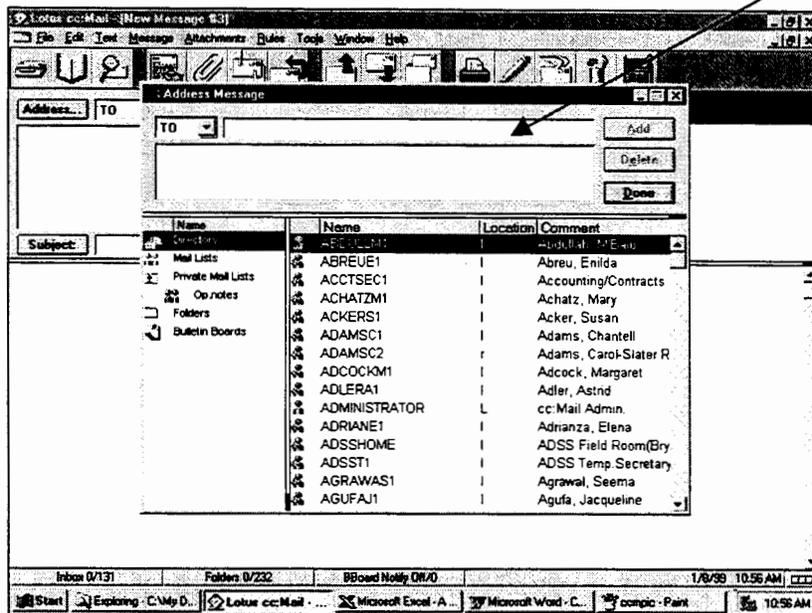
Follow these same procedures to read a message in your Message Log, Drafts, or Folders.

### D. CREATING A MESSAGE.

To create a message, click on the *Create new message* icon (Menu item Message, New Message option).



The new message window will open with the cursor blinking on the address line.



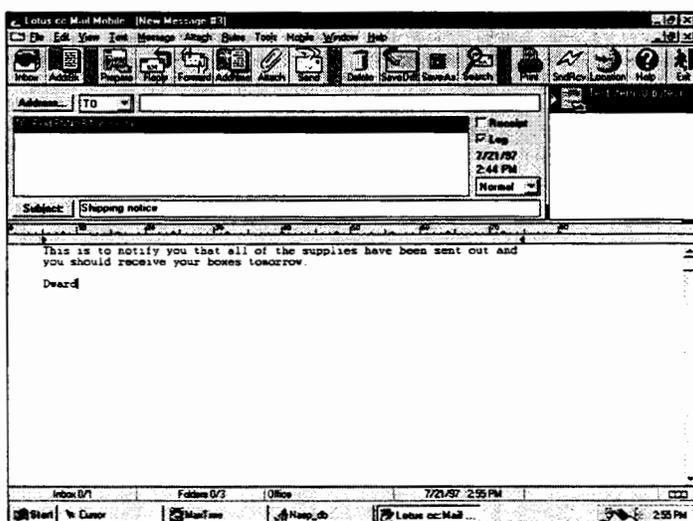
If the Address Message window is not open on top of the New Message window (as in the above example), click on the Address... button and it will open, showing you the addresses in your address book.

You might find it helpful as you address the message to see a list of all of the names (addresses) in your computer. (In the example above, you see the beginning of the list of addresses in the main Westat post office. Your list will be much shorter.) Click on the name of the person you want to send the message to and then on the Add button. If you want to send the same message to someone else, click on his or her name and on Add again. As you add names to your address list for this message, you will see them displayed in the TO: box. When you have finished addressing the message, click on the Done button.

If you want to send a copy of the message to someone, click on the down arrow button next to TO. This gives you the option of sending a copy (CC) and, if you wish, a blind copy (BCC) to someone. To send a copy, click on CC and then on the name of the person to whom you want to send the "carbon" copy.

When you have completed the addressing of your message, move your cursor to the Subject box. You should always give your messages a subject so that the recipient will know what the general subject of your message is when he/she looks at the list of messages in the Inbox. Type in your subject and press the Enter key.

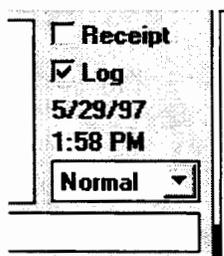
Now you are in the message portion of the system. Type your message and do not forget to "sign" it (put your name at the end of the message).



When you write a message, the screen will look similar to this. If you write more than will fit within the window, you can scroll up and down through your message by clicking on the scroll bar on the right or using the PgUp and PgDn keys.

You can move your mouse pointer back up to the Subject box and even to the Address box any time you want to make a correction or change.

Notice the two small boxes labeled Receipt and Log to the right of the name of the person to whom you have addressed your message.



- ← Receipt. Click on the word or on the box (putting a small check in the box) if you want to be notified when your message is delivered and read.
- ← Log. A check here results in a copy of this message being stored in your Message Log electronic folder.

When you have finished composing your message, click on the *Send* icon. Clicking on Send will not actually “send” the message, but place it in your Outbox so that it is ready to send.



**E. SENDING MESSAGES.**

First, be sure that your computer is connected to your telephone line.

When you send messages, you will follow the same steps that you follow when you want to check for messages (Section B) and do not have a message to send.

You can compose several messages and store all of them in your Outbox before sending them all at the same time.

When you are ready to send your message(s), click on the send and receive icon (or Mobile, Send/Receive Mail).



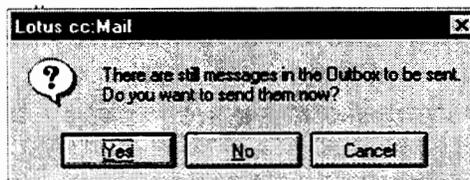
Listen and watch the screen as your computer gets set up to dial and connect to the Westat computer. If you are successful, you should hear the computer as it "dials" Westat and connects and you should see information on your screen telling you what is happening. You should see something similar to the following:

```
Lotus cc:Mail Background

Establishing a send/receive connection
Setting up to connect to Westat
Using communication method: Default Communication Method
Resetting modem..
Placing call to 1-(800)643-8564
CONNECT 9600/ARQ
Connecting to Post Office...
Connection accepted (HSEC)
Preparing to send outbox messages...
1 messages sent.
Waiting for confirmation that message was successfully sent...
Preparing to receive messages...
  AUTHOR      DATE   SIZE  SUBJECT
MOORED1@WESTAT 2/30/99 3k t   Greetings.
1 Messages accepted
Hanging up the telephone...
Telephone is on-hook.
```

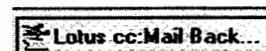
This information box will close when the messages have been sent and received, so you should watch to be sure that all went well. When your message has been sent and waiting messages (if any) have been copied, this information box will close and you will be returned to you Inbox.

If, for some reason, your computer cannot make a connection, the following will occur. The Lotus cc:Mail Background window will be minimized to a button on your TaskBar and the following small window will pop up in the middle of your screen.

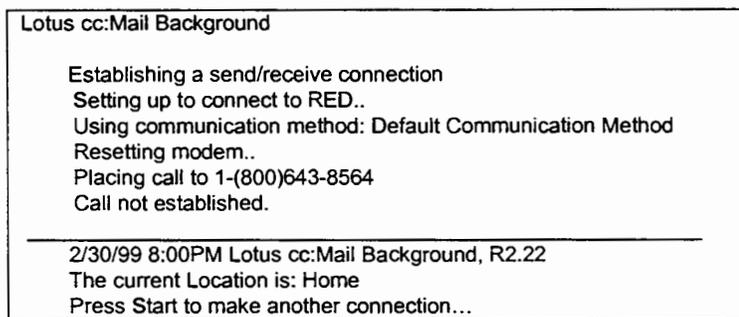


Since the original attempt was not successful, select No.

If you did not notice that the connection was not completed, and if you see the above pop up window, you should check the TaskBar for a button that was not there before. It should look like this:



Click on the button and a message similar to the one below should be displayed:



The system will tell you that the call was not established and may give you some helpful information. It is also possible that it just states, as it does in this example, that the connection was not established.

As you can see in this message, the system was set to dial from home. If you see this error message, you may need to change to the Location Setup to Hotel so that the initial number 8 is dialed before the toll-free number.

Since it is easy to not notice that the connection was not successful, be sure to watch the TaskBar if anything strange seems to be happening. It just may be that there are two buttons on it that are labeled Lotus cc:Mail. If there are, then you should click on the one that is furthest to the right (closest to the clock).

You can try again to send your message by clicking on the Start button located at the top of the small window.

If you encounter repeated failed attempts in connecting (DO NOT try more than three times), make a note of any error message that you have received and call your field manager.

Since all data transmissions and e-mail communications are routed through the Westat office, if there is a problem in transmitting data, there will most likely be a problem with e-mail transmissions as well. They both use the same basic system at the Westat offices.

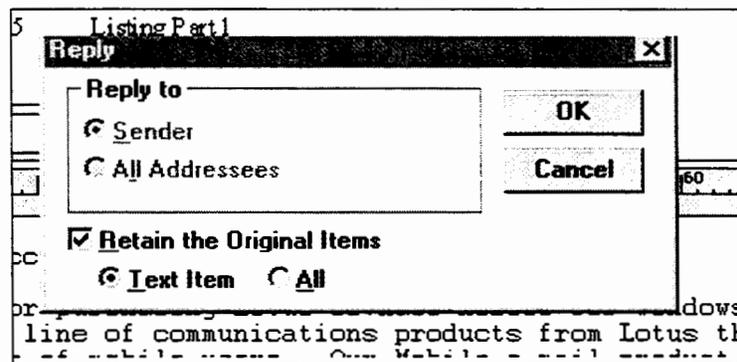
If you are experiencing problems in connecting as you try to send and/or receive messages, we suggest that you wait a short while and try again. The systems are monitored during weekdays (but, **not** on the weekends) and, if there is a

problem on our end, it is usually corrected within a few hours at most (on weekdays only).

When you attempt to send data or e-mail messages, you should hear the following through the computer speaker: the telephone dial tone, the electronic tones as the computer dials the toll-free number, and the computer answering at Westat. If you DO NOT hear any of these sounds, the first thing you should check is the telephone cord connection. If this appears to be a good connection, the problem is probably somewhere between you and the office.

## F. REPLYING TO A MESSAGE.

While you are reading a message, you may want to reply to the author (and possibly to all who were sent the same message). With the message open on your screen, click on the reply icon (or Message, Reply) and the small Reply dialog box will overlay your message.



If the message has been addressed to several people, you can elect to reply only to the author ("sender") or to all addressees by clicking on the proper place. (The message in the above example had only been sent to one person, so this second option is grayed out.)

If you do not want to send the original message back with your reply, click on "Retain the Original Items" to delete the check mark.

Leave the "Text Item" and "All" as they are. (No change is needed here.)

Click on OK. You will be returned to the original message which is now addressed to the person who sent it to you. Your cursor is flashing in the message screen.

Add your comments, sign the message, and click on Send.

## G. INBOX, DRAFTS, MESSAGE LOG, ETC.



On the left side of the main cc:Mail screen (the Inbox window), you will see the names of several electronic files used for storing messages.

Messages are stored under these names as you create them, receive them, and store them.

Briefly, these electronic files are:

Inbox	Messages are stored here when you receive them.
Drafts	You can store a draft of a message here, if you want to return to complete it later. While composing the message, click on the Draft icon or select Message, Save, Draft.
Message Log	If you click on Log when addressing a message, a copy will be stored here when you send the message.
Session Log	You will not use this.
Trash	You can store messages here rather than deleting them if you think you might want to read them again. (See Deleting A Message.)
Outbox	When you create a message and select Message, Send, it is stored in your Outbox.
Folders	You can create several electronic folders to store messages by subject, by author, or any other category you choose. (See "To Create A Folder" below.)
Bulletin Boards	You will not use this.
Archives	Similar to Folders, this is designed for network users of cc:Mail. You will not need this feature.

## H. DELETING A MESSAGE.

If you want to delete a message, highlight the line containing the message author, etc. by clicking on it.



Click on the delete icon (or Message, Delete Message).

A double-check window will come up to be sure you want to delete the message.

To move a message to the Trash folder, click once on the line containing the message author. Hold down the left mouse button and drag over to Trash.

## I. TO CREATE A FOLDER.

You may want to store your messages organizing them by author, subject, or other common feature. (For example, you may want a folder for Westat office messages and one from your field manager.)

To create one or more electronic folders in which to store your messages:

- First, click on File on the Menu line.
- Pull down to New and a drop-down list will appear to the right
- Carefully move your mouse pointer over to Folder and click. (Or, since the F is underlined, you can press the letter F on the keyboard.)
- In the left column there is now a place under Folders for you to enter the name you want to give to your folder. Enter the name and press the Enter key.

To create additional folders, repeat these steps.

To move a message to a folder, see the next section.

## J. MOVING A MESSAGE INTO A FOLDER.

To move a message, “click and drag”. Click and hold the left mouse button on the line with the message author, etc. in your Inbox. As you drag the message into the left column it changes to a small icon. Move the icon down to the folder name you have created. When you are on top of the folder name, release the mouse button.

A Move window will appear to confirm that you want to move the message. Click on OK (or press the Enter key).

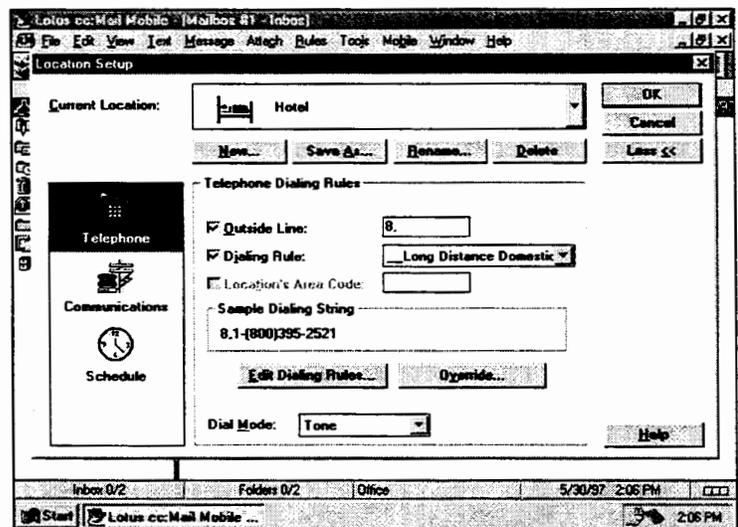
The message will be moved into the folder and deleted from your list of Inbox messages.

## K. CHANGING THE LOCATION SETUP

Your system is set so that if you indicate your location as “Hotel”, the computer will dial an 8 before the Westat number. If you have set your location to “Home”, there will be no prefix (other than the normal 1). You can check the setting and modify it if necessary.

To edit or check your location profile, click on Mobile, Location Setup. Your current location name will be displayed as in this example.

In this example, the location profile is set for a hotel. To reach an outside line, the system will dial an 8. The comma following the 8 sends the system a signal to pause briefly before continuing with the number.



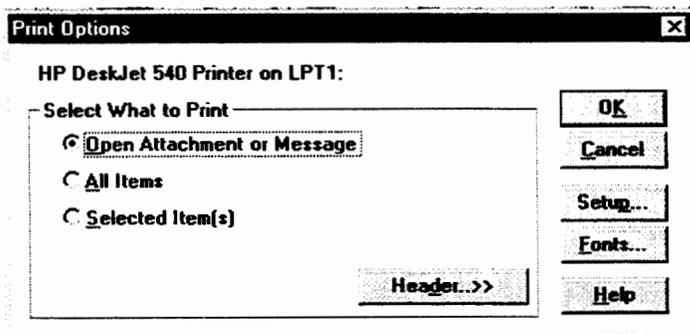
If the pause is not long enough, you can add a second comma. If your hotel requires some other number to reach an outside line, delete the 8 and enter the proper number(s).

You can check on the other location profiles by clicking on the down arrow button beside the location name.

When you start cc:Mail Mobile, if you do not set the location profile, you can do so from here. Whatever location is displayed when you leave the profile window by clicking on the OK button is the one that will control the dialing when you send a message.

## L. PRINTING A MESSAGE

If you have a printer attached to your computer, printing a message is a quick process. With the message displayed on the screen, click on the print icon.

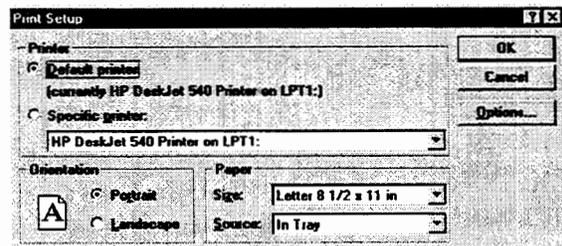


The Print Options dialog box is displayed asking what you want to print. "Open Attachment or Message" is the default.

Click on OK to print the message.

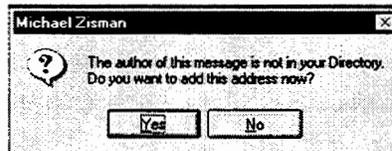
The printer is identified at the top of the Print Options dialog box.

Before printing a message, you can check to see what printer the system is expecting (and change it if necessary) by clicking on File, Print Setup. The Print Setup dialog box is displayed.



## M. ADDING A NAME TO YOUR DIRECTORY

When you receive a message from someone who is not listed in your address book, you will get an opportunity to add them. When you double click on the message, a small dialog box opens notifying you that you have received a message from someone not in your address book.



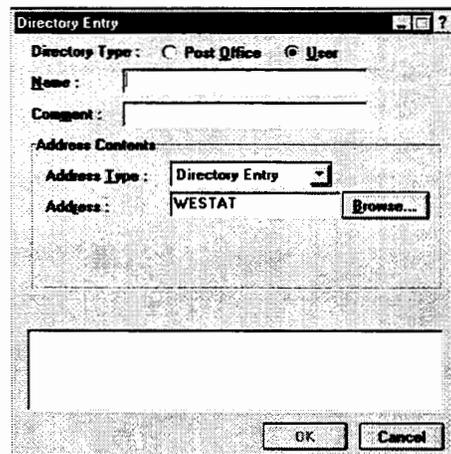
Click on the Yes button and the name will be added to your address book.

If you want to “manually” add a person to your address book, you must know exactly how that person’s name appears in the Westat post office or your project’s post office within the larger Westat post office.

On the menu line, select Mobile, New Directory Entry to get this Directory Entry window.

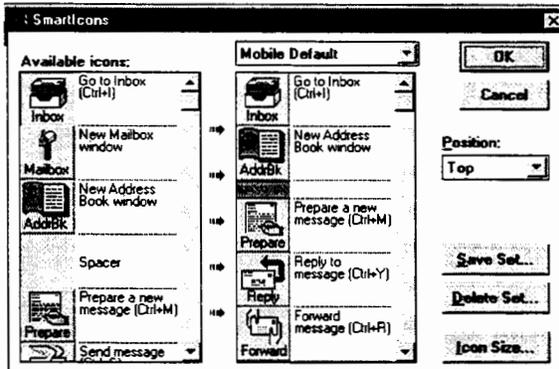
Enter the individual’s e-mail address in the field labeled “Name”. Enter anything you want in the Comments field such as the person’s full name.

Leaving all the other fields as they are, click on the OK button and the address will be added to your address book.



## N. ICONS

If your system does not have some of the icons noted in this guide, or there are others that you would like to add to the top of the screen in your system (or some that you would like to remove), you can add or remove icons easily.



From the menu at the top of the screen, select Tools, SmartIcons and the SmartIcons dialog box appears.

The various icons that are available to be displayed are shown on the left. The icons that are currently selected for display in your system are in the center of the box. To add an icon to your system, click and drag on the icon from the left column of icons to the right and release it. You remove an icon in the same way; click and drag it to the left.

There are several sets of icons available in the system. Clicking on "Mobile Default" will result in a specific set of icons being identified for display on your system. Clicking on the down arrow button next to "Mobile Default" will result in a list of several other names of icon sets being provided for you to choose from if you wish.

Listed below are the icons that are usually set up with your system:

Go to Inbox	Delete message(s)
Open Address Book window	Search for messages or addresses
Create new message	Send and receive mail
Create new Directory entry	Print list, message(s), or attachment(s)
Send message	Create or modify location profiles
Reply to message	Save message to Drafts folder
Forward message	Exit from cc:Mail

## N. Adding a Name to Your Address Book (study may not want this accessible to staff)

You must know the individual's "address" to be able to add them to your system. By their "address", we actually mean how they are identified in the Westat e-mail post office. If you look in your e-mail address book (click on the *Open Address Book* window icon or select Window, New Address Book Window), you will see the addressing convention used in this system.

The addresses are limited to a total of eight characters and usually have the following structure -- the first 5 letters in the person's last name, initial of first name, and a number (usually 1) -- as illustrated below:

MOORED1.

If you need to add a person's address to your system, you will first need to determine what their e-mail address is. Then follow the steps below:

- Click on the *Create new Directory entry* icon (or select Mobile, New Directory Entry and the Directory Entry dialog box will open).
- This will be a "user", so leave the Directory Type as it is.
- In the Name field, enter the person's e-mail address exactly as it is given to you.
- In the Comment field, enter the person's full name.
- The "Address Contents" should remain as they are.
- Click on the OK button, and you should see the person's address in your address book.

(The "Location" has been entered by the system. The lower case r means that they are considered a remote user as opposed to a local user. Only you can be local since this is the system assigned to you. The upper and lower case "P" (if you have both) refer to post offices at Westat.)

Reminder: If you do not enter the address exactly as it appears in the Westat home post office, the system will not recognize it and you will get an error message when you try to send them a message. Capitalization is usually important, so enter the address just as you receive it. Since the information that you enter in the Comment field is only displayed on your system for reference, it does not matter whether you use capitals or not.