NATIONAL SUPERVISOR MANUAL

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

NAEP 2000

NAEP 2000

National Assessment of Educational Progress

2000 NATIONAL NAEP SUPERVISOR MANUAL

Conducted for:

Office of Educational Research and Improvement
National Center for Education Statistics
U.S. Department of Education

Conducted by:

Educational Testing Service
Princeton, New Jersey

National Computer Systems
Iowa City, Iowa

Westat
Rockville, Maryland

December 1999

TABLE OF CONTENTS

Chapter			Page
1	INTRODUCTION AND OVERVIEW		1-1
	1.1	Summary Background of the National Assessment of Educational Progress (NAEP)	1-1
	1.2	The National Assessment	1-3
	1.3	The State Assessment	1-5
	1.4	The Field Test	1-6
	1.5	Special Study	1-7
	1.6	NAEP-TIMSS Link	1-7
	1.7	Overlap Among the National and State Assessment, and the Field Test	1-7
	1.8	The Security of Assessment Materials and Confidentiality Issues	1-8
	1.8.1	Requests to See Assessment Booklets	1-10
	1.8.2	Requests from News Media	1-11
2	PROJECT ACTIVITIES AND THE SUPERVISOR'S ROLE		2-1
	2.1	Contacts to Date with Districts and Schools	2-1
	2.2	The Summary of NAEP Activities	2-3
	2.3	Importance of the School Coordinator	2-7
	2.4	NAEP Assessment Supervisors' Responsibilities	2-8
	2.5	Your Assignment of Schools	2-8
	2.6	School Folder	2-9
	2.6.1	The PSU Log	2-9
	2.6.2	The School Control Form	2-12
	2.6.3	Other Forms in the School Folder	2-14
	2.7	Laptop Computer	2-14
	2.8	The NAEP School ID	2-14
	2.9	Shipment of Materials to Supervisors	2-16
	2.10	Materials from NCS	2-16
	2.10.1	Sampling Materials from NCS	2-16
	2.10.2	Session Materials/Bulk Supplies from NCS	2-21
	2.10.3	Bulk Supplies from NCS	2-26
	2.11	Materials from Westat	2-31

TABLE OF CONTENTS (CONTINUED)

Chapter			Page
3	EXERCISE ADMINISTRATORS		3-1
	3.1	Exercise Administrators Recruited for Your Region	3-1
		3.1.1 Supervision of EAs	3-2
		3.1.2 Using EAs Effectively	3-3
		3.1.3 Planning the EA's Schedule	3-3
		3.1.4 Importance of Communication Between You and Your EAs	3-3
	3.2	Hiring EAs	3-4
		3.2.1 New Westat Employees	3-6
		3.2.2 Former Westat Employees	3-6
4	PREASSESSMENT ACTIVITIES		4-1
	4.1	Call to School Coordinator	4-1
	4.2	The Sampling Visit	4-2
		4.2.1 Preparing for the Sampling Visit	4-3
		4.2.2 Arrival at the School	4-3
	4.3	Student Sample Selection	4-7
		4.3.1 Overview	4-7
		4.3.2 Session Assignment Form	4-11
		4.3.3 Steps in Sampling Process	4-16
	4.4	Preparing the Administration Schedule(s)	4-27
		4.4.1 Not-in-Sample Students	4-27
		4.4.2 Guidelines for Completing Control Documents	4-28
		4.4.3 After Identifying the Sample	4-29
	4.5	Preparing Post-it Notes	4-32
5	ASSESSMENT QUESTIONNAIRES AND OTHER IN-SCHOOL PREPARATIONS		5-1
	5.1	Overview	5-1
	5.2	The Roster of Questionnaires	5-1
	5.3	Preparing SD/LEP Student Questionnaires	5-2

TABLE OF CONTENTS (CONTINUED)

Chapter				Page
	5.4	Preparation of Teacher Questionnaires		5-6
	5.5	The School Questionnaire		5-8
	5.6	Determining Who Should be Assessed		5-12
		5.6.1	Overview of the Process	5-12
		5.6.2	Using the Criteria	5-13
	5.7	Providing Accommodations and Adaptations		5-20
		5.7.1	Overview	5-20
		5.7.2	Accommodations Most Frequently Used in NAEP	5-24
		5.7.3	Organizing Special Accommodation Sessions	5-26
	5.8	Notifying Students, Teachers, and Parents		5-28
	5.9	Preparing the School Worksheet		5-29
	5.10	Using the Special Situation Form		5-33
	5.11	Completing Sampling Activities		5-36
		5.11.1	Meeting with the Coordinator	5-36
		5.11.2	The NAEP Storage Envelope	5-37
		5.11.3	Completing the Cover of the School Folder	5-37
		5.11.4	The EA's Assessment Form	5-37
6	NAEP-TIMSS LINK STUDY			6-1
	6.1	Summary of Study		6-1
	6.2	Responsibilities of NAEP Supervisors		6-1
7	2000 HIGH SCHOOL TRANSCRIPT STUDY			7-1
	7.1	Overview		7-1
		7.1.1	The High School Transcript Study (HSTS) Sample	7-1
		7.1.2	Data Collection	7-2
		7.1.3	Supervisors' Responsibilities	7-4
	7.2	Contacts with Districts and Schools		7-4
	7.3	Preparing for Data Collection		7-7
	7.4	Procedure for the HSTS		7-8
	7.5	Identifying Students for the HSTS		7-8
	7.6	Disclosure Notice		7-9
	7.7	Parental Consent		7-9
	7.8	Confidentiality		7-11

TABLE OF CONTENTS (CONTINUED)

Chapter			Page
	7.8.1	The Family Education Rights and Privacy Act (FERPA) ...	7-14
	7.8.2	Confidentiality Agreements ...	7-14
	7.8.3	Masking Identifiers ...	7-14
7.9		Completing the School Information Form (SIF) ...	7-17
7.10		Collecting Course Catalogs ...	7-21
	7.10.1	How the Course Catalogs Will Be Used ...	7-23
7.11		Collection of Sample Transcripts ...	7-24
7.12		Concluding Transcript Study Activities ...	7-24
	7.12.1	Transcript Reimbursement Form ...	7-24
7.13		Shipping Phase 1 Transcript Data ...	7-27
7.14		Time and Expense Form ...	7-28
8		CONDUCTING THE ASSESSMENT ...	8-1
8.1		Preparing for the School's Assessment ...	8-1
8.2		Professional Attire ...	8-2
8.3		Reporting to School on the Day of the Assessment ...	8-2
8.4		Assessment Materials ...	8-3
8.5		Preparing the Assessment Booklets for Distribution ...	8-4
8.6		Preparing Other Assessment Materials ...	8-5
	8.6.1	Materials for Mathematics Sessions ...	8-5
	8.6.2	No. 2 Pencils ...	8-6
8.7		Preparing the Assessment Room ...	8-6
8.8		The School's Role in the Assessment ...	8-7
8.9		Students' Arrival at the Assessment Room ...	8-8
8.10		Using the Script to Conduct the Session ...	8-9
	8.10.1	Introduction ...	8-9
	8.10.2	Booklet Distribution ...	8-10
	8.10.3	Additional Materials (Math Sessions Only) ...	8-11
	8.10.4	Calculator Instructions ...	8-11
	8.10.5	Booklet Directions ...	8-11
	8.10.6	When to Use the Calculator (Math Sessions Only) ...	8-12
	8.10.7	Subject Area Sections ...	8-12
	8.10.8	Background Section ...	8-13
	8.10.9	Subject Area Background Section ...	8-14

TABLE OF CONTENTS (CONTINUED)

Chapter			Page
		8.10.10 Motivation Questions	8-14
		8.10.11 Hands-on Science Task	8-14
	8.11	Monitoring the Session	8-14
		8.11.1 General Rules for Supervising the Session	8-15
		8.11.2 Problem Situations	8-18
	8.12	Concluding the Session	8-19
	8.13	Conducting Sessions with Accommodations and Adaptations	8-20
		8.13.1 Staffing Issues	8-21
		8.13.2 Using Scripts in Accommodation Sessions	8-22
		8.13.3 Administration Codes – Assessed with Accommodations	8-24
	8.14	Preparing and Distributing Science Kits	8-25
		8.14.1 Safety Precautions	8-27
		8.14.2 Responding to Questions About the Science Tasks	8-27
		8.14.3 Monitoring the Hands-on Science Task	8-28
		8.14.4 Clean-up Procedures for Science Tasks	8-29
		8.14.5 Collecting Materials	8-29
9	POST-ASSESSMENT ACTIVITIES		9-1
	9.1	Account for all Materials Used	9-1
	9.2	Complete the Administration Schedule	9-2
		9.2.1 Enter the Administration Codes	9-2
		9.2.2 Complete the Summary Information Box on the Administration Schedule	9-6
		9.2.3 "Not in Sample" Students	9-7
	9.3	Complete the School Worksheet	9-8
	9.4	Makeup Sessions	9-10
		9.4.1 Complete the Administration Schedule After a Makeup Session	9-11
	9.5	Booklet Cover Coding	9-12
	9.6	Leaving the School	9-14
	9.7	Shipping Materials to NCS	9-16

TABLE OF CONTENTS (CONTINUED)

Chapter		Page
9.8	Debriefing Forms	9-21
9.9	Special Situation Form	9-21
9.10	Quality Control and Observation	9-21
9.11	Review of Assessment Materials Received by NCS	9-23

List of Appendixes

Appendix	
A	PARENT LETTERS
B	PRESS RELEASE
C	LETTERS TO STATES, DISTRICTS, SCHOOLS
D	DEPARTMENT OF AGRICULTURE LETTER
E	STUDENT LISTING FORMS
F	ASSESSING STUDENTS WITH DISABILITIES
G	CLASSROOM MANAGEMENT TECHNIQUES
H	QxQs FOR SCHOOL QUESTIONNAIRES
I	INSTRUCTIONS FOR SCIENCE TASKS
J	WESTAT TRAVEL GUIDE
K	FMS GUIDE

1. INTRODUCTION AND OVERVIEW

1.1 Summary Background of the National Assessment of Educational Progress (NAEP)

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

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 feel 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.

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 or 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 addition to the national assessments, Congress authorized the expansion of NAEP to permit reporting at the state level in 1988. States volunteer for the state assessment component and assume responsibility for data collection. The state assessment component of NAEP initially surveyed eighth-grade mathematics in 1990, and various subjects since then, but math has been assessed most

frequently (Exhibit 1-1). In 2000, fourth graders and eighth graders will be assessed in both mathematics and science.

In preparation for each NAEP assessment, a field test is conducted in the preceding year to pretest new assessment items, materials, and procedures. In 2000, national, state, and field test components of NAEP will all be taking place; they are described separately in greater detail in Sections 1.2, 1.3, and 1.4 of this chapter.

The National Center for Education Statistics (NCES), part of the U.S. Department of Education, manages all components of NAEP. The primary contractors are Educational Testing Service (ETS) and Westat. ETS is responsible for the item development and reporting, while Westat is responsible for all sampling and field administration activities. National Computer Systems (NCS) is the materials distribution and processing subcontractor to ETS.

1.2 The National Assessment

Beginning in 1969, the national assessment has gathered information about levels of educational achievement across the country and reported findings at the national and regional levels. Refer to Exhibit 1-1 for the learning areas assessed in the various years. Reading, writing, math, and science have been surveyed most frequently. The 2000 national assessment will consist of mathematics and science assessments at the fourth, eighth, and twelfth grades. The fourth graders will also be assessed in reading.

Last spring, Westat selected a sample of approximately 3,200 public and nonpublic schools located in 94 geographic areas called primary sampling units (PSUs) throughout the United States. The PSUs were selected by Westat to represent the nation as a whole. The sample of nonpublic schools is larger than in past assessments, so that additional groups of nonpublic schools can be reported. In addition to Catholic schools, reports for 2000 will contain information about Lutheran, Conservative Christian, and Independent schools, as well as nonpublic schools falling into "other" categories.

Exhibit 1-1. Assessment Timetable[1]

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 & 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[1]	1983-84	Writing/Reading	
17	1985-86	Mathematics Reading Science U.S. History Literature	Computer Competence
19	1987-88	Mathematics Reading Science Writing Geography Civics	
21	1989-90	Mathematics Reading Writing Science	State Level Mathematics
23	1991-92	Mathematics Writing Reading	State Level Mathematics & Reading
25	1993-94	Reading History Geography	State Level Reading
27	1995-96	Mathematics Science	State Level Mathematics & Science
29	1997-98	Reading Writing Civics	State Level Reading & Writing
30	1998-99	Reading Mathematics Science Writing	
31	1999-2000	Reading Mathematics Science	State Level Mathematics & Science

[1] 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.

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 for each sampled school. The assessment supervisor visits the school to select the sample of students a week or two before the assessment. Westat field staff, called exercise administrators, conduct the assessment sessions 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 student sample will consist of up to 110 students per school to be assessed in sessions of 20-30 students. The assessments will last about 90 minutes. Half of the students taking the science assessment will be asked to stay an extra 20-30 minutes to perform a hands-on science experiment. Schools may keep any leftover materials from the science kits as a "thank-you gift" for participating in NAEP. A booklet will be left with the school that explains other science experiments that can be done with these science kit materials.

NAEP provides various accommodations including a bilingual booklet (Spanish) for mathematics, a bilingual glossary for science, and a booklet that can be enlarged. NAEP permits almost all accommodations except those that change the nature or meaning of the text or those that jeopardize the security of the text.

NAEP also collects data from teachers and school administrators. Teachers of selected students, and the school principal will be asked to complete questionnaires about their teaching practices, and about school characteristics, respectively. There is also a questionnaire about SD/LEP students that the teachers most knowledgeable about a student with disabilities or limited English will be asked to complete.

1.3 The State Assessment

While the national assessment component of 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 the 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.

As mentioned earlier, Congress responded to these concerns in April 1988 by adding a new dimension, the Trial State Assessment Program, to the NAEP legislation. Under this then new federal project, states could volunteer to participate in the program and would assume responsibility for administration of the assessments within their states. The program began in 1990 as a trial. As of 1996, the authorizing legislation no longer considered the program a trial, therefore it is now known as the state assessment program. The grades and subjects assessed are a subset of those in the national assessment. 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 2000 state assessment involves:

- A sample of about 225 public schools per state (100 for eighth grade; 125 for fourth grade).
- A sample of about 60 students per school (30 students per subject). Schools will be assessed at either the fourth grade level OR the eighth grade level. Per state, this will yield approximately 5,000 students assessed at each grade level (2,500 for math and 2,500 for science).
- 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.

In 2000, the state NAEP school sample does **not** include any nonpublic schools. Instead, the national sample size of nonpublic schools has been increased as noted earlier.

1.4 The Field Test

The 2000 field test for the 2001 national assessment will be conducted from January through early February 2000. Fourth, eighth, and twelfth graders will be assessed in history and geography. The items tested will replace items released publicly after previous assessments in these subjects.

1.5 Special Study

There will be a special study associated with the conduct of the national assessment in 2000. The study is a transcript study, conducted in most of the grade 12 schools. It will be similar to the transcript study that took place in 1998. All grade 12 public schools and a sample of the nonpublic schools will be asked to participate. In this study, final high school transcripts are gathered at the end of the school year for grade 12 students selected for NAEP. At the time of the sampling visit, the assessment supervisors will collect copies of course catalogs, examples of student transcripts, and additional information about course and credit requirements. At the end of the school year, the actual transcripts for the NAEP students will be collected. In all cases, the students' names and all other identifiers will be removed from the transcripts before they are taken from the schools. Schools will be reimbursed at their regular rate for all transcripts obtained.

1.6 NAEP-TIMSS Link

Shortly after the 2000 NAEP assessments are completed, a linking study will be conducted to establish a link between NAEP results and TIMSS assessment data. TIMSS is the Third International Mathematics and Science Study, which has been conducted periodically since 1995.

The NAEP-TIMSS Link Study will be conducted **only at the eighth grade level**, and TIMSS data will be collected from April to early May 2000. This study involves returning to a subset of the NAEP eighth grade schools to conduct the grade 8 TIMSS assessment with approximately 2,000 of the students assessed in NAEP mathematics and 2,000 students assessed in NAEP science. The NAEP eighth grade schools will be asked to volunteer for the Link Study. At the time that NAEP assessments are conducted, NAEP supervisors will invite eighth grade schools to participate and will set a TIMSS assessment date for those schools that agree to participate.

1.7 Overlap Among the National and State Assessment, and the Field Test

The components of each assessment—state NAEP, national NAEP, and the field test—all affect each other to the extent that all components are conducted in many of the same states and in some of the same districts. Furthermore, a small number of schools will be participating in both the national

assessment and the state assessment—either at the same grade level or at different grade levels—but there is no school-level overlap with the field test. Because all three components affect each other to some extent, coordination of the three programs is very important. Most states have been very supportive of the national assessment in the past, and this support has aided school-level participation. After the state is notified and the district is contacted, Westat staff are authorized to contact the schools to secure their cooperation and schedule their assessments.

For districts and schools in more than one program, confusion may arise about the differences among the programs and the role of the school in each. It is important that districts and schools are fully aware that the state is responsible for all data collection in the state assessment, while Westat is responsible for all activities related to the national assessment and the field test.

For 2000, 47 states and the District of Columbia are involved in the national assessment, 47 states and 6 jurisdictions have volunteered for the state assessment to date, while there are 31 states in the field test. With so many jurisdictions involved in each of the NAEP components, there is substantial overlap. Exhibit 1-2 illustrates the overlap of state and national NAEP for 2000.

The national assessment and field test school samples are selected from geographic areas (known as PSUs). By contrast, the geographic areas for the state assessment sample are the participating states, so if a state has volunteered to participate, the sampled schools are scattered throughout the state. To the extent possible, overlap of specific schools among the components is minimized. Currently there are 60 schools selected for both the state and national assessments. Special procedures will be applied in these schools. Exhibit 1-3 summarizes and compares the features of the national and state assessments and the field test for 2000.

1.8 The Security of Assessment Materials and Confidentiality Issues

In order to protect the confidentiality of **all** NAEP materials, you must strictly observe the following rules and guidelines at all times.

Exhibit 1-2. States/jurisdictions in various NAEP components

45 States/Jurisdictions in Both the National and State Assessments:

Alabama	Iowa	Nebraska	South Carolina
Arizona	Kansas	Nevada	Tennessee
Arkansas	Kentucky	New Hampshire	Texas
California	Louisiana	New Jersey	Utah
Connecticut	Maine	New Mexico	Vermont
Delaware	Maryland	New York	Virginia
District of Columbia	Massachusetts	North Carolina	Washington
Florida	Michigan	Ohio	West Virginia
Georgia	Minnesota	Oklahoma	Wisconsin
Hawaii	Mississippi	Oregon	
Illinois	Missouri	Pennsylvania	
Indiana	Montana	Rhode Island	

8 States/Jurisdictions in the State Assessment Only:

Idaho	Wyoming	DoDDS	Virgin Islands
North Dakota	DoDEA	Guam	American Samoa

3 States in the National Assessment Only:

Alaska	Colorado	South Dakota

Exhibit 1-3. Comparison of 2000 data collection activities

	National Assessment	State Assessment	Field Test
School Sample:	National sample of 3,200 public and nonpublic schools	State-level sample; approximately 125 schools per grade per state, public schools only	300 schools, public and nonpublic
Students Assessed:	Fourth grade Eighth grade Twelfth grade	Fourth grade Eighth grade	Fourth grade Eighth grade Twelfth grade
Subjects:	Mathematics Science Reading (fourth grade only)	Mathematics Science	History Geography
Assessment Time Period:	Jan. 3 – March 24, 2000 (includes make-up week)	Jan. 31 – March 3, 2000 (includes make-up week)	Jan. 3 – Feb. 11, 2000
Reporting Level:	National and regional	State	N/A
Primary Responsibility:	Federal government/contractors	State	Federal government/contractors

1.8.1 Requests to See Assessment Booklets

Within the limits of staff and resources, NAEP will work with school administrators and parents who would like to see assessment booklets. A demonstration booklet that contains the background questions and sample items for each subject in the assessment will be included in the informational materials distributed to school officials along with a letter confirming assessment dates. Generally speaking, the assessment supervisor will take care of any requests from principals, teachers, and the parents of students to be assessed who wish to view the assessment materials. If these requests cannot be handled on an informal basis, you should make arrangements to have a meeting, at which time any of these groups can view the materials.

Requests from state legislatures, school boards, other interested groups, or the parents of students who are not part of the assessment should be directed to Steve Lazer at ETS (1-800-223-0267).

1.8.2 Requests from News Media

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 (see Appendix B). If a district or school official requests a copy of the press release, it will be noted on the School Control Form. As assessment supervisor, you can then provide copies when you make your sampling visit. There is also the possibility that representatives of local news media will ask 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 than is provided in the release, they should be referred to the name and telephone number on the press release. **UNDER NO CIRCUMSTANCES ARE SUPERVISORS TO MAKE COMMENTS REGARDING THE 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.

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.

Occasionally, district/school personnel or the media have requested to photograph or videotape NAEP sessions. **UNDER NO CIRCUMSTANCES WILL NAEP PERMIT VIDEO-TAPING OR PHOTOGRAPHS TO BE TAKEN OF ANY PART OF AN ACTUAL ASSESSMENT.** Also, newspaper or broadcast reporters and photographers are not permitted to observe a NAEP session. These restrictions are based on the following concerns:

- 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.
- 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.
- 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.

The bottom line is: **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 should neither be photographed nor copied by hand. To accommodate the needs of the media without disrupting the assessment, ETS will make available both a video tape 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 media are not permitted to attend the NAEP sessions. Reporters should be referred to Steve Lazer at ETS (1-800-223-0267) for further information.

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, the last portion of the chapter outlines the shipments of materials from NCS and Westat.

2.1 Contacts to Date with Districts and Schools

During the period from September to December 1999, about 40 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 these activities.

Table 2-1. Summary of project activities for the 2000 assessment

1999	
Mid-August	Letter to state test directors from National Center of Education Statistics announcing 2000 NAEP program.
September 25-28	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: Cover Letter; Listings of schools selected for main NAEP, state NAEP, and field test; Example letter to districts and schools; and Suggested assessment dates for state NAEP schools.

Table 2-1. Summary of project activities for the 2000 assessment (continued)

1999 (continued)	
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.
October – December	NAEP scheduling supervisors made the following contacts for each school in their region: Contacted district Superintendents to review NAEP program and gained permission to contact selected schools; After district permission was granted, supervisors mailed informational materials to school Principals; Supervisor called school Principals after mailing was received to review NAEP program, secure cooperation, and identify school coordinator; and Supervisor then contacted school coordinator to review NAEP program in detail and set assessment date.
October – December	While gaining cooperation from schools, the NAEP scheduling supervisors performed the following tasks: Established a preliminary schedule of assessments for schools in each region; Transmitted school cooperation and schedule information to Westat; and Recruited Exercise Administrators (EAs) to assist with conducting the assessments.
Early December	Westat sent assessment schedule information to supervisors for review and revision.
Mid-December	Westat sent cooperating schools a "confirmation packet" which contained: Letter confirming the assessment date; Instructions for preparing student lists; Parental consent letters (if requested); and Recent NAEP publications.
December 9-15	Assessment supervisor training session

Table 2-1. Summary of project activities for the 2000 assessment (continued)

2000	
January 3 – March 24	Assessment supervisor performs the following tasks: Call school coordinator to set a sampling date about two weeks prior to assessment date. At this time, review the requirements for preparation of student lists. Answer any questions the school coordinator has about the assessment or sampling visit; Train exercise administrators (EAs); At the sampling visit, select the student samples, list these students on the Administration Schedules, and prepare and distribute School, Teacher, and SD/LEP Questionnaires; Conduct the assessment sessions, collect the questionnaires, and pack and ship all assessment materials to NCS; Enter assessment information into the Field Management System; and Report regularly to field manager.

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

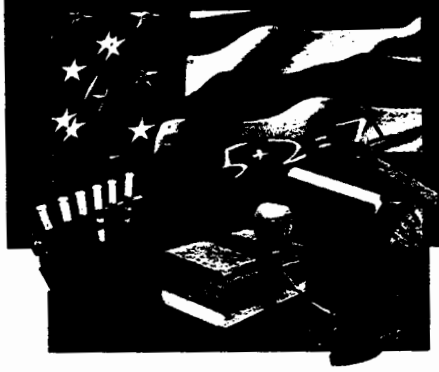
2.2 The Summary of NAEP Activities

The Summary of NAEP Tasks (Exhibit 2-1) is a one-page, two-sided document that briefly defines the NAEP program and the school's responsibilities in the assessment. 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.

Exhibit 2-1. Summary of NAEP Activities

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

NAEP 2000



2000 NAEP National Assessment Program

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 since 1969 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 student achievement at the elementary, middle, and high school levels.

Between January and March 2000, NAEP will assess students in grades 4, 8, and 12 in mathematics and science. Fourth grade students will also be assessed in reading. Mathematics and science assessments will include hands-on science experiments and the use of mathematical tools such as calculators, protractors, and geometric shapes.

The participation of selected schools and students is vital to the success of NAEP 2000. This document provides a brief overview of assessment plans and the roles of participating schools and school staff. NAEP staff members will provide more detailed information when they contact schools in the fall to discuss the assessment.

What are the Responsibilities the NAEP Staff?

NAEP staff will perform the following tasks:

- Work with the school to set a date between January and March 2000 for the assessment.
- Provide schools with instructions for preparing a list of grade-eligible students;
- Select a sample of students from lists prepared by the school or district;
- Prepare all student appointment cards, parent letters (if required by the school or district), and questionnaires for distribution;
- Bring all assessment materials to the school on the scheduled day;
- Conduct the assessments;
- Remove and ship all completed materials from the school after the assessments are completed; and
- Provide NAEP reports when they are available.

What is Involved for Schools?

- Up to 110 students (depending on the size of the school) will be assessed in sessions of about 30 students each.
- Assessments will take 90 minutes of each student's time. One-half of the students taking the science assessment will also be asked to complete the hands-on science task. This task will take an additional 20 minutes for grade 4 and 30 minutes for grades 8 and 12.
- Questionnaires will be distributed to the principal, the mathematics, science, or reading teachers of the sampled students, and the teachers of selected students who have disabilities (SD) or are limited-English-proficient (LEP).
- At grade 12, a sample of schools will be asked to take part in the Transcript Study. In these schools, at the end of the school year, NAEP will collect the transcripts of students selected for the assessment. No student time will be involved in the conduct of the Transcript Study, and schools will be reimbursed at their usual rate for all transcripts collected.
- Schools are requested to designate a staff member, to be known as the school coordinator, to assist NAEP staff with in-school arrangements.

Exhibit 2-1. Summary of NAEP Activities (continued)

What are the School Coordinator's Responsibilities?

Work with NAEP staff to select students to be assessed.

During mid-December 1999 or early January 2000, a NAEP supervisor will call to schedule a visit to the school. About 2 weeks before the assessment, the supervisor will visit to select the student sample and discuss arrangements for the assessment.

A list of eligible students should be prepared immediately before the supervisor's visit and kept at the school. The list should contain the names of all grade-eligible students. It may be prepared by the school or district, whichever has the most up-to-date information on enrollment. The list may be computer generated or recorded on student listing forms provided by NAEP. Names will be used only at the school and removed from all materials that leave the school.

For the selected students, perform the following tasks:

- Provide information on each student's date of birth, sex, race/ethnicity, and teacher of the subject in which the student will be assessed;
- Identify SD/LEP students. Then, determine which of these students should be included in the assessment according to NAEP criteria;
- Identify students participating in the Title 1 program; and
- Determine students' participation status in the National School Lunch Program (NSLP).

Coordinate details.

- Arrange for suitable space for the assessment session(s) in the school.
- Confirm time and other details when the NAEP supervisor calls.

Distribute and collect assessment questionnaires.

The NAEP supervisor will prepare and leave three types of questionnaires with the school coordinator:

- The School Questionnaire to be completed by the principal;
- Teacher Questionnaires for the mathematics, science, and reading (grade 4 only) teachers of students being assessed in those subjects; and
- The SD/LEP Student Questionnaire about each sampled SD or LEP student.

The questionnaires should be completed by appropriate staff before the day of the assessment and will be collected by the NAEP supervisor.

Notify teachers and students about NAEP.

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

Ensure that students attend the session.

NAEP supervisors will conduct the session(s) and will bring all assessment materials to the school. It is very important that attendance rates be as high as possible to avoid the need for makeup sessions.

For more information visit the NAEP web site at:

http://nces.ed.gov/nationsreportcard

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

The first column of the summary defines the program, the subjects to be assessed in 2000, and the students eligible to participate.

The next section outlines what the responsibilities of the NAEP supervisor and his/her staff will be. The emphasis in this section is to illustrate that most of the tasks involved with the assessment are completed by Westat staff. This description also helps to distinguish this component from state NAEP, by mentioning that the assessments are conducted by our staff. It also lists the other tasks that are completed by Westat staff:

- Working with the school to set an assessment date (completed by the scheduling supervisor);
- Selecting the sample of students;
- Preparing all the questionnaires that are distributed in the school and all notification forms for students and teachers;
- Conducting all sessions; and
- Bringing the assessment materials to the school and shipping them when everything is complete.

The summary of activities continues with a description of what is involved for participating schools. Some additional information follows:

- The national NAEP assessment period is from January 3, 2000 through March 24, 2000 which includes the last week for make-up sessions.
- Up to 110 students may be assessed in the largest schools.
- Schools are most concerned about the amount of time a student is away from instructional activities. The assessment itself will require approximately 90 minutes to administer, including distribution and collection of materials. In addition, one half of the students sampled for the science assessment will be asked to do a hands on science task, which will take an additional 20 minutes for fourth graders and 30 minutes for eighth and twelfth graders.
- Teacher questionnaires are distributed during the sampling visit and are collected on assessment day. Each teacher that teaches the assessment subject to one or more assessed students will be asked to complete a questionnaire about his/her teaching practices. Only two questionnaires will be distributed at grade 12 – one for the science lead teacher or chair, and one for the mathematics lead teacher or chair.

- 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 an SD/LEP Questionnaire for each sampled student identified as having a disability (SD) or classified as Limited English Proficient (LEP).

- About 350 of the 12th grade schools will be asked to participate in the High School Transcript Study (HSTS). At the time of the sampling visit, supervisors will flag the selected students' records for identification and collect some background data on course and curriculum requirements. Then, a NAEP representative will return to the school after the end of the school year to collect the complete high school transcript for the grade 12 students sampled for NAEP. The NAEP confidentiality provisions will apply to the collection and identification of this data. Schools will be reimbursed at their regular rate for all transcripts. All public schools and a subsample of nonpublic schools at grade 12 are in the HSTS.

- While the NAEP staff is responsible for most assessment activities, a school coordinator is needed to assist with in-school arrangements.

2.3 Importance of the School Coordinator

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 on the back page of the summary of activities. They consist of six 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. As final confirmation before you contact the schools, a letter was sent to the school coordinator in early December confirming the assessment schedule and providing additional background material.

The school coordinator has 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. He or she 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 March assessment period are as follows:

- To make sure that all arrangements for the assessments are set;
- To select the samples of students to be assessed and to complete the Administration Schedule(s) listing these students;
- To prepare and distribute all assessment questionnaires to the appropriate school staff;
- To make preparations for the High School Transcript Study (HSTS), where appropriate;
- 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;
- To document any problems on a Special Situation Form; 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 two or more PSUs containing a total of approximately 25 to 30 schools. The assessment period begins on January 3 and must be completed by March 24, including makeup sessions.

Region numbers have been assigned in such a way that they identify the NAEP component (national, state, etc.) for which the schools were sampled. All region numbers for main NAEP begin with an "N" for "National," such as N1, N2, N3, etc.

2.6 School Folder

At training, 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.

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 mid-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:** A unique seven digit number that identifies the school.
- **Selected Students/Subjects/Time Period:** This identifies the grade to be assessed, the number and type of session, and the time period for the 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, write 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.

2000 MAIN NAEP ASSESSMENTS

GRADE: _____

SCHOOL ADDRESS: _____

_____

_____

_____

SCHOOL COORDINATOR: _____

PHONE NUMBER: _____

TRANSCRIPT STUDY: YES / NO

TRACKING NUMBER: _____

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)

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						

Exhibit 2-2. School Folder

NAEP 2000
SCHOOLS SELECTED FOR NATIONAL ASSESSMENT
SUPERVISOR'S LOG

REGION: 01

PAGE 1
DATE: September 15, 1999

DISTRICT NAME SUPERINTENDENT DISTRICT ADDRESS	SCHOOL NAME PRINCIPAL SCHOOL ADDRESS	NAEP ID NUMBER	SLCT. STUDENTS/ TIME PERIOD/ SUBJECT(S)	DISP CODE/ DATE	ASSMNT DATE/ MAKEUP DATE	SAMPLE DATE	SHIP DATE/ TRACK. NUM.
PUBLIC SCHOOL(S)							
ANCHORAGE SCHOOL DISTRICT SUPERINTENDENT PO BOX 196614 ANCHORAGE, AK 99519-6614 (907) 333-9561	**CENTRAL MIDDLE SCHOOL OF SCIEN PRINCIPAL 1405 E STREET ANCHORAGE, AK 99501-5047 (907) 272-2581	595 201 0	8TH GRADE JANUARY-MARCH 1-MATHEMATICS 1-SCIENCE	11	3/15/00		
	**CLARK MIDDLE SCHOOL PRINCIPAL 150 S BRAGAW ANCHORAGE, AK 99508-1307 (907) 277-4581	595 202 0	8TH GRADE JANUARY-MARCH 1-MATHEMATICS 1-SCIENCE	11	3/13/00		
	**MEARS MIDDLE SCHOOL PRINCIPAL 2700 W 100TH ANCHORAGE, AK 99515-2214 (907) 349-3332	595 204 0	8TH GRADE JANUARY-MARCH 1-MATHEMATICS 1-SCIENCE	11	3/14/00		
	WHALEY CENTER PRINCIPAL 2220 NICHOLS ST ANCHORAGE, AK 99508-3455 (907) 263-9201	595 203 0	8TH GRADE JANUARY-MARCH 1-SCIENCE	11	3/16/00		
BELLEVUE SUPERINTENDENT 12111 NE 1ST ST BELLEVUE, WA 98005-3181 (425) 455-6015	INTERLAKE SENIOR HIGH SCHOOL PRINCIPAL 16245 NE 24TH ST BELLEVUE, WA 98008-2413 (425) 455-6136	493 301 0	12TH GRADE JANUARY-MARCH 2-MATHEMATICS 2-SCIENCE	11	2/17/00		
CLOVER PARK SUPERINTENDENT 10903 GRAVELLY LAKE DR SW LAKEWOOD, WA 98499-1341 (253) 589-7500	LAKEVIEW ELEMENTARY PRINCIPAL 10501 47TH AVE SW LAKEWOOD, WA 98499-3712 (253) 589-7790	493 101 0	4TH GRADE JANUARY-MARCH 1-SHORT FORM MATH 1-READING 1-SCIENCE	11	2/16/00		

** - SCHOOL IN BOTH STATE AND NATIONAL SAMPLES

Exhibit 2-3. The PSU Log

2.6.2 The School Control Form

The School Control Form (Exhibit 2-4) was completed by the scheduling supervisor and includes both preprinted and hand-written information. The preprinted information contains: the numbers and types of NAEP sessions; an indicator that accommodations can/cannot be offered in this school; a high school transcript study indicator; and information on other assessments that the school has been sampled for in this school year. In addition, the scheduling supervisor has filled in the following information :

- **School Coordinator's Name**
- **Actual Grade Enrollment**
- **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.)
- **Student List:** A check mark (√) will indicate how the school will provide the listing of students. There is also space to document any concerns or issues regarding 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

2000 NAEP SCHOOL CONTROL FORM

SCHOOL ID #: 483 103 0

SUPERVISOR REGION : 15
ASSESSMENT TYPE : NATIONAL
ACCOM. FOR NATIONAL: NO

SCHOOL NAME: ADCOCK ELEMENTARY SCHOOL
ADDRESS: 100 NEWCOMER STREET
LAS VEGAS, NV 89107-2480

PRINCIPAL: JEFFREY DWYER
PHONE: (702) 799-4185

GRADE: 4
ESTIMATED # TO BE ASSESSED: 73 ESTIMATED # OF SESSIONS: 3
SESSION TYPES: 1-SHORT FORM MATH 1-MATHEMATICS 1-SCIENCE

COMPLETE, NON-PUBLIC SCHOOL CLASSIFICATION SURVEY? (Y/N):

SCHOOL IN MORE THAN ONE GRADE ASSESSMENT? (Y/N): NO
(IF YES, CHECK OTHER SCHOOL CONTROL FORM)
SCHOOL IN STATE ASSESSMENT? (Y/N) : NO
SCHOOL IN PISA ASSESSMENT? (Y/N) : NO
SCHOOL IN CIVICS STUDY? (Y/N) : NO

A. SCHOOL COORDINATOR'S NAME: Bill Watson

B. ACTUAL GRADE ENROLLMENT: 75

C. IS THIS A YEAR ROUND SCHOOL? Y (N) IF YES, PERCENT OF STUDENTS IN GRADE 4 OFF TRACK AT ANY TIME: _____%.

D. ASSESSMENT DATE(S): Jan. 31, 2000 SAMPLING DATE(S): Week of Jan. 17

E. ARRANGEMENTS FOR ASSESSMENT: OK to use multi-purpose room and one regular classroom

F. SCHOOL WILL PROVIDE LIST OF ELIGIBLE STUDENTS (CHECK ONE):
____ON SLF ✓ BY COMPUTER

IF LISTING PLANS UNKNOWN OR SCHOOL NEEDS HELP COMPLETING SLF, EXPLAIN:

G. COMMENTS:

H. IF PARENTAL CONSENT LETTERS ARE REQUIRED BY SCHOOL, INDICATE QUANTITY:
NUMBER FOR ALL ELIGIBLES OR NUMBER FOR SAMPLED STUDENTS

#1: 75 #2: _____
#3: _____ #4: _____
#5: _____ #6: _____

SPANISH LETTER 1: _____
SPANISH LETTER 2: _____ DATE REQUIRED: _____

2.6.3 Other Forms in the School Folder

Along with the PSU log and School Control Form, the following 3 forms 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 expressed.
- **School Appreciation Certificate:** This certificate should be given to the principal or school coordinator at the conclusion of the assessments, as a token of appreciation for the school's participation.

2.7 Laptop Computer

The next source of information about all of the schools in your assignment will be the laptop computer that you will receive 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, sampling information, and the session information. You will keep the computer throughout the field period, updating the information about the schools, selecting the student samples, and 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 the Field Management System Guide in the appendices to this manual.

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/SAMPLE TYPE

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

1 = Northeast
2 = Southeast
3 = Central
4 = West
5 = Special sample

The second and third digits are sequential numbers in each region. For schools in the special sample, the second and third digits will be the FIPS state code.

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.

0 = Public – original school
1 = Catholic – original
2 = Other nonpublic – original
3 = Public – substitute
4 = Catholic – substitute
5 = Other nonpublic – substitute

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
Session Assignment Forms	Westat	Loaded in computer provided at training
Session and Bulk Supplies	NCS	By December 30, 1999
Bulk Supplies	Westat	By December 30, 1999

2.10 Materials from NCS

2.10.1 Sampling Materials from NCS

Among the supplies you will receive from National Computer Systems are the materials needed for the sampling visit. These materials will be shipped to you shortly 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 and preprinted assessment book ID numbers. The science kits to be used in the hands-on task with half of the students sampled for each science session are also preprinted on the Administration Schedules for science. You will use the Administration Schedule during your sampling visit to preassign booklets to the sampled students. 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.

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes	National School Lunch Program
1 = White not Hispanic 2 = Black not Hispanic 3 = Hispanic Heritage 4 = Asian/Pacific Islander 5 = American Indian/ Alaskan Native 6 = Other	1 = Student not eligible 2 = Reduced price lunch 3 = Free lunch 4 = Information not available 5 = Refused 6 = School not participating
For Use in Column "F"	For Use in Column "G"
Bundle #'s	Accommodations:

NAEP 2000 The Nation's Report Card

2000 Main Administration Schedule

Grid if Makeup Held ○ Makeup Date _____

_____ Total in Sample	_____ # Absent (Hold Makeup if 4 or more absent)
- _____ # Withdrawn & Ineligible (Admin. Codes 51 & 55)	+ _____ # Assessed (Original)
_____ # Excluded (Admin. Codes 60-66)	_____ # Assessed (Makeup)
= _____ TO BE ASSESSED	= _____ TOTAL ASSESSED
	Session Number

Column Indications: "A" Student Name; "B" Homeroom or Other Locator; "C" Scl. Kit; "D" Birth Date (Month, Year); "E" Sex (1=Male 2=Female); "F" Race/Eth.; "G" School Lunch; "H" If Title I; "I" If SD; "J" If LEP; "K" Original Booklet ID #; "L" Accommodation Booklet ID # (Use only for A/C 71 & 73 in Math and Science); "M" (Subject) Teacher #; "N" Per #; "O" Admin. Code; "P" Atten. (✓/A); "Q" Admin. Code

Student Name	Scl. Kit	Birth Date (Month / Year)	Sex	Race/ Eth.	School Lunch	If Title I	If SD	If LEP	Original Booklet ID #	Accommodation Booklet ID #	Teacher #	Per #	Admin. Code	Atten. (✓/A)
1	1	19				○	○	○						1
2	2	19				○	○	○						2
3	3	19				○	○	○						3
4	4	19				○	○	○						4
5	5	19				○	○	○						5
6	6	19				○	○	○						6
7	7	19				○	○	○						7
8	8	19				○	○	○						8
9	9	19				○	○	○						9
10	10	19				○	○	○						10
11	11	19				○	○	○						11
12	12	19				○	○	○						12
13	13	19				○	○	○						13
14	14	19				○	○	○						14

Admin. Code

ASSESSED IN ORIGINAL
10 = In session full time
11 = No responses 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 responses in booklet
22 = In session part time
23 = Session incomplete
24 = Other, specify on cover

ABSENT
40 = Temporary
41 = Long-term
42 = Chronic truant
43 = Suspended or expelled
44 = In school, did not attend
45 = Disruptive behavior
46 = Parent refusal
47 = Student refusal
48 = Other, specify on cover

OTHER
51 = Withdrawn
52 = Unassigned book (unused)
55 = Ineligible
56 = Not in sample

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

ASSESSED WITH ACCOMMODATIONS
71 = Bilingual booklet/Science glossary
72 = Bilingual dictionary
73 = Large-print book
74 = Extended time in regular session
75 = Read aloud in regular session (Do not use in a reading session)
76 = Small group
77 = One-on-one
78 = Scribe or use of computer
79 = Other, specify on cover

Exhibit 2-5. Administration Schedule

2.10.1.2 Assessment Questionnaires

NAEP supervisors will prepare, distribute, and collect all assessment questionnaires. These will be distributed to teachers and school administrators at the time of sampling, and the completed documents will be picked up on assessment day. For 2000, NAEP will be using these types of questionnaires:

- Grade 4 Math/Science Teacher Questionnaire;
- Grade 4 Reading Teacher Questionnaire;
- Grade 8 Math Teacher Questionnaire;
- Grade 8 Science Teacher Questionnaire;
- Grade 12 Math Department Chair/Lead Teacher Questionnaire;
- Grade 12 Science Department Chair/Lead Teacher Questionnaire;
- School Questionnaire for the appropriate grade; 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 teachers and 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 prepared.

Detailed information and specific instructions on preparing the forms and distributing the questionnaires is given in Chapter 5.

This form must be completed in No. 2 pencil.

MAIN NAEP 2000 - Grade 4
Roster of Questionnaires
(School, SD/LEP, and Teacher Questionnaire Tracking Form)

SCHOOL #: ☐☐☐ - ☐☐☐ - ☐

SCHOOL NAME: _____

CITY/STATE: _____

I. School Questionnaire

Distributed to: _____

I. School Questionnaire

Questionnaire ID Number (Barcode ID on Cover) 071 - ☐☐☐☐☐☐ - ☐

Returned	
Yes	No
○	○

II. SD/LEP Questionnaire

	Student's Name	Distributed To (Staff Name)	II. SD/LEP Questionnaire Student Booklet ID # (Column "K" or "L" on Admin. Schedule)	SD/LEP Questionnaire ID # (Barcode ID # on cover)	Returned Yes	Returned No	Administrator Use Only
01			01 ☐☐☐ - ☐☐☐☐☐☐ - ☐	095 - ☐☐☐☐☐☐ - ☐	○	○	
02			02 ☐☐☐ - ☐☐☐☐☐☐ - ☐	095 - ☐☐☐☐☐☐ - ☐	○	○	
03			03 ☐☐☐ - ☐☐☐☐☐☐ - ☐	095 - ☐☐☐☐☐☐ - ☐	○	○	
04			04 ☐☐☐ - ☐☐☐☐☐☐ - ☐	095 - ☐☐☐☐☐☐ - ☐	○	○	
05			05 ☐☐☐ - ☐☐☐☐☐☐ - ☐	095 - ☐☐☐☐☐☐ - ☐	○	○	
06			06 ☐☐☐ - ☐☐☐☐☐☐ - ☐	095 - ☐☐☐☐☐☐ - ☐	○	○	
07			07 ☐☐☐ - ☐☐☐☐☐☐ - ☐	095 - ☐☐☐☐☐☐ - ☐	○	○	
08			08 ☐☐☐ - ☐☐☐☐☐☐ - ☐	095 - ☐☐☐☐☐☐ - ☐	○	○	
09			09 ☐☐☐ - ☐☐☐☐☐☐ - ☐	095 - ☐☐☐☐☐☐ - ☐	○	○	
10			10 ☐☐☐ - ☐☐☐☐☐☐ - ☐	095 - ☐☐☐☐☐☐ - ☐	○	○	
11			11 ☐☐☐ - ☐☐☐☐☐☐ - ☐	095 - ☐☐☐☐☐☐ - ☐	○	○	
12			12 ☐☐☐ - ☐☐☐☐☐☐ - ☐	095 - ☐☐☐☐☐☐ - ☐	○	○	
13			13 ☐☐☐ - ☐☐☐☐☐☐ - ☐	095 - ☐☐☐☐☐☐ - ☐	○	○	
14			14 ☐☐☐ - ☐☐☐☐☐☐ - ☐	095 - ☐☐☐☐☐☐ - ☐	○	○	

Exhibit 2-6. Example of Roster of Questionnaires for Grade 4

Exhibit 2-6. Example of Roster of Questionnaires for Grade 4 (continued)

III. Teacher Questionnaire

III. Teacher Questionnaire SCHOOL #: ___ - ___ - ___ ○ NCS Use Only

Teacher's Name	Teacher #	Subject: Mathematics	Subject: Science	MATHEMATICS/SCIENCE Teacher Questionnaire ID #	Returned: Yes	Returned: No	READING Teacher Questionnaire ID #	Returned: Yes	Returned: No	Administrator Use Only
01	01	○	○	060-	○	○	061-	○	○	
02	02	○	○	060-	○	○	061-	○	○	
03	03	○	○	060-	○	○	061-	○	○	
04	04	○	○	060-	○	○	061-	○	○	
05	05	○	○	060-	○	○	061-	○	○	
06	06	○	○	060-	○	○	061-	○	○	
07	07	○	○	060-	○	○	061-	○	○	
08	08	○	○	060-	○	○	061-	○	○	
09	09	○	○	060-	○	○	061-	○	○	
10	10	○	○	060-	○	○	061-	○	○	
11	11	○	○	060-	○	○	061-	○	○	
12	12	○	○	060-	○	○	061-	○	○	
13	13	○	○	060-	○	○	061-	○	○	
14	14	○	○	060-	○	○	061-	○	○	
15	15	○	○	060-	○	○	061-	○	○	
16	16	○	○	060-	○	○	061-	○	○	
17	17	○	○	060-	○	○	061-	○	○	NCS® IM-164034-001:654321 Printed in U.S.A. - Gr. 4 Main Roster

2.10.2 Session Materials/Bulk Supplies from NCS

NCS will ship to each NAEP supervisor multiple boxes containing the materials that are used in conducting the assessments. This will consist of bundles of assessment booklets, packed in session boxes, ancillary materials for math sessions, a box of science kits for each science session, and bulk supplies such as rosters and assessment questionnaires. These materials are briefly described below.

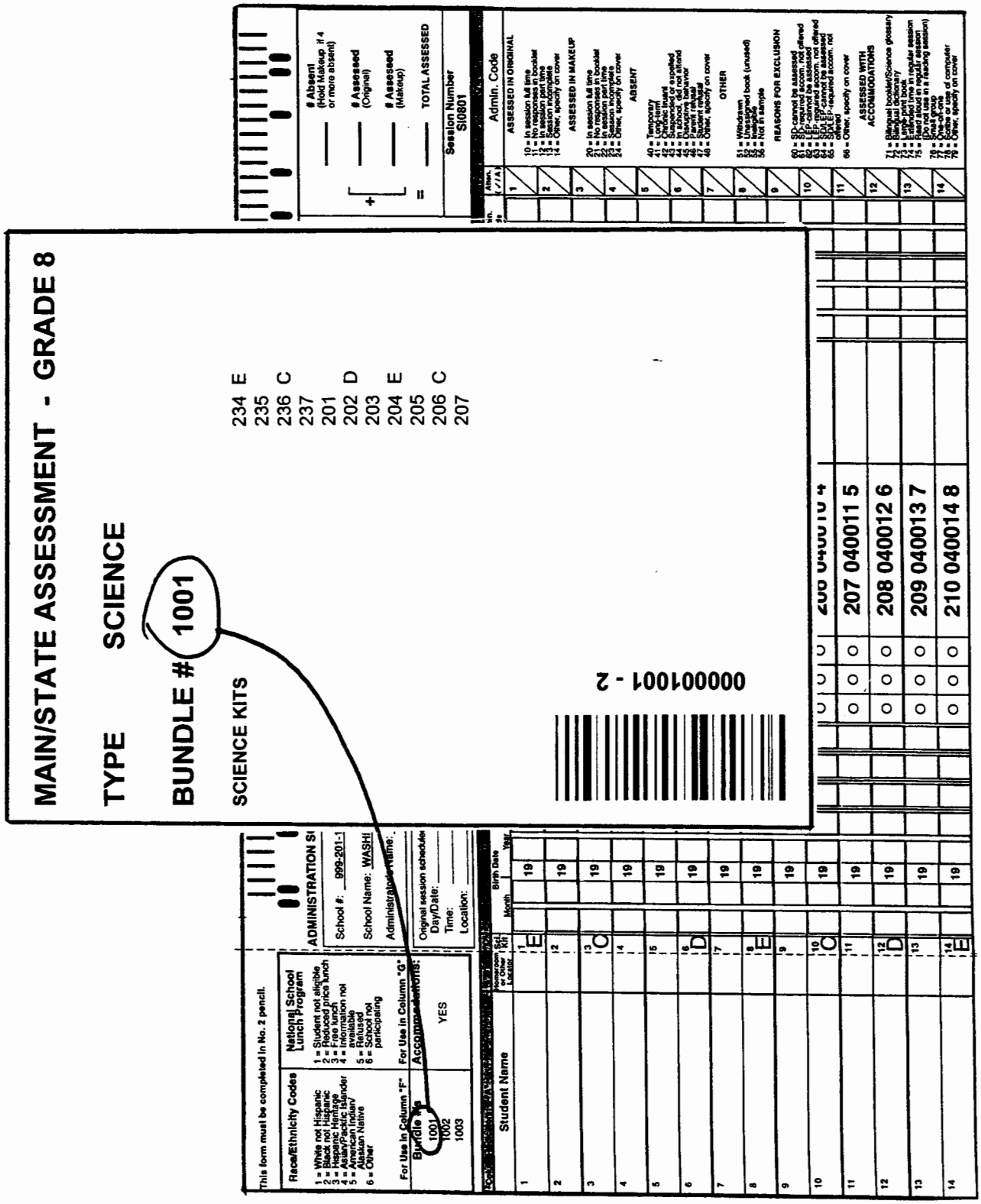
2.10.2.1 Bundles of Assessment Booklets

The booklets for each session that you conduct will be packaged in separate session 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 Bundle Slip listing session information and the first three digits of the booklet ID numbers contained in that particular bundle. Each Bundle Slip will have a bundle number that matches the bundle numbers preprinted in the upper left corner of the Administration Schedule. For each session, be sure to check that the number on the Bundle Slips matches the bundle numbers on the Administration Schedule (Exhibit 2-7).

In addition, your bulk shipment of supplies from NCS will contain extra bundles of booklets 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. In most cases, this will necessitate using a second Administration Schedule taken from your bulk supplies, since all 33 lines on the Administration Schedule will be used by the preprinted booklet ID numbers.

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

Exhibit 2-7. Administration Schedule with Bundle Numbers



2.10.2.2 Assessment Booklets

Each booklet contained within a bundle has an alphanumeric code in the upper right corner. In this code, numerals identify the booklet number. Letters that precede the numeral identify the booklet type: M (mathematics), S (science), and R (reading). Some fourth grade schools, however, will have a special mathematics assessment (sometimes called "short-form") and these booklets have a three-digit number that is **not** preceded by an alphabetic character. The regular math and short-form math assessment booklets and science 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 during the session.

Exhibit 2-8 shows an example Grade 4 booklet cover. Book M108GC is a math booklet for which a student must receive a packet of geometric shapes designated by G, and a calculator designated by the letter C. Calculators will be used only for some sections of some booklets.

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 booklet covers are printed in charcoal ink.

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 the information on security and confidentiality in Section 1.8 of this manual.

Exhibit 2-8. Example Booklet Cover – Grade 4 Mathematics

Admin Schedule Line #_____

NAEP 2000 The Nation's Report Card

2000 Grade 4

SECTION	
1	BM1
2	MB1
3	M10
4	M11
5	M14
6	MB

BOOK M108GC

School and Teacher Information

SCHOOL # TEACHER #

Birth Date			Sex	R/E	NSLP	Title I	SD	LEP	Admin Code	
Month		Year	1 = Male 2 = Female							
0	0	1987		1	1	Y	Y	Y	1	0
1	1	1988		2	2	N	N	N	2	1
	2	1989		3	3				3	2
	3	1990		4	4				4	3
	4	1991		5	5				5	4
	5	1992		8	8				6	5
	8	1993							7	6
	7									7
	8									8
	9									9

DO NOT USE

ADMIN USE ONLY

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 **1850-0628**. The time required to complete this information collection is estimated to average 120 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:** Office of Compliance Division, U.S. Department of Education, 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. 1850-0628 • Approval Expires 06/30/2000
Mark Reflex® by NCS EM-164125-001:654321 Printed in U.S.A.

ETS

Exhibit 2-9. Summary of Assessment Booklets

Grade	Subject	Booklet numbers	Additional materials
4	Math	M101X M102C . . . M126R	R = Ruler C = Calculator G = Geometric Shapes Kit X = Manipulative Set
	Science	S201 S202-A . . . S237	Science Kit A = Seeds Science Kit B = Unknown Powders Science Kit C = Markers
	Reading	R1, R2, . . . , R18	None
	Short-Form Math	151, 152, . . . , 157	R = Ruler C = Calculator
8	Math	M101-Y M102-C . . . M126-CP	P = Protractor/Ruler C = Calculator G = Geometric Shapes Kit Y = Manipulative Set
	Science	S201 S202-D . . . S237	Science Kit C = Markers Science Kit D = Powders Science Kit E = Soil Tests
12	Math	M101Z M102C . . . M126-C	P = Protractor/Ruler C = Calculator G = Geometric Shapes Kit Z = Manipulative Set
	Science	S201 S202-F . . . S237	Science Kit E = Soil Tests Science Kit F = Antacid Science Kit G = Pendulum

2.10.2.3 Additional Materials for Mathematics Sessions

All math sessions/boxes will include ancillary materials that will be used in conjunction with the assessments. As shown in Exhibit 2-9, the math manipulatives will be labeled with the grade and will be designated "X," "Y," or "Z" for grade 4, 8, or 12, respectively. The geometric shapes kit will be labeled with the grade and the letter designator "G." In addition, some fourth-grade booklets will require the use of a ruler ("R") and some eighth and twelfth-grade booklets will require a ruler/protractor ("P"). You will insert these items inside the booklet cover before distributing the booklets. The letters after the booklet number (in the top right corner of each book) will guide you in preparing the proper ancillary materials for each booklet.

2.10.2.4 Documentation of Shipments

Each shipment to a supervisor will contain a Master Packing List in Box 1 of the shipment (see Exhibit 2-10). This document will list in sequential order the boxes for each school and session included in the shipment. Also, each box will include a separate Session Packing List (Exhibit 2-11) of the specific items in the session box. 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.

2.10.3 Bulk Supplies from NCS

The remaining materials that you will need from NCS will 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 bulk 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

Exhibit 2-10. NCS Master Packing List

Master Packing List

Ship To: SUPERVISOR ONE **REGION # 1**

Page: 1
Method: UPS
Date: 1/9/00

School #	School Name	Session	Session #	Seq. #	Box #
999-199-1	Washington Elementary	Math	MT0401	00001	_____
999-199-1	Washington Elementary	Science	SI0401	00002	_____
999-199-1	Washington Elementary	Reading	RD0401	00003	_____
999-198-1	Roosevelt Elementary	Math	MT0401	00004	_____
999-198-1	Roosevelt Elementary	Science	SI0401	00005	_____
999-198-1	Roosevelt Elementary	Math Short	MS0401	00006	_____
999-299-1	Lincoln Jr. High	Math	MT0801	00007	_____
999-299-1	Lincoln Jr. High	Science	SI0801	00008	_____
999-399-1	Kennedy High School	Math	MT1201	00009	_____
999-399-1	Kennedy High School	Science	SI1201	00010	_____

Exhibit 2-11. Session Packing List

GRADE 8 MAIN SCIENCE SESSION MATERIALS
PACKING LIST

Ship To: Washington Middle

Seq# 2

Method: UPS

Date: 1/9/00

NAEP School#: 123-223-1

Session Type: SCIENCE

Grade: 08

Session #: SI0801

Assessment Date: 02/06/2000

Accom: YES

Qnty	Units	Inventory #	Description
3	Bundle(s)	NA02000028	*Gr8 Science Spiral Bundle-Main (12001 - 12003)
1	Box	NA02000058	*Gr8 Science Kits
1	Each	UPSARS	UPS ARS Labels

*** ITEMS THAT MUST BE RETURNED**

NCS USE ONLY:
Date Opened: _____
Emp. ID: _____
To Be Assessed: _____
Total Assessed: _____

Exhibit 2-12. NCS Bulk Supply List

MAIN BULK

Ship To: SUPERVISOR 1 **REGION # 1**

Seq# 1
Method: UPS
Date: 1/9/00

Qty.	Units	Inventory #	Description
1	Each	NA00000392	*Tape Dispenser
3	Roll(s)	NA00000391	*Sealing Tape Rolls
5	Each	NA00000330	*Calculator Poster
5	Each	NA00000338	*TI-108 Calculator Poster
5	Each	NA00002262	*Digital Timer
16	Each	NA00000018	*AA Batteries
10	Each	NA00000325	*Rulers "R"
10	Each	NA00000326	*Protractor/Ruler "P"
10	Each	NA00000344	*Gr.4 Set "X"
10	Each	NA00000345	*Gr.8 Set "Y"
10	Each	NA00000346	*Gr.12 Set "Z"
50	Each	NA00000336	Supplemental Shipping Envelope
65	Each	NA00000324	*Scientific Calculators TI-130 "C"
65	Each	NA00000337	*Simple Calculators TI-108 "C"
200	Each	NA00000305	Rubberbands
1440	Each	NA00004300	*#2 Pencils
10	Each	NA00005122	*Bilingual Ruler
10	Each	NA00005123	*Bilingual Protractor
5	Each	NA00006315	*O.E. Math Poster Gr.4
5	Each	NA00006316	*O.E. Math Poster Gr.8
5	Each	NA00006325	*Laminated "Do Not Disturb" Sign
20	Each	NA02000050	*Gr.4 Science Activity Brochure
20	Each	NA02000051	*Gr.8 Science Activity Brochure
20	Each	NA02000052	*Gr.12 Science Activity Brochure
10	Each	NA02000054	*Gr.4 Set "G"
10	Each	NA02000055	*Gr.8/12 Set "G"
2	Box	NA02000062	*Gr.4/8 Accom. Science Kit "C" (5 per box)
TBD	Box	NA02000059	*Gr 12 Science Kits (18 per box)
3	Bundle(s)	NA02000022	*Gr.4 Math Spiral - Main
3	Bundle(s)	NA02000023	*Gr.4 Science Spiral - Main
3	Bundle(s)	NA02000024	*Gr.4 Reading Spiral - Main
3	Bundle(s)	NA02000025	*Gr.4 Math Short Form - Main
3	Bundle(s)	NA02000026	*Gr.4 Math Bilingual - Main
3	Bundle(s)	NA02000027	*Gr.8 Math Spiral - Main
3	Bundle(s)	NA02000028	*Gr.8 Science Spiral - Main
3	Bundle(s)	NA02000029	*Gr.8 Math Bilingual - Main
3	Bundle(s)	NA02000030	*Gr.12 Math Spiral - Main
3	Bundle(s)	NA02000031	*Gr.12 Science Spiral - Main
1	Bundle(s)	NA02000066	*Gr.4 M120 - Large Print 5 per bundle
1	Bundle(s)	NA02000067	*Gr.8 M120 - Large Print 5 per bundle
1	Bundle(s)	NA02000068	*Gr.12 M120 - Large Print 5 per bundle
1	Bundle(s)	**NA02000070**	*Gr.4 S229 - Large Print 5 per bundle
1	Bundle(s)	**NA02000071**	*Gr.8 S229 - Large Print 5 per bundle
1	Bundle(s)	**NA02000072**	*Gr.12 S229 - Large Print 5 per bundle
2	Bundle(s)	NA02000040	*Gr.4 Science Accom. Bundle w/glossaries
2	Bundle(s)	NA02000041	*Gr.8 Science Accom. Bundle w/glossaries
2	Bundle(s)	NA02000069	*Gr.12 Science Accom. Bundle w/glossaries

*** Items to be returned**

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 simple calculators for grade four and scientific calculators for grades eight and twelve as well as the posters for math sessions. The calculator poster will be used to instruct students on the use of the calculator, and the other is a math response poster that will be used to demonstrate examples of constructed response items. An extra supply of math manipulatives, rulers, protractor/rulers, and, geometric shapes will be included in your bulk supplies.

The bulk supplies from NCS will contain:

- Extra Bundles of Assessment Booklets
- Extra Bundles of Questionnaires
- Blank Administration Schedules
- Blank Rosters
- Calculators:
  TI 108 (grade 4)
  Scientific (grades 8 & 12)
- Extra Math Manipulative Sets (for each grade)
- Extra Geometric Shapes Kits (for each grade)
- Extra Rulers
- Extra Protractor/rulers
- Calculator Instructional Posters:
  - Grade 4
  - Grades 8 and 12
- Math Response Posters:
  Grade 4
  Grades 8 and 12
- Timers
- Pencils
- Rubberbands

- "Do Not Disturb" Signs
- Sealing Tape
- Tape Dispenser
- UPS Shipping Labels
- UPS Fax Forms
- Supplemental Shipping Envelopes to NCS

Additional supplies can be ordered from NCS as needed by calling 1-888-627-6237 (1-888-NCS-NAEP). All E-mail requests for NCS should be sent to your field manager. Please include number of needed items, the date needed, and the address for delivery. If needed by the next day, telephone in with request. Cut-off time for next day delivery is 3:30 p.m. CST.

2.11 Materials from Westat

As stated earlier, school folders containing PSU logs, School Control Form, Results of Contact, and the 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 Tasks
  - Information for Principals
  - Demonstration Booklets - 3 types – one per grade
  - The NAEP Guide
  - Banana Splits
  - Highlights of the '97 Arts Brochure
  - NAEP Web Site Publications
  - Other Recent NAEP Publications
- NAEP Mouse Pads (one for each teacher)
- Sampling Materials:
  - Line Number Listing Sheets
  - Instructions for Preparing Student Lists/Student Listing Forms

- NAEP Storage Envelopes
- "Destroy by" Postcard
- Inclusion Criteria
- Supervisor Checklist
- Special Situation Form
- School Worksheet
- Teacher Notification Letters
- Post-It Notes
- Student Appreciation Certificates
- Press Release
- Parent Letters

■ Assessment Materials:

- Session Scripts
- Supervisor Debriefing Forms

■ HSTS Materials:

- Disclosure Notices
- School ID Labels
- Information Letter
- Parent Letters for HSTS
- Course Catalog Checklist
- Transcript Format Checklist
- School Information Form

■ EA Materials:

- EA Manuals
- Personnel Packets
- Pay Rates
- EA Identification Badges
- EA Assessment Information Forms
- Post Assessment EA Exercises
- Classroom Management Video
- EA Video

- Other Materials
- Supervisor T&Es and Envelopes
  - Interviewer T&Es
  - Trip Expense Reports
  - Blank School Folders
  - FedEx Supplies
  - Pencil Sharpener
  - Stapler
  - NAEP Tote Bag

The bulk materials from Westat will contain a Bulk Supply Packing List in Box 1 of the shipment (See Exhibit 2-13). 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 to request the item.

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.

Exhibit 2-13. Westat Bulk Supply Packing List

Bulk Supplies List for National NAEP 2000 Assessment Supervisors

From Westat	Materials	# per Sup.
	Publications/Incentives:	
	What is NAEP? Brochure	30
	Summary of NAEP Activities - National	30
	Information for Principals	30
	Demonstration Booklets - 12th grade	10
	Demonstration Booklets - 8th grade	10
	Demonstration Booklets - 4th grade	10
	The NAEP Guide	30
	How to Make a Banana Split	15
	NAEP Website Brochure	30
	Mathematics Frameworks	10
	Science Frameworks	10
	Reading Frameworks	5
	Multiple Challenges	30
	NAEP Mousepads	75
	Sampling and Assessment Forms:	
	Line Number Listing Form (Science)	30
	Line Number Listing Form (Math)	30
	Student Listing Form with Instructions (4th)	10
	Student Listing Form with Instructions (8th)	10
	Student Listing Form with Instructions (12th)	10
	NAEP Storage Envelopes	30
	"Destroy by" Postcard	30
	Inclusion Criteria	30
	Supervisor Checklist	30
	Special Situation Form	30
	School Worksheet	30
	Teacher Notification Letters	60
	Post-it Notes	60
	Student Appreciation Certificates	30
	Press Release	30
	Parent Letters	30
	Session Scripts	30
	EA Materials:	
	EA Manuals	10
	EA Training Script	2
	Personnel Packets	5
	EA Identification Badges	10
	EA Assessment Information Forms	10
	Post Assessment EA Exercise	10
	Classroom Management Video	2
	EA Video	2
	Administrative and Other Materials:	
	Supervisor T&Es and Envelopes	12
	Interviewer T&Es	60
	Trip Expense Reports	10
	Blank School Folders	10
	FedEx Supplies	10
	Pencil Sharpener	1
	Stapler	1

3. EXERCISE ADMINISTRATORS

3.1 Exercise Administrators Recruited for Your Region

You will supervise a team of Exercise Administrators (EAs) 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 of your PSUs will be included in a folder which will be handed out at training. The scheduling supervisors, who gained the cooperation of your NAEP schools, were assigned the task of recruiting a sufficient number of EAs for each PSU, without formally hiring any EAs. 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 work directly with those 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 supervisors' 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 key 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 EA training 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 session scripts 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 use that particular EA primarily for the task(s) in which s/he is most adept. Although it may not always be practical, depending on your scheduling, to have some EAs who do not perform all EA tasks, at least you will be aware of each EA's 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 expected to be at every school during the assessments. The only exception to this rule is a make-up session or a small school with only one session. With the permission of your field manager, you may send your lead EA to these sessions.

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.)

3.1.3 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 to school staff and teachers.

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 an assessment schedule in early January. Review these schedules with your field manager to be sure you have sufficiently staffed the assessments in a school.

3.1.4 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 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 associated 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. Exhibits of several of these forms (as noted below) are given at the end of this chapter.

Exhibit 3-1. EA Assessment Information Form

Supervisor: _____ EA: _____

Phone Number: _____ Region: _____

EA'S ASSESSMENT INFORMATION

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.): _____

_____

_____

REMEMBER – ARRIVE ONE HOUR BEFORE ASSESSMENT TIME

3.2.1 New Westat Employees

All new employees must complete the following forms:

- **Westat Application Form** (Supervisor fills in bottom of last page – "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.)
- **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** (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.) See Exhibit 3-4.

3.2.2 Former Westat Employees

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

When you conduct EA training, you will provide your EAs with a supply of Interviewer Time and Expense Reports (T&Es). You also 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.)

Exhibit 3-2. Westat NAEP Application Form

CONFIDENTIAL **Date Completed** _____

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: _____
(as specified on I-9 form) (Last) (First) (Middle)

Address: _____

City: _____ State: _____ Zip Code: _____ Social Security Number: _____

County: _____ Telephone No.: ( ) _____ ( ) _____
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. _____

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 FROM	TO	DEGREE ACHIEVED

5. **CURRENT EMPLOYMENT**

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

Organization Name	Phone	Dates(Mo./Yr.) From	To	Title/Work Performed	Supervisor

Number of hours you work each day:

MON	TUE	WED	THU	FRI	SAT	SUN	Weekly Total

Exhibit 3-2. Westat NAEP Application Form (continued)

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
☐ **Managing Supervisors** ☐ Recruiting supervisors ☐ Training supervisors ☐ Managing multiple regions				
☐ **Supervising Household Interviewers** ☐ Recruiting interviewers ☐ Training interviewers ☐ Keeping fieldwork records ☐ Verifying interviewers' work ☐ Editing cases				
☐ **Household Interviewing** ☐ Telephone Interviewing ☐ In-person Interviewing ☐ Administering interviews via computer				
☐ Listing				
☐ **Non-Household Research** ☐ Supervising interviewers				
☐ Interviewing ☐ Administering interviews via computer				
☐ Assessing ☐ Administering assessments on computer				
☐ **Abstracting Records** ☐ Medical Records				
☐ 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

Exhibit 3-2. Westat NAEP Application Form (continued)

7. **OTHER EMPLOYMENT**

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

Organization Name	Address	Dates (Month/Year) From	To	Job Title/Work Performed	Supervisor

8. **FOREIGN LANGUAGES**

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	☐	☐	☐	☐	☐	☐
Chinese	☐	☐	☐	☐	☐	☐
Polish	☐	☐	☐	☐	☐	☐
Vietnamese	☐	☐	☐	☐	☐	☐
Other Specify _____	☐	☐	☐	☐	☐	☐

9. **AVAILABILITY**

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

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)

Exhibit 3-2. Westat NAEP Application Form (continued)

10. REFERENCES

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

NAME	ADDRESS	TITLE/RELATIONSHIP	TELEPHONE NUMBER
(1)_____	_____	_____	_____
(2)_____	_____	_____	_____
(3)_____	_____	_____	_____

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: _____ Signature: _____

13. FOR FIELD RECRUITER'S USE:

Arrange interview: ☐ YES ☐ NO

Remarks _____

_____ _____ _____
Interviewer Date

Hired: ☐ YES ☐ NO Intended-Date of Employment: _____

Job Title: _____ By_____ _____
Name/Title Date

Exhibit 3-3. Westat Field Employee Personnel Form

Field Employee Personnel Form

WESTAT
An Employee-Owned Research Corporation

A. Completed by Field Employee

Home Phone No. _____
Area Code

Name _____

Address _____
Street City State Zip

County _____

Social Security No. _____

Birthdate _____

Vietnam-Era Veteran ☐ Yes ☐ No

Have you previously worked for Westat?

☐ Yes ☐ No

In case of emergency, contact:

Name _____

Address _____

_____

Phone No. _____

Relationship _____

Name _____

Address _____

_____

Phone No. _____

Relationship _____

B. To Be Completed by Office Personnel

Project Name _____ **Project No.** _____

Supervisor _____

Effective Date of Employment _____ **Expected Completion Date** _____

Type of Pay:

- ☐ **Interviewer Base Rate**
- ☐ **Special Rate**
- ☐ **Supervisor Rate**

Type of Time Sheet:

- ☐ **Interviewer**
- ☐ **Supervisor**

Type of Assignment: (CHECK ALL THAT APPLY)

- ☐ **Lister**
- ☐ **Interviewer**
- ☐ **Medical Abstractor**
- ☐ **Supervisor**
- ☐ **Assistant Supervisor**
- ☐ **Other Medical Personnel (SPECIFY)**

_____

- ☐ **Other (SPECIFY AND BRIEFLY DESCRIBE POSITION)**

_____

_____

_____

Rate $_____ **Authorized by:** _____ **Date:** _____

Copies : WHITE - Accounting YELLOW - Field Files PINK - Project Files

Exhibit 3-4. Employment Eligibility Verification, Form I-9

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	First	Middle Initial	Maiden Name
Address *(Street Name and Number)*		Apt. #	Date of Birth *(month/day/year)*
City	State	Zip Code	Social Security #

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 | Date *(month/day/year)*

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:					
Issuing authority:					
Document #:					
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)* ___/___/___ 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 | Print Name | Title

Business or Organization Name | Address *(Street Name and Number, City, State, Zip Code)* | Date *(month/day/year)*

WESTAT 1650 RESEARCH BLVD ROCKVILLE, MD 20850

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)*

Form I-9 (Rev. 11-21-91) N

Exhibit 3-4. Employment Eligibility Verification, Form I-9 (continued)

U.S. Department of Justice
Immigration and Naturalization Service

OMB No. 1115-0136
Employment Eligibility Verification

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.

Form I-9 (Rev. 11-21-91) N

EMPLOYERS MUST RETAIN COMPLETED I-9
PLEASE DO NOT MAIL COMPLETED I-9 TO INS

Exhibit 3-4. Employment Eligibility Verification, Form I-9 (continued)

LISTS OF ACCEPTABLE DOCUMENTS

LIST A

Documents that Establish Both Identity and Employment Eligibility

1. U.S. Passport (unexpired or expired)
2. Certificate of U.S. Citizenship *(INS Form N-560 or N-561)*
3. Certificate of Naturalization *(INS Form N-550 or N-570)*
4. Unexpired foreign passport, with *I-551 stamp or* attached *INS Form I-94* indicating unexpired employment authorization
5. Alien Registration Receipt Card with photograph *(INS Form I-151 or I-551)*
6. Unexpired Temporary Resident Card *(INS Form I-688)*
7. Unexpired Employment Authorization Card *(INS Form I-688A)*
8. Unexpired Reentry Permit *(INS Form I-327)*
9. Unexpired Refugee Travel Document *(INS Form I-571)*
10. Unexpired Employment Authorization Document issued by the INS which contains a photograph *(INS Form I-688B)*

OR

LIST B

Documents that Establish Identity

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
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
3. School ID card with a photograph
4. Voter's registration card
5. U.S. Military card or draft record
6. Military dependent's ID card
7. U.S. Coast Guard Merchant Mariner Card
8. Native American tribal document
9. Driver's license issued by a Canadian government authority

For persons under age 18 who are unable to present a document listed above:

10. School record or report card
11. Clinic, doctor, or hospital record
12. Day-care or nursery school record

AND

LIST C

Documents that Establish Employment Eligibility

1. U.S. social security card issued by the Social Security Administration *(other than a card stating it is not valid for employment)*
2. Certification of Birth Abroad issued by the Department of State *(Form FS-545 or Form DS-1350)*
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
4. Native American tribal document
5. U.S. Citizen ID Card *(INS Form I-197)*
6. ID Card for use of Resident Citizen in the United States *(INS Form I-179)*
7. Unexpired employment authorization document issued by the INS *(other than those listed under List A)*

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

Form I-9 (Rev. 11-21-91) N

FPI-RSK

4. PREASSESSMENT ACTIVITIES

After training, but before the assessment date, the following tasks must be accomplished for each school in your assignment.

4.1 Call to School Coordinator

Right 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 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. Call all schools scheduled for January to mid-February before the Christmas break. Calls to schools with assessment dates in mid-February to March can be made in early January when schools resume after the holiday vacation. You must make sure that any schools that have indicated the need to obtain explicit parental consent letters (as noted on the School Control Form and Results of Contact Forms) are scheduled for a sampling visit **at least** two weeks prior to the assessment date in order to allow time for the school to obtain parental permission.

Unless the school requested a specific date, your School Control Form will not indicate a sample date or will reflect only **the suggested week** for the sampling visit. It is strongly recommended that you allow **two weeks**, between the completion of the sampling and the assessment date. By allowing ample time between sampling and the assessments in each school, sufficient time is available to solve any sampling-related problems. In addition, schools often need a week or two to notify teachers and students (and sometimes, parents) about the assessment, and to allow for distribution and completion of questionnaires. **All** questionnaires should be completed by assessment day and shipped back to NCS with the other assessment materials.

Be sure to carefully review the notes recorded on the Results of Contact Forms for information about the school's preferences for sampling dates, scheduling and location of assessment session, etc. and any other special requests and concerns. If any schools in your assignment have been flagged as overlap with the state assessment, consult your field manager before calling. To allow the school to participate in both the main NAEP and state assessments, special arrangements may have been made that you need to be aware of prior to scheduling a sampling visit.

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. During the visit, make sure that the coordinator understands how many sessions are scheduled, the session types, how the sample will be drawn, how many students we hope to assess in the school, and the space requirements. Also, discuss with the school coordinator how students' eligibility status in the National School Lunch Program (NSLP) and Title I[1] programs may be most easily obtained. If the school has been selected for the High School Transcript Study, **do not** discuss the arrangements for this special study in the pre-sampling call. It is recommended that you wait to discuss this, **in person**, during the sampling visit.

Review the requirements for preparing the student list from which you will sample and answer any questions the coordinator may have regarding the assessment or sampling. Most questions at this stage will probably concern the school's role in preparing the student lists. Regarding the Student Listing Form preparations, schools should be reminded and urged to provide information on the race/ethnicity and SD/LEP status of **all** students when preparing the forms, because you will need that information for the oversampling of students in many schools.

4.2 The Sampling Visit

Time allocation for the sampling visit should be based on school size, selected grade, and number of students to be selected. The **average** length of time allocated per school varies depending upon the factors listed below:

- **At all three grades, teacher questionnaires must be prepared. This process will be much more time-consuming at grades 4 and 8 than at grade 12.**
- **Schools selected for the Transcript Study will require additional time at the school to prepare for the special study.**

[1] The Title 1 program (formerly Chapter 1) is the largest federally supported program in education. Its purpose is to assist economically and educationally disadvantaged students to achieve academically at the level of their peers.

- **There is an oversample of private schools, many of which are small and may be scheduled for only one session, assessing all eligible students. Frequently these students will have the same subject area teacher, facilitating the task of preparing teacher questionnaires. It is our experience that several small private schools can be sampled in one day if they are in close geographical proximity.**
- **A full day should be allowed for large (several hundred eligible students) eighth and twelfth grade schools.**

4.2.1 Preparing for the Sampling Visit

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 Teacher Letters, NAEP Student Appreciation Certificates, the appropriate SD/LEP criteria, and Assessment Notification Letters for Teachers.

Phone the school coordinator a day or two before the sampling visit to confirm the arrangements and to ensure that the eligible student list will be ready upon your arrival.

4.2.2 Arrival 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, so be sure that NAEP staff wear their badge at all times. Even in schools where security is not an issue, it is a courtesy to wear the ID badge so that school staff and students can be reassured of the purpose of your visit.

Upon arrival, briefly review the assessment activities with the school coordinator.

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 (sometimes more) 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 assessment).

In some situations where more than one session of the same type is scheduled to be conducted simultaneously (for example, two mathematics sessions), the school may request that one large session be held. This may be done only if the sessions are of exactly the same type; for example, mathematics and special (or "short-form") math are different session types and may not be combined. Therefore, exact space requirements will be known only after the number of sessions to be held in the school has been determined and discussed with the school coordinator during your sampling visit.

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

A Supervisor Checklist (Exhibit 4-1) has been developed to remind you of many of the issues that need to be discussed with the school coordinator in the pre-sampling phone call and/or during your sampling visit. You will have copies of this checklist in your supplies. Filling out this form is optional, but recommended.

Exhibit 4-1. Supervisor Checklist

School Name: _____ NAEP School ID _____

School Coordinator: _____

Assessment Locations:
Session # _____ Location: _____ Time _____

Session # _____ Location: _____ Time _____

Session # _____ Location: _____ Time _____

Time schedule of class periods? _____

How to obtain teacher names for questionnaires? _____

How to determine time/period student has particular class? _____

Who will identify the students who may be excluded? _____

Any accommodations for students? _____

Any separate accommodations sessions required? _____

Who will complete the School Questionnaire? _____

How to notify students of assessment? _____

Student Appreciation Certificates _____

Teacher Notification Letters? (Give copy) _____

Parental information necessary? _____

Okay to photocopy Admin. Schedules in school? (Will reimburse for copies made and will leave master copy with school coordinator) _____

Possible to have teacher in room to introduce NAEP? (Sets tone) _____

How to handle:

Latecomers? _____

Persistently disruptive students? _____

Do classrooms have emergency call button? _____

Students who may become ill during assessment? _____

Dismissal of students after assessment? _____

Exhibit 4-1. Supervisor Checklist (continued)

Pre/post assessment location for NAEP staff to work? _____

How to obtain info about school cancellation? _____

Where to park? _____

What school entrance to use on assessment day? _____

High School Transcript Study preparations **(discuss on sampling day)**:

Who is best respondent for School Information Form? _____

Acquisition of and annotation of catalogs? _____

Acquisition of and annotation of transcripts? _____

Disclosure notices placed in student files? _____

4.3 Student Sample Selection

4.3.1 Overview

One of your most important duties as a NAEP supervisor is to select the student sample for each school. The student sampling should be performed using the Student Listing Form (SLF), or a computerized listing of students prepared by the school. A separate SLF has been developed for each of the three grade levels in NAEP, and examples may be found in Appendix E. Exhibit 4-2 shows an SLF for grade 8. It is not required that the schools use the SLF to compile the names of the students in the selected grade. Instead, they may use the directions on the back of the form to compile a computerized list. During your telephone conversation with the school coordinator the week before sampling is scheduled, confirm that the SLF or a comparable list has been prepared according to the NAEP specifications. SLFs were mailed to the schools in December 1999 along with the school confirmation letter.

The first important piece of information that is collected on the SLF is the total enrollment for the selected grade. There is space on the SLF above the student list where this information should have been recorded by the school coordinator. However, if the school has produced its own list, it is possible that this could have been overlooked, so it is important for you to check for that information and compare it with the number of students listed. The scheduling supervisor collected this information and recorded it on the School Control Form (SCF), so that can be used to confirm that you've been given an accurate list. This is not a redundant request, it is a means of determining whether the school has in fact listed all grade-eligible students. This information is also to be entered into the Field Management System, so for that reason too it is important that you acquire that number.

After determining the total number of eligible students, it is necessary for you to check whether or not the school is part of a school system that has year-round schools. This is occurring more frequently in schools, and it is very important information for statistical purposes, so it should not be overlooked. If the school is a year-round school, you must find out the **percentage** of students in the selected grade who will be off-track (that is, not in school) at the time of the assessment. This too was collected by the scheduling supervisors and recorded on the SCF. This information should be filled in if the SLF is used; it should also entered in the Field Management System in the computer.

Exhibit 4-2. Student Listing Form - Front Page (Page 1 of 2)

Page _____ of _____

2000 NAEP ASSESSMENT
Student Listing Form - Grade 8

School Name: _____ Prepared by: _____

Address: _____ Date: _____

_____ Total Enrollment in Grade 8: _____

For year-round schools only: Percentage of Grade 8 enrollment off-track:_____%
(NOTE: Do not list below students who are off-track.)

DIRECTIONS: PLEASE COMPLETE COLUMNS A AND B FOR EVERY STUDENT IN GRADE 8.

Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. Complete instructions and information about providing computer-generated lists are on the other side of this page.

A			B	(OPTIONAL)						FOR SAMPLING ONLY	
Student's Name			Birth Date	Home Room/ Locator	Sex	Race/ Eth.	(X) IF TITLE I	(X) IF SD	(X) IF LEP	1	2
First	Initial	Last	Month/Year							Line #	Selected for (session type)

2000 NAEP ASSESSMENT

A. Instructions for Preparing a List of Eighth-grade Students

1. Two or three weeks before the scheduled assessment date for your school, please prepare a list of **ALL students enrolled in the eighth grade**, using the most current enrollment records available. If this is a year-round school, see special instructions below.
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. As described below, additional information will be required for students selected for the assessment. You may prefer to provide this information on all students at the time you prepare the original list.
4. The list may be computer-generated or prepared manually using the NAEP Student Listing Form. A sample Student Listing Form is on the reverse side of these instructions. You may copy this form or request copies from your state coordinator.
5. Please keep the list of students at the school until the NAEP supervisor arrives for the sampling visit.
6. After the NAEP supervisor has selected the sample of students, 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.

B. Instructions for Preparing Computer-generated Lists

- Write the school name and address on list.
- List students in alphabetical order.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the printout was prepared.
- Define any special codes used.
- Include preparer's name.

C. Additional Information Required for Sampled Students

1. The NAEP supervisor will provide the school with the list of students selected for the assessment at the time of the sampling visit. The following additional information will be required for **each sampled student**:
   - **Homeroom** or other locator (optional)
   - **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 Title I** - receiving Title I services.
   - **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.
2. You may prefer to provide this information when preparing the original list of all students. If so, include it on the computer-generated list or use the appropriate columns on the Student Listing Form.

Special Instructions for Year-round Schools

1. Please record the following information on the list of students: a) Total enrollment in the eighth grade; and b) Percentage of the grade 8 enrollment that will be off-track (not in attendance) on the assessment date.
2. In preparing the list of students, do not list students who will be off-track on the assessment date.

Then, either on the SLF or on a separately produced list, all of the grade-eligible students within the school should be listed. **We are asking for several data items for each student in the grade.** The first, of course, is each student's name. Then, we ask the schools to provide the birth date (month and year only) for each student listed, in order to distinguish between students with the same name. In addition, we are asking the school to indicate **race/ethnicity** for each student, and whether each listed student is classified as having a **disability (SD) or is limited English proficient (LEP)**. This information is being asked for each student because it will be necessary for the **oversampling of SD/LEP and Black and Hispanic** students (discussed later in this chapter).

In addition to these data, other information is requested for the students who are selected for the assessment. For schools that are producing computerized lists, it may be easier for them to provide all of this information in the original list rather than having to go back and collect the data for the selected students at a later time. If you are discussing the production of the list with a school coordinator, make sure that s/he understands these options, since we want to burden them as little as possible. The additional information that will need to be obtained is:

- Column C – Homeroom/Locator information (optional, but this information may be useful when informing the students of the assessment or locating them at that time).
- Column D – Sex.
- Column F – Title I (if the student receives any benefits from the Title I program).

The back side of the Student Listing Form provides an explanation for the information requested and guides the school in producing a computerized listing if they so choose. You must be familiar with the directions given so you can readily answer any questions that the school coordinator might have.

If for some reason the student list(s) is/are not available at the time of your initial visit to the school, you should make arrangements for either an EA or school personnel to compile the list(s) **immediately**. If that school's assessment activities will be adversely affected by the delay in preparing the student list(s), contact your field manager immediately.

You are responsible for making sure that the SLF or student listing is up-to-date on the day the sample is selected.

If the SLF has been prepared ahead of time, delete or add the names of students who have left or entered the school in the time period between completion of the SLF and the date of sampling. **These adjustments should be made before the sampling is begun. The sampling procedures described in this section should be used with the updated SLF.**

4.3.2 Session Assignment Form

A Session Assignment Form (SAF) is generated by Westat for each selected school in a PSU (Exhibit 4-3). The SAF provides important sampling information for a school's assessment. **After training**, you will be provided with SAFs for each school in your assignment in your bulk shipment.

A review of the SAF begins below and continues in Sections 4.4.3, 4.4.4, and 4.4.5. The steps involved in selecting students for the assessment are presented in boxes followed by a discussion of that specific step.

```
2000 NAEP SESSION ASSIGNMENT FORM  2:59:44 PM on 11/20/99

Region:           N31
School ID:        479-3020
School Name:      Eldorado High
School Address:   11300 Montgomery NE
                  Albuquerque, NM  87111-2602
School Phone:     (505)296-4871
School Type:      Public

Assessment Date:      2/2/00
Assessment Grade:     12

Types of Assessments: 2 Math, 2 Science
```

The SAF contains the region and school identification numbers; school name, address, and telephone number; school type (public or private); assessment date(s) (if known in advance); grade to be assessed; and the numbers and types of assessments to be conducted.

Exhibit 4-3. Session Assignment Form (Page 1 of 3)

2000 NAEP SESSION ASSIGNMENT FORM 3:40:54 PM on 12/1/1999

Region: N57
School ID: 231-3020
School Name: Avoyelles High School
School Address: PO Box 120
Moreauville, LA 71355-0120
School Phone: (318)985-2361
School Type: Public

Assessment Date: 1/19/2000
Assessment Grade: 12

Types of Assessments: 2 Math, 2 Science

Teacher Questionnaire: Yes
School Questionnaire: Yes
SD/LEP Questionnaire: Yes

SD/LEP Information Needed on SLF: Yes
Minority Information Needed on SLF: No

Provide Accommodations in all Subjects: No

High School Transcript Study: Yes

I. Sampling Steps:

1) Confirm with school that the SLF is up to date for all grade eligible students. For year-round schools, confirm that the SLF contains only students on track on the expected assessment date.

2) Number all grade eligible students on the SLF. Number consecutively across all pages of the SLF. Check that the numbering is correct and enter total in Grade Enrollment box on Grade Information page of School Edit Screen in computer. Click on the Sample button to access the sampling line numbers. Be sure to print the SAF before marking the sampled students on the list.

3) Selection of students for assessments:

Math: Using the line numbers listed below, write M next to the students line number on the SLF to identify the students selected for Math:

3	7	10	13	15	19
22	25	29	32	34	37
41	44	47	51	53	56
59	63	66	68	72	75
78	81	85	87	90	94
97	100	102	106	109	112
116	119	121	124	128	131
134					

Science: Using the line numbers listed below, write S next to the students line number on the SLF to identify the students selected for Science:

2	4	6	8	11	14
17	18	21	23	26	27
30	33	36	38	40	42

45	48	49	52	55	57
60	61	64	67	70	71
74	76	79	82	83	86
89	91	93	95	98	101
104	105	108	110	113	115
117	120	123	125	127	129
132	135	136			

4) Oversample SD/LEP students and add them to the appropriate Administration Schedule.

a) On the SLF, renumber any SD/LEP students who were NOT SELECTED FOR ANY SESSION. Begin with 1 and number these students consecutively.

b) Use the line numbers below to indicate on the SLF the students selected for the oversample. The line numbers for the oversample correspond to the NEW line numbers for the renumbered SD/LEP students only.

Math Oversample: Using the line numbers listed below, write MO next to the new line numbers on the SLF to identify the additional SD/LEP students selected for Math:

2	4	6	9	11	13
15	18	20	22	25	27
29	31	34	36		

Science Oversample: Using the line numbers listed below, write SO next to the new line numbers on the SLF to identify the additional SD/LEP students selected for Science:

1	3	5	7	8	10
12	14	16	17	19	21
23	24	26	28	30	32
33	35				

5) Return to the computer and enter total number of eligible students for the oversample. It is NOT necessary to click on the "sample" button after entering this number.

II. Fill out Administration Schedules for sessions to be conducted.

III. Prepare/distribute SD/LEP Questionnaires and identify SD/LEP students who cannot be assessed.

1) Complete the SD and LEP columns on the Administration Schedule for any students classified as SD(or equivalent) or LEP by the school.

2) Prepare SD/LEP Student Questionnaires for ALL students classified as SD and/or LEP regardless of whether they will actually participate in the assessment.

3) As you distribute the Questionnaires, confer with appropriate school staff to identify any SD/LEP students who cannot be assessed. Line through their names on the Administration Schedule, and assign an administration code indicating reason for exclusion. The criteria regarding participation are given in detail in your manual or in the NAEP Documents folder on your computer.

4) Accommodations ARE NOT BEING OFFERED in this school.

IV. Prepare and distribute a School Questionnaire.

V. Prepare and distribute Teacher Questionnaires according to grade-specific instructions in your manual or in the NAEP Documents folder on your computer. For this school, be sure to use the teacher questionnaire instructions for Grade 12.

VI. INSTRUCTIONS FOR THE HIGH SCHOOL TRANSCRIPT STUDY (HSTS) - GRADE 12

1) Discuss the HSTS with the school coordinator.

2) Complete the School Information Form (SIF).

3) Obtain and review course catalogs, AND complete the Course Catalog Checklist.

4) Obtain and review three sample transcripts, AND complete the Transcript Format Checklist.

5) Mask all identifiers on the sample transcripts.

6) Mark the transcript files for ALL students SELECTED FOR THE ASSESSMENT by inserting the bright green marker sheet in each file. Be sure to attach the students ID label and write the students name on the tab at the top of the. marker sheet.

7) In this school, be sure to enter a 12/31/2000 destroy date on the School Storage Envelope. Verify with the School Coordinator where the storage envelope will be kept.

The SAF specifies the number and type of session(s) assigned to the school. In order to prepare materials for each school, a session size of 25-30 students has been assumed. As in the example below for a grade 12 school, the SAF indicates the specific session types to be held in the school.

```
2000 NAEP SESSION ASSIGNMENT FORM  2:59:44 PM on 11/20/99

Region:           N31
School ID:        479-3020
School Name:      Eldorado High
School Address:   11300 Montgomery NE
                  Albuquerque, NM  87111-2602
School Phone:     (505)296-4871
School Type:      Public

Assessment Date:       2/2/00
Assessment Grade:      12

Types of Assessments: 2 Math, 2 Science

Teacher Questionnaire:  Yes
School Questionnaire:   Yes
SD/LEP Questionnaire:   Yes

SD/LEP Information Needed on SLF:  Yes
Minority Information Needed on SLF:  No

Provide Accommodations in all Subjects:  No

High School Transcript Study:  Yes
```

If teacher questionnaires are needed, the SAF indicates that. The SAF reminds you to prepare teacher questionnaires and refers you to the NAEP documents in your computer for detailed instructions on preparing teacher questionnaires for each grade level.

In addition to the information about the sessions to be conducted and the questionnaires needed, information is also provided about the activities in the school. For example, all schools should provide race/ethnicity and SD/LEP information on all eligible students before sampling. This is needed because this information will be used in the oversampling of students for most NAEP sessions. However, there will be some schools in which this information is not needed for sampling – particularly small schools in which all students will be selected for the assessment prior to oversampling. So, there will be an indication of whether the SD/LEP and race information is needed on the SLF or not. When you call the school before sampling, remind the school coordinator that this information is necessary for the SLF. Experience has shown that race/ethnicity is usually included on most lists that schools provide, but the SD or LEP information is not necessarily provided automatically by the schools. It will be important to remind the school to include race, SD, and LEP information on the list in your pre-sampling phone call.

There will also be an indication as to whether or not accommodations will be provided in each session to be conducted in the school. This information is also shown on the individual Administration Schedules for the school sessions. Accommodations will be provided in all sessions in those schools that are designated "YES" for accommodations. Further information about this will be provided in Chapter 5.

Finally, for grade 12, the SAF will indicate whether the school has been selected for the High School Transcript Study. Further information will be provided on the last page of the SAF if this study is to be conducted in the school.

4.3.3 Steps in Sampling Process

It is important to be very careful in carrying out the steps in selecting the sample of students to be assessed and in allocating the students to sessions. The step-by-step sampling process is described in this section. **The instructions on the SAF are quoted in the box at the beginning of each step. The SAFs will guide you through the entire sampling process.**

1)	**Confirm with school that the SLF is up-to-date for all grade-eligible students. For year-round schools, confirm that the SLF contains only students on-track on the expected assessment date.**

Before beginning the sampling process, you should consult with the school coordinator to be sure that all eligible students were included when the enrollment list(s) was assembled. Occasionally, coordinators may omit students who are in special programs, such as special education, particularly if they do not involve them in their state or district testing programs. However, these students should be included on the SLF for NAEP. Decisions about including students in the assessment will be made **after** the sample has been selected.

If the school is part of a district that includes year-round schools, make sure that the only students listed are those who will be in school at the time of the assessment. If it has not already been done, record the percentage of students who are off-track at any time on the School Control Form and in the Field Management System in your computer.

Ask the coordinator if the list(s) has been maintained since it was compiled. Questions you should ask include the following:

- **Have newly enrolled grade-eligible students been included on the list(s)?**
- **Have any students on the list(s) officially withdrawn from the school?**
- **Have all grade-eligible students in the school, including those who generally are not tested, been included on the list?**

Eligible students who have been accidentally omitted from the list should be added at the end of the list. For students that should not have been listed, draw a line through columns A and B (i.e., student's name and birth date) on the SLF.

Next, carefully examine the Student Listing Form (or the computer list), giving particular attention to the columns with student name, birthdate and SD/LEP status. Note that the school may also have provided some of the optional information that you will record later on the Administration Schedule.

Review the information recorded in Columns A and B of all pages of the SLF for completeness and legibility. Compare the number of students in the grade as recorded at the top of the SLF with the number listed. Check the birthdates. In an eighth-grade assessment, for example, most students would have birthdates in 1986. There will probably be some students in the eighth grade with birthdates in 1985 or even 1984, and possibly a few with birthdates in 1987.

If there is **no variation** in the birth year, check with the school coordinator to be sure that the person(s) who put the list together understands that we need a listing of **all students in the specified grade** regardless of birth date. Check the list to eliminate any duplicates. If a student's name is recorded on the SLF but should not be listed, draw a line through columns A and B and clearly note the reason across columns 1 & 2 ("For Sampling Only") on the right hand side of the list.

If the school has generated a computer list, it will be necessary to add (write in) columns 1 and 2, "Line #" and "Selected Students," from the "For Sampling Only" section of the SLF. If this is not possible, tape a piece of paper on the edge of the printout and add the columns needed for sampling (Columns 1 & 2). As a last resort, you or an EA may need to copy the list onto SLF pages before beginning the sample selection. Be sure that all the information on the computer listing is clearly labeled. For this example, the remaining steps in the sampling process assume use of the SLF.

2)	**Number all grade eligible students on the SLF. Check that the numbering is correct and enter total in "Grade Enrollment" box on Grade Information page of School Edit screen in computer. Click on the "Sample" button to access the sampling line numbers. Be sure to print the SAF before marking the sampled students on the list.**

Consecutively number every grade eligible student in the column labeled "Line #" on the SLF (Exhibit 4-4). Do not number entries that have been lined out because the student is ineligible, no longer in school, or a duplicate. Also, do not number lines left blank on the SLF.

The order of the pages of the SLF is not important as you assign the line numbers. It is important, however, to keep the numbering consecutive as you move from one page of the SLF to another. Once line numbers are assigned, the pages should be kept in numerical (line number) order. If not done previously, number the pages consecutively to help keep them in order.

Before you begin sampling, confirm that your numbering is correct. Have an EA re-count the total number of grade-eligible students on the list and compare this total to the last line number entered in column 1 of the SLF. If these numbers differ, check to see whether an error has been made in assigning line numbers. Re-count the students and continue to check the numbering of each line until the total count and the last line number match.

If a mistake is discovered and the list is small, it can be renumbered. On larger lists, use the following techniques to correct the error and create a useable numbering scheme.

Exhibit 4-4. Student Listing Form with Line Numbers Entered

Page 1 of 8

2000 NAEP ASSESSMENT
Student Listing Form - Grade 12

School Name: ABC High School
Address: 456 xxx xx
xxxx , xx

Prepared by: Principal Smith
Date: 1/20/2000
Total Enrollment in Grade 12: 134

For year-round schools only: Percentage of Grade 12 enrollment off-track: None
(NOTE: Do not list below students who are off-track.)

DIRECTIONS: PLEASE COMPLETE COLUMNS A AND B FOR EVERY STUDENT IN GRADE 12.

Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. Complete instructions and information about providing computer-generated lists are on the other side of this page.

A			B	(OPTIONAL)						FOR SAMPLING ONLY	
Student's Name			Birth Date	Home Room/ Locator	Sex	Race/ Eth.	(X) IF TITLE I	(X) IF SD	(X) IF LEP	1	2
First	Initial	Last	Month/Year							Line #	Selected for (session type)
Tim		Adams	03/86		M	2		X		1	
David		Allen	01/86		M	1				2	
Alice		Baker	11/85		F	2				3	
Donald		Bull	02/86		M	1		X		4	
Ginger		Callahan	05/86		F	1				5	
Troy		Davis	07/86		M	2				6	
David		Douglas	12/86		M	1				7	
Elaine		Espinosa	02/85		F	3			X	8	
Kelley		Funk	03/87		F	2				9	
Amanda		Fuller	09/86		F	3			X	10	
Mary		Gayner	11/85		F	1		X		11	
Sarah		Gill	06/86		F	1				12	
Chad		Grayson	07/86		M	4				13	
Sally		Hall	10/85		F	2				14	
John		Hanks	08/86		M	1				15	
Becky		Hollis	01/87		F	2				16	
Jessica		Hull	01/86		F	3		X	X	17	

There are two basic errors which could be made:

1. 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:

Line #	Student Name	Birth Date
1	Omar Allen	6/86
2	Chris Archer	6/86
3	Tyler W. Bailey	2/86
4	Cathy J. Block	8/85
6	Betty O. Boice	10/87
7	Thomas Bonnie	9/86
8	Greg Campbell	4/86
9	Angela Collins	5/86
10	Nicole Crosby	12/87
5 ~~11~~	David Eagen	11/86

2. Number is Used Twice: If one or more numbers are used twice, simply cross out the duplicate number and assign the number which follows the last number assigned. This concept is illustrated by the following simplified example:

1	Omar Allen	6/86
2	Chris Archer	6/86
3	Tyler W. Bailey	2/86
10 ~~3~~	Cathy J. Block	8/85
4	Betty O. Boice	10/87
5	Thomas Bonnie	9/86
6	Greg Campbell	4/86
7	Angela Collins	5/86
8	Nicole Crosby	12/87
9	David Eagen	11/86

Before producing the sampling line numbers, the computer may give you a warning that the number entered from the SLF differs "too much" from the actual enrollment number already entered in the computer. The selection numbers generated by the SAF are based on actual enrollment estimates provided by the school in the fall. Therefore, there may be rare instances when changes have occurred in the school population, and the total number of grade eligible students on the list does not compare closely to the actual enrollment.

Whenever the "enrollment comparison" warning message appears, you should be sure you have checked for **all** potential mistakes or omissions in the listing of students. For example, it is possible that the school has misunderstood the eligibility criteria or that you have overlooked an error in the numbering of students on the list. Before producing and printing the sampling line numbers, you should double-check the following:

- **Are all grade-eligible students listed regardless of birthdate?**
- **Are any students listed more than once? (For example, if the school produced its list in several "pieces," do any names appear on more than one list?)**
- **Do any accidental gaps or repetitions remain in the numbering of eligible students?**
- **Has the school included special education students, SD students, and limited English proficient students?**
- **Can the school coordinator explain the discrepancy in total number of students between the fall of 1997 and now?**

Usually, the number of students the school has listed will be correct. It is possible that the school is in a very rapidly growing area or has had students added from a school that has closed or that the enrollment estimate provided to us for the SAF was from the previous year. Otherwise, the school could be in an area where a large employer has recently closed and many families have moved out of the area.

After you have discussed the situation with the school coordinator and are confident you have an accurate number of grade-eligible students listed on the SLF, override the computer warning message, click on the "sample" button, and print the SAF. The purpose of the warning is to make absolutely certain that you have an accurate and up-to-date list of students.

3)	**Selection of students for assessments:**
	Math: Using the line numbers listed below, write "M" next to the students' line numbers on the SLF, to identify the students selected for math:
	[Line Numbers]
	Science: Using the line numbers listed below, write "S" next to the students' line numbers on the SLF, to identify the students selected for science:
	[Line Numbers]
	(Continue with each assessment type shown on SAF.)

There are two different types of sessions that can occur at a grade 8 or grade 12 NAEP school—math and science. But at grade 4, as many as four session types are possible—math, science, short-form math, and reading.

The SAF specifies line numbers for the selected students in each session type. Using these line numbers, mark the selected students on the SLF as follows:

M	for Mathematics
S	for Science
R	for Reading
F	for Short-Form Math

Most supervisors find it easier to designate all selected students for one session type before going on to the next type, that is, to designate all students chosen for math ("M") before going on to the students selected for science ("S"), and so on. Continue designating the selected students for each session type specified on the SAF. An example showing the selection of students for math is given in Exhibit 4-5.

If a student is sampled for a particular session type (e.g., science), s/he may attend **any session of that same type**. Once you know the total number of students selected for multiple sessions **of the same type,** consult with the school coordinator to discuss the school's preference in grouping these students. However, this can be done only with sessions of the same type, and "regular" math and "short-form" math at grade 4 are **not the same** session type.

4.3.4 Oversampling Procedures

In certain large public schools, the SAF will direct you to oversample SD, LEP, Black and Hispanic students. Students in **all** of these groups are eligible for the oversample. You will then add the oversampled students to the sample(s) for the appropriate session(s) specified on the SAF. **This step cannot be completed until the samples for all sessions in step 3 of the SAF have already been drawn** and the selected students have been designated on either the SLF or other list provided by the school.

4. Oversample SD/LEP, Black or Hispanic students, and add them to the appropriate Administration Schedule.

a. On the SLF, renumber any SD, LEP, Black or Hispanic students who are NOT ALREADY SELECTED for ANY session type. Begin with "1" and number these students consecutively.

b. Use the line numbers below to identify on the SLF the students selected for the oversample. The line numbers for the oversample correspond to the "new" line numbers for the "renumbered" students only.

Math Oversample: Using the line numbers listed below, write "MO" next to the NEW line numbers on the SLF identifying the additional students selected for Math.

[Line Numbers]

Science Oversample: Using the line numbers listed below, write "SO" next to the NEW line numbers on the SLF identifying the additional students selected for Science.

[Line Numbers]

(Continue with each assessment type shown on SAF.)

Exhibit 4-5. SLF with Sample Selected for Math

Page 1 of 8

2000 NAEP ASSESSMENT
Student Listing Form - Grade 12

School Name: ABC High School
Address: 456 xxx xx
xxxx , xx

Prepared by: Principal Smith
Date: 1/20/2000
Total Enrollment in Grade 12: 134

For year-round schools only: Percentage of Grade 12 enrollment off-track: None
(NOTE: Do not list below students who are off-track.)

DIRECTIONS: PLEASE COMPLETE COLUMNS A AND B FOR EVERY STUDENT IN GRADE 12.

Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. Complete instructions and information about providing computer-generated lists are on the other side of this page.

A			B	(OPTIONAL)						FOR SAMPLING ONLY	
Student's Name			Birth Date	Home Room/ Locator	Sex	Race/ Eth.	(X) IF TITLE I	(X) IF SD	(X) IF LEP	1	2
First	Initial	Last	Month/Year							Line #	Selected for (session type)
Tim		Adams	03/86		M	2		X		1	
David		Allen	01/86		M	1				2	
Alice		Baker	11/85		F	2				3	M
Donald		Bull	02/86		M	1		X		4	
Ginger		Callahan	05/86		F	1				5	
Troy		Davis	07/86		M	2				6	
David		Douglas	12/86		M	1				7	M
Elaine		Espinosa	02/85		F	3			X	8	
Kelley		Funk	03/87		F	2				9	
Amanda		Fuller	09/86		F	3			X	10	M
Mary		Gayner	11/85		F	1		X		11	
Sarah		Gill	06/86		F	1				12	
Chad		Grayson	07/86		M	4				13	M
Sally		Hall	10/85		F	2				14	
John		Hanks	08/86		M	1				15	M
Becky		Hollis	01/87		F	2				16	
Jessica		Hull	01/86		F	3		X	X	17	

If oversampling is needed in the school, you will be provided with line numbers for the oversampling on the SAF. The first step in the process is to renumber all **remaining not sampled students who are either SD or LEP or Black or Hispanic**. It may be helpful for you to high-light either the selected students or the remaining students before you begin the renumbering. Renumber the first student with "1" and continue sequentially until all remaining SD or LEP or Black or Hispanic students have been renumbered; do not number any of these groups of students separately.

Double-check that you have renumbered the students accurately. Then use the line numbers provided in Step 4 on the SAF to specify this additional sample on the list of students. Enter "MO," "SO," "RO," or "FO," as appropriate, next to students whose "new" numbers are specified on the SAF. When designating the oversample on the SLF, be sure to use the "new" line numbers for the renumbered SD/LEP or minority students, not the line numbers used for the original sample in the school. Exhibit 4-6 shows an example of how to mark students selected for the oversample on the SLF.

The oversampled students will be added to each session scheduled in the school. This is clearly spelled out on the SAF. The newly-sampled names can be added to the bottom of each Administration Schedule. If you end up with a large number of newly-sampled students and there is more than one session of a particular type in the school, it is not necessary to add all of the students to one session. Try to balance out the size of the sessions, that is, if you already have two mathematics sessions with 25 students each and you have 10 additional, oversampled students, add 5 to each of the math sessions, rather than holding one session with 35 selected students and one with only 25.

It is important to note that many schools will have the oversample for SD/LEP students only. This SD/LEP oversampling occurs in most NAEP schools, and in some schools, the oversampling will **also** involve the minority students. This will be clearly stated on the SAF.

Exhibit 4-6. SLF with oversampling for both minority and SD/LEP students

Page 1 of 8

2000 NAEP ASSESSMENT
Student Listing Form - Grade 12

School Name: ABC High School

Address: 456 xxx xx
xxxx , xx

Prepared by: Principal Smith

Date: 1/20/2000

Total Enrollment in Grade 12: 134

For year-round schools only: Percentage of Grade 12 enrollment off-track: None
(NOTE: Do not list below students who are off-track.)

DIRECTIONS: PLEASE COMPLETE COLUMNS A AND B FOR EVERY STUDENT IN GRADE 12.

Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. Complete instructions and information about providing computer-generated lists are on the other side of this page.

A Student's Name First	Initial	Last	B Birth Date Month/Year	(OPTIONAL) Home Room/ Locator	Sex	Race/ Eth.	(X) IF TITLE I	(X) IF SD	(X) IF LEP	FOR SAMPLING ONLY 1 Line #	2 Selected for (session type)	
Tim		Adams	03/86		M	2		X		1	SO	1
David		Allen	01/86		M	1				2	S	
Alice		Baker	11/85		F	2				3	M	
Donald		Bull	02/86		M	1		X		4	S	
Ginger		Callahan	05/86		F	1				5		
Troy		Davis	07/86		M	2				6	S	
David		Douglas	12/86		M	1				7	M	
Elaine		Espinosa	02/85		F	3			X	8	S	
Kelley		Funk	03/87		F	2				9	MO	2
Amanda		Fuller	09/86		F	3			X	10	M	
Mary		Gayner	11/85		F	1		X		11	S	
Sarah		Gill	06/86		F	1				12		
Chad		Grayson	07/86		M	4				13	M	
Sally		Hall	10/85		F	2				14	S	
John		Hanks	08/86		M	1				15	M	
Becky		Hollis	01/87		F	2				16	SO	3
Jessica		Hull	01/86		F	3		X	X	17	S	

4.4 Preparing the Administration Schedule(s)

The next step after selecting students for the assessment is to prepare the Administration Schedule for each session. In the 2000 main NAEP assessment, all eligible students in a school will be sampled up to a maximum of about 110 students in the designated grade.

Because a large fourth grade school may be assigned three different session types, you will not be able to consolidate sessions unless a school is assigned multiple sessions of the same type. If the school requests that you assess all the students sampled for one session type in one group, you must begin to make plans for organizing this large group **before** you fill out the Administration Schedule. Experience has shown that very large groups are difficult to organize and control. Avoid sessions of more than 70 students. For these large groups, it may be useful to list the students alphabetically on the Administration Schedule and to set up the room in alphabetical sections. **Remember students sampled for a particular type of session must attend a session of that type.** Later, you should make signs to put up in the assessment room so that students will know in which section of the room they should sit based on the first letter of their last name.

Assessing students in large groups does raise several concerns:

- **It is more difficult and time consuming to distribute booklets and other materials with larger groups, thus the session will undoubtedly take longer.**
- **It is more difficult to maintain discipline with large groups of students. To allay these concerns, you should have one EA for every 25 students, <u>and</u> you should suggest that the school provide one staff person to help in monitoring the students if more than 50 are assessed in one group.**
- **Research indicates that students do not perform as well on tests in large groups as they do in smaller groups.**

4.4.1 Not-in-Sample Students

After sampling is completed, the school coordinator may notice that all but a handful of the school's eligible students have been selected to be assessed. S/he may indicate the school's preference to assess **all** eligibles or, in other words, some students who are not-in-sample (NIS). Likewise, a similar situation may occur if the school requests that ineligible students, such as foreign exchange students, be assessed.

These students may be assessed if the school requests. However, regardless of when this request is made, either on the day of your sampling visit or on assessment day, you must make sure that you have enough booklets and other materials to assign to these students without depleting your overall supply of materials in your bulk shipment from NCS. Therefore, you should avoid assigning NIS students to science sessions because of the demand for science kits. If you know you will need additional materials prior to assessment day, call NCS immediately so that extra materials may be shipped to you in a timely fashion so as not to disrupt the scheduled assessment. **NCS must receive requests for additional materials by no later than 3:30 PM Central Standard Time (CST) in order for materials to be received the following day.**

The NIS students may be assigned to any session(s) at your (and the school's) convenience, **as long as you have sufficient materials and will not deplete your bulk supplies**. You must add the students' names and booklet ID numbers to the Administration Schedule(s), then assign the appropriate Administration Code ("56" for NIS students) on both the booklet cover and on the Administration Schedule to indicate to NCS that these booklets are not to be processed. This is the only information that needs to be recorded for these students. (There is no need to record demographic information such as birth date or race/ethnicity on the Administration Schedule for these students.)

4.4.2 Guidelines for Completing Control Documents

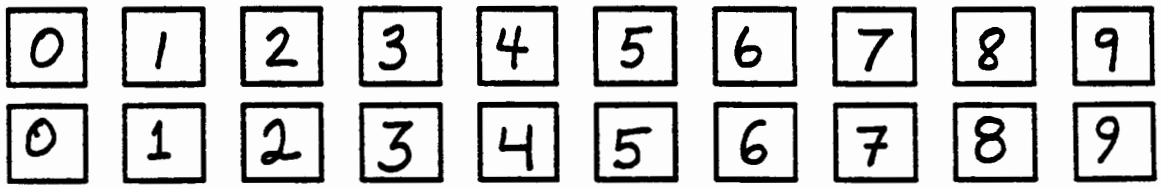
Since the Administration Schedule as well as other control documents are machine-scannable, it is very important that **only a No. 2 pencil be used** and any information entered is printed neatly and cleanly within the boxes. Numbers should be written clearly and **should not touch the sides of the shaded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

1. When entering characters on the Administration Schedule (in columns other than the "Student Name" column which will be detached after the assessment), print the characters in the middle or center of the box with white space on all sides.

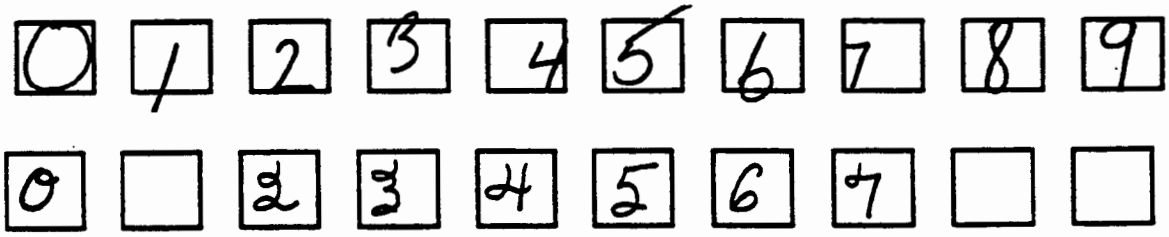
2. Numerals entered in multi-column blocks should be right-justified. Zero-filling is necessary.

3. Erase completely and clearly to correct entries. 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 box and extraneous loops on characters:



4.4.3 After Identifying the Sample

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. As previously discussed, the middle top box of the Administration Schedule will be preprinted with the school's name, NAEP ID number, grade, and session type. The session number will be preprinted in the upper right corner of the document. The first two alpha characters designate the session type. The next 2 digits indicate the grade-eligible sample for that session (i.e., 04, 08, 12); the last two digits indicate a sequential session number (e.g., 01, 02, 03, etc.). The following indicates the session designations for the main NAEP sample:

MT = Mathematics
SI = Science
RD = Reading
MS = Short-Form Math

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.

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. Since the booklet ID numbers are preprinted for a particular session, you must use the correct Administration Schedule for the selected session type.** If there is more than one session scheduled of a particular type, begin with the Administration Schedule for session "01" and use them sequentially.

Copy the student's name, homeroom, birth date, and sex onto the Administration Schedule. Use the Race/Ethnicity Codes in the upper left-hand corner to fill in the "Race/Ethnicity" column. Fill in the ovals in the appropriate columns for any student who is classified as having a disability (SD) or being limited English proficient (LEP), or equivalent classification, or who is enrolled in a Title I program if the information is recorded on the SLF. You will also need to assign a code as noted on the top left corner of the Administration Schedule to indicate each sampled student's eligibility in the National School Lunch Program (NSLP).[2] Information concerning students' eligibility in NSLP or participation in a Title I program may be obtained at the conclusion of the sampling visit before leaving the school. Exhibit 4-7 illustrates an Administration Schedule completed to this point.

After you have listed the selected students on the Administration Schedule, enter the total number of students sampled for the session in the space marked "TOTAL IN SAMPLE".

Finally, regardless of the grade level, to ensure that no errors have been made in transferring names from the list of sampled students to the Administration Schedules, and as a last check, count the names on the Administration Schedules and compare this to the number of students selected on the Student Listing Form.

Also, remember to add the names and demographic information of the **oversampled** students, if applicable, to the appropriate Administration Schedules.

---

[2] Congress now requires NAEP to report on the socioeconomic status (SES) of students. The National School Lunch Program has been authorized to support this effort.

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes	National School Lunch Program
1 = White not Hispanic 2 = Black not Hispanic 3 = Hispanic Heritage 4 = Asian/Pacific Islander 5 = American Indian/ Alaskan Native 6 = Other	1 = Student not eligible 2 = Reduced price lunch 3 = Free lunch 4 = Information not available 5 = Refused 6 = School not participating
For Use in Column "F"	For Use in Column "G"
Bundle #'s 1001 1002 1003	Accommodations: No

999-901-1 Math

ABC High School Grade: 12

NAEP 2000 The Nation's Report Card

2000 Main Administration Schedule

Grid if Makeup Held	Makeup Date
○	

	Total In Sample		# Absent (Hold Makeup if 4 or more absent)
-	# Withdrawn & Ineligible (Admin. Codes 51 & 55)	+	# Assessed (Original)
	# Excluded (Admin. Codes 60-66)		# Assessed (Makeup)
=	TO BE ASSESSED	=	TOTAL ASSESSED

Session Number: MT1201

	Student Name	"B" Homeroom or Other Locator	"C" Sci. Kit	"D" Birth Date Month	Day	Year	"E" Sex 1=Male 2=Female	"F" Race/ Eth.	"G" School Lunch	"H" If Title I	"I" If SD	"J" If LEP	"K" Original Booklet ID #	"L" Accommodation Booklet ID #	"M" (Subject) Teacher #	"N" Per #	"O" Admin. Code	"P" Atten. (✓/A)
1	Alice Baker		1	1	1	19 85	2	2	1	○	○	○	001 040404 8					
2	David Douglas		2	1	2	19 86	1	1	2	○	○	○	002 040030 6					
3	Kelley Funk		3	0	3	19 87	2	2	2	○	○	○	003 040303 1					
4	Amanda Fuller		4	0	9	19 86	2	3	2	○	○	●	004 040304 2					
5	Chad Grayson		5	0	7	19 86	1	4	1	○	○	○	005 040305 7					
6	John Hanks		6	0	8	19 86	1	1	1	○	○	○	006 040306 3					
7	Gerri Igo		7	1	0	19 86	2	1	3	○	●	○	007 040307 5					
8	Tony Iowa		8	0	3	19 85	1	5	1	●	●	○	008 040308 4					
9	Alton Jones		9	0	2	19 86	1	2	1	○	○	○	009 040309 9					
10	Joe Krantz		10	1	2	19 85	1	1	1	○	○	○	010 040310 2					
11	Kay Lange		11	0	6	19 86	2	1	1	●	○	○	011 040311 6					
12	George Luckett		12	0	1	19 86	1	1	1	○	○	○	012 040312 1					
13	James Mason		13	0	4	19 86	1	2	2	○	○	○	013 040313 3					
14	Tara Moore		14	0	5	19 86	2	1	1	●	○	○	014 040314 5					

"Q" Admin. Code

ASSESSED IN ORIGINAL
10 = In session full time
11 = No responses 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 responses in booklet
22 = In session part time
23 = Session incomplete
24 = Other, specify on cover

ABSENT
40 = Temporary
41 = Long-term
42 = Chronic truant
43 = Suspended or expelled
44 = In school, did not attend
45 = Disruptive behavior
46 = Parent refusal
47 = Student refusal
48 = Other, specify on cover

OTHER
51 = Withdrawn
52 = Unassigned book (unused)
55 = Ineligible
56 = Not in sample

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

ASSESSED WITH ACCOMMODATIONS
71 = Bilingual booklet/Science glossary
72 = Bilingual dictionary
73 = Large-print book
74 = Extended time in regular session
75 = Read aloud in regular session (Do not use in a reading session)
76 = Small group
77 = One-on-one
78 = Scribe or use of computer
79 = Other, specify on cover

Exhibit 4-7. Administration Schedule Prepared After Sampling

4.5 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 <u>every</u> student listed on the Administration Schedule, including those students who will not be assessed.**
- **Then, if you prepare the Post-its before assessment day, clip the Post-it notes together by session and leave them at the school with the Administration Schedule in the NAEP Storage Envelope until assessment day.**

5. ASSESSMENT QUESTIONNAIRES AND OTHER IN-SCHOOL PREPARATIONS

5.1 Overview

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

- **SD/LEP Questionnaire:** 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:** The teacher questionnaire is intended to survey the teaching practices of teachers of sampled students in each of the subject areas to be assessed – mathematics and science, at grades 4 and 8 – and reading at grade 4.

- **Chair/Lead Teacher Questionnaire:** This questionnaire, being used at grade 12 for the first time, is distributed to the mathematics and science department chairpersons or lead teachers and is intended to gather information about the school's instructional programs in the areas of mathematics and science.

- **School Questionnaire:** 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.

5.2 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 28 students at grade 12) for whom an SD/LEP questionnaire has been assigned.

The Rosters of Questionnaires are color-coded as follows:

	Roster of Questionnaires	Teacher Questionnaires
Grade 4	Purple	Math/Science – Purple Reading – Blue
Grade 8	Maroon	Math – Maroon Science – Cherry
Grade 12	Charcoal	Math – Brown Science – Pewter

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. An example of the front of a Grade 12 Roster and the back side of all 3 Rosters is shown in Exhibit 5-1.

5.3 Preparing SD/LEP Student Questionnaires

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, complete the Roster and prepare an SD/LEP Questionnaire for **every** SD and LEP student as follows:
  - 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 K on the Administration Schedule
    4. SD/LEP questionnaire ID number

This form must be completed in No. 2 pencil.

MAIN NAEP 2000 - Grade 12
Roster of Questionnaires
(School, Lead Teacher, and SD/LEP Questionnaire Tracking Form)

SCHOOL #: ☐☐☐ - ☐☐☐ - ☐

SCHOOL NAME: _____

CITY/STATE: _____

NAEP 2000 The Nation's Report Card

			Returned Yes	Returned No
I. School Questionnaire Distributed To: _____	I. School Questionnaire Questionnaire ID # (Barcode ID on Cover)	073 - ☐☐☐☐☐☐ - ☐	○	○
II. Chair/Lead Teacher Questionnaire Mathematics Chair/Lead Questionnaire Distributed To: _____	II. Chair/Lead Teacher Questionnaire Mathematics Questionnaire ID # (Barcode ID on Cover)	067 - ☐☐☐☐☐☐ - ☐	○	○
Science Chair/Lead Questionnaire Distributed To: _____	Science Questionnaire ID # (Barcode ID on Cover)	068 - ☐☐☐☐☐☐ - ☐	○	○

III. SD/LEP Questionnaire						
Student's Name	Distributed To (Staff Name)	III. SD/LEP Questionnaire Student Booklet ID # (Column "K" or "L" on Admin. Schedule)	SD/LEP Questionnaire ID # (Barcode ID# on Cover)	Returned Yes	Returned No	Administrator Use Only
1		1	095 -	○	○	1
2		2	095 -	○	○	2
3		3	095 -	○	○	3
4		4	095 -	○	○	4
5		5	095 -	○	○	5
6		6	095 -	○	○	6
7		7	095 -	○	○	7
8		8	095 -	○	○	8
9		9	095 -	○	○	9
10		10	095 -	○	○	10

Exhibit 5-1. Example of Rosters of Questionnaires

Exhibit 5-1. Example of Rosters of Questionnaires (continued)

II. SD/LEP Questionnaire

Student's Name	Distributed To (Staff Name)	II. SD/LEP Questionnaire Student Booklet ID # (Column "K" or "L" on Admin. Schedule)	SD/LEP Questionnaire ID # (Barcode ID # on Cover)	Returned Yes	Returned No	NCS Use Only Administrator Use Only
11		11	095 -	O	O	
12		12	095 -	O	O	
13		13	095 -	O	O	
14		14	095 -	O	O	

III. Teacher Questionnaire — SCHOOL #:

Teacher's Name	Teacher #	MATHEMATICS Teacher Questionnaire ID #	Returned Yes	Returned No	SCIENCE Teacher Questionnaire ID #	Returned Yes	Returned No	NCS Use Only Administrator Use Only
01	01	063-	O	O	064-	O	O	
02	02	063-	O	O	064-	O	O	
03	03	063-	O	O	064-	O	O	

III. Teacher Questionnaire — SCHOOL #:

Teacher's Name	Teacher #	Subject Mathematics	Subject Science	MATHEMATICS/SCIENCE Teacher Questionnaire ID #	Returned Yes	Returned No	READING Teacher Questionnaire ID #	Returned Yes	Returned No	NCS Use Only Administrator Use Only
01	01	O	O	060-	O	O	061-	O	O	
02	02	O	O	060-	O	O	061-	O	O	
03	03	O	O	060-	O	O	061-	O	O	
04	04	O	O	060-	O	O	061-	O	O	
05	05	O	O	060-	O	O	061-	O	O	
06	06	O	O	060-	O	O	061-	O	O	
07	07	O	O	060-	O	O	061-	O	O	
08	08	O	O	060-	O	O	061-	O	O	
09	09	O	O	060-	O	O	061-	O	O	
10	10	O	O	060-	O	O	061-	O	O	
11	11	O	O	060-	O	O	061-	O	O	
12	12	O	O	060-	O	O	061-	O	O	
13	13	O	O	060-	O	O	061-	O	O	
14	14	O	O	060-	O	O	061-	O	O	
15	15	O	O	060-	O	O	061-	O	O	
16	16	O	O	060-	O	O	061-	O	O	
17	17	O	O	060-	O	O	061-	O	O	

GRADE 12

GRADE 8

GRADE 4

- On the SD/LEP Questionnaire, make the following entries:

    1. In the box that says "Return to NAEP School Coordinator by", enter the date by which the completed questionnaires should be returned to the school coordinator.

    2. Write the student's name on a Post-it note and affix to the cover.

    3. Enter the school ID number.

    4. Enter the student's demographic data in the boxes.

    5. Enter the student's booklet ID number from Column K of the Administration Schedule.

    6. Enter the school ID number and complete the grid.

- 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 the grade 4 and 8 rosters, and 28 students 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, as well as an extra supply of SD/LEP Questionnaires, in the supplies you bring to the school. The Supplemental Roster 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 that the questionnaires were returned 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 of the completed session materials.

5.4 Preparation of Teacher Questionnaires

In grade 4, teachers who teach math and/or science to any of the students selected for the math or science assessment will be asked to fill out the math section or the science section, or both sections, of the Grade 4 Teacher Questionnaire. Teachers of students selected for the reading assessment will be asked to complete a separate Grade 4 Reading Teacher Questionnaire. All of these grade 4 teachers will be asked to fill out the teacher background section.

For grade 8, teachers of students selected for any math or science assessment will be asked to fill out teacher questionnaires, and some may receive two, that is, one for each subject area. Teachers will be linked by teacher number and period number to the individual students being assessed, and this information must be recorded on the Administration Schedule as you prepare the grade 8 Teacher Questionnaires.

For grade 12, the mathematics department chairperson (or lead teacher) **and** the science department chairperson (or lead teacher) will each receive a questionnaire. There are separate Mathematics and Science Teacher Questionnaires for this purpose, and you will distribute one of each in the Grade 12 schools. These teacher questionnaires are not linked to particular students and are listed at the top of the front page of the Grade 12 Roster along with the School Questionnaire.

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 are two teacher questionnaires at grade 4, two at grade 8, and two at grade 12. They are distinguished from each other using a questionnaire ID prefix as follows:

	Subject Areas	Questionnaire ID No. Prefix
Grade 4	Math/Science	060 –
	Reading	061 –
Grade 8	Math	063 –
	Science	064 –
Grade 12	Math Chair / Lead Teacher	067 –
	Science Chair / Lead Teacher	068 –

Ask the school coordinator to identify the math or science or reading teachers of the sampled students. For grade 4 and 8 teachers, you will also need to know the period number and class name that the student takes math or science with that teacher. Then, perform the following steps to assign the questionnaires and complete the Roster of Questionnaires.

- Begin with the Administration Schedule for any session. Record the teacher's name on the first line of Section III of the Roster 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 grade 4, grid the mathematics or science oval under the subject column if this is a math or science session. There is no oval to grid for a grade 4 reading teacher since a separate reading questionnaire will be assigned to these teachers. Also for grade 8, there are no math or science ovals, because there are separate questionnaires and you will record the teacher questionnaire ID in separate math or science columns.

- For grade 12, simply record the names of the math and science chair/lead teachers in Section II of the Roster, along with Math and Science Questionnaire ID #'s for these teachers. Subject area ovals are not needed for grade 12.

- For all 3 grades, taking the appropriate grade level and subject area questionnaire, record on the roster, in the column labeled "Quex 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, and fill in the oval for math or science, or both, on the grade 4 Math/Science Teacher Questionnaire. Write the teacher's name on a Post-it note and affix it to the front cover.

- For grade 4 and 8 teachers, record class period number and class name and grid the period number in the box on the middle of the questionnaire cover. Use period "1" for grade 4 if the student takes all subjects from this teacher "in a classroom."

- 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, NAEP Website Brochures, a NAEP mousepad, and recent NAEP publications from your bulk supplies. Include a copy of Banana Splits for Reading Teachers. 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 completed assessment booklets. 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 the supervisor should record the school ID on these questionnaires and on the label on the Supplemental Shipping Envelope.

The instructions given above for preparing teacher questionnaires are a summary covering all grades. Very explicit, step by step instructions for preparing the teacher questionnaires at each grade are included under "NAEP Documents" (use the icon on your "start-up" screen) on your computer. A separate instructions document has been prepared for each grade. You may view or print these detailed instructions on the computer while you are in the school preparing the questionnaires. For reference, they are also shown in Exhibit 5-2.

5.5 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 ten-digit identification number from the lower left-hand corner of the questionnaire should be recorded on the Roster of Questionnaires. The 3-digit prefix for the School Questionnaire will be pre-recorded on the Roster for each grade as shown below:

Questionnaire ID No. Prefix	
Grade 4:	071-
Grade 8:	072-
Grade 12:	073-

NAEP 2000 The Nation's Report Card

2000 Grade 4

Mathematics and Science Teacher Questionnaire

Q-062

Use a #2 pencil to complete this questionnaire.

Return the completed questionnaire to the NAEP School Coordinator by _____.

SCHOOL # TEACHER #

DO NOT USE | ADMIN USE ONLY

Please complete the following parts of this questionnaire:

- Part I Background, Education, and Resources Page 2
- Part II (A&B) Mathematics Preparation and Instruction Page 9
- Part III (A&B) Science Preparation and Instruction Page 25

Class Period | Grid Oval | Class Name

060 – 001560 – 0

ETS

NAEP 2000 The Nation's Report Card

2000 Grade 4

Reading Teacher Questionnaire

Q-061

Use a #2 pencil to complete this questionnaire.

Return the completed questionnaire to the NAEP School Coordinator by _____.

SCHOOL # TEACHER #

DO NOT USE | ADMIN USE ONLY

061 – 0001148 – 1

ETS

NAEP 2000 The Nation's Report Card

2000 Grade 8

Mathematics Teacher Questionnaire

Q-063

Use a #2 pencil to complete this questionnaire.

Return the completed questionnaire to the NAEP School Coordinator by _____.

SCHOOL # TEACHER #

Please provide the requested information for:

Class Period | Grid Oval | Class Name

DO NOT USE | ADMIN USE ONLY

063 – 040099 – 3

ETS

NAEP 2000 The Nation's Report Card

2000 Grade 8

Science Teacher Questionnaire

Q-064

Use a #2 pencil to complete this questionnaire.

Return the completed questionnaire to the NAEP School Coordinator by _____.

SCHOOL # TEACHER #

Please provide the requested information for:

Class Period | Grid Oval | Class Name

DO NOT USE | ADMIN USE ONLY

064 – 040570 – 3

ETS

NAEP 2000 The Nation's Report Card

2000 Grade 12

Mathematics Department Chair/ Lead Teacher Questionnaire

Q-067

Use a #2 pencil to complete this questionnaire.

Return the completed questionnaire to the NAEP School Coordinator by _____.

SCHOOL #

067 – 070366 – 4

DO NOT USE

ADMIN USE ONLY

NAEP 2000 The Nation's Report Card

2000 Grade 12

Science Department Chair/ Lead Teacher Questionnaire

Q-068

Use a #2 pencil to complete this questionnaire.

Return the completed questionnaire to the NAEP School Coordinator by _____.

SCHOOL #

012 – 1

DO NOT USE

ADMIN USE ONLY

NAEP 2000 The Nation's Report Card

2000 Grade 4

School Questionnaire

(School Characteristics and Policies)

Q-071

Use a #2 pencil to complete this questionnaire.

Return the completed questionnaire to the NAEP School Coordinator by _____.

SCHOOL #

071 – 003165 – 8

DO NOT USE

ADMIN USE ONLY

ETS

Exhibit 5-2. Detailed Instructions for Preparing Teacher Questionnaires for Grades 4, 8, and 12

2000 NATIONAL NAEP

GRADE 4: INSTRUCTIONS FOR TEACHER QUESTIONNAIRES

1. Start with the Administration Schedule for any mathematics session. Look up the name of the first student's mathematics teacher in the records (except for excluded, withdrawn, ineligible, or "Not in Sample" students).

2. Record the teacher's name on the first line of Section III of the Roster of Questionnaires.

3. Record the two digit teacher number and the class period number on the Administration Schedule in the column labeled "TEACHER #" and "PER #" opposite the student's name.

4. Taking a Mathematics/Science Teacher Questionnaire for grade 4, record on the roster, in the column labeled "MATHEMATICS/SCIENCE TEACHER QUESTIONNAIRE ID NO.", the last seven digits of the ID # from the questionnaire you assigned to this first teacher.

5. On the front cover of the Teacher Questionnaire, record the NAEP SCHOOL ID # and Teacher # from the Roster of Questionnaires. Write the teacher's name on a Post-it note and affix it to the front cover of the questionnaire.

6. Fill in the oval for Part II – Mathematics Preparation and Instructions – on the front cover of the questionnaire. Record the class period number (and fill the oval) and class name on the cover. Use a class period of "1" if the teacher teaches all subjects to this student.

7. Continue with the next student to be assessed, and record the teacher # on the Administration Schedule.

   A. If this student has the same teacher for mathematics as the first student, use "01", the teacher # already assigned to that teacher. The questionnaire has already been prepared.

   B. If this student has a different teacher for mathematics, assign teacher code "02" to that teacher, and record teacher name on the roster. Prepare a new mathematics/science questionnaire, and record the Teacher Questionnaire ID # on the roster for this teacher. Fill in class period, the ovals, and class name as appropriate. Affix a Post-it note with the teacher's name to the new questionnaire.

8. Repeat this process with the Administration Schedule for each assessment session to be conducted in this school.

   A. For teachers already listed on the roster, use the teacher #s already assigned to them and the questionnaires already prepared for these teachers. For teachers of students in science, fill the oval for Part III – Science Preparation and Instruction, and specify the class period and class name. For **teachers of students in reading** sessions, use a Reading Teacher Questionnaire and record the questionnaire ID in the READING column on the roster. Period number and class name is not needed on the Reading Teacher Questionnaire.

   B. Add to the roster any teachers (of students to be assessed) who are not already listed on the Roster of Questionnaires. Use the next available teacher code, prepare a new questionnaire, and record the Teacher Questionnaire ID # on the roster. Fill the mathematics or science oval, and class period and class name, as appropriate, on any Grade 4 Mathematics/Science Teacher Questionnaire. Affix a Post-it note with the teacher's name to the new questionnaire.

9. Give the questionnaires to the school coordinator for distribution, after recording a "return by" date on the top of each questionnaire.

NOTE: Some schools may have reading or science sessions, but no mathematics session(s). If so, follow the steps above, starting with the Administration Schedule for any reading session and looking up the name of each student's language arts teacher. Be sure to use a Reading Teacher Questionnaire for the teachers of students in reading sessions, and the Mathematics/Science Teacher Questionnaire for science teachers.

Exhibit 5-2. Detailed Instructions for Preparing Teacher Questionnaires for Grades 4, 8, and 12 (continued)

2000 NATIONAL NAEP

GRADE 8: INSTRUCTIONS FOR TEACHER QUESTIONNAIRES

1. Start with the Administration Schedule for any mathematics session. Look up the name of the first student's mathematics teacher in the records (except for excluded, withdrawn, ineligible, or "Not in Sample" students).

2. Record the teacher's name on the first line of Section III of the Roster of Questionnaires.

3. Record the two digit teacher # on the Administration Schedule in the column labeled "TEACHER #" opposite the student's name.

4. Enter the class period # during which the student takes mathematics from this teacher in the column labeled "Per. #" on the Administration Schedule.

5. Taking a Mathematics Teacher Questionnaire, record on the roster, in the column labeled "MATHEMATICS TEACHER QUESTIONNAIRE ID NO.", the last seven digits of the ID # from the questionnaire you will give to this first teacher.

6. On the front cover of the Teacher Questionnaire, record the NAEP SCHOOL ID # and Teacher # from the Roster of Questionnaires. Write the teacher's name on a Post-it note and affix it to the front cover of the questionnaire. Fill in the date by which the teacher should retain the questionnaire.

7. Record class period # and class name on the questionnaire.

8. Continue with the next student to be assessed, record the teacher name and fill in the Mathematics Teacher Questionnaire ID # on the roster, recording the teacher # and class period # on the Administration Schedule, and filling out the front cover of the questionnaire.

   A. If this student has the same mathematics teacher as the first student, use "01", the teacher # already assigned to that teacher. The questionnaire has already been prepared. If the class period number is different for this student, but the teacher is the same, add the new class period number and name and fill the oval for class period on the cover of the already prepared questionnaire.

   B. If this student has a different teacher for mathematics, that teacher is assigned teacher code "02", and you will prepare a new questionnaire. Affix a Post-it note with the teacher's name to the new questionnaire.

9. Repeat this process with the Administration Schedule for each assessment session to be conducted in this school.

   A. For teachers already listed on the roster, use the teacher #s already assigned to them and the questionnaires already prepared for these teachers. Be sure to add additional class names and period numbers to the front of the questionnaire, if appropriate. For teachers of students in science sessions, use the teacher # already assigned (if any), fill in the ID # for the Science Teacher Questionnaire on the roster and prepare a Science Teacher Questionnaire in addition to any Mathematics Teacher Questionnaire already prepared.

   B. Add to the roster any teachers (of students to be assessed) who are not already listed on the Roster of Questionnaires. Use the next available teacher code, record the Teacher Questionnaire ID in the appropriate subject area column (mathematics or science) on the roster, and prepare a new questionnaire. Affix a Post-it note with the teacher's name to the new questionnaire. Record a "return by" date on the top of each questionnaire.

10. Give the questionnaires to the school coordinator for distribution.

NOTE: Some schools may have science sessions, but no mathematics session(s). If so, follow the steps above, starting with the Administration Schedule for any science session and looking up the name of each student's science teacher. Be sure to record the Teacher Questionnaire ID under science on the roster and to use a Science Teacher Questionnaire.

Exhibit 5-2. Detailed Instructions for Preparing Teacher Questionnaires for Grades 4, 8, and 12 (continued)

2000 NATIONAL NAEP

GRADE 12: INSTRUCTIONS FOR TEACHER QUESTIONNAIRES

1. Prepare two Teacher Questionnaires for each grade 12 school.

2. Assign a grade 12 Mathematics Teacher Questionnaire to the chair/lead teacher of the mathematics department. Record the teacher name and questionnaire ID # in Part II of the grade 12 roster.

3. Assign a grade 12 Science Teacher Questionnaire to the chair/lead teacher of the science department. Record the teacher name and questionnaire ID # in Part II of the grade 12 roster.

4. Write the school ID on each of the two grade 12 Teacher Questionnaires. Attach a Post-it note with the teacher's name to each questionnaire. Record a "return by" date on the top of each questionnaire.

5. Give the questionnaires to the school coordinator for distribution.

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 may offer to assist by copying the answers to identical questions onto the other questionnaire and having the principal complete only the questions that are unique to that grade in the second questionnaire.

5.6 Determining Who Should be Assessed

5.6.1 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 students nationwide. 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, a student who 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 (as discussed earlier in this chapter), 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 5.6.2 which follows, 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.

- In half of the sampled schools, accommodations will be allowed for SD/LEP students requiring them. In the other half of schools, accommodations will not be allowed. In these schools, students requiring accommodations <u>should be included in the</u>

assessment if they can participate without an accommodation. The NAEP Administration Schedule and the SAF indicate whether accommodations are allowed, and you should give the corresponding criteria sheet (YES or NO) to the school for determining whether students can participate in the assessment.

- 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:

Code	Reason for exclusion
60 or 61	Disability (mental or physical)
62 or 63	Limited English proficiency
64 or 65	Both disability and LEP
66	Other

5.6.2 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 5-3). **Be sure to use the appropriate criteria sheet, labeled "YES" or "NO" for each school.**

The criteria will serve to guide the school staff in focusing 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 most of these modifications will be available, it is expected that relatively few students will be excluded in these sessions.

Exhibit 5-3. Criteria for Including Students with Disabilities and Students with Limited English
(Page 1 of 2)

2000 NAEP **NO**

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

NAEP has developed strict criteria for all schools around the country to 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 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 he or she 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 mathematics or science without that accommodation.

2. **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 mathematics or science instruction primarily in English for **less than 3** school years including the current year, **AND**
   - The student cannot demonstrate his or her knowledge of mathematics or science in English even with an accommodation permitted by NAEP.

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 also pertain to this decision:

   - Students with disabilities: Questions 3 and 10 through 17.
   - Students with limited English proficiency: Questions 20, 21 and 26 through 31.

YES

ITH DISABILITIES AND STUDENTS
ENCY IN NAEP ASSESSMENTS

the country to use whenever there is doubt about
s to be comparable within states and across states.

as having a disability (SD), that is, a student with
t classification, **should be included** in the NAEP

ermined that the student cannot participate in

ly impaired that he or she cannot participate, OR

sted with an accommodation that NAEP does not
is or her knowledge of mathematics or science

chedule as limited English proficient (LEP) and
ish **should be included** in the NAEP assessment

e instruction primarily in English for **less than 3**

ledge of mathematics or science in English even

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 also pertain to this decision:

- Students with disabilities: Questions 3 and 10 through 17.
- Students with limited English proficiency: Questions 20, 21 and 26 through 31.

WHEN THERE IS DOUBT, INCLUDE THE STUDENT.

SEE BACK FOR FURTHER EXPLANATION AND LIST OF THE OFFERED ACCOMMODATIONS.

Exhibit 5-3. Criteria for Including Students with Disabilities and Students with Limited English
(Page 2 of 2)

2000 NAEP **NO**

FURTHER EXPLANATION FOR LEP STUDENTS

The phrase "less than 3 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 mathematics or science instruction primarily in English for 3 years or more and those who are in their third year;
- **Include** without any accommodation all other LEP students who can demonstrate their knowledge of mathematics or science without an accommodation;
- **Include** and provide accommodations permitted by NAEP to other LEP students who can demonstrate their knowledge of mathematics or science only with those accommodations; and
- **Exclude** LEP students ONLY **if they cannot** demonstrate their knowledge of mathematics or science even with an accommodation permitted by NAEP.

ACCOMMODATIONS ARE NOT PERMITTED FOR THE NAEP ASSESSMENTS IN THIS SCHOOL.

YES

FOR LEP STUDENTS

year" means 0, 1, or 2 school years. Therefore, in

lents who have received mathematics or science
nd those who are in their third year;

students who can demonstrate their knowledge of

NAEP to other LEP students who can demonstrate
those accommodations; and

- **Exclude** LEP students ONLY **if they cannot** demonstrate their knowledge of mathematics or science even with an accommodation permitted by NAEP.

ACCOMMODATIONS MOST FREQUENTLY OFFERED BY NAEP

Mathematics Session

- Bilingual booklet
- Bilingual dictionary
- Large-print booklet
- Extended time in regular session
- Read aloud in regular session
- Small group
- One-on-one
- Scribe or use of computer – used to record answers
- Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment

Science Sessions

- Glossary in Spanish
- Bilingual dictionary
- Large-print booklet
- Extended time in regular session
- Read aloud in regular session
- Small group
- One-on-one
- Scribe or use of computer – used to record answers
- Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment

Reading Sessions

- Large-print booklet
- Extended time in regular session
- Small group
- One-on-one
- Scribe or use of computer – used to record answers
- Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment

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. **You will provide accommodations only in the NAEP "half-sample" of schools where YES is indicated on both the Administration Schedule and the SAF to indicate that NAEP accommodations are allowed in this school.**

NAEP offers most but not 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 allowed by NAEP for the accommodation to be permitted.[1] 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 10 of the SD/LEP Questionnaire asks whether any accommodations or adaptations are used for achievement testing for the student. (See Exhibit 5-4.) If the answer is "YES", questions 11-17 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 Q11-14 is quite extensive and includes some things that NAEP **does not** provide.

---

[1] 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 5-4. Questions from SD/LEP Questionnaire regarding IEP Accommodations (Page 1 of 3)

QK070514

10. Are any accommodations or adaptations used for district or statewide achievement testing for this student?

    Ⓐ Yes, tested with accommodations or adaptations

    Ⓑ No, tested without accommodations or adaptations
    [GO TO QUESTION 15.]

    Ⓒ IEP states that this student cannot be tested
    [GO TO QUESTION 15.]

QK070516

Questions 11-14. If your answer to question 10 is **"Yes,"** which accommodations or adaptations are used for district or statewide achievement testing with this student?

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

a. Read directions aloud	Ⓐ
b. Read problems aloud (except on reading test)	Ⓐ
c. Signing of directions	Ⓐ
d. Use of audiotaped version of test	Ⓐ
e. Assistance with interpretation of directions	Ⓐ
f. Braille edition of test	Ⓐ
g. Large-print edition of test	Ⓐ
h. Use of magnifying equipment	Ⓐ
i. Other (specify) _____	Ⓐ

Exhibit 5-4. Questions from SD/LEP Questionnaire regarding IEP Accommodations (Page 2 of 3)

QK070517

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

a. Response in Braille Ⓐ

b. Response in sign language Ⓐ

c. Oral responses Ⓐ

d. Pointing to answers Ⓐ

e. Tape recording of answers Ⓐ

f. Use of computer to respond Ⓐ

g. Use of typewriter to respond Ⓐ

h. Use of calculator including talking or Braille calculators Ⓐ

i. Use of template to respond Ⓐ

j. Use of large marking pen or specially designed writing tool Ⓐ

k. Other (specify) _____ Ⓐ

QK070518

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

a. Test in small group Ⓐ

b. Test individually Ⓐ

c. Other (specify) _____ Ⓐ

QK070519

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

a. Extended time Ⓐ

b. More breaks during test Ⓐ

c. Test sessions over several days Ⓐ

d. Other (specify) _____ Ⓐ

Exhibit 5-4. Questions from SD/LEP Questionnaire regarding IEP Accommodations (Page 3 of 3)

QK070524

15. How would this student most appropriately participate in the NAEP **reading/language arts** assessment?

    Ⓐ 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 reading/language arts.

QK070525

16. How would this student most appropriately participate in the NAEP **mathematics** assessment?

    Ⓐ 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 mathematics.

QK070526

17. How would this student most appropriately participate in the NAEP **science** assessment?

    Ⓐ 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 science.

For Limited English Proficient (LEP) students, the relevant questions are 19-21 and 26-30. (Exhibit 5-5). Questions 19-21 of the SD/LEP Questionnaire ask how many years, including the current year, has the student been receiving academic instruction in the subject areas of reading/language arts, mathematics, and science, 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 26-30 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.

5.7 Providing Accommodations and Adaptations

5.7.1 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, and NAEP is offering (Accom = YES) accommodations in this school, NAEP will allow them if they do not change the nature or meaning of the items or jeopardize the security of the text. If you have any questions about the acceptability of accommodations provided by the school, call your field manager.

Exhibit 5-5. Questions from SD/LEP Questionnaire regarding LEP Accommodations (Page 1 of 3)

QK070534

20. Including the current school year, how long has this student been receiving **academic instruction in mathematics** primarily in English?

Ⓐ Student does not receive academic instruction primarily in English.

Ⓑ 1 year

Ⓒ 2 years

Ⓓ 3 years

Ⓔ 4 years or more

Ⓕ I don't know.

W123SD/LEP

Page 9

QK070535

21. Including the current school year, how long has this student been receiving **academic instruction in science** primarily in English?

Ⓐ Student does not receive academic instruction primarily in English.

Ⓑ 1 year

Ⓒ 2 years

Ⓓ 3 years

Ⓔ 4 years or more

Ⓕ I don't know.

22. **During this school year**, what percentage of this student's
provided in his/her native language?

Ⓐ 0%

Ⓑ 1-24%

Ⓒ 25-49%

Ⓓ

Exhibit 5-5. Questions from SD/LEP Questionnaire regarding LEP Accommodations (Page 2 of 3)

QK070553

26. Are any accommodations or adaptations used for district or statewide achievement testing for this student?

Ⓐ Yes, tested with accommodations or adaptations

Ⓑ No, tested without accommodations or adaptations
[GO TO QUESTION 28]

Ⓒ IEP states that student cannot be tested (for LEP students classified as SD).
[GO TO QUESTION 28]

QK070554

27. If your answer to question 26 is "Yes," which accommodations or adaptations are used for district or statewide achievement testing with this student? (Fill in **all** ovals that apply.)

a. Native language version of test Ⓐ

b. Bilingual version of test Ⓐ

c. Word lists or glossaries Ⓐ

W123SD/LEP

d. Bilingual dictionary Ⓐ

e. Help from a native speaker in interpreting directions and questions Ⓐ

f. Directions read aloud in English Ⓐ

g. Questions read aloud in English Ⓐ

h. Extended time Ⓐ

i. Other (specify) _____ Ⓐ

QK070559

28. How would this student most appropriately participate in the NAEP **reading/language arts assessment**?

Ⓐ English version without accommodations or adaptations

Ⓑ English version with accommodations or adaptations

Ⓒ Native language version or a bilingual version with or without accommodations or adaptations

Ⓓ This student would not participate.

Exhibit 5-5. Questions from SD/LEP Questionnaire regarding LEP Accommodations (Page 3 of 3)

QK070560

29. How would this student most appropriately participate in the NAEP **mathematics assessment**?

Ⓐ English version without accommodations or adaptations

Ⓑ English version with accommodations or adaptations

Ⓒ Native language version or a bilingual version with or without accommodations or adaptations

Ⓓ This student would not participate.

QK070561

30. How would this student most appropriately participate in the NAEP **science assessment**?

Ⓐ English version without accommodations or adaptations

Ⓑ English version with accommodations or adaptations

Ⓒ Native language version or a bilingual version with or without accommodations or adaptations

Ⓓ This student would not participate.

THANK YOU FOR YOUR COOPERATION.

W123SD/LEP

Page 13

5.7.2 Accommodations Most Frequently Used in NAEP

The following table shows accommodations most frequently used in NAEP, and the specific session types in which they are permitted for NAEP 2000.

Accommodation	Permitted in session type			
	Reading	Math	Short Form Math	Science
Bilingual booklet (provided by NAEP)	No	Yes	No	No
Bilingual dictionary (provided by school)	No	Yes	Yes	Yes
Glossary in Spanish (provided by NAEP)	No	No	No	Yes
Large-print booklet (enlarged on school equipment)	Yes	Yes	Yes	Yes
Extended time in regular session	Yes	Yes	Yes	Yes
Read aloud in regular session	No	Yes	Yes	Yes
Small-group administration	Yes	Yes	Yes	Yes
One-on-one	Yes	Yes	Yes	Yes
Scribe or use of computer	Yes	Yes	Yes	Yes
Other, specify (if provided by school)	Yes	Yes	Yes	Yes

These frequently used accommodations are defined as follows:

Bilingual mathematics booklet – NAEP has a bilingual mathematics booklet available, for 4th and 8th grade "regular" math only, for students whose IEP requires bilingual testing. When this booklet is open, generally one page will be in Spanish, and the facing page will contain the same directions/questions, but in English. The exception to this rule is when a series of questions relates to a graph or other figure. Because the directions are read out loud in Spanish, students using bilingual books will need additional time and should be administered in separate sessions. These assessments will require a separate testing space, which presumably will be a regular classroom. You should have someone who is proficient in Spanish read the Spanish script. This script will be packaged with the bilingual mathematics booklets.

Glossary of science terms in Spanish – NAEP has developed an English-Spanish glossary of the science terms used in the science sessions for each grade level. Only LEP students who have received instructions primarily in English for less than 3 full school years and whose IEP requires using either a Spanish language test, word list, or glossary should be offered the glossary. Students receiving the glossary will receive an accommodation booklet and a science kit and may need extended time.

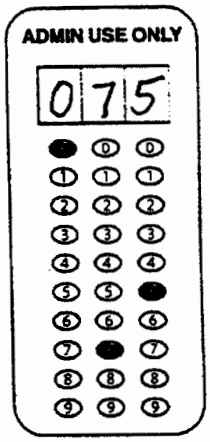
Bilingual dictionary – The student may use his/her bilingual dictionary or one provided by the school if his/her IEP requires one. (NAEP will not provide bilingual dictionaries.)

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. Typically, these students will not require much more time than the regular session.

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., reading, mathematics, or science items) be recorded 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.



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. Note that in reading sessions, the questions cannot be read to the student.

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.

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. Other students may need magnifying equipment. 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.

5.7.3 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 SD/LEP 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.

5.8 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 D 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 5-6) **and Assessment Notification Letters for Teachers** (Exhibit 5-7). 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 typically do not change classes, 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 5-8. You may make copies of this sample letter to offer schools as you see appropriate.

5.9 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.

Exhibit 5-6. Student Appreciation Certificate

Certificate of Appreciation

NAEP 2000 The Nation's Report Card

Presented to _____
(Student's name)

for participating in the
National Assessment of Educational Progress

Date: _____
Time: _____
Location: _____

Gary W. Phillips

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

Exhibit 5-7. Assessment Notification Letters 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 5-8. Sample Letter to Students

Dear Student:

(NAME OF SCHOOL) has been asked by the National Assessment of Educational Progress (NAEP) to participate in this year's assessment of mathematics, and science and reading. 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.

I am asking you and other (*FOURTH GRADERS/EIGHTH GRADERS/TWELFTH GRADERS*) to participate in this assessment by taking a 90-minute (*OR 2 HOUR IF SCIENCE*) assessment on (*DATE OF ASSESSMENT*). You have been selected to represent our school by taking part in the 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 that 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.

I urge your cooperation and ask that you notify me immediately if you will not participate. I greatly appreciate your full cooperation by agreeing to do your best on the assessment.

The assessment will be held in room (*LOCATION*) at (*TIME OF ASSESSMENT*). Your teacher will be notified and you will be given a pass to show your teachers.

Please share this information with your parents. If I do not hear from you by (*DATE*), I will assume that you have agreed to participate. Feel free to let me know if you have any questions.

Thank you for your consideration of my request.

Sincerely,

Principal

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 5-9). Note that items b, c, and d are optional and may be left blank since you will have this information recorded in several other documents.

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.

5.10 Using the Special Situation Form

A Special Situation Form (Exhibit 5-10) has been developed and is included in your supplies 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.

Another important use for this form is to record any problems that occurred during the sessions with mathematics manipulative materials or science kits. Please document in full any problems encountered by students, EAs or supervisors with these math and science materials.

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

- The school decides you can conduct only some of the assigned sessions, i.e., school refuses to hold all of the sessions designated by NAEP on the SAF.
- 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.

Supervisor: B. Smith

Region: N99

School ID# 999-101-1

School Name: JEFFERSON Elementary

School Coordinator: John Williams

NAEP 2000 SCHOOL WORKSHEET

NOTE: Please subdivide (with a slash) a session column if you need to record more than 2 sessions of the same type.

Special Instructions/Comments:

	SCIENCE					MATH					SHORT-FORM MATH					READING				
	SESSION SI0401	SESSION # ____	ORIG. TOTAL	MAKE UP	TOTAL	SESSION MT0401	SESSION # ____	ORIG. TOTAL	MAKE UP	TOTAL	SESSION # ____	SESSION # ____	ORIG. TOTAL	MAKE UP	TOTAL	SESSION RD0401	SESSION # ____	ORIG. TOTAL	MAKE UP	TOTAL
a. Date	2/16					2/16										2/16				
b. Time (optional)	8:30					8:30										8:30				
c. Place (optional)	Room 24					Room 28										Room 22				
d. EA (optional)																				
e. Total in Sample																				
f. # Withdrawn and Ineligible																				
g. # Excluded																				
h. # To be Assessed																				
i. #Absent and Refused*																				
j. # Assessed																				
k. Response Rate (j / h)																				
l. Make up Needed? (Y/N/NA)*																				

* All parent and student refusals must be included as absences in Item I. However, if all absences are refusals, mark "NA" in Item L and do not schedule a makeup. If the response rate calls for a makeup and at least one student is absent, mark "Y" in Item L and schedule the makeup.

Exhibit 5-9. The School Worksheet

Exhibit 5-10. 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.
- Problems are encountered with math manipulative materials.
- Science kits contain broken materials, or other problems are encountered in using them.

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.

5.11 Completing Sampling Activities

5.11.1 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.

5.11.2 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 5-11). 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 the date that the materials can be destroyed **except for the Transcript Study** schools where the destroy date should be **12/30/00**. Also for the HSTS, keep an extra copy of the Administration Schedule, without student names, in the **school folder**. 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.**

5.11.3 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.

5.11.4 The EA's Assessment Form

Prepare and distribute an EA Assessment Form (Exhibit 5-12) 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 5-11. NAEP Storage Envelope

NAEP 2000 The Nation's Report Card

Staple NAEP Business Card
& Return Postcard
HERE

STORAGE ENVELOPE

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

Please retain the enclosed materials until June 1 or the end
then return the NAEP postcard and destroy

School C

Staple NAEP Business Card
& Return Postcard
HERE

STORAGE ENVELOPE

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

Please retain the enclosed materials until December 31, 2000, [redacted]
then return the NAEP postcard and **destroy** the contents.

School Coordinator:

_____

Exhibit 5-12. EA Assessment Information Form

Supervisor: B. Smith

EA: Mary Jones

Phone Number: 333-444-1212

Region: N99

EA'S ASSESSMENT INFORMATION

SCHOOL: Lewis Middle School ID #: 999-306-1

ADDRESS: 3800 Washington Blvd.
Arlington, Va. 22017

PHONE #: 703-222-3322

SCHOOL COORDINATOR: Morris Thompkins

ASSESSMENT DATE: FEB. 24, 2000 TIME: 8:00 am / Meet at 6:50

SESSION TYPE: Science ROOM: 48C

DIRECTIONS TO SCHOOL: Take 495 West to Exit 9.
At first light, turn right on King Ave.
Make first left onto Washington Blvd.
School is on right, 2 blocks down.

PARKING: Park in Visitors parking area.

OTHER INFORMATION (when and where to meet supervisor, arrival time, etc.):
All EAs are to meet Supervisor
at 6:50 at main entrance door.

REMEMBER – ARRIVE ONE HOUR BEFORE ASSESSMENT TIME

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.

7. 2000 HIGH SCHOOL TRANSCRIPT STUDY

7.1 Overview

An important piece of NAEP's assessment program is the 2000 High School Transcript Study (HSTS). This study is being conducted to provide educational policy makers with information regarding current course offerings and course taking patterns in the nation's secondary school curriculum. In addition, this study will permit researchers to examine the relationship between course-taking patterns and educational achievement by linking data analysis to the 2000 main NAEP assessment.

Westat has conducted previous transcript studies in 1987, 1991, 1994, and 1998. The design for the 2000 study is very similar to the study conducted in 1998. That year, we were able to lay the groundwork for the collection of the transcripts at the time of the sampling visit, and then returned to the schools to obtain the transcripts from June through August. We were very successful in obtaining a high percentage of the transcripts that were requested in the schools participating in the Transcript Study.

The procedures discussed in this chapter are to be performed for HSTS during your sampling visit to grade 12 schools participating in the NAEP assessment program. In the spring, we will begin the second phase of the HSTS data collection. At that time, a separate document will be sent to a subset of supervisors and will outline the steps to follow during **Phase 2** of the High School Transcript Study (HSTS) which consists of the collection of the actual student transcripts.

7.1.1 The High School Transcript Study (HSTS) Sample

The school sample for the High School Transcript Study (HSTS) will consist of all NAEP public high schools and a subset of the private high schools. (The total number of HSTS schools had not been decided at the time this manual was written.) In order to minimize non-response bias, the original sampled schools will be included in HSTS regardless of their participation in the main NAEP assessment, that is, we will ask the school to participate in the Transcript Study even if they refuse the NAEP assessments. The Transcript Study activities in "non-participating" NAEP schools will begin **after** the main NAEP data collection has been completed.

All eligible twelfth (12th) grade students who were sampled for the 2000 main NAEP assessment will be included in the HSTS student sample. This sample includes students who were either excluded or absent, though does not include students who have withdrawn or are ineligible. At least 20,000 student transcripts will be included in this year's sample.

Schools included in the HSTS sample will be clearly identified on the Session Assignment Forms (SAF). As illustrated in Exhibit 7-1, this form will include a reminder to complete the activities discussed in this chapter for the Transcript Study. There will also be a section of the SAF outlining seven steps to follow during the NAEP sampling visit. Very briefly, these steps are:

1. Discuss the HSTS with the school coordinator.
2. Complete the School Information Form (SIF).
3. Obtain and review course catalogs, and complete appropriate checklist.
4. Obtain and review three (3) sample transcripts, and complete appropriate checklist.
5. Mask all identifiers on the sample transcripts.
6. Identify and mark the sampled students' files.
7. Use 12/31/00 destroy date on School Storage Envelope.

7.1.2 Data Collection

Data collection for this study will be a two-phase process. The first phase will occur at the same time as the main NAEP sampling and assessment activities. The second phase will involve the collection of student transcripts following graduation. The information obtained and recorded in the School Information Form (SIF) will help determine when the second phase of data collection could begin. Key activities in each phase are listed below:

Phase 1

- The School Information Form (SIF) will be completed by the NAEP supervisor.
- Students for whom transcripts will be collected will be marked/identified in school files.

Exhibit 7-1. Session Assignment Form

2000 NAEP SESSION ASSIGNMENT FORM 10:10:38 AM on 11/20/99

Region: N31
School ID: 479-3020
School Name: Eldorado High
School Address: 11300 Montgomery NE
Albuquerque, NM 87111-2602
School Phone: (505)296-4871
School Type: Public

Assessment Date: 2/2/00
Assessment Grade: 12

Types of Assessments: 2 Math, 2 Science

Teacher Questionnaire: Yes
School Questionnaire: Yes
SD/LEP Questionnaire: Yes

SD/LEP Information Needed on SLF: Yes
Minority Information Needed on SLF: No

Provide Accommodations in all Subjects: No

High School Transcript Study: Yes

I. Sampling Steps:

1) Confirm with school
eli[illegible] reason for exclusion. The
[illegible]ven in detail in your manual
[illegible]ur computer.

[illegible] BEING OFFERED in this school.

[illegible]ute a School Questionnaire.

[illegible] and distribute Teacher Questionnaires according to
[illegible] specific instructions in your manual or in the NAEP
[illegible]uments folder on your computer. For this school, be
sure to use the teacher questionnaire instructions for Grade 12.

VI. INSTRUCTIONS FOR THE HIGH SCHOOL TRANSCRIPT STUDY (HSTS) - GRADE 12

1) Discuss the HSTS with the school coordinator.

2) Complete the School Information Form (SIF).

3) Obtain and review course catalogs, AND complete the Course Catalog Checklist.

4) Obtain and review three sample transcripts, AND complete the Transcript Format Checklist.

5) Mask all identifiers on the sample transcripts.

6) Mark the transcript files for ALL students SELECTED FOR THE ASSESSMENT by inserting the bright green marker sheet in each file. Be sure to attach the students ID label and write the students name on the tab at the top of the. marker sheet.

7) In this school, be sure to enter a 12/31/2000 destroy date on the School Storage Envelope. Verify with the School Coordinator where the storage envelope will be kept.

- Course Catalogs will be collected for the current school year (1999-2000) and for the preceding three years (1996-97, 1997-98, and 1998-99).
- Three (3) sample transcripts from previously graduated students will be collected and annotated. One should be for an honors student, one for a student with special education courses, and one for a "regular" student.

Phase 2

- The final transcripts for the selected students will be collected.

7.1.3 Supervisors' Responsibilities

Data collection for **Phase 1** of the HSTS will be carried out during the NAEP sampling visit to twelfth (12th) grade schools. Supervisor responsibilities for this phase of the study are fully described in the succeeding sections. Key aspects of the 2000 HSTS data collection are:

- **No student time is involved.** To minimize school burden, NAEP staff will work with school personnel in completing as much of the work as possible.
- **Confidentiality.** Before removing copies of transcripts from the school, students' names and other identifying information will be obliterated.
- **Transcript reimbursement.** Reimbursement for transcripts will be provided at the school's customary rate.

7.2 Contacts with Districts and Schools

Early this fall, the Summary of NAEP Activities was sent to superintendents and principals notifying them about NAEP 2000 and the Transcript Study. Because this summary includes many aspects of the main NAEP assessment, the reference to HSTS activities may not have received the full attention of the school coordinator and/or school principal. Thus, for your contacts with school-level personnel, you will be provided with:

- An Informational Letter from Nancy Caldwell of NAEP/Westat (Exhibit 7-2); and
- A Summary of School Transcript Activities (Exhibit 7-3).

Exhibit 7-2. Informational Letter to School Coordinator from Westat

SAMPLE

January 2000

Dear School Coordinator:

As described in previous mailings to your school, the 2000 High School Transcript Study is being conducted in conjunction with the 2000 National Assessment of Educational Progress (NAEP). The purpose of this study is to supply data to educational researchers and policy analysts on course-taking patterns and to examine the relationship of these patterns to achievement in secondary schools sampled in the 2000 NAEP. NAEP schools are included in the sample in order that NAEP data and transcript data can be linked. The participation of all selected schools is needed to make the results of the transcript study comprehensive, accurate, and timely.

The activities for Phase 1 will be conducted at the same time NAEP supervisors are in the schools selecting the NAEP sample. In the summer of 2000, supervisors will return to the school to collect the requested transcripts.

The granting of U.S. Department of Education authority for collection of the transcript data has been made pursuant to the provisions of the Family Education Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), as implemented by 34 CFR 99.31(a)(3)(ii) and 99.35. These laws and regulations permit an educational agency to disclose records to authorized representatives of the Secretary of Education without the prior consent of the survey participants in connection with the audit and evaluation of Federal and State supported education programs. The privacy of the information schools are asked to supply to NAEP and the High School Transcript Study will be protected as required by FERPA and will be further protected by the removal of names and other identifying information. A copy of the relevant section of FERPA regulations will be provided to you prior to the collection of any transcripts.

I would appreciate your cooperation in this important component of the 2000 NAEP. If you have any questions about the study or its procedures, please contact me at (800) 283-6237.

Sincerely,

Nancy W. Caldwell
Westat Project Director for NAEP

Exhibit 7-3. Summary of School Transcript Activities

2000 HIGH SCHOOL TRANSCRIPT STUDY

SUMMARY OF SCHOOL ACTIVITIES

This sheet summarizes the 2000 High School Transcript Study (HSTS) activities and will provide answers to questions you may have regarding the undertaking of these activities. More detailed descriptions of these tasks will be provided by NAEP supervisors during telephone and in-person visits to the school.

KEY ASPECTS OF THE HIGH SCHOOL TRANSCRIPT STUDY

- NO STUDENT TIME IS INVOLVED. NAEP staff will work with your school and do as much of the work as possible to minimize the burden.
- Students' names and other individually identifying information will be removed from copies of the transcripts before they leave the school.
- The school will be reimbursed at their usual rate for providing transcripts for the study.

ACTIVITIES INVOLVING SCHOOLS

- **Phase 1:** January – March 2000

1. The 2000 High School Transcript Study (HSTS) sample will be identified by the NAEP supervisor.
2. Course lists and/or course catalogs will be requested for the following years: 1996-97, 1997-98, 1998-99, and 1999-2000.
3. Three (3) sample transcripts will be requested. One should include honors courses, one special education courses, and one with regular courses.
4. The NAEP supervisor will review all materials prior to leaving the school in order to clarify any questions regarding transcripts, course catalogs and information collected.

- **Phase 2:** Summer 2000

1. NAEP staff will return to your school in the summer of 2000 (or fall 2000 if you prefer) to collect the requested transcripts of students who have graduated.

These materials may be distributed to the school principal and school coordinator while you are at the school to conduct the NAEP sampling. When you call to confirm the sampling date make sure to discuss the High School Transcript Study (HSTS) with the school coordinator prior to the visit.

7.3 Preparing for Data Collection

The following forms and materials will be used to conduct the HSTS:

- **Session Assignment Form (SAF):** This form will specify, for each twelfth (12th) grade school, whether or not the school is sampled for the HSTS.
- **Administration Schedule:** This form will identify the HSTS student sample after the NAEP sampling has been completed.
- **School Information Form (SIF):** This form will be used as a guide to ensure the collected course catalogs and sample transcripts can be easily interpreted by Westat and that you have provided the necessary information required for each HSTS school.
- **Course Catalog Checklist:** This form will be used to help Westat staff interpret course offerings available at the school.
- **Transcript Format Checklist:** This form will be used to help Westat staff locate needed information on the transcripts.
- **Disclosure Notice:** This form will be placed in the sampled student files to assist with identifying the student population for whom transcripts will be obtained. This notice will include the provisions from the Family Education Rights and Privacy Act (FERPA) which explains the disclosure safeguards which grants Westat the authority to obtain transcript information.
- **Transcript Reimbursement Form:** This form will be completed in order to reimburse the school for receipt of three (3) sample transcripts.

Westat will provide pre-printed mini-labels (in each grade 12 session box) with the students' NAEP booklet ID number, and these labels should be attached to the Disclosure Notice which will be placed in the students' files. If by chance, you have no pre-printed labels, you should hand write the students' NAEP ID number on the tab of the Disclosure Notice. You should also write the student's name on the tab, so that you do not have to refer to the Administration Schedule each time you place a tab in a file. **Save the remaining labels in your school folder** so that they may be used again during the summer when the transcripts are collected.

7.4 Procedure for the HSTS

After completing the sampling in the twelfth (12th) grade main NAEP school and preparing the Administration Schedule, double check the Session Assignment Form (SAF) to confirm that the school is designated for Transcript Study. Then, you will then do the following:

- Identify students and mark the files from which a transcript will later be collected;
- Complete the SIF with the School Coordinator;
- Collect a current school course catalog (1999-2000) as well as catalogs from the preceding three years (1996-97, 1997-98, and 1998-99); and
- Collect three (3) sample transcripts from previously graduated students.

7.5 Identifying Students for the HSTS

Proceed as follows when identifying students for whom transcripts will later be collected:

1. Identify **all grade-eligible students** on the Administration Schedule who are currently enrolled in the twelfth (12th) grade. These students **include** those identified as SD, having an IEP, classified as LEP, or enrolled in a Title 1 program. Any NIS, ineligible students, or withdrawn students are **excluded** from the HSTS.

2. Record the student's name and NAEP booklet ID number on the tab on the Disclosure Notice. (A mini-label with the ID number printed on it will be available). Be sure to write the student's name as well as the ID number on the Disclosure Notice. Place a "✓" on the Disclosure Notice, in the appropriate space to indicate a copy of the student's transcript will be provided to Westat, Inc. (See Exhibit 7-4.)

3. Place the Disclosure Notice in each sampled student's file. Since this task will be time-consuming, you may use your EA, hire a clerk, or offer to pay a school staff member to assist with this task.

   Some schools will not allow you to have access to the students' files. If this is the case, discuss possible options with the school coordinator. Offer to reimburse school staff for any time that they may provide to complete this task.

4. Copy the Administration Schedule(s) **without student names** and keep them in your **school folder** for reference in the Phase 2 data collection.

7.6 Disclosure Notice

As described above, a Disclosure Notice (see Exhibit 7-4) will be placed in student files to indicate that the student has been sampled for the HSTS. One side of the notice explains Westat's authority to conduct the study; the reverse side presents the appropriate FERPA provisions regarding the conditions under which the disclosure of student records may be made without prior consent. You will be provided with sufficient copies of these notices for each student selected for the Transcript Study. If files are personally accessed, place one notice in each student's folder. If the school accesses the files on behalf of the study, give the school the Disclosure Notices you have completed with the names and NAEP booklet ID numbers of the eligible students. School personnel should place the Disclosure Notices into the students' folders so that they are easily identifiable when we return to the school later to collect the transcripts.

7.7 Parental Consent

When discussing with the school coordinator the study's information requirements, you may find instances where parental consent is required by the school in order to release the requested transcripts for **Phase 2** of the HSTS. Typically, school officials often realize that notification is <u>not</u> necessary, once you have shown them the disclosure notices and provided them with the details of the study requirements and procedures.

It is the intent of this study and of Westat to honor all requirements for consent. In doing so, review the study's information needs and procedures with the school coordinator to verify such consent is indeed required by the school or school district policy. Using the letter from Nancy Caldwell/Westat and the HSTS Activity Summary, point out the following information using:

- **The names of students are not being collected**. Elaborate precautions are undertaken to safeguard the anonymity of all students. Only the school will be able to make the link between our data and individual students.
- The Office of General Counsel of the U.S. Department of Education has reviewed the study requirements, has concluded that the HSTS conforms to FERPA regulations, and that **parental consent is not required under federal law**.

Exhibit 7-4. Disclosure Notice

DISCLOSURE NOTICE

2000 HIGH SCHOOL TRANSCRIPT STUDY

Date: Spring Quarter 2000
Fall Quarter 2000

A copy of this student's transcript ___ will be ___ has been provided to WESTAT, INC., agent for the U.S. Department of Education, National Center for Education Statistics (NCES). The granting of Education Department authority for collection of the transcript data has been made pursuant to the provisions of the Family Education Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), as implemented by 34 CFR 99.31(a)(3)(ii) and 99.35. This disclosure statement fulfills the requirements of provision 34 CFR 99.32 of FERPA.

The High School Transcript Study (HSTS), sponsored by NCES, is being conducted to collect information on current course offerings and course taking in the nation's secondary schools. This student has been selected to participate in HSTS, and data from these records will be combined with others into statistical summaries and tables. No individually identifiable information will be released in any form.

- Copies of the **Disclosure Notice** will be placed in all of the student records accessed for the purpose of the HSTS (or notices will be given to the school coordinator to be placed in the appropriate student files).

If the school official insists that local policy requires parental consent, you will have two letters that you can provide to the school in order to inform parents of the Transcript Study. The first letter, which is the less stringent of the two, is the Parent Information Letter (Exhibit 7-5). This letter provides parents with information about the purpose and scope of the 2000 High School Transcript Study (HSTS), and is intended for parents of all students in the specified study population. Your bulk supplies will include an ample supply of these letters for schools that wish to use them.

Occasionally, school officials may decide that some form of parental permission will be essential before allowing student transcript data become available for the HSTS. If so, show the school official the second letter, the Parent Implied Consent Letter (Exhibit 7-6). This letter requires a parental signature <u>only</u> if the parent <u>objects</u> to releasing their students' transcript information. If there is no response to this letter, it is assumed that data can be released.

7.8 Confidentiality

Westat is firmly committed to the principle that confidentiality of individual data obtained through Westat surveys must be protected. This principle holds whether or not there are specific contractual obligations with the federal agency that is sponsoring the study. Westat ensures that information collected in the schools will be held in strict confidence, will be used only for the purposes stated in the study, and will not be disclosed or released to others without the consent of the individuals or facilities participating in the study.

This study has been designed so that no individually identifiable information is reported to Westat. Thus, supervisor responsibilities are two fold. Supervisors will "mask" any student identifiers, as demonstrated at training. However, at the schools, supervisors will also have access to the individual student identifiers, and thus will be bound by all relevant laws and regulations regarding confidentiality of student documents. At the same time, Westat will be dependent on supervisors to conform to the study procedures to allow this "unidentified" data to become statistically useful.

Exhibit 7-5. Parent Information Letter

SAMPLE

Dear Parent:

The National Center for Education Statistics of the U.S. Department of Education has authorized the National Assessment of Educational Progress (NAEP) to obtain student transcript data from schools selected to participate in the 2000 NAEP assessment. The transcripts will be requested during the summer after the selected students have graduated from high school.

The purpose of the 2000 High School Transcript Study is to supply data to education professionals on course-taking patterns, the relationship of these patterns to achievement, and issues related to special education and vocational education in secondary schools across the nation.

Your child's school has been selected to participate in this important study. In the summer of 2000, the school will provide NAEP with transcripts for a sample of students who were in the twelfth grade in the school year of 1999-2000. NAEP will reimburse the school for the costs of the transcripts. No student time is involved in the study; all students' names and other individually identifying information will be removed from the collected data before the data leave the school.

The granting of Education Department authority for collection of the transcript data has been made pursuant to the provisions of the Family Education Rights and Privacy Act (FERPA) (20 U.S.C. 2343g), as implemented by 34CFT 99.31(a)(3)(ii) and 99.35. These laws and regulations permit an educational agency to disclose records to authorized representatives of the Secretary of Education without the prior consent of the survey participants, in connection with the audit and evaluation of Federal and State supported education programs. The privacy of the information will be protected as required by FERPA.

The 2000 High School Transcript Study (HSTS) will be an important source of information regarding the courses students take while in high school. We want to inform you of the participation of your child's school.

Sincerely,

Laurence T. Ogle, Ph.D.
Project Officer,
National Assessment of Educational Progress

Exhibit 7-6. Parent Implied Consent Letter

SAMPLE

Dear Parent:

The National Center for Education Statistics of the U.S. Department of Education has authorized the National Assessment of Educational Progress (NAEP) to obtain student transcript data from schools selected to participate in the 2000 assessment. The transcripts will be requested during the summer after the selected students have graduated from high school.

The purpose of the 2000 High School Transcript Study is to supply data to education professionals on course-taking patterns and the relationship of these patterns to achievement. The granting of Education Department authority for collection of the transcript data has been made pursuant to the provisions of the Family Education Rights and Privacy Act (FERPA) (20 U.S.C. 2343g), as implemented by 34 CRF 99.31 (a)(3)(ii) and 99.35.

Your child's school has been selected to participate in this important study. In the summer of 2000, the school will provide NAEP with transcripts for a sample of students who were in the twelfth grade in the school year of 1999-2000. NAEP will reimburse the school for the costs of the transcripts. No student time is involved in the study. Your child is one of the students for whom we may request transcript data. All students' names and other individually identifying information will be removed before the data leave the school. Before we proceed, we want to make sure that you do not have any objections to the school releasing transcript information. If you do object, please complete and return the attached form to the school.

Thank you for your time and consideration.

Sincerely,

Laurence T. Ogle, Ph.D.
Project Officer,
National Assessment of Educational Progress

- -

IF YOU DO NOT OBJECT TO THE RELEASE OF YOUR CHILD'S TRANSCRIPT, IT IS NO NECESSARY TO RETURN THIS FORM TO THE SCHOOL

I have been informed of the nature of the 2000 High School Transcript Study and object to the release of information from my child's transcript.

Print Child's
Name: ____
Last First Middle

____
Parent's or Guardian's Signature

7.8.1 The Family Education Rights and Privacy Act (FERPA)

The Department of Education has granted authority to Westat for collection of transcript data pursuant to the provisions of FERPA (as implemented by 34 CFR 99.31(a)(3)(ii) and 99.35). (See Exhibit 7-7). These laws and regulations permit an educational agency to disclose records to authorized representatives of the Secretary of Education without prior consent of the survey participants.

The disclosure of individually identifiable information from the education records of students is subject to special safeguards under the Family Education Rights and Privacy Act (20 U.S.C. 1232g). This law very carefully states the conditions under which schools may disclose such records and the persons to whom these materials are exposed. Furthermore, FERPA authority has its own requirements for protecting the privacy of information which Westat and Westat employees are required to honor.

7.8.2 Confidentiality Agreements

The U.S. Privacy Act of 1974 (Public Law 93-579) is a federal law concerned with the individuals right to privacy. The law establishes certain safeguards that must be followed in protecting the privacy rights of persons who participate in federally sponsored surveys. Westat adheres to the provisions of the U.S. Privacy Act of 1974 with regard to surveys of individuals for the federal government. Therefore, employees and consultants of Westat are required to sign a pledge of confidentiality. This pledge states that the individual understands that she/he is prohibited by law from disclosing any information obtained while working on the study and pledges to abide by the assurance of confidentiality. Exhibit 7-8, is an example of the Assurance of Confidentiality Pledge signed by all Westat employees.

7.8.3 Masking Identifiers

Confidentiality procedures for this study require that individually identifying information on persons about whom data are collected must never be released to anyone not officially associated with the study. This requirement means that reports prepared to describe the study findings will not include names of students or other participants, the school from which each student was sampled, or any other

The Family Rights and Privacy Act (FERPA)

The granting of Education Department authority for collection of the transcript data has been made pursuant to the provisions of the Family Education Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), as implemented by 34 CFR 99.31(a)(3)(ii) and 99.35. These laws and regulations permit an educational agency to disclose records to authorized representatives of the Secretary of Education without the prior consent of the survey participants in connection with the audit and evaluation of Federal and State supported education programs. The privacy of the information you are asked to supply to the NAEP contractors will be protected as required by FERPA, and will be further protected by the removal of names and other identifying information. A copy of the relevant section of FERPA regulations is reproduced below.

§99.31 Prior consent for disclosure not required.

(a) An educational agency or institution may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student if the disclosure is:

(1) To other school officials, including teachers, within the educational institution or local educational agency who have been determined by the agency or institution to have legitimate educational interests;

(2) To officials of another school or school system in which the student seeks or intends to enroll, subject to the requirements set forth in §99.34;

(3) Subject to the conditions set forth in §99.35, to authorize representatives of:

(i) The Comptroller General of the United States,

(ii) The Secretary, or

(iii) State educational authorities:

(4) In connection with financial aid for which a student has applied or which a student has received: *Provided,* That personally identifiable information from the education records of the student may be disclosed only as may be necessary for such purposes as:

(i) To determine the eligibility of the student for financial aid,

(ii) To determine the amount of the financial aid,

(iii) To determine the conditions which will be imposed regarding the financial aid, or

(iv) To enforce the terms or conditions of the financial aid.

§99.35 Disclosure to certain Federal and State officials for Federal program purposes.

(a) Nothing in Section 438 of the Act or this part shall preclude authorized representatives of officials listed in §99.31(ax3) from having access to student and other records which may be necessary in connection with the audit and evaluation of Federally supported education programs, or in connection with the enforcement of or compliance with the Federal legal requirements which relate to these programs.

(b) Except when the consent of the parent of a student or an eligible student has been obtained under §99.30, or when the collection of personally identifiable information is specifically authorized by Federal law, any data collected by officials listed in §99.31(ax3) shall be protected in a manner which will not permit the personal identification of students and their parents by other than those officials and personally identifiable data shall be destroyed when no longer needed for such audit, evaluation, or enforcement of or compliance with Federal legal requirements, 20 U.S.C. 1232g(bx3).

Exhibit 7-8. Westat Assurance of Confidentiality Pledge

8. ASSURANCE OF CONFIDENTIALITY OF SURVEY DATA

Statement of Policy

Westat is firmly committed to the principle that the confidentiality of individual data obtained through Westat surveys must be protected. This principle holds whether or not any specific guarantee of confidentiality was given at time of interview (or self-response), or whether or not there are specific contractual obligations to the client. When guarantees have been given or contractual obligations regarding confidentiality have been entered into, they may impose additional requirements, which are to be adhered to strictly.

Procedures for Maintaining Confidentiality

1. All Westat employees and fieldworkers shall sign this assurance of confidentiality. This assurance may be superseded by another assurance for a particular project.

2. Fieldworkers shall keep completely confidential the names of respondents, all information or opinions collected in the course of interviews, and any information about respondents learned incidentally during fieldwork. Fieldworkers shall exercise reasonable caution to prevent access by others to survey data in their possession.

3. Unless specifically instructed otherwise for a particular project, an employee or fieldworker, upon encountering a respondent or information pertaining to a respondent that s/he knows personally, shall immediately terminate the activity and contact his/her supervisor for instructions.

Pledge of Confidentiality

I hereby certify that I have carefully read and will cooperate fully with the above procedures on confidentiality. I will keep completely confidential all information arising from surveys concerning individual respondents to which I gain access. I will not discuss, disclose, disseminate, or provide access to survey data and identifiers except as authorized by Westat for a particular contract. I will devote my best efforts to ensure that there is compliance with the required procedures by personnel whom I supervise. I understand that violation of this pledge is sufficient grounds for disciplinary action, including dismissal. I also understand that violation of the privacy rights of individuals through such unauthorized discussion, disclosure, dissemination, or access may make me subject to criminal or civil penalties. I give my personal pledge that I shall abide by this assurance of confidentiality.

9. SIGNATURE. I have read this memorandum. I agree to Westat's Pledge of Confidentiality.

Fieldworkers Name: _____
(PRINT)

_____
(Signature)

Social Security No: _____

Address: _____

_____

Date: _____

information that could be used to identify an individual who took part in the study. The requirement also means that study personnel cannot disclose any information on individual participants collected through the survey to anyone who is not specifically authorized access to the information. These confidentiality protections cover both verbal and written disclosures of student information.

The key safeguard used for the 2000 High School Transcript Study (HSTS), to ensure applicable privacy requirements, is to remove all personal identifiers from the data reported to Westat's home office from the field. All identifying information on the sample transcripts obtained will **be masked using a black marker or correction tape** prior to shipping materials to Westat.

7.9 Completing the School Information Form (SIF)

As you go through the phases of data collection, a School Information Form (SIF) will be completed for each school participating in the HSTS assignment. The SIF is not formatted like a rigid questionnaire, because it assumes that schools will differ in where and how the information will be obtained to complete the form. Some items in the questionnaire are direct questions that you should ask the school coordinator, other items are discussions that you will have with the coordinator and record their comments (if any), and finally some items are for your use in confirming that you have obtained specific materials or completed a checklist. (A copy of the SIF is included at the end of this chapter.)

The SIF serves three key functions:

1. It provides a format to record key information about the school's grading structure, credit system, and graduation requirements.
2. It provides checklists to ensure that data preparation staff can easily interpret the course catalogs and transcripts that are collected.
3. It provides a place to record the names of school staff members whom data preparation staff can contact if clarification of materials is required.

Since this is not a questionnaire, you may paraphrase the responses you receive, continue on separate sheets of paper, or attach additional documentation provided by the school. **Please be sure that the school name and ID number are CLEARLY recorded on any additional sheets or documentation.**

The following sections (A-D) will briefly describe each portion of the School Information Form (SIF), how they should be completed, and how the information will be used.

Section A. School Information Form

The School Information Form (SIF) will NOT be pre-labeled. Record the NAEP School ID (from the school folder) and your name in the upper right corner of the first page of the SIF. The information requested on the SIF will be obtained and completed during your site visit to the school. Section A also provides some guidance in describing to school personnel what will be required from their school for the HSTS assignment. The information gathered in this section will be used by HSTS data analysts to clarify course catalog and transcript data. It will also allow home office staff to contact appropriate school staff if additional information or clarification is needed. Finally, the information recorded in Section A will also assist in scheduling additional **Phase 1** and **Phase 2** activities.

Section B. Obtaining Course Catalogs

This section will help you obtain the most appropriate school documentation, such as, specific type(s) of course catalogs and additional school materials that will be most informative to the HSTS data analysts.

Q1: Indicates the type of catalogs obtained from the school. The types of catalogs are listed in descending order according to the type of catalog that will be most valuable for the data analysis. Our first choice is to collect school-level catalogs which is the first type of catalog listed. Be sure to specify the years for which you collect catalogs in Q.1b.

BEFORE SENDING TO WESTAT, BE CERTAIN TO LABEL EACH COURSE CATALOG, COURSE LIST OR ANY ADDITIONAL TYPE OF SCHOOL MATERIALS WITH THE SCHOOL'S NAEP ID.

Q2 (a - f): These questions help in indicating **where** information is located in course catalogs and **how** particular types of courses are most easily identified.

Q3: Indicates that the Course Catalog Checklist has been completed and will be included with the shipment of the catalogs. The Course Catalog Checklist provides guidance in discussing with school personnel catalog materials and

finding the most appropriate source for gathering additional information needed by HSTS data analysts.

Q4: Provides Westat staff with a source of assistance if questions should arise regarding course catalogs.

Section C. Obtaining Other School Information

This section provides Westat data analysts with the necessary information to standardize the number of credits awarded for courses across the nation, and the number of credits required for graduation. Some school districts award 1 credit for a full-year course while others award 4 or 10 credits for the same full-year course. As a result, schools vary in the number of credits required for graduation, even though the actual number of courses may be the same. Credits are converted to standardized "Carnegie Units" using the information provided in this section.

Q1: The number of credits in the school's credit system that will be given one "Carnegie Unit" in the standardized credit system.

Q1a - 1b: Provides information **if** credit policies have changed during the four years included in the HSTS.

Q2 - 6: Provides an indication of the normal class load taken by students (including seniors).

Q7 - 8: Provides information about credits given which may be different from "normal" or "usual" basis in specific schools.

Q9: Provides information about availability regarding students' ninth grade courses and where to locate this information.

Q10 - 11: Provides information about graduation requirements (including course requirements that do not receive credits) for various types of diplomas available at the specific school. Q.11 calls for a **specific page reference** if this information is recorded in the school catalogs.

Q12: Provides a format to describe graduation requirements in various curricular areas. Additional explanation may be required on separate pages if this format is not appropriate for the school. Many school systems have alternative requirements such as "4 credits of mathematics and 3 of science" OR "3 credits of mathematics and 4 of science."

The minimum number of required credits should always be recorded. **Example**: 3 mathematics credits and 3 science credits would be entered on this list. The additional credit(s) in science OR math would be listed under "other."

Because of combinations such as this one, the total credits entered on the bottom line may not be the same as adding the requirements in each individual area.

Q14: Indicates whether or not the graduation requirements recorded in Q.12 are for four (4) years of high school.

Q15 - 16: Indicates whether there are additional requirements other than the course credits required for graduation.

Q17a: Determines whether the school offers any special programs or serves as a magnet school.

Q17b: Indicates when the school established their special programs or became a magnet school.

Q18: Determines the extent of computer availability throughout the school.

Q19: Provides a contact at the school for Westat staff to reach if they have additional questions about graduation requirements, special programs, or technology recourses.

Section D. Reviewing the Transcripts

This section provides guidance to Westat staff in identifying and interpreting the information on the school transcripts. The format and content of the transcripts may differ greatly among schools and school districts making it essential that you understand how to read the transcripts provided by each school. The sample transcripts will help data analysts prepare for efficient and accurate data entry of the actual transcripts collected in Phase 2 of the HSTS.

Q1: Confirms that 3 sample transcripts, at 3 "levels", have been obtained.

Q2 - 3: Describes the school's grading system. If an "A, B, C" type of system is not used, describe as fully as possible what type of system they use. Example: "A 4-point scale, with 4 indicating 'outstanding' and 0 indicating 'failure.'"

Q4: Will help to match courses appearing on transcripts with those in the course catalog by matching either course titles or numbers where applicable.

Q5: Will provide a "dictionary" of abbreviations found on transcripts that would be difficult for Westat's data analysis staff to understand without explanation.

Q6 - 7: Provides a final check that sample transcripts have been collected, coded, checked and masked, and that Westat staff can contact appropriate school personnel if questions should arise in the future. Indicate here that the Transcript Format Checklist has been completed and that the sample transcripts have been marked to correspond to the Checklist.

7.10 Collecting Course Catalogs

Another important step in the HSTS is collecting information regarding school course offerings. Before leaving the school, collect the school's course catalog for the current year (1999-2000) as well as catalogs for the proceeding three (3) years (e.g., 1996-97, 1997-98, and 1998-99). If no course catalogs are available, obtain whatever information is accessible which provides detailed information about the school's curriculum. **Be sure to record the NAEP school ID on each catalog you obtain.** (Westat will provide pre-printed mini-lables for each grade 12 school in your assignment.) Ideally, we would like to obtain "school-level" catalogs (listed below as #1, that is, the first preference); if these are not available, the "order of preference" for the type of course catalogs to be collected in the study is as follows:

1. School-level catalogs which provide course names and descriptions;
2. District-level catalogs which provide course names and descriptions with the course offerings for that particular school clearly indicated;
3. A course list by department which includes general descriptions of course offerings by department;
4. Course lists without descriptions; and
5. District-level catalogs without school-level indications.

Before leaving the school, review the catalogs thoroughly to ensure that you have a complete listing of **all** courses available to sampled 2000 twelfth graders for all four years of high school. As you review the catalogs, complete the Course Catalog Checklist (Exhibit 7-9), indicating the availability of the course materials you have obtained from the school. If only a district-level catalog is available, please try to obtain a list of courses actually offered at the HSTS school. Again, as indicated by the above list of catalog types, school-level catalogs ("type 1") are the most useful to the HSTS analysis.

After you have reviewed the materials and completed the checklists, band the Course Catalog Checklist to the catalogs and prepare them for shipping. All materials collected for the HSTS should be shipped under separate cover **directly** to Westat. This includes the School Information Form (SIF), course catalogs, the Course Catalog Checklist, sample transcripts, and the Transcript Format Checklist.

Exhibit 7-9. Course Catalog Checklist

NAEP School ID: _____

Supervisor: _____

Course Catalog Checklist

Record each catalog title and check off all items, which are identified in the course description materials you have collected.

School Level Materials

School Year	Catalog Title	Course Title	Course Number	Course Credits	Course Description	Course Level [1]	Special Codes [2]	Special Programs [3]
1996-97								
1997-98								
1998-99								
1999-00								

District Level Materials

School Year	Catalog Title	Course Title	Course Number	Course Credits	Course Description	Course Level [1]	Special Codes [2]	Where Offered [4]
1996-97								
1997-98								
1998-99								
1999-00								

1 - Identified as Regular, Honors, A.P, Remedial, Special Education, ESL?

2 - Does the catalog describe what codes mean?

3 - Are Special Programs (Sp. Ed, IB, Vocational, etc.) included in this catalog?

4 - Does the district catalog identify courses offered at the sampled HSTS school?

7.10.1 How the Course Catalogs Will Be Used

To help you understand your responsibilities regarding collection of course catalogs, it will be useful for you to understand how the information from the course catalogs will be used once the catalogs are returned for data processing.

Upon receipt, data preparation staff will review the Course Catalog Checklist, the catalogs, the Transcript Format Checklist, the sample transcripts, and any additional notes you have made regarding school materials/catalogs which were marked in the School Information Form (SIF). During this process, specially trained educational staff will assign a code to each course listed in the course catalog using a well established classification system known as the "Classification of Secondary School Courses" (CSSC).

The CSSC includes the titles and descriptions of vocational, academic, and general education courses offered in grades 7-12 in public and private schools in the United States. The coding scheme was initially developed to classify students participating in surveys conducted for the National Center for Education Statistics. Because this scheme provides an inventory of courses taught nationwide at the secondary level, a variety of broad policy analyses will be conducted. Analysis will consist of examining changing trends in secondary school curriculum, the equality of educational opportunity, the effects of secondary school education on student performance, and the transition of secondary students from high school to early adulthood.

Each course offered at the HSTS school will be assigned a code based on the course content rather than the course title. Therefore, for accurate coding, descriptive information in catalogs about course content is very important. After the entire catalog has been coded, coders will review the transcripts of the sampled students and match the title of each course appearing on those transcripts to a coded course from the catalog. They will then assign the appropriate CSSC code to each course based on the course descriptions contained in the school catalogs.

7.11 Collection of Sample Transcripts

A third important task involved in the HSTS is obtaining copies of transcripts for three (3) previously graduated students. Be sure to mask all identifying information on the transcript copies. Use a black marker or correction tape to mask out the student's name and any other personal identifying information. One transcript should include honors courses, one should include special education courses, and one should include "regular" courses. The sample transcripts will allow Westat staff to carefully review the school's transcript format in advance of the Phase 2 data collection, and to request needed information or ask questions prior to collecting transcripts (in Phase 2) for the sampled students.

After three (3) sample transcripts have been collected, work through the Transcript Format Checklist (see Exhibit 7-10) and circle on the sample transcripts (using a red or orange pencil) the requested items identified on the Transcript Checklist. As the items are circled, number each with the appropriate number reflecting the item number from the Transcript Format Checklist.

Prepare the materials for shipping to Westat by attaching the Transcript Format Checklist to the three (3) sample transcripts that were collected.

7.12 Concluding Transcript Study Activities

Make sure you have completed the School Information Form (SIF), Course Catalog Checklist, and the Transcript Format Checklist before leaving the school. It is imperative these forms are completed correctly for identifying information regarding the course catalogs and sample transcripts that are obtained. One additional document that must be completed in order to conclude the Transcript Study is the Transcript Reimbursement Form (Exhibit 7-11).

7.12.1 Transcript Reimbursement Form

Reimburse the school for the three (3) sample transcripts at their standard rate for supplying the documents (usually $1 to $1.50). You may reimburse the school either in cash or by writing a personal check and claim the amount on your Time and Expense Report. To do so, complete a Transcript

Exhibit 7-10. Transcript Format Checklist

NAEP School ID: _____

Supervisor: _____

Transcript Format Checklist

Marked	Not Marked	Not on Transcript	
			1. Student's birthdate
			2. Student's race/ethnicity
			3. Student's gender
			4. Student's IEP/LEP status
			5. Student's graduation date
			6. Years attending this school
			7. Type of diploma awarded
			8. When a course was taken (year and semester)
			9. For a single course:
			a. course name
			b. number of credits
			c. length of course (year, semester, trimester)
			d. level of course (honors, remedial, special edu., regular)
			e. taught in another language (or ESL course)
			f. vocational courses
			g. location, if not taught at this school site
			10. Total number of credits received
			11. "Weighting" of course credits/grades (for honors or remedial levels)
			12. Are abbreviations or codes used on the transcripts? If so, indicate on the back of this form what they are and what they mean for those that are not obvious

Exhibit 7-11. Transcript Reimbursement Form

NAEP School ID: _____

Supervisor: _____

Transcript Reimbursement Form

School Name: _____

Mailing Address: _____

_____

Number of Transcripts: _____ @ $ _____ = $ _____

Additional Costs = $ _____

Total = $ _____

Check One

___ PAYMENT MADE

Signature of Recipient: _____

___ PAYMENT TO BE MADE

Make check payable to: _____

Mail check to: _____

_____

_____

_____ _____

HSTS Supervisor Signature Date

OFFICE USE ONLY

Date Mailed: _____ Date Received: _____

Reimbursement Form (Exhibit 7-11) and have it signed by the school registrar or designated representative as documentation that the school has been paid for these transcripts. The original Transcript Reimbursement Form should be attached to your T&E as a receipt. Since the amount paid for transcript copies in Phase 1 will be small, we are asking you to pay this out-of-pocket. Please do not request Westat to prepare a check to the school for these small payments.

7.13 Shipping Phase 1 Transcript Data

After concluding the sampling and the HSTS activities for each school participating in the Transcript Study, mail the following materials to **Westat** using a separate envelope for each school. Prior to shipping any documents/materials, please verify the following items have been accounted for:

- Course Catalogs/Course Lists
- Three (3) Sample Transcripts
- Copy of Completed School Information Form (SIF)
- Completed Course Catalog Checklist
- Completed Transcript Format Checklist
- Completed Transcript Reimbursement Form

NOTE: At this point, only a copy of the SIF should be returned to Westat. The original should be kept the School Folder for use in Phase 2 of the HSTS.

Use the following information when shipping HSTS materials to Westat. Please note the contact person and address where materials will be sent. To assist with organizing packing and shipping of transcript materials, Westat will supply pre-printed labels and envelopes with the following shipping information. Otherwise, please mark all packages carefully with the contact name and address below.

Attention:	Laura Coombs Westat c/o Intelligent Automation, Inc. 2 Research Place, Suite 101 Rockville, MD 20850

7.14 Time and Expense Form

Keep track (as much as possible) of the amount of time you spend on the Transcript Study activities. HSTS activities should be reported separately from main NAEP activities on your Time and Expense Form. The charge code you should use for the 2000 HSTS is **713141.**

8. CONDUCTING THE ASSESSMENT

Chapters 8 and 9 of this manual guide you through the full range of activities for which you and your EAs are responsible while in the school on assessment day. Chapter 8 begins with procedural issues such as checking in with school personnel and preparing the materials for the assessment. Subsequent sections address issues associated with all aspects of the actual administration of assessment sessions including: distributing the assessment booklets, using the session scripts, conducting the hands-on science sessions, and general rules for monitoring sessions. This chapter also contains rules and guidelines on how to conduct sessions with accommodations and adaptations.

This chapter of your manual is similar to much of the material in the EA Manual, and provides information to you or the EA, whoever is administering the session. In many places throughout this chapter, the word "you" is used to mean "exercise administrator" or "you and your EAs."

8.1 Preparing for the School's Assessment

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

- Typically, it will have been more than a week since you visited the school to draw the sample, so 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.

- 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. Be sure to take the science kits if this school has a science section.

- 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 number and type of session scripts.

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

8.2 Professional Attire

Professional behavior and dress are 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.

8.3 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 school and inform 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 school and inform EAs how to handle persistently disruptive students, students who become ill during the session, and students who arrive after the session has begun.

8.4 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
- Additional Materials: **Math Sessions**
  - Calculators
  - Rulers
  - Protractors
  - Manipulative Sets
  - Geometric Shapes
  - Posters (2 types)
- Additional Materials: **Science Sessions**
  - One box of 18 Science Kits for appropriate grade
  - Science clean-up supplies (e.g., bucket, paper towels, etc.)

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 three 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 in Chapter 2 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.

8.5 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. Also line through the "ineligibles" and "parent refusals."

- Repeat these steps 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, withdrawn, ineligible, parent-refusal 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 (e.g., math materials, except calculators, as discussed below) 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.

8.6 Preparing Other Assessment Materials

8.6.1 Materials for Mathematics Sessions

- **Calculators**

  Some students in each math session will need to use a calculator. In your bulk supplies from NCS, you will receive 50 simple calculators for the fourth grade and 50 scientific calculators for eighth and twelfth grade. In preparing for the math assessment, be sure to have extra calculators.

- **Rulers, Geometric Shapes, and Manipulatives**

  Some of the booklets in grade 4 will require a ruler, and some in grades, 8 and 12, will use a protractor/ruler. Also, some of the booklets at each grade level will require the use of a manipulative set "X," "Y," or "Z" or geometric shapes "G." The geometric shapes in grade 4 will be pre-cut and packaged in a plastic bag, and grades 8 and 12 will receive a sheet of geometric shapes they will have to punch out. You will need to

insert the rulers/protractors, manipulatives, and/or geometric shapes in the appropriate booklets prior to the assessment. At the end of the assessments, the script will direct you to collect all ancillary math materials. The geometric shapes and the manipulatives for all grades will be discarded after leaving the school.

NOTE: If you find it easier, you may choose to insert the rulers, protractors, geometric shapes, and manipulatives in the front cover of the booklet 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.

- **Posters**

  For each math session, you will need to hang two posters in the room. One poster will be used when reviewing the calculator instructions, and the other is an example of a math response question. Be sure to hang them where the EA will be reading the script, in view of all the students, and be sure to use the posters for the appropriate grade. The session script guides you through the use of the posters.

8.6.2 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 given to the students at the end of 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.

8.7 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.

If conducting a math session, hang both math posters at the front of the room.

Erase the blackboards and, if possible, conceal all school materials that may assist students (e.g., spelling charts or multiplication tables). 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.

8.8 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 identified 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 a runner to go from room to room to call students.
- The coordinator also should be available to call the students that do not appear for the session.

8.9 Students' Arrival at the Assessment Room

The presence and demeanor of you and your EAs as authority figures should be exercised as soon as the students begin to arrive. Your effectiveness as administrators 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 G 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 catch their eye 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.

8.10 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. The sections of the script are described below.

8.10.1 Introduction

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

8.10.2 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.

The supervisor and the EAs should decide, before the session, 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 in each of these students, give him/her the correct booklet and a pencil and direct the student where to be seated.

8.10.3 Additional Materials (Math Sessions Only)

Students are instructed to remove the additional material inserted in the cover of the booklet and put them on the corner of their desk until the booklet directions instruct them to use these materials.

8.10.4 Calculator Instructions

For math sessions only, before continuing with the booklet directions, the session script contains calculator instructions. Hand out calculators for students to practice with, read the script, and demonstrate to the students using the calculator poster. Then collect the calculators before continuing with the rest of the script. Calculator instructions are also printed on the back cover of each mathematics booklet.

8.10.5 Booklet Directions

The booklet directions are on the first two pages of each assessment booklet and reprinted in your script which instructs you to read the directions aloud to the students.

> **NOTE:** In science and reading sessions, no student may be admitted once you have begun reading the booklet directions. In math sessions, no student can be admitted once you start the calculator instructions. Any students who arrive after this point should not be admitted and should be counted as absent.
>
> **NOTE, For 4th and 8th Grade:** Immediately prior to the booklet directions, the script contains a brief section on coding the booklet cover. You will ask the students to write their teacher ID and class period on the book cover. To do this, you must **take the Roster of Questionnaires to the session, and write the teacher IDs and names on the blackboard.**

8.10.6 When to Use the Calculator (Math Sessions Only)

At the beginning of each cognitive section, the script will instruct you to distribute calculators to the students whose assessment booklets call for them. Then, at the end of each section (after time is up), the script will remind you to collect the calculators before starting the next section.

8.10.7 Subject Area Sections

The timing of the booklet sections varies with grade and session type. The session script provides instructions for the timing of each section. The reading booklets for grade 4 contain two 25-minute cognitive sections. All math booklets, regardless of grade, have three 15-minute cognitive sections. The science booklets always contain two cognitive sections which are 20 minutes each for grade 4, and 30 minutes each for grade 8.

Timers 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. The session script clearly prompts you to set and start the timer for the appropriate number of minutes for each section. The specific timing of all sections of the various booklets is summarized below for reference.

The timing of the sections of the mathematics booklets are shown here.

Section 1:	General Background Questions	Read aloud – grade 4 5 minutes – grades 8 4 minutes – grade 12
Section 2:	Mathematics Background Questions	5 minutes – grades 8 and 12 6 minutes – grade 4
Section 3:	Mathematics Items	15 minutes
Section 4:	Mathematics Items	15 minutes
Section 5:	Mathematics Items	15 minutes
Section 6:	Motivation Questions	2 minutes

The timing of the sections of the science booklets are shown here.

Section 1:	Science Items	30 minutes – grades 8 and 12 20 minutes – grade 4
Section 2:	Science Items	30 minutes – grades 8 and 12 20 minutes – grade 4
Section 3:	General Background Questions	5 minutes – grades 8 4 minutes – grade 12 Read aloud – grade 4
Section 4:	Science Background Questions	7 minutes grades 4 and 8 9 minutes grade 12
Section 5:	Hands-on Tasks	30 minutes – grades 8 and 12 20 minutes grade 4

The timing of the sections of the reading booklets are shown here (fourth grade only).

Section 1:	General Background Questions	Read aloud
Section 2:	Reading Items	25 minutes
Section 3:	Reading Items	25 minutes
Section 4:	Reading Background Questions	5 minutes
Section 5:	Motivation Questions	3 minutes

8.10.8 Background Section

Every assessment booklet contains general background questions and subject area background questions. In some session types, these background sections appear **before** the cognitive sections of the booklet, and in other sessions they come **after** the cognitive sections. The math and reading books also contain a short section of motivation questions (at the end of the booklet), but these do not appear in any science booklets.

You will read aloud all of the general background questions to the fourth graders in all session types. You will read aloud the first background question in grades 8 and 12 math sessions. The script will contain the questions that you are to read aloud.

This is the only section of the assessment during which you may answer students' questions. You may do so only by referring to the question-by-question specifications (QxQs) specific to each grade level as provided with the session scripts.

8.10.9 Subject Area Background Section

In all grades and all session types, the general background questions will be followed by a subject area background section. At each grade, the students will continue this section on their own. The timing is 5 or 6 minutes (depending on grade) for the math background, 5 minutes for the reading background, and 7 or 9 (grade 12) minutes for science background.

8.10.10 Motivation Questions

Except for science sessions, each assessment booklet ends with a brief section on motivation questions. The session script directs you to time these sections at 2 minutes for math and 3 minutes for reading. During this section, you should collect the post-it notes containing student names and booklet IDs, the tear the notes in half and throw them away in full view of the students.

8.10.11 Hands-on Science Task

In science sessions only, the booklet and the script conclude with a hands-on science task. This task is assigned to only one-half of the students in the session, so the other students must be dismissed before beginning the hands-on section of the science booklet. The session script guides you in dismissing the students who do not participate in this task, distributing and collecting the science kits, and timing the task for 20 minutes (grade 4) or 30 minutes (grade 8).

8.11 Monitoring the Session

During the session, supervisors and EAs should monitor carefully 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, and never during the session.

8.11.1 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 "47" 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., R1, 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 G includes successful classroom management techniques for grades 4, 8, and 12, and should be reviewed by supervisors and EAs before administering sessions.

8.11.2 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 headshake 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.

8.12 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.

For Math Sessions: You will collect the manipulatives, geometric shapes, and rulers/protractors prior to dismissing students. All manipulatives and geometric shapes will be discarded after leaving the school.

For Science Sessions: You will collect the paper-and-pencil assessment materials, and dismiss those students who do not have the hands-on task. The procedures for concluding the hands-on segment of the assessment are discussed in Section 8.14 of this chapter.

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 Posters and 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.

8.13 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 F 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.

8.13.1 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. For example, a retired 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 are unfamiliar to the students in the assessment, it will be important to build rapport with the students 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 regular 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.

8.13.2 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 General Directions in the assessment booklets.

- 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.
- Read the General Directions and continue with Section 1.

The following are some guidelines for 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 is shown in Section 8.13.3 of this manual.

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.

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. Often, these students are accustomed 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.

8.13.3 Administration Codes – Assessed 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 might receive multiple accommodations.

Code	Primary Accommodation	Usual Additional Accommodations
71	Bilingual booklet, or Glossary in Spanish (for science)	Extended time; one-on-one or small group.
72	Bilingual dictionary	Dictionary provided by school; assess in regular session.
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	Extended time, if needed.
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.

8.14 Preparing and Distributing Science Kits

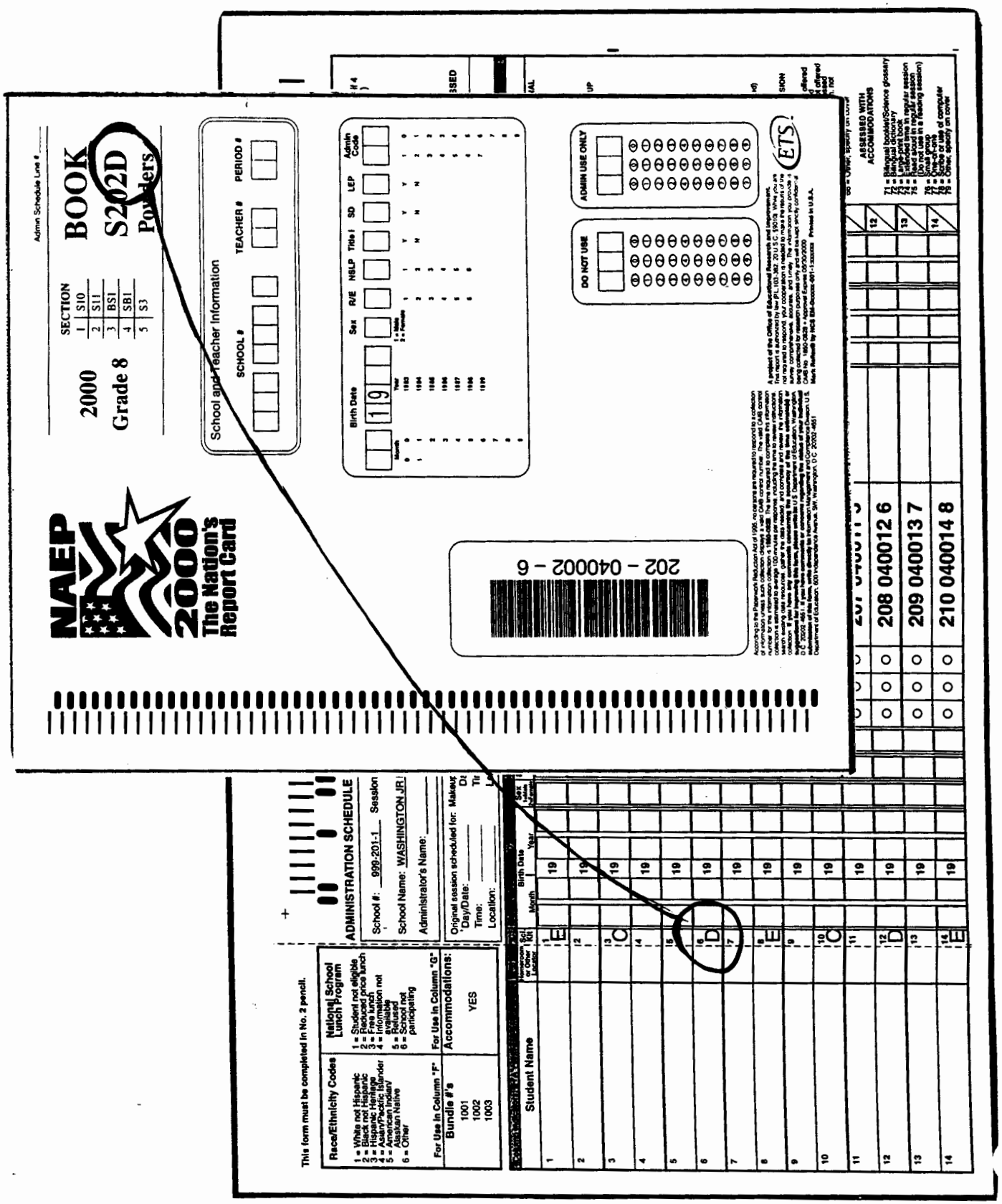
The final section in half of the science assessment booklets involves the use of a science kit for a hands-on task. You will dismiss the students who do not have the hands-on task, and continue Section 5 of the assessment with the remaining students. Three separate kits will be used at each grade level, and one kit overlaps each grade level (e.g., Kit C – Markers is used for both grade 4 and grade 8, and Kit E-Soil Test is used at grades 8 and 12). Care must be taken to distribute the correct kit to each student. Each science kit will be identified with a label indicating the grade level, kit name, and block code. Generally, the science kits are packed 18 to a box, and one box should be used for each session; however, **at grade 12, the kits are not packed by session and must be gathered from your bulk supplies.**

An alphabetic character identifying each kit is preprinted on the Administration Schedule in the "Science Kit" column (Exhibit 8-1). This alpha code is also at the end of the assessment book number (similar to the way math ancillary materials are designated) and will be written on the post-it note with the student's name at the time the assessment materials are prepared. Thus, you can match the alpha code on the post-it note or the assessment booklet with the kit name and alpha code on the label of each kit to facilitate efficient distribution of the science kits during the assessment. The alpha characters codes and the corresponding science kit name for each grade level are as follows:

Grade 4	Kit A	Seeds
	Kit B	Unknown powder
	Kit C	Markers
Grade 8	Kit C	Markers
	Kit D	Powders
	Kit E	Soil Tests
Grade 12	Kit E	Soil Tests
	Kit F	Antacid
	Kit G	Pendulum

If the session is being conducted by an EA, supervisors will assist in monitoring this section of the assessment. At least two persons, one being the supervisor, must present during this part of the assessment. This means that in those schools where a science session is scheduled, you must ensure that you have hired and trained enough EAs to assist with all sessions.

Exhibit 8-1. Science session Administration Schedule with science kit alpha codes/science booklet cover



Before the session beings, sort the science kits by type, using the alphabetic code for the kit (A, B, C, etc.). You and/or your EA should distribute the kits individually to each student by kit type, at the beginning of Section 5 in the session script, after the other students have been dismissed. Use the alphabetic code on the post-it note and on the student's assessment book and on the kit itself to make sure you have the correct kit for each student.

8.14.1 Safety Precautions

Since the kits do not contain any toxic or hazardous materials, it is extremely unlikely that nay student will be able to inflict bodily injury to either themselves or another student. However, as a precaution, safety goggles will be prepackages in each kit where deemed appropriate.

Included with your NAEP session scripts, you will receive a copy of "Instructions for Administering Hands-On Science Tasks." This document describes the materials included in each kit, a list of potential hazards and safety precautions in addition to other information for each kit by grade level. While none of the science kits contain dangerous materials, some of the kits (e.g., Kit D, Powders) include goggles for the students to wear as a precaution since these kits contain liquids that might splash. When the goggles are provided, student must wear them. There are other safety precautions detailed in the science task instructions documents with which you and your EAs should be thoroughly familiar. In general, there are reminders that students should not touch, taste, or smell the contents of the bags, or individual items in any of the kits.

If any students of school staff ask questions about the safety of the kits, you should assure them that there are no dangerous materials in any of the kits. However, students will be reminded that they need to be cautious with these materials (since they do not know what the liquids, powders, or seeds are) and the administrators have been trained to also take the precautions seriously.

8.14.2 Responding to Questions About the Science Tasks

Once timing of the hands-on task (Section 5) begins, you may not provide any specific information about how to do the activity. When asked these kinds of questions, you should direct students to carefully re-read either a specific questions in their test booklet or the instruction at the

beginning of the activity and instruct them to "Just do the best that you can." You may only answer the following kinds of questions:

1. Questions regarding missing equipment or materials. Most of these questions should occur at the beginning of this activity.

2. Questions regarding equipment that is not working properly (e.g., a broken beaker or tube).

The kits containing powders and liquids (Kits B and D) involve the use of spot plates which might stick together in shipment. You may separate these for the students if necessary. Kit C (Markers – grades 4 and 8) involves the use of filter paper which the students will use to absorb water. If their fingers are oily, the paper may not work satisfactorily. If a student complains about the amount of time the water takes to move up the paper, you may recommend that he or she take a new piece of filter paper and repeat the experiment.

In Kit E (Soil Tests – grades 8 and 12) it is possible that the soil in the jars may have mold growing on it. Any students commenting on this should be told that this is normal. They should be instructed to shake the jar, at which time the mold should dissipate. If not, replace the affected jar with one provided in your bulk shipment from NCS.

Other specific issues regarding the individual kits are pointed out in the Instructions for Administering Science Kits (included with your session scripts). EAs should read these instructions carefully, for the appropriate grade, before each session.

If a teacher or other school staff are present, they should be advised prior to the beginning of the session that they may not respond to students' questions. All questions should be directed to either the NAEP supervisor or EA.

8.14.3 Monitoring the Hands-on Science Task

Since the science tasks are <u>not</u> a collaborative activity, it is important that each student has as much physical space as possible in order to independently conduct their task. You must continually walk around the room not only to ensure that students are doing their own work, but also to ensure that safety precautions are being observed.

8.14.4 Clean-up Procedures for Science Tasks

Clean-up should be accomplished as swiftly and efficiently as possible.

At the end of the session, as per kit instructions and as instructed by the script, students will be asked to set aside the liquid waste materials and to then place all kit components back in the kit bag. You will walk around the room with a bucket to dispose of liquid waste and a wastebasket to dispose of solid waste.

Use extra paper towels to ensue that each workspace is free form any residual debris from the kits. The assessment room should be left in the same condition as when you started.

8.14.5 Collecting Materials

At the conclusion of Section 5 of the science sessions, you will collect the science kits and waste materials, Then as directed by the script, collect the assessment booklets.

All used, left-over science kits should be offered to the school along with brochures that provide suggestions on using the materials. If the school wants to keep the used kits, instruct the EAs where to leave them and be sure to leave the brochures that give suggestion to the school on possible uses of the "used kits." If the school does not want the kits, you should dispose of them properly outside of the school premises.

9. POST-ASSESSMENT ACTIVITIES

After dismissing students from the assessment, you and your EAs complete a number of tasks before leaving the school. This chapter discusses how to complete the Administration Schedule(s) and School Worksheet, assessment booklet covers, and arrange for makeup sessions, if necessary. This chapter also provides 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.

9.1 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 maintains 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 and the confidentiality of the assessment.

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 the entire assessment session, make sure the circumstances are fully documented on the front cover of the booklet and the appropriate Administration Code (code 12 or 13) 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 them 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.

9.2 Complete the Administration Schedule

9.2.1 Enter the Administration Codes

After accounting for all materials used during the session, record on the Administration Schedule the appropriate codes in column "O" labeled "Admin. Code." The codes are grouped according to student participation status and must be assigned accurately. Booklets unassigned to students (i.e., unused booklets) 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 you haven't already 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 below.

ASSESSED STUDENTS – ORIGINAL SESSION		
10	=	**Assessed** in original session – in session full-time.
11	=	**Assessed** in original session – in session full-time, but no responses in booklet.
12	=	**In original 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).
13	=	**Original 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).
14	=	**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.

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 - cannot be assessed (mental or physical disability).** Student cannot be included in the session due to a mental or physical disability.

61 = **SD - required accommodation not offered.** Student cannot be included in the session because NAEP does not offer the specific accommodation needed.

62 = **LEP - cannot be assessed.** Student cannot be included in the session due to limited proficiency in the English language.

63 = **LEP – required accommodation not offered.** Student cannot be included in the session because NAEP does not offer the specific accommodation needed.

64 = **Both SD and LEP – cannot be assessed.** Student cannot be included in the session due to a mental/physical disability and limited English proficiency.

65 = **Both SD and LEP – required accommodation not offered.** Student cannot be included in the session because NAEP does not offer the specific accommodation needed.

66 = **Other, specify on cover.** Student cannot be included in the session for some other reason. Specify the reason on the booklet cover.

STUDENTS ASSESSED WITH ACCOMMODATIONS

71 = **Bilingual Booklet/Science Glossary.** Extended time and small group or one-on-one is assumed for Bilingual Booklet. Science Glossary can be used in regular session.

72 = **Bilingual Dictionary.** Should be used in regular session.

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. NAEP provides booklet for school to copy/enlarge.

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.

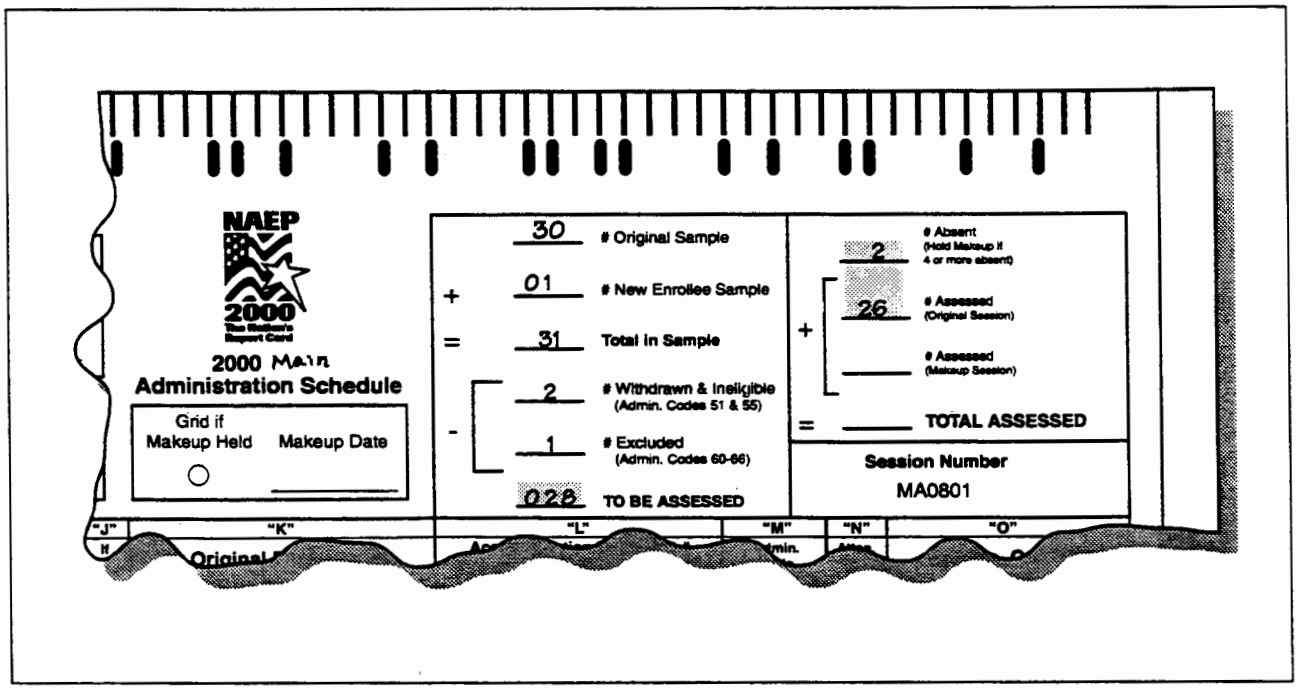
78 = **Scribe or use of computer.**

79 = **Other, Specify on Booklet Cover.**

NOTE: **FOR STUDENTS ASSESSED WITH SPECIAL ACCOMMODATIONS, THESE CODES, 71-79, 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.**

9.2.2 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. An example of a completed summary information box is shown below.



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

- Be sure the total number of students sampled has been entered for "TOTAL IN SAMPLE." Do not count "NIS" students.
- In the space 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.
- In the space labeled "# EXCLUDED," enter the total number of selected students who were excluded from the assessment by the school.
- In the space 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.

- In the space 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, other student refusals, parent refusals, and students who arrived at the session too late to participate. It does not include withdrawn or excluded students.

- In the space labeled "# ASSESSED (ORIGINAL)," enter the actual number of students less "NIS" and "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 also 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 in the space labeled "# ASSESSED (MAKEUP)."

- After both the original and makeup sessions have been held, in the space 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.

- Very rarely, a student who is not in the sample may be included for the school's convenience. These students are not included in the assessment summary counts on the Administration Schedule. Their booklets receive an Administration Code of "56" (NIS). If an assessed student is determined later to have been ineligible, the counts for "# Withdrawn/ineligible," "TO BE ASSESSED," and "# Assessed" should be changed and the booklet given an Administration Code of "55."

9.2.3 "Not in Sample" Students

Occasionally, a school will ask that some students be included in the assessment even though they were not sampled. In this case, you will add the students' names to the bottom of the Administration Schedule. Since no information about these students is required, their birthdate, race, etc., do not have to be recorded on the Administration Schedule. In the columns labeled "Admin. Code" on the Administration Schedule, enter "56" for "Not in Sample."

These students will **not** be counted in the number "SAMPLED" or "TO BE ASSESSED," and you should **not** count them in the number that were assessed at the top of the Administration Schedule. The number in this box reflects sampled students only.

9.3 Complete the School Worksheet

The School Worksheet is a document that you will use to record the results of the assessment and determine the need for makeup sessions while you are in the school. 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 FMS on the computer after you have left the school. However, to ensure that there is a backup, we would like you to keep and submit the hard-copy version of the worksheet 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. The "SESSION #" is a required item.

- 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. Only Item A, date of session, is required. Items B, C, and D are optional because you have these recorded elsewhere, such as in the computer and on the school folder.

- 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 carefully against the entries on the Administration Schedule to be sure it is reported accurately and properly. The number of students assessed and the number of students absent must equal the number of students to be assessed. **Be sure to count parent refusals and student refusals as "Absent/Refused" in Item I.**

- 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 (and prepare a worksheet) for **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 9-1.

- For Item **L** (Makeup Needed?), enter "Y" if attendance falls below the required percentage (89% or less), otherwise, enter an "N." **OR**, if a makeup is needed, but **ALL** the absences are refusals, enter "NA;" otherwise enter "Y" and schedule a makeup for as few as 1 or 2 students.

Supervisor: B. Smith
Region: N99

School ID# 990-609-1
School Name: KENNEDY HIGH SCHOOL
School Coordinator: Richard Johnson

NAEP 2000 SCHOOL WORKSHEET

NOTE: Please subdivide (with a slash) a session column if you need to record more than 2 sessions of the same type.

Special Instructions/Comments: Makeup Scheduled 2/1 at 8:00am

	SCIENCE					MATH					SHORT-FORM MATH					READING				
	SESSION SC 1201	SESSION # ____	ORIG. TOTAL	MAKE UP	TOTAL	SESSION MA1201	SESSION # ____	ORIG. TOTAL	MAKE UP	TOTAL	SESSION # ____	SESSION # ____	ORIG. TOTAL	MAKE UP	TOTAL	SESSION # ____	SESSION # ____	ORIG. TOTAL	MAKE UP	TOTAL
a. Date	1/27					1/27														
b. Time (optional)	8:00					8:00														
c. Place (optional)																				
d. EA (optional)																				
e. Total in Sample	31					30														
f. # Withdrawn and Ineligible	1					2														
g. # Excluded	1					2														
h. # To be Assessed	29		29			26		26												
i. #Absent and Refused*	2		2			4		4												
j. # Assessed	27		27			22		22												
k. Response Rate (j / h)			93%					85%												
l. Make up Needed? (Y/N/NA)*			N					Y												

* All parent and student refusals must be included as absences in Item I. However, if all absences are refusals, mark "NA" in Item L and do not schedule a makeup. If the response rate calls for a makeup and at least one student is absent, mark "Y" in Item L and schedule the makeup.

Exhibit 9-1. Completed school worksheet

- If a makeup session is held, complete items **A-D** and item **J** in the column labeled "MAKEUP." 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).

- Please subdivide (with a slash) a session column, if you need to record more than 2 sessions of a specific type. (See example in Exhibit 9-1.)

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.

9.4 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.

NOTE: Makeup sessions in <u>reading</u> must not be held during the makeup week because all reading sessions must be shipped back to NCS prior to the makeup week.

You will compute the response rate for each session type on the School Worksheet and determine if any makeup sessions will be necessary at the school.

It is possible that you will have to hold more than one makeup session in a school. This will occur if the response rates for two or more session types in a school are 89% or less. Since the order of the booklet sections for both session types is different, makeup sessions for the different session types will have to be conducted separately.

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 after 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 if it is necessary for you to be elsewhere on that day. 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.

9.4.1 Complete the Administration Schedule After a Makeup Session

In the event that any makeup sessions are 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 makeup date in the box at the top of the Administration Schedule.
- Enter the Administration Code for participating students using codes "20" - "24" **OR** "71" - "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.

9.5 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". These book covers can be left blank except for the school ID and Administration Code. 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 9-2.

Booklet Cover Item	Description	Column from Admin. Schedule
SCHOOL #	NAEP school ID number	–
TEACHER #	Teacher Code number (2 digits)	M
PERIOD #	Class Period number (1 digit)	N
BIRTH DATE	Month (numeric) and year (4 digits)	D
SEX	1 = male; 2= female	E
R/E	Race/ethnicity (codes given on Ad. Sched.)	F
NSLP	Participation Status in National School Lunch Program (codes given on Ad. Sched.)	G

Exhibit 9-2. Coded Booklet Cover

Admin Schedule Line #_____

NAEP 2000 The Nation's Report Card

2000 Grade 4	SECTION		BOOK M101X
	1	BM1	
	2	MB1	
	3	M3	
	4	M4	
	5	M7	
	6	MB	

School and Teacher Information

SCHOOL #							TEACHER #	
9	9	9	2	0	3	1	0	2

Birth Date				Sex	R/E	NSLP	Title I	SD	LEP	Admin Code	
0	3	1	9	9	0	2	2	1	N	N	N	1	0
Month		Year		1 = Male 2 = Female							
0	0	1987			1	1	Y	Y	Y	1	0
1	1	1988			2	2	N	N	N	2	1
	2	1989			3	3				3	2
	3	1990			4	4				4	3
	4	1991			5	5				5	4
	5	1992			6	6				6	5
	6	1993								7	6
	7										7
	8										8
	9										9

101 – 000001 – 9

DO NOT USE	ADMIN USE ONLY
① ① ①	① ① ①
② ② ②	② ② ②
③ ③ ③	③ ③ ③
④ ④ ④	④ ④ ④
⑤ ⑤ ⑤	⑤ ⑤ ⑤
⑥ ⑥ ⑥	⑥ ⑥ ⑥
⑦ ⑦ ⑦	⑦ ⑦ ⑦
⑧ ⑧ ⑧	⑧ ⑧ ⑧
⑨ ⑨ ⑨	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 **1850-0628**. 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. 1850-0628 • Approval Expires 06/30/YYYY

Mark Reflex® by NCS EM-0xxxxx-001-1xxxxxx Printed in U.S.A.

ETS

Booklet Cover Item	Description	Column from Admin. Schedule
TITLE I	School or student status in Title I programs	H
SD	Y (yes) or N (no) Individualized Education Plan OR Student with Disability	I
LEP	Y (yes) or N (no) Limited English Proficient	J
ADMIN. CODE	Administration Code describing the student's participation status	O

9.6 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 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 9-3) and staple it to the front of the NAEP Storage Envelope along with your business card.

Exhibit 9-3. "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:_____

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY CARD

FIRST CLASS PERMIT NO. 433 ROCKVILLE, MD

POSTAGE WILL BE PAID BY ADDRESSEE

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

713133
GA W20

- 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.

  NOTE: If the school is in the HSTS (Transcript Study), use December 31, 2000 as the "retain date" on the School Storage Envelope.

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. It is also wise to note in the school folder where the coordinator will store the envelope.

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

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.

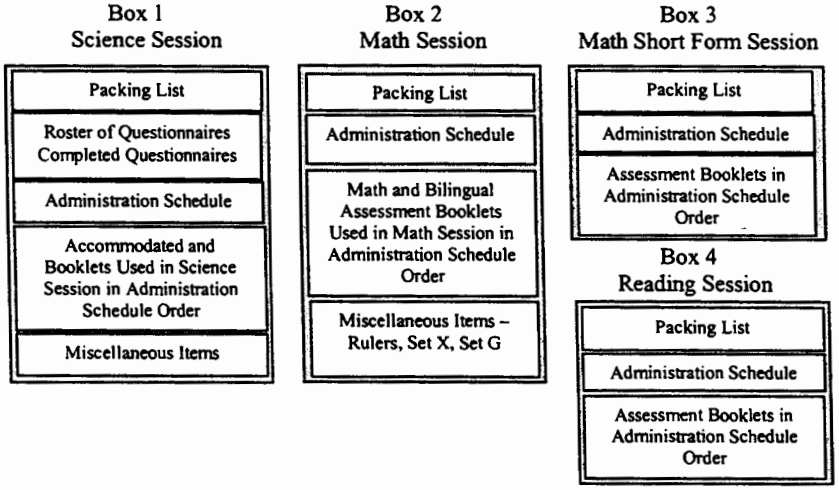
9.7 Shipping Materials to NCS

All assessment materials for a school must be returned to NCS in the same shipment. Assessment materials for each session should be repacked in their original box according to the diagram shown in Exhibit 9-4. If there is more than one session at a school, session boxes should be numbered "1 of 3", "2 of 3", "3 of 3", etc., to ensure that all boxes are considered part of one shipment. The materials should be packed in the following order:

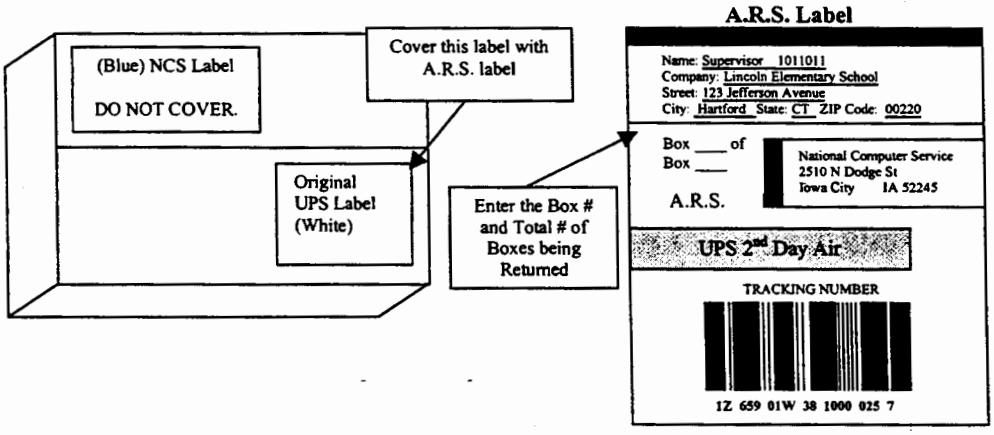
- On the bottom of the box designated as Box 1, place all questionnaires;
- Then, the Roster of Questionnaires;

Exhibit 9-4. Shipping Diagram

NAEP Return Shipment Instructions – Grade 4



1. Using the boxes in which the materials were sent to you, place the materials in their original box according to the layout as shown in the diagram above.
2. Use the pillow pack for filler, then close and seal the boxes using the tape provided by NAEP or any other sealing tape.
3. Place the prepaid and preaddressed "UPS Authorized Return Service" (A.R.S.) label provided with each of your session materials, on each box being returned. Cover the original UPS label with the A.R.S. label. **Do not cover the blue label.** *See diagram below.*
4. The A.R.S. label is scannable and cannot be photocopied. Do not make any alterations to the label except to mark the number of boxes. On the "Box ___ of ___" line, see diagram, fill in the number sequence of the boxes being returned. For example, BOX 1 of 3, BOX 2 of 3, etc. These numbers are important because it helps confirm that all boxes are received at NCS.



Arranging For Pickup

- 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 UPS does not make regular stops to the hotel, fax the "Pickup Request Form" using the following toll-free number: **1-877-899-3493** or call UPS at **1-800-PICK-UPS (1-800-742-5877).**
- If additional assistance is needed, please call NCS at 1-888-627-6237, toll-free, and arrangements will be made for you.

- 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); and

- At the top of the shipment, place the packing list that accompanied each session shipment from NCS (Exhibit 9-5).

- If there are other sessions, pack each box in the same manner, except that there will not be any questionnaires or a roster.

Close and seal the box using the tape provided by NCS. You will receive a prepaid UPS label to use when returning materials to NCS. You may go to UPS, call UPS, or fax UPS to pick up the shipment. There will be no charge to you for shipping these materials. Appropriate return labels and UPS fax sheets will be supplied by NCS as shown in Exhibit 9-6.

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 blue Inbound Barcode label NCS has applied to the lower left corner of each box. This barcode allows for immediate receipt verification and update at NCS. Please do no remove any other extraneous labels on the boxes.

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.

Exhibit 9-5. Packing List

GRADE 8 MAIN SCIENCE SESSION MATERIALS
PACKING LIST

Ship To: Washington Middle

Seq# 2
Method: UPS
Date: 1/9/00

NAEP School#: 123-223-1

Session Type: SCIENCE

Grade: 08

Session #: SI0801

Assessment Date: 02/06/2000

Accom: YES

Qnty	Units	Inventory #	Description
3	Bundle(s)	NA02000028	*Gr8 Science Spiral Bundle-Main (12001 - 12003)
1	Box	NA02000058	*Gr8 Science Kits
1	Each	UPSARS	UPS ARS Labels

*** ITEMS THAT MUST BE RETURNED**

NCS USE ONLY:
Date Opened: _____
Emp. ID: _____
To Be Assessed: _____
Total Assessed: _____

Exhibit 9-6. Prepaid Shipping Label

PICK-UP REQUEST FORM

UPS AUTHORIZED RETURN SERVICE (A.R.S.) FAX FORM

1. **Place a pre-addressed A.R.S. return label on each box being returned. UPS WILL NOT TAKE PACKAGES WITHOUT A.R.S. LABELS.**
2. **If you are using the boxes in which the materials were sent to you, cover the original UPS label with the A.R.S. label.**
3. **THE A.R.S. LABELS ARE SCANNABLE AND FOR THAT REASON, MAKE NO ALTERATIONS TO THE LABEL. UPS WILL NOT ACCEPT A.R.S. PACKAGES WITH ALTERED LABELS.**
4. **If you need additional labels do not photocopy labels. UPS will not accept packages with photocopied A.R.S. labels. If you need additional A.R.S. labels, call NCS customer service at 1-888-627-6237 to request additional labels.**

Arranging for Pickup.

- **If UPS normally delivers or picks up packages to your hotel, they w NCS. Place the boxes in the designated pickup area at your hotel.**
- **If UPS does not make regular pickups, you can fax the Pickup Rec number**

  1-877-899-3493 or call UPS at 1-800-PICK-UPS
- **If you are unable to fax the form, call NCS at 1-888-627-6237, t pickup of your materials.**

Please fill in the information below, then f

Pickup Materials from :
Contact Person : **Teleph**
Address:

How Many A.R.S./Two Day Air Packages _____

Date Packages will be available for pickup ____/____/ 00

Name: MRS. ANNE WASHINGTON 10A1011
Company: LINCOLN ELEMENTARY
Street: 123 JEFFERSON AVE
City: HARTFORD State: CT ZIP Code: 00210

Box____ of
Box____

REF #

A.R.S.

TO
NATIONAL COMPUTER SERVICE
2510 N DODGE ST
IOWA CITY IA 522459555
NAEP SAMPLE

UPS 2nd Day Air® **2**

TRACKING NUMBER

1Z 659 01W 38 1000 024 8

UPS Authorized Return Service®

2nd Day Air A.R.S. Tracking Number REF #/DATE
1Z 659 01W 38 1000 024 8

9.8 Debriefing Forms

A form has been developed to help us gather information about the assessments in your assignment. This is a Supervisor Debriefing Form which will be completed at the end of your NAEP assignment. This form includes your comments on the conduct of the assessments, session materials shipments, the use of accommodations, and any other comments or observations you may have about NAEP. You will receive a copy of the debriefing form about mid-way through the field data collection period. Please save it to be completed later, and return your completed debriefing to your field manager at the end of the data collection period. You may wish to keep notes in each school folder about anything unusual that happened, and problems encountered, comments or reactions of school staff, etc. for reference when you complete the debriefing form.

9.9 Special Situation Form

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 (Exhibit 9-7) is included in your bulk supplies from Westat and **must** be completed any time an assigned session is not held or any other irregularities occur. The most common irregularity recorded as a special situation involves sampling irregularities such as "school refuses to do number of sessions assigned." Also use this form to note any problems with math manipulatives or science kits. Use the categories provided on the form and provide as much detail as possible. Keep a copy for you records and send the original to your field manager.

9.10 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

Exhibit 9-7. 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.

_____

_____

_____

_____

_____

_____

_____

_____

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.

Another component of Westat's quality control program involves telephone follow-up with approximately 10 percent 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.

9.11 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 arrive at 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 that 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

Parent Letters

THE NATION'S REPORT CARD

THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

1650 RESEARCH BOULEVARD • ROCKVILLE, MARYLAND 20850
TELEPHONE 1-800-283-6237 • FAX 301-294-2030

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 be given in about 2,700 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 2000, NAEP will assess students' performance in reading at grade 4 and math and science at grades 4, 8, and 12. The assessment will take approximately 90 minutes of each student's time. One half of the students taking the science assessment will also be asked to complete a hands-on science task. This task will take an additional 20 minutes for grade 4 and 30 minutes for grades 8 and 12.

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 2000 assessment. In addition to the website, NAEP has developed a Demonstration Booklet that contains samples of the types of reading, math, and science 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

Stephen Lazer
NAEP Project Director

01

THE NATION'S REPORT CARD naep

THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

1630 RESEARCH BOULEVARD • ROCKVILLE, MARYLAND 20850
TELEPHONE 1-800-283-6237 • FAX 301-294-2030

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 be given in about 2,700 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 2000, NAEP will assess students' performance in reading at grade 4 and math and science at grades 4, 8, and 12. The assessment will take approximately 90 minutes of each student's time. One half of the students taking the science assessment will also be asked to complete a hands-on science task. This task will take an additional 20 minutes for grade 4 and 30 minutes for grades 8 and 12.

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 2000 assessment. In addition to the website, NAEP has developed a Demonstration Booklet that contains samples of the types of reading, math, and science 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.

Sincerely,

Stephen Lazer

Stephen Lazer
NAEP Project Director

THE NATION'S REPORT CARD naep

THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

1990 RESEARCH BOULEVARD • ROCKVILLE, MARYLAND 20850
TELEPHONE: 1-800-28-NAEP • FAX: 301-294-2018

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 be given in about 2,700 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 2000, NAEP will assess students' performance in reading at grade 4 and math and science at grades 4, 8, and 12. The assessment will take approximately 90 minutes of each student's time. One half of the students taking the science assessment will also be asked to complete a hands-on science task. This task will take an additional 20 minutes for grade 4 and 30 minutes for grades 8 and 12.

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 2000 assessment. In addition to the website, NAEP has developed a Demonstration Booklet that contains samples of the types of reading, math, and science 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

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

03

THE NATION'S REPORT CARD

THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

1650 RESEARCH BOULEVARD • ROCKVILLE, MARYLAND 20850
TELEPHONE 1-800-283-6237 • FAX 301-294-2038

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 be given in about 2,700 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.

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 2000, NAEP will assess students' performance in reading at grade 4 and math and science at grades 4, 8, and 12. The assessment will take approximately 90 minutes of each student's time. One half of the students taking the science assessment will also be asked to complete a hands-on science task. This task will take an additional 20 minutes for grade 4 and 30 minutes for grades 8 and 12.

Visit the NAEP website at http://nces.ed.gov/nationsreportcard for more information about the 2000 assessment. In addition to the website, NAEP has developed a Demonstration Booklet that contains samples of the types of reading, math, and science 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

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

THE NATION'S REPORT CARD naep

THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

1650 RESEARCH BOULEVARD • ROCKVILLE, MARYLAND 20850
TELEPHONE 1-800-638-6237 • FAX 301-294-2108

IMPORTANT! PLEASE RETURN THE NEXT SCHOOL DAY

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 be given in about 2,700 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 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 2000, NAEP will assess students' performance in reading at grade 4 and math and science at grades 4, 8, and 12. The assessment will take approximately 90 minutes of each student's time. One half of the students taking the science assessment will also be asked to complete a hands-on science task. This task will take an additional 20 minutes for grade 4 and 30 minutes for grades 8 and 12.

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.**

Visit the NAEP website at http://nces.ed.gov/nationsreportcard for more information about the 2000 assessment. In addition to the website, NAEP has developed a Demonstration Booklet that contains samples of the types of reading, math, and science 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 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

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

THE NATION'S REPORT CARD

naep

THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

1650 RESEARCH BOULEVARD • ROCKVILLE, MARYLAND 20850
TELEPHONE 1-800-283-6237 • FAX 301-294-2038

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 be given in about 1,200 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 1999-2000, NAEP will assess students' performance in reading at grade 4 and math and science at grades 4, 8, and 12. The assessment will take approximately 90 minutes of each student's time. One half of the students taking the science assessment will also be asked to complete a hands-on science task. This task will take an additional 20 minutes for grade 4 and 30 minutes for grades 8 and 12.

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**.

Visit the NAEP website at http://nces.ed.gov/nationsreportcard for more information about the 2000 assessment. In addition to the website, NAEP has developed a Demonstration Booklet that contains samples of the types of reading, math, and science 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 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

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

THE NATION'S REPORT CARD naep

THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

1650 RESEARCH BOULEVARD • ROCKVILLE, MARYLAND 20850
TELEPHONE 1-800-28-NAEP • FAX 301-294-2058

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 be given in about 2,700 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.

In 2000, NAEP will assess students' performance in reading at grade 4 and math and science at grades 4, 8, and 12. The assessment will take approximately 90 minutes of each student's time. One half of the students taking the science assessment will also be asked to complete a hands-on science task. This task will take an additional 20 minutes for grade 4 and 30 minutes for grades 8 and 12.

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 2000 assessment. In addition to the website, NAEP has developed a Demonstration Booklet that contains samples of the types of reading, math, and science 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. **Please return the attached permission form to the school the next school day**. Thank you for your time and consideration.

Sincerely,

Stephen Lazer

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

THE NATION'S REPORT CARD
naep
THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

1650 RESEARCH BOULEVARD • ROCKVILLE, MARYLAND 20850
TELEPHONE 1-800-283-6237 • FAX 301-294-2038

Año Escolar 1999-2000

Estimados Padres:

La Evaluación Nacional de Progreso Educativo (NAEP) es una encuesta actual de lo que los jóvenes americanos saben y pueden hacer en diferentes materias académicas enseñadas en la escuela. Auspiciada por el Centro Nacional de Estadísticas de Educación bajo el Departamento de Educación de Estados Unidos, NAEP será dada en más o menos 2.700 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 a los padres de todos los estudiantes que están en los grados que estamos incluyendo en la muestra acerca de la encuesta. 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 2000, NAEP evaluará el rendimiento de los estudiantes en lectura de 4° grado y matemáticas y ciencias en los grados 4°, 8°, y 12°. La evaluación tomará aproximadamente 90 minutos del tiempo de cada estudiante. A la mitad de los estudiantes que tomen la evaluación de ciencias se les pedirá también que hagan un experimento de ciencias. Esta tarea tomará 20 minutos adicionales para 4° grado y 30 minutos para los grados 8° y 12°.

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/etnicidad, 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 evaluación del 2000. En adición a la red mundial, NAEP ha desarrollado un Folleto de Demostración que contiene muestras de los tipos de preguntas de lectura, matemáticas y ciencias, así como de las preguntas de antecedentes personales generales, que se le preguntan a los estudiantes. Para ver el Folleto de Demostración que NAEP proporciona, 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

Stephen Lazer
Director del Proyecto NAEP

01-Sp

THE NATION'S REPORT CARD
naep
THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

1650 RESEARCH BOULEVARD • ROCKVILLE, MARYLAND 20850
TELEPHONE 1-800-283-6237 • FAX 301-294-2038

Año Escolar 1999-2000

Estimados Padres:

La Evaluación Nacional de Progreso Educativo (NAEP) es una encuesta actual de lo que los jóvenes americanos saben y pueden hacer en diferentes materias académicas enseñadas en la escuela. Auspiciada por el Centro Nacional de Estadísticas de Educación bajo el Departamento de Educación de Estados Unidos, NAEP será dada en más o menos 2.700 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 a los padres de todos los estudiantes que fueron seleccionados al azar para participar acerca de la encuesta. 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 2000, NAEP evaluará el rendimiento de los estudiantes en lectura de 4° grado y matemáticas y ciencias en los grados 4°, 8°, y 12°. La evaluación tomará aproximadamente 90 minutos del tiempo de cada estudiante. A la mitad de los estudiantes que tomen la evaluación de ciencias se les pedirá también que hagan un experimento de ciencias. Esta tarea tomará 20 minutos adicionales para 4° grado y 30 minutos para los grados 8° y 12°.

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/etnicidad, 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 evaluación del 2000. En adición a la red mundial, NAEP ha desarrollado un Folleto de Demostración que contiene muestras de los tipos de preguntas de lectura, matemáticas y ciencias, así como de las preguntas de antecedentes personales generales, que se le preguntan a los estudiantes. Para ver el Folleto de Demostración que NAEP proporciona, 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

Stephen Lazer
Director del Proyecto NAEP

02-Sp

Appendix B

Press Release

PRESS RELEASE

FOR IMMEDIATE RELEASE

Contact: School Contact
Phone Number

LOCAL SCHOOL PARTICIPATES IN NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS IN MATHEMATICS, SCIENCE, AND READING

Enter City and State (Date) – *(Insert name of local school)* has announced that it will participate in the 2000 National Assessment of Educational Progress (NAEP). *(Insert name of school)* is one of only 2700 schools nationwide asked to participate.

The 2000 NAEP assessment, which requires about 90-120 minutes of a student's time, is designed to measure what students know and can do in mathematics, science, and reading. Students will be asked to respond to mathematics, science, or reading multiple-choice questions, as well as to create their own responses, which may consist of a variety of formats including writing a sentence or more, drawing a diagram, or identifying critical elements to solve a problem. Some students who participate in the science assessment will also perform hands-on tasks that require them to make scientific investigations and observations.

As has been true since its inception in 1969, NAEP protects the confidentiality of students, teachers, and schools that participate by not collecting student, teacher, or school names. The project is designed to report on the academic performance of large groups, based on nationally representative samples of fourth-, eighth-, and twelfth-grade students. NAEP provides results for major demographic groups and, using student, teacher, and school questionnaires, collects information about instructional programs and practices.

For more than a quarter-century, NAEP has been the country's only nationally representative and continuing survey of students' educational achievement. The project is authorized by Congress, directed by the U.S. Department of Education's National Center for Education Statistics, and administered by Educational Testing Service of Princeton, New Jersey. Westat of Rockville, Maryland conducts sample selection and data collection. For more information about NAEP, visit the website at http://nces.ed.gov/nationsreportcard.

PRESS RELEASE

LOCAL SCHOOLS JOIN IN SPRING 2000 PROGRAM FOR INTERNATIONAL STUDENT ASSESSMENT

(Insert number or name[s] of local school[s]) is/are among only 200 schools nationwide to participate in the year 2000 Program for International Student Assessment (PISA), _____ announced today.

PISA is a new international assessment designed to monitor, on a regular basis, achievement of students as they approach the end of secondary school. The U.S. is participating in this study with the goal of being able to compare the performance of U.S. students with that of students in other nations. Over 30 countries are participating in PISA altogether.

PISA is sponsored by the Organisation for Economic Co-operation and Development (OECD). In the United States, PISA is being conducted under the auspices of the National Center for Education Statistics (NCES) of the United States Department of Education.

The basic design of PISA is one in which reading, mathematics and science achievement will be monitored in 3-year cycles. In each cycle, special attention will be given to one subject area though all three will be measured. The area of special attention will rotate among cycles and, for the first cycle, is reading achievement.

PISA protects the anonymity of student and school participants, so no names are ever linked to responses. Instead, the project is designed to report on the academic performance of large groups, based on nationally representative samples of students aged 15 (typically 9th and 10th graders). The assessment requires about 2 1/2 hours of each selected student's time.

More information about PISA is available on the PISA web site, located at www.oecd.pisa.org.

Optional Press Release Page Two, for Educational Publications

Reading literacy as defined by PISA requires students to perform a range of tasks with different kinds of text. The tasks range from retrieving specific information to demonstrating a broad understanding, interpreting text and reflecting on its content and features. The texts that are used will include not just standard prose passages but also various types of documents such as lists, forms, graphs, and diagrams.

Mathematical literacy as defined by PISA entails the use of mathematical competencies at several levels, ranging from performance of standard mathematical operations to mathematical thinking and insight. It also requires the knowledge and application of a range of mathematical content that is drawn from areas such as chance, change and growth, space and shape, quantitative reasoning, uncertainty and dependency relationships. This includes specific areas of the mathematics curriculum, such as algebra, numbers and geometry.

Scientific literacy as defined by PISA involves the use of key scientific concepts in order to understand and help make decisions about the natural world. It also involves being able to recognize scientific questions, use evidence, draw scientific conclusions and communicate these conclusions. Scientific concepts relevant to the students' world both now and in the near future will be used. These include concepts to do with science in life and health, earth and the environment, and technology.

Appendix C

Letters to States, Districts, and Schools

August 16, 1999

«FirstName» «LastName», «Title»
«Company»
«Address1»
«Address2»
«City», «State» «PostalCode»

Dear Ms. «LastName»:

On April 20, 1999, the U.S. Department of Education sent a letter from Pascal D. Forgione, Jr., Commissioner, to the Chief State School Officers of all States and jurisdictions inviting their support of the year 2000 National Assessment of Educational Progress (NAEP).

As the letter indicated, the state assessment will be conducted in mathematics and science in the fourth and eighth grades. The national assessment component will involve mathematics and science at three grade levels, fourth, eighth and twelfth. It will also assess reading at fourth grade.

States participating in the state assessment will have responsibility for securing the cooperation of the selected schools. As the data collection contractor for the national assessment, Westat has similar responsibilities for the schools in the national sample. In previous assessments we have found the states' support of national assessment to be extremely helpful to our efforts to obtain high levels of school and student participation. Therefore, we would most sincerely appreciate your notifying districts about the schools selected for the national assessment, regardless of your state's decision about participation in the state assessment.

In the past, state coordinators have asked to receive the school samples with as much lead time as possible. Therefore, we are sending you the lists of sampled schools now. In the past, state coordinators have found it useful for us to propose a date in February for each school's assessment. These suggested dates will be in the State Coordinator System described later in this letter. If you would like a printout of the assessment dates, tell your NAEP representative when s/he contacts you next week.

Enclosed are the following materials for your use in contacting districts and schools about the 2000 assessments:

1. **Listing of Public Schools Selected for the State and National Assessments.** The state sample is made up of public schools only. The national sample includes public and non-public schools. We have included only the public schools in the national assessment on these listings. For ease of use, the public schools are listed within districts. If you would like a list of the non-public schools in the national sample for your state, please call your NAEP representative. In a few states, some schools have been selected for assessments of more than one grade and some schools are in both the state and national samples. These situations are footnoted in the listings.

2. **Listing of Public Schools Selected for the State and National Assessments** (one district per page). This is the same as the above listing except that only one district is printed on a page. We are providing these listings to you to send to districts to inform them about their schools selected for both the national and state components.

3. **Counts of Schools by District.** This short listing gives you an overview of the national and state NAEP samples of schools in your state, separated by district.

4. **Sample Letter to Districts.** This letter explains the state and national programs. It may be used at your discretion and modified to suit your needs.

5. **Mailing Labels** for all districts.

As noted, a NAEP representative will call you within a week to answer any questions and set an appointment to visit you to review plans for 2000 and train you or a staff member to use the State Coordinator System. We would like to take that opportunity to review with you our plans for notifying districts about the national sample.

At that same time we will send the updated listings mentioned above and these other materials:

1. **A laptop computer containing the State Coordinator System,** the computerized management information system for the state assessment. This system has been updated from 1998 to reflect the comments of state coordinators (and is a Windows 95 based system). Regarding the State Coordinator System, we will need to determine:

   - If the state intends to use the system or prefers to use hard-copy listings;
   - For those States using the system, whether the state prefers to receive a PC from NAEP or to use their own computer; and
   - For States using the system, a date for Westat staff to demonstrate the system to state staff. System documentation will be reviewed at this meeting.

2. **Instructions for State Coordinators.** This document describes the responsibilities of state coordinators and the NAEP contractors throughout the state assessment.

3. **Summary of NAEP Activities.** This one-page document describes the roles and responsibilities of NAEP, the state, and the selected schools. Copies are provided for participating States to distribute to districts and schools in the sample.

4. **Fourth and Eighth Grade Student Listing Forms.** These forms include instructions for schools on preparing the list of enrolled students.

5. **Fourth and Eighth Grade New Enrollee Listing Forms.** These forms keep track of grade-eligible students who enroll after the master list of students has been completed.

6. **State of Education (by request).** This description of the NAEP state assessment program was mailed with the participation agreement. Several states asked for copies to send to districts and schools.

We look forward to working with you during this assessment year and thank you for your help. If you have any questions about the materials described in this letter, please call either me or Dianne Walsh at 1-800-283-6237. If you have questions about your sample of schools, please contact Keith Rust at the same number.

Sincerely yours,

Nancy W. Caldwell

Nancy W. Caldwell
Westat Project Director for NAEP

NWC/wli
Enclosures

cc: «JobTitle»

For districts with schools in State and National NAEP
<These symbols enclose mail merge fields and state-specific information to be included>

Dear <superintendent name>:

For more than 30 years, the National Assessment of Educational Progress (NAEP) has served American educators as an information resource, providing reliable profiles of what our students know and can do in key subject areas. The Nation's Report Card, as it has come to be known, is the only ongoing project to monitor trends in our students' achievement at the elementary, middle, and high-school levels. In large part, NAEP owes its success to the support from local educators whose schools are randomly chosen to participate.

The entire NATIONAL assessment will involve a nationally representative sample of roughly 150,000 students from approximately 2,300 schools across the country in the subjects of mathematics, science, and reading.

In addition to the National Assessment, Congress has authorized NAEP to conduct a State Assessment in February 2000. The State Assessment program calls for assessing mathematics and science at the fourth and eighth grades.

Our state is one of the many states and territories to volunteer for this State activity. <Name>, our state superintendent, has given this program <his/her> strong support. "We look forward to the cooperation of the schools that have been selected for this important study and to the valuable results our state educational system will receive from their participation," stated <name>.

The State Assessment is designed to help us evaluate the performance of our students in light of results from other states and the nation at-large. State representatives have participated in the development of the assessment objectives and review of assessment questions and have provided thoughtful advice about all aspects of the program. I encourage you to investigate the NAEP Web site at nces.ed.gov/nationsreportcard. It contains additional information as well as sample questions and access to NAEP publications.

The importance of the National Assessment for American education is noted by Marian Crislip, test development specialist, "NAEP is the most objective and comprehensive survey measure of what students within and across the United States know and can do in a variety of content areas and at the same time recognizes the importance of internal and external influences that have powerful effects on student learning."

A small number of schools in your district have been selected for the NATIONAL or STATE component of the assessment, as indicated on the enclosed list. The state and national components have several similarities. Both assessments:

- Are based on representative samples of the student population;
- Are paper-and-pencil tests designed to last 90 to 120 minutes;
- Protect the anonymity of the participating students; and

- Provide results for males and females and other variables related to the educational context, but are NOT designed to produce individual, school, or school district data.

The state and national components of NAEP also **differ** in two major respects:

- NATIONAL assessments are administered by the NAEP staff, whereas the STATE assessments are to be conducted by local school or district staff;
- STATE activity covers mathematics and science in grades four and eight, while the NATIONAL assessment in grades four, eight and twelve covers mathematics, science, and reading (fourth grade only).

As the state coordinator for the project, I will work with your staff to ensure the most convenient assessment possible. I will be the contact person for the STATE assessment, while a NAEP project staff member will contact you separately to arrange the NATIONAL portion of the assessment.

This year, you and your colleagues at the local level will play the lead role in carrying out programs to improve student performance. NAEP, the nation's only ongoing project to monitor educational progress, is an important part of the effort, and I look forward to working with you and your staff to ensure its success.

Sincerely,

/bekp1
Enclosures

Fall 1999

Dear Principal:

Recently I spoke with your district superintendent about your school's participation in the 2000 National Assessment of Educational Progress. With permission from the district office, I am enclosing informational materials about the upcoming assessment for your review. You will find the "Summary of NAEP Activities" particularly useful in describing your school's role.

As the NAEP representative for your area, I will telephone you shortly to review these materials and answer any questions you may have about the assessment. As mentioned in the "Summary of NAEP Activities," we ask that you designate a school staff member to assist NAEP staff with in-school arrangements. It would be helpful if both of you could review these materials before I call.

In advance, I would like to thank you for your cooperation. NAEP staff looks forward to working with you on this most important project.

Sincerely,

NAEP Representative

NR/mag
Enclosure

October 1999

Dear Diocesan Superintendent:

Every two years a carefully selected sample of public, and other nonpublic schools is invited to participate in the National Assessment of Educational Progress (NAEP). Schools in your diocese have been selected to participate in NAEP in 2000.

Sine 1969, the national assessment has collected data about what American students know and can do in a variety of academic subjects. Data from the national assessment is reported at the national and regional levels only. The enclosed listings show which schools in your diocese were selected to participate in NAEP.

Within the next two weeks, a NAEP representative will contact you to review the enclosed materials and discuss the protocol for contacting schools in your diocese about the assessment. In the meantime, several key features of the assessment warrant your attention.

NAEP:

- Is based on representative samples of the student population;
- Is primarily a paper-and-pencil test designed to last about ninety minutes – there is a 20-30 minute hands-on task for half of the students in the science assessment;
- Protects the anonymity of the participating students;
- Provides results for males and females and other variables related to educational context, but is not designed to produce individual, school, or school district data;
- Is administered by the NAEP staff;
- Mathematics and science will be assessed at grades 4, 8, and 12;
- Reading will be assessed at grade 4; and
- A small number of schools have been selected to participate in the field test for history and geography.

The participation of each and every school is very important for the study to accurately reflect the status of American education. Rest assured that the confidentiality of all participating schools, teachers, and students is carefully protected. No individual data is released; only group statistics are reported.

As you can see from the enclosed letters, both the National Catholic Education Association (NCEA) and the Council for American Private Education (CAPE) as well as its member organizations have long supported NAEP. We are very grateful for this support and look forward to working with you and your school in 2000.

Sincerely,

Nancy W. Caldwell

Nancy W. Caldwell
NAEP Project Director

NWC/bekp

October 1999

Dear Head of School:

Every two years a carefully selected sample of public and nonpublic schools is invited to participate in the National Assessment of Educational Progress (NAEP). Your school has been selected to participate in NAEP in 2000.

Since 1969, the national assessment has collected data about what American students know and can do in a variety of academic subjects. Data from the national assessment is reported at the national and regional levels only. For 2000, samples of nonpublic schools are enhanced to provide data for additional reporting categories. Data has always been available for public and Catholic schools. With the participation of schools like yours, we will also be able to report on Lutheran, Conservative Christian, and Independent schools.

Within the next two weeks, a NAEP representative will contact you to discuss your school's participation in NAEP. At that time our representative will review the enclosed materials describing the program for 2000 with you.

The participation of each and every school is very important for the study to accurately reflect the status of American education. Rest assured that the confidentiality of all participating schools, teachers, and students is carefully protected. No individual data is released -- only group statistics are reported.

The Council for American Private Education (CAPE) as well as its member organizations and other nonpublic school groups have long supported NAEP and look forward to the increased data for nonpublic schools. We are very grateful for this support and look forward to working with you and your school in 2000.

Sincerely,

Nancy W. Caldwell
NAEP Project Director

NWC/bekp

cape
COUNCIL FOR AMERICAN PRIVATE EDUCATION
PMB 457 13017 Wisteria Drive Germantown, MD 20874
Tel: (301) 916-8460 Fax: (301) 916-8485
Email: cape@impresso.com Web: www.capenet.org

Joe McTighe
Executive Director

October 1999

Dear Private School Administrator:

I write on behalf of the Council for American Private Education (CAPE) to encourage your participation in the National Assessment of Educational Progress (NAEP).

NAEP is the only on-going representative assessment of what U.S. students know and can do. It provides educators, policymakers, researchers, and the public at large with objective information about the condition and progress of education. And it can present that information for particular categories of students in various subject areas, grade levels, and types of schools. In short, NAEP is a unique and valuable resource for monitoring student achievement.

In the first few months of 2000, NAEP will assess students in math and science in grades 4, 8, and 12, and in reading in grade 4. Your school has been selected for one or more of these assessments. Each is designed to last about 90 minutes, and all are administered by NAEP staff. Participation in the program provides teachers and administrators an opportunity to see firsthand – through the assessment instrument and the supportive materials provided by NAEP – the national standards and curriculum frameworks that underlie these important national assessments.

Although data for individual students and schools are never released, national performance reports for types of schools and groups of students are made public. This year the private school samples will allow for breakouts of NAEP data for various categories of schools, including Catholic, Lutheran, Conservative Christian, and Independent schools.

CAPE has long argued for the full participation of private schools in NAEP activities. Only by including private school students, who represent 11 percent of the nation's school children, can the program realize its goal of reporting fully and accurately on our nation's educational progress. In addition, private school data enable us to analyze results in meaningful ways for the private school community. Of course, for all that to happen - and for the sample to be valid and reliable - it is essential that private school officials agree to participate in the program when asked. We hope you will be able to do so.

Thank you for your thoughtful response to the invitation to participate in NAEP 2000 and for all that you do to help educate our nation's students.

Sincerely,

Joe McTighe

Members: American Montessori Society • Christian Schools International • Evangelical Lutheran Church in America • Friends Council on Education • International Christian Accrediting Association • Lutheran Church-Missouri Synod • National Association of Episcopal Schools • National Association of Independent Schools • National Catholic Educational Association • National Society for Hebrew Day Schools • Seventh-day Adventist Board of Education, K-12 • Solomon Schechter Day School Association • Toussaint Institute for Historically Black Independent Schools • U.S. Catholic Conference • Associated State Organizations in Arizona, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, New Jersey, New Mexico, New York, North Dakota, Oregon, Puerto Rico, Rhode Island, South Dakota, Tennessee, Texas, Virginia, Washington, and Wisconsin.

NCEA
NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

September 30, 1999

Dear Superintendent:

Enclosed is a list of the schools from your diocese that will be asked to take part in the National Assessment of Educational Progress 2000 (NAEP) assessments in reading, mathematics or science or to participate in a field test of the history/geography assessments that are in the development phase.

All assessments are primarily pencil and paper tests that take about 90 minutes and are administered by the NAEP staff at your school. The science tests contain a hands-on experiment and leftover materials remain in the school with an activity book that suggests other ways to use the materials.

Since private schools account for 24% of all schools in the nation and educate almost 11% of all American school children, it is imperative that they be included in all data that describe the condition of American education. Although no data for individual students and schools is ever released, national performance reports for types of schools and groups of students are made public. Data about Catholic schools is provided when the number of participants is sufficiently large enough to yield statistically significant results.

NAEP assessment data provide objective information about what students know and can do. These data are released to educators, policymakers, researchers, media and the general public. Since this information is used to influence public opinion and legislation, Catholic school data, gathered through voluntary school participation, should be viewed as making a significant and positive contribution to the general picture of American education and future policy decisions.

I urge you to encourage the selected schools to participate in NAEP 2000 and I thank you for your thoughtful response to this request and for all you do for Catholic education.

Sincerely,

Leonard F. DeFiore, Ed.D.
President

Enclosures

Suite 100, 1077 30th Street, NW, Washington, DC 20007-3852 • (202) 337-6232 • Fax (202) 333-6706 • http://www.ncea.org

ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL
OFFICE OF GOVERNMENT AFFAIRS

"That in all things He might have preeminence" Colossians 1:18

Administrator
Selected ACSI Member-school
October 1999

Dear Administrator:

My office here at ACSI headquarters was recently alerted to the fact that your Christian school was randomly selected to participate in the National Assessment of Educational Progress, which is sometimes referred to as the "Nation's Report Card." Changes have been made in the NAEP assessment process, which were brought about at the request of private and religious schools and ACSI, in particular.

Dr. John Holmes actively fought for several changes now being implemented for the year 2000 cycle of this national on-going study, which has been in existence since 1969.

(1) Private and religious schools are no longer a part of "state NAEP" assessments, where Christian schools had to use up teacher time for training in the administration of the test. Also, many times the states failed to have enough participation to be reported at the national level. Even if reported, the private schools were not always separated in their own category, thus skewing the state's public school scores.

(2) Now an educational contractor for the US Department of Education, Westat of Bethesda, MD, will administer all the assessments in Math and Science, while the selected classroom teachers may observe the process. Science manipulatives will be left with the participation classroom.

(3) ACSI member schools will be compared to public schools and other categories of private schools being placed in the National category called "Conservative Christian schools," rather than just being reported in a nebulous non-category of "other private schools." This item was a bittersweet victory for us. ACSI would have preferred knowing the actual results of only ACSI-member schools, but that request and a request for calling the new category simply "Christian Schools" were turned-down by the national Assessment Governing Board last spring. Because ACSI is the largest association in the "Conservative Christian schools" category, we have the most schools being asked to have their students assessed.

(4) NAEP will give the Christian school movement an honest assessment of how we are doing as a movement at a National level. If participation percentages are high enough, the administrators with the National Center for Education Statistics have personally assured Dr. Holmes, the ACSI Legal/Legislative Committee and me that the results will be available on a regional basis comparing different areas of the country.

John C. Holmes, Ed.D., Director
MAILING: 723 2nd Street NE, Suite 100, Washington, DC 20002-4307
PHONE: 202/546-9390 • FAX: 202/546-9370

INTERNATIONAL HEADQUARTERS
MAILING: PO Box 35097, Colorado Springs, CO 80935-3509
SHIPPING: 731 Chapel Hills Drive, Colorado Springs, CO 80920-1027
PHONE: 719/528-6906 • FAX: 719/531-0631
Website: http://www.acsi.org

(5) No individual child's score will be revealed to anyone. Each score becomes part of the whole. That means that the assessment will be of little direct value to your school—except for the prestige of being involved as a selected participant and the insights we will collectively learn about these critical curriculum areas.

To my knowledge, this is the first time in the history of the American Christian School movement that we will have the opportunity to be objectively assessed at a national scale with no financial cost outlays by our member schools. Allow me to encourage you to participate in this study. Help the Christian school movement move to the place of academic prominence to which God had called us. As we discover the strengths of Christian schools we will undoubtedly find areas that need academic change, but this is one of the benefits of assessment. Let's do this together—looking forward to the challenge of improving our schools for the good of the children with whom God has entrusted us. This is an exciting day—please, I personally urge you—choose to have your school and its students participate in this critical and nationally significant study.

Yours for Christ-centered education,

Ken Smitherman, LL.D.
ACSI President and CEO

O·R·U·E·F
Serving Christian Schools

ORAL ROBERTS UNIVERSITY EDUCATIONAL FELLOWSHIP

7777 South Lewis Avenue • Tulsa, OK 74171 • (918) 495-7054 • Fax (918) 495-6191
Email: oruef@oru.edu http: //www.oru.edu/oruef

SPECIAL ANNOUNCEMENT

TO: Selected ORUEF School Administrators

FROM: Mr. Tom Agnew, Director

DATE: October 1999

SUBJECT: **Invitation to Participate in NAEP**

Your school has been selected to help the nation assess student achievement. The National Assessment of Educational Progress (NAEP) has, by random selection, selected your school to participate in the National Assessment of Educational Progress.

This is a significant selection. Your participation is important. **I strongly encourage you to participate in NAEP**. The results are valuable, not only for our nation's legislators and leaders, but also to the ORU Educational Fellowship. This assessment will assess learning in private schools and compare the results to public schools. Your participation in the NAEP assessment will provide information that will be helpful for ORUEF/ICAA.

NAEP does not separate information about individual students from the assessment. It provides estimates for state or national group performance, indicating how much students know and are able to do. **For the sake of the sampling process and the validity of the date collected, it is important that those schools, which have been selected, do indeed participate.**

That's why I am writing this special letter to encourage your participation. In the past years, not enough of the selected ORUEF schools responded to the assessment program to provide reports to ORUEF as a private school division.

If you need further information regarding this program or have any questions, plase do not hesitate to call the ORUEF office.

Thank you for your support.

ls

AMERICAN MONTESSORI SOCIETY

Michael N. Eanes
National Director

Cleo Monson
Bretta Weiss
National Directors Emerita

October, 1999

Dear Administrator:

As you know, the American Montessori Society is a member of CAPE (Council for American Private Education). We along with 13 other groups represent 12% of the school children in this country and 70% of all private school students in the country. Currently, I serve as the President of CAPE.

From time to time, CAPE asks us to help them with various projects which enhance private education in general in this country. The National Assessment of Educational Progress is one such project.

The NAEP is involved in gathering data on student achievement throughout this country. Since 1969, private schools have been included. In the course of the coming year, your school will be contacted regarding data for NAEP. I am writing to encourage you to cooperate in such endeavor for the help of private schools in general in this country and, of course, AMS schools. Understandably, many Montessorians are not prone to do student assessment, but if you are approached and do have the information, we ask that you cooperation in every way you can.

If you need further information regarding this program or have questions, please do not hesitate to contact us. We have a good deal of information regarding NAEP here in the AMS office.

Thank you for your help and attention to this matter.

Warm regards,

Michael N. Eanes

281 PARK AVENUE SOUTH, 6TH FLOOR, NEW YORK, N.Y. 10010-6102 • 212/358-1250 • FAX 212/358-1256

TORAH UMESORAH
תורה ומסורה

The National Society
for Hebrew Day Schools

COMMITTING
GENERATIONS
TO TORAH

October 25, 1999

Dear Principal,

Your school has been selected to participate in the National Assessment of Educational Programs 2000.

It is important that each of the Hebrew Day Schools selected participate in this study.

This study is done in a confidential manner. The names of the schools, teachers, and students are never revealed.

There was a time when private schools were almost ignored in this study. Yet, private schools represent 12% of the school population in this country and we know that the number is growing.

Thank you for your cooperation.

Sincerely,

Rabbi Joshua Fishman
Executive Vice President

160 BROADWAY, 4th Fl.
NEW YORK, NY 10038
TEL: (212) 227-1000
FAX: (212) 406-6934
e-mail: umesorah@aol.com

THE LUTHERAN CHURCH–MISSOURI SYNOD

International Center
1333 South Kirkwood Road
Saint Louis, Missouri 63122-7295
314 965-9000

October 1999

Dear Lutheran School Administrators:

Greetings in the name of our beloved Savior, Jesus Christ.

Your school has been selected to help the nation assess student achievement. The National Assessment of Educational Progress has, by random selection, selected your school to participate in the National Assessment of Educational Progress (NAEP).

This is a significant selection. Your participation is important. I strongly encourage you to participate in NAEP. The results are valuable, not only for our nation's legislators and leaders, but also to us. This assessment will assess learning in private schools and compare the results to public schools. Thus, your participation in the assessment will provide information that will be helpful also for us as we serve you.

NAEP does not separate information about individual students from the assessment. It provides estimates for state or national group performance, indicating how much students know and are able to do. For the sake of the sampling process and the validity of the data collected, it is important that those schools which have been selected do indeed participate. That's why I am writing this special letter to you to encourage your participation.

May God bless you with great joys in His service.

Serving the Master Teacher,

Carl J. Moser

Carl J. Moser
Director of Schools

/km

North American Division

October 4, 1999

Dear Seventh-day Adventist Principal:

I am urging you to participate in the National Assessment of Educational Progress that has chosen your school by random selection to test students in grades 4, 8, and 12 in mathematics and science. Reading will be assessed at grade 4. Throughout the process of developing the accompanying requests for information, we have been consulted with and fully endorse this effort.

We have found the results to be very valuable in making plans for how to improve Seventh-day Adventist schools in the future because we have been provided with comparative data to other private, parochial, and public schools. The school's results are not given to us on an individual basis, but the general group scores are valuable for comparative purposes.

Because the sample is relatively small, it is important that you participate to provide the study with validity.

As Seventh-day Adventists, we believe in cooperating with the government so that we can make improvements to education in our general society and in our own church system.

In advance, thank you for your excellent response.

Sincerely yours,

Richard Osborn

Richard Osborn
Vice President for Education

NATIONAL ASSOCIATION OF EPISCOPAL SCHOOLS

815 Second Avenue, Suite 313, New York, NY 10017
(800) 334-7626, ext. 6134 • (212) 716-6134 • Fax (212) 286-9366 • www.naes.org

GOVERNING BOARD OFFICERS

The Most Rev. Frank T. Griswold
Presiding Bishop and Primate
Honorary Chairman

R. Sterling Kelly III
Canterbury School
Greensboro, NC
President

The Rev. Canon Thomas G. Clarke
Campbell Hall (Episcopal)
North Hollywood, CA
Vice President

Annette C. Smith, Ed.D.
St. Francis Episcopal Day School
Houston, TX
Secretary

The Rev. Daniel R. Heischman, D.Min.
St. Albans School
Washington, DC
Treasurer

GOVERNING BOARD MEMBERS

The Rev. George E. Andrews II
Saint Andrew's School
Boca Raton, FL

Serena E. Becks
Commission on Schools
Diocese of Los Angeles
Los Angeles, CA

Julian P. Bull
Trinity Episcopal School
New Orleans, LA

The Rev. Roger A. Ferlo, Ph.D.
Church of St. Luke in the Fields
St. Luke's School
New York, NY

Maureen N. Fonseca, Ph.D.
St. Philip's Academy
Newark, NJ

The Very Rev. Martha J. Horne
Virginia Theological Seminary
Alexandria, VA

The Rev. Joe Reynolds
Holy Innocents' Episcopal Church
Holy Innocents' Episcopal School
Atlanta, GA

The Rev. Richardson W. Schell
Kent School
Kent, CT

The Rt. Rev. Richard L. Shimpfky
Diocese of El Camino Real
Monterey, CA

Karen O. Strimple
St. Columba's Nursery School
Washington, DC

Laura C. Walker
Palmer Trinity School
Miami, FL

Dear Episcopal School Leader,

I write to encourage your participation in the National Assessment of Educational Progress (NAEP).

NAEP is the only on-going representative assessment of what U.S. students know and do. It provides educators, policymakers, researchers and the public at large useful data about the condition and progress of education. It also can present such information for particular categories of students in various subject areas, grade levels, and types of schools. In short, NAEP is a unique and valuable resource for monitoring student achievement.

In the first few months of 2000, NAEP will assess students in math and science in grades 4, 8 and 12, and in reading in grade 4. Your school has been selected for one or more of these assessments. Each is designed to last about 90 minutes, and all are administered by NAEP staff. Participation in the program provides teachers and administrators an opportunity to see firsthand, through the assessment instrument and the supportive materials provided by NAEP, the national standards and curriculum frameworks that underlie these national assessments.

Although data for individual students are never released, national performance reports for types of schools and groups of students are made public. This year the independent school samples will allow for breakouts of NAEP data for various categories of schools, including Episcopal schools.

The full participation of independent schools in NAEP activities is important. Only by including non-public school students, who represent 11 percent of the nation's school children, can the program realize its goal of reporting fully and accurately on the nation's educational progress – in so far as such progress can be monitored through testing. In addition, independent school data enable us to analyze results in meaningful ways for the independent school community itself. For all of this to be possible, and for the sample to be valid and reliable, it is essential that independent school leaders agree to participate in the program. I hope that you will be able to do so.

I thank you in advance for your thoughtful response to the invitation to participate in NAEP 2000.

Sincerely,

Peter Cheney

The Rev. Peter G. Cheney
Executive Director

October 6, 1999

NATIONAL
ASSOCIATION OF
INDEPENDENT
SCHOOLS

1620 L STREET, NW
WASHINGTON, D.C. 20036-5605
TELEPHONE (202) 973-9700
FAX (202) 973-9790

Dear Colleague:

I am again urging you to respond to the request for data from your school by the National Assessment of Educational Progress (NAEP).

By Congressional action, the NAEP sample in the Trial State Assessments requires the inclusion of private schools. For private school data to be reliable, it is essential that all schools selected be willing to comply. This is particularly true since 1996 when the legislation stipulated that private school data at the state level be reported separately from the public schools.

As the national effort to monitor student achievement continues all educators can gain valuable insights when representative reports of performance are collected, analyzed, and disseminated. Please participate when you are asked.

Best wishes for a successful new school year, and I hope that we have the opportunity to se each other soon.

Sincerely yours,

Peter D. Relic
President

Evangelical Lutheran Church in America

8765 West Higgins Road • Chicago, Illinois 60631-4194 • www.elca.org
Telephone 773.380.2850 or 800.638.3522 • Telefax 773.380.2750

Division for Higher Education and Schools

Dear Colleagues,

You've been selected!!! No- this isn't the Publisher's Clearinghouse with millions of dollars, but your school has been selected to participate in the National Assessment of Educational Progress 2000.

Your participation is vitally important for reliable results with respect to grades 4,8 and 12 students in math and science, as well as reading in grade 4. NAEP is the only on-going representative assessment of what U.S. students know and can do. It provides educators, policymakers, researchers and the public at large with objective information about the condition and progress of education. It can present that information for particular categories of students in various subject areas, grade levels and types of schools.

For the first time Lutheran schools will be reported as a separate category along with national nonpublic school data. NAEP has been extremely responsive in being helpful to us in this regard. Now meaningful results depend on your willingness to make an investment which will benefit all of us. I urge you to make that investment.

Thank you for your consideration of this request and hopefully your response will benefit our work among all children.

Sincerely, in Christ,

Dr. John J. Scibilia
Director for Schools

JJS/alr

C|S
I

Christian Schools International

Serving Christian schools since 192

October 1, 1999

Dear CSI Administrator:

On behalf of all CSI schools, I encourage you to participate in the National Assessment of Educational Progress (NAEP). Your school has been chosen by random selection. You will be helping not just CSI schools but other private schools to see how well our students are learning in comparison to other students.

Although data for individual students and schools are never released, national performance reports for types of schools and groups of students are made public. This year the private school samples will allow for breakouts of NAEP data for various categories of schools, including Catholic, Lutheran, Conservative Christian, and Independent schools.

In the first few months of 2000, NAEP will assess students in math and science in grades 4, 8, and 12, and in reading in grade 4. Each is designed to last about 90 minutes, and all are administered by NAEP staff. Your staff will see firsthand both the testing instrument and the standards on which the assessments are made.

Please participate for the good of CSI schools and other private schools. This assessment will test learning in private schools and compare results to public schools. Because I believe that Christian schools serve the public good, I am even more convinced that we need to have accurate information for comparison.

Sincerely,

Daniel R. Vander Ark
Executive Director

3350 East Paris Ave. S.E. Grand Rapids, MI 49512-3054

Phone 800-635-8288 • 616-957-1070

Fax 616-957-5022

www.ChristianSchoolsInt.org

NONPUBLIC SCHOOLS BY AFFILIATION

		FLAG
CATHOLIC		
Orientation or affiliation:	Roman Catholic	A
LUTHERAN		
Orientation or affiliation:	Lutheran Church – Missouri Synod	B
	Evangelical Lutheran Church in America	C
	Wisconsin Evangelical Lutheran Synod	D
	Other Lutheran	E
CONSERVATIVE CHRISTIAN		
Membership in:	Accelerated Christian Education	F
	American Association of Christian Schools	G
	Association of Christian Schools International	H
	Oral Roberts University Educational Fellowship	I
OTHER RELIGIONS		
	Has religious orientation but not one of the above	J
INDEPENDENT		
Membership in:	National Association of Independent Schools	L
NONSECTARIAN		
	No religious orientation or affiliation	K
UNKNOWN AFFILIATION		
	No affiliation on PSS	M

COUNTS OF ORIGINAL SCHOOLS BY STATE

STPC	NATIONAL GRADE 4	NATIONAL GRADE 8	NATIONAL GRADE 12	FLD TEST GRADE 4	FLD TEST GRADE 8	FLD TEST GRADE 12	STATE GRADE 4	STATE GRADE 8	NATIONAL/STATE OVERLAPS	NATIONAL/FLD TEST OVERLAPS	FLD TEST/STATE OVERLAPS
AK	0	6	0	0	0	0	115	117	3	0	0
AL	18	14	10	3	2	4	120	118	2	0	0
AR	13	6	6	0	0	0	124	113	3	0	0
AZ	8	16	4	0	0	0	116	114	2	0	0
CA	147	114	85	17	21	16	112	112	0	0	0
CO	21	13	11	5	3	6	123	115	1	0	0
CT	8	7	5	2	0	2	115	109	2	0	0
DC	1	2	2	0	0	0	120	44	3	0	0
DD	0	1	0	0	0	0	40	14	1	0	0
DE	0	2	1	0	0	0	92	60	2	0	0
DI	0	0	0	0	0	0	96	59	0	0	0
FL	57	55	31	5	6	6	110	113	2	0	0
GA	25	24	15	5	4	4	109	109	0	0	0
GU	0	0	0	0	0	0	25	8	0	0	0
HI	0	2	0	0	0	0	111	59	2	0	0
IA	15	5	7	3	2	4	141	117	1	0	0
ID	0	0	0	0	0	0	115	97	0	0	0
IL	46	38	22	4	9	5	115	117	1	0	0
IN	19	12	7	4	0	3	117	108	0	0	0
KS	29	10	12	3	1	3	118	113	1	0	0
KY	17	8	7	0	0	1	125	115	0	0	0
LA	28	15	15	0	0	0	121	116	0	0	0
MA	24	15	5	2	2	1	116	107	1	0	0
MD	13	12	18	3	1	4	111	109	0	0	0
ME	17	2	10	0	0	0	156	113	3	0	0
MI	37	28	16	2	3	2	114	115	1	0	0
MN	15	15	10	3	4	5	116	116	0	0	0
MO	25	14	15	1	0	2	117	121	0	0	0
MS	7	9	4	0	0	0	118	114	2	0	0
MT	7	5	2	0	0	0	115	115	2	0	0
NC	12	24	6	7	6	9	112	111	1	0	0
ND	0	0	0	0	0	0	209	150	0	0	0
NE	14	7	11	2	1	2	115	115	3	0	0
NH	0	4	0	0	0	0	123	85	1	0	0
NJ	35	19	10	6	5	3	113	108	0	0	0
NM	22	7	11	1	1	1	115	100	3	0	0
NV	8	5	7	0	0	1	117	68	4	0	0
NY	40	45	32	7	11	9	109	109	0	0	0
OH	37	26	19	3	3	2	116	110	0	0	0
OK	26	9	16	0	0	0	137	127	1	0	0
OR	20	9	12	3	3	3	116	115	0	0	0
PA	33	24	14	3	6	3	114	106	1	0	0
RI	0	2	0	0	0	0	120	55	2	0	0
SC	6	10	3	2	2	3	110	106	1	0	0
SD	7	6	5	0	0	0	209	148	1	0	0
TN	36	13	19	1	1	0	116	112	0	0	0
TX	74	78	44	14	14	11	114	115	0	0	0
UT	0	4	0	1	0	3	112	101	1	0	0
VA	26	19	9	3	2	4	113	109	0	0	0
VI	0	0	0	0	0	0	24	7	0	0	0
VT	6	2	4	0	0	0	113	107	3	0	0
WA	18	19	10	0	0	0	123	119	1	0	0
WI	0	12	1	0	0	0	116	113	0	0	0
WV	0	2	0	1	1	3	159	113	2	0	0
WY	0	0	0	0	0	0	117	95	0	0	0
	1017	796	553	116	114	125	6385	5561	60	0	0

N = 55

STPC	S_NAME	SCHL_TYP	FRAME_N_	N_ID4	N_ID8	N_ID12	S_ID4	S_ID8
AK	CENTRAL MIDDLE SCHOOL OF SCIEN	S	001528		5952010			02B0070
AK	CLARK MIDDLE SCHOOL	S	001529		5952020			02B0110
AK	MEARS MIDDLE SCHOOL	S	001603		5952040			02B0050
AL	BAKER HIGH SCHOOL	S	000929			2283020		01B1080
AL	OAK GROVE HIGH SCHOOL	S	000787			2353020	01A0590	
AR	BRYANT JUNIOR HIGH SCHOOL	S	003653		5052060			05B0820
AR	HALL HIGH SCHOOL	S	004072			2323020	05A1040	
AR	JACK ROBEY JR. HIGH SCHOOL	S	003460		5052020			05B0910
AZ	SEVILLA SCHOOL	S	002130	4821010				04B0850
AZ	SQUAW PEAK SCHOOL	S	002317	4821020				04B0900
CO	SCOTT ELEMENTARY	S	NEW032	4801070			08A1220	
CT	HAMDEN MIDDLE SCHOOL	S	015383		5092060			09B0540
CT	QUIRK MIDDLE SCHOOL	S	015455		5092030			09B0940
DC	BROWN MIDDLE SCHOOL	S	016390		5112010			11B0160
DC	DEAL JUNIOR HIGH SCHOOL	S	016485		5112020			11B0070
DC	GAGE ECKINGTON ELEMENTARY	S	016508	1161010			11A0740	
DD	FORT CAMPBELL-WASSOM MID SCH	D	034219		5212010			98B0020
DE	BEDFORD MIDDLE SCHOOL	S	016233		5102010			10B0320
DE	H B DUPONT MIDDLE SCHOOL	S	016308		5102020			10B0410
FL	CYPRESS LAKE HIGH	S	018135		5122160		12A0690	
FL	ROCHELLE SCHOOL OF THE ARTS	S	019031	2241010				12B0920
HI	KEALAKEHE INTERMEDIATE	S	021823		5152010			15B0520
HI	WAHIAWA INTERMEDIATE	S	021732		5152020			15B0270
IA	AMES MIDDLE SCHOOL	S	029513		5192040			19B0770
IL	THOMPSONVILLE GRADE SCHOOL	S	026956		5172120		17A0290	
KS	STARSIDE ELEMENTARY	S	NEW211	3661080			20A1160	
MA	ROBERT F KENNEDY	S	038428		5252050		25A0920	
ME	C K BURNS SCHOOL	S	036162	1041020			23A1110	
ME	OXFORD HILLS MIDDLE SCH	S	036209		5232020			23B0310
ME	WILLIAMS JUNIOR HIGH SCHOOL	S	036497		5232010			23B0680
MI	FOWLERVILLE JUNIOR HIGH	S	NEW236		5262150			26B1140
MS	NORTH GULFPORT SEVENTH AND	S	046892		5282030			28B1110
MS	OLIVE BRANCH INTERMEDIATE	S	046797	2331010			28A1000	
MT	EAST MIDDLE SCHOOL	S	050181		4942030			30B0990
MT	FRED MOODRY 7-8	S	050042		4942010			30B0980
NC	JONESVILLE ELEMENTAR	S	063875	2181060				37B0050
NE	CHAPMAN CENTER	S	051217	3621020				31B0100
NE	FAIRMONT HIGH SCHOOL	S	051718			3623020		31B0150
NE	HENDERSON HIGH SCHOOL	S	051784			3623030		31B0570
NH	PLAINFIELD ELEMENTARY SCHOOL	S	053240		5332010		33A0430	
NM	CHAPARRAL JR HIGH	S	056045		5352040			35B0680
NM	GALLUP JUNIOR HIGH	S	056434		5352030			35B0440
NM	WHITE MOUNTAIN ELEME	S	056678	4781070			35A0590	
NV	KELLER MIDDLE SCHOOL	S	052604		5322030			32B0090
NV	MOLASKY MIDDLE SCHOOL	S	NEW253		5322050			32B0680
NV	SAWYER MIDDLE SCHOOL	S	052511		5322020			32B0010
NV	WHITE MIDDLE SCHOOL	S	052498		5322010			32B0250
OK	EAGLE ACADEMY	S	070690			4713040	40A0060	
PA	G A R MEMORIAL JSHS	S	075822			1103030		42B0840
RI	LINCOLN MIDDLE SCHOOL	S	076031		5442010			44B0340
RI	ROGER WILLIAMS MIDDLE	S	076133		5442020			44B0410
SC	BRYSON MIDDLE	S	076788		5452050			45B0440
SD	WINNER MIDDLE SCH	S	078174		3602040			46B1350
UT	BROCKBANK JR HIGH	S	087375		5492020			49B0680
VT	BRATT. AREA MIDDLE SCH UHSD #6	S	087931		5502010			50B0900
VT	MALLETTS BAY SCHOOL	S	087963	1031010			50A1040	
VT	WOODSTOCK UNION MIDDLE SCHOOL	S	088210		5502020			50B0350
WA	EATONVILLE	S	090599	4931020				53B0160
WV	BECKLEY/STRATTON JUNIOR HIGH	S	093054		5542020			54B0720
WV	HEDGESVILLE MIDDLE SCHOOL	S	092428		5542010			54B0130

N = 60

Appendix D

Department of Agriculture Letter

United States Department of Agriculture
Food and Consumer Service
3101 Park Center Drive
Alexandria, VA
22302-1500

February 4, 1999

Mr. C. Kent McGuire
Assistant Secretary
U.S. Department of Education
Office of Educational Research and Improvement
FB-400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Mr. McGuire;

The confidentiality of information about children eligible for free and reduced price meals under the National School Lunch Program (NSLP) has long been a sensitive issue for us at the Department of Agriculture. There have been many requests through the years for information about children eligible for free and reduced price meals. Many of these requests were from Federal and State education programs. Free and reduced price school meal eligibility information does not come under the purview of the Family Educational Rights and Privacy Act, since it is not part of an education record.

Previously, program operators were only permitted to release aggregate information about children eligible for free and reduced price meals. Congress amended the National School Lunch Act (42 U.S.C. 1758), which is the authorizing legislation for the NSLP, to now allow limited disclosure of a child's free and reduced price meal eligibility status. Additionally, the statute also specifies civil and criminal penalties for unauthorized disclosure by the determining agency of the recipient agency.

Prior to issuance of a final regulation, we are authorizing the State agency, school food authority, school, child care institution or Summer Food Service Program sponsor that makes the free and reduced price meal or free milk eligibility determination to disclose free and reduced price eligibility information to the extent authorized by the statute. We are pleased to provide you a copy of the guidance we recently issued to implement the disclosure provision in the statute. We encourage you to share the guidance with your associates and others who may be interested in this policy. We also have enclosed the pertinent part of the statute for your review.

Please note that although the statute permits limited disclosure of free and reduced price eligibility information, the decision on whether to disclose information that will identify children as eligible for free and reduced price meals or free milk is at the discretion of local school and program operators.

Please do not hesitate to contact us if you have any questions on the use of eligibility information.

Sincerely,

Shirley R. Watkins

Shirley R. Watkins
Under Secretary
Food, Nutrition and Consumer Services

Enclosures

United States
Department of
Agriculture

Food and
Consumer
Service

3101 Park
Center Drive

Alexandria, VA
22302 - 1500

SUBJECT: Limited Disclosure of Children's Free and Reduced Price Meal or Free Milk Eligibility Information (SP 99-3); (CACFP 99-2)

TO: State Agencies
Child Nutrition Programs
All States

The Healthy Meals for Healthy Americans Act of 1994, P.L. 103-448, amended Section 9(b)(2)(C) of the National School Lunch Act (NSLA) (42 U.S.C. 1751(b)(2)(C)) to allow, without consent, limited disclosure of information about free and reduced price meal or free milk eligibility. The disclosure limitations apply to all the Child Nutrition Programs. The statute also specifies a fine of not more than $1,000 or imprisonment of not more than 1 year, or both, for unauthorized disclosures of free and reduced price meal or free milk eligibility information.

I. What information may be disclosed permissibly without consent?

(The term "persons directly connected" in this section includes Federal, State and local program operators responsible for program administration or program compliance and their contractors.)

A. Disclosing names and eligibility status in accordance with the NSLA.
Determining agencies may disclose, without consent, participants' **names and eligibility status** (whether they are eligible for free meals or free milk or reduced price meals) to persons *directly* connected with the administration or enforcement of the following programs:

1. Federal education programs, such as Title I and the National Assessment of Educational Progress.

2. State health or State education programs provided the programs are administered by a State agency or a local education agency.

   Representatives of State or local education agencies evaluating the results and compliance with student assessment programs would be covered only to the extent that the assessment program was established at the State, not local level.

3. Federal, State, or local means-tested nutrition programs with eligibility standards comparable to the National School Lunch Program (i.e., food assistance programs to households with income at or below 185 percent of the Federal poverty level, such as the Food Stamp Program or a State or local nutrition program).

Appendix E

Student Listing Forms

2000 NAEP ASSESSMENT
Student Listing Form - Grade 4

School Name: _____ Prepared by: _____

Address: _____ Date: _____

_____ Total Enrollment in Grade 4: _____

For year-round schools only: Percentage of Grade 4 enrollment off-track: _____%
(NOTE: Do not list below students who are off-track.)

DIRECTIONS: PLEASE COMPLETE COLUMNS A AND B FOR EVERY STUDENT IN GRADE 4.

Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. Complete instructions and information about providing computer-generated lists are on the other side of this page.

A			B	(OPTIONAL)						FOR SAMPLING ONLY	
Student's Name			Birth Date							1	2
First	Initial	Last	Month/Year	Home Room/ Locator	Sex	Race/ Eth.	(X) IF TITLE I	(X) IF SD	(X) IF LEP	Line #	Selected for (Session Type)

2000 NAEP ASSESSMENT

A. Instructions for Preparing a List of Fourth-grade Students

1. Two or three weeks before the scheduled assessment date for your school, please prepare a list of **ALL students enrolled in the fourth** using the most current enrollment records available. If this is a year-round school, see special instructions below.
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. As described below, additional information will be required for students selected for the assessment. You may prefer to provide this information on all students at the time you prepare the original list.
4. The list may be computer-generated or prepared manually using the NAEP Student Listing Form. A sample Student Listing Form is on the reverse side of these instructions. You may copy this form or request copies from your state coordinator.
5. Please keep the list of students at the school until the NAEP Supervisor arrives for the sampling visit.
6. After the NAEP Supervisor has selected the sample of students, 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.

B. Instructions for Preparing Computer-generated Lists

- Write the school name and address on list.
- List students in alphabetical order.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the printout was prepared.
- Define any special codes used.
- Include preparer's name.

C. Additional Information Required for Sampled Students

1. The NAEP supervisor will provide the school with the list of students selected for the assessment at the time of the sampling visit. The following additional information will be required for **each sampled student**:

   - **Homeroom** or other locator (optional)
   - **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 Title I** - receiving Title I services.
   - **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.
2. You may prefer to provide this information when preparing the original list of all students. If so, include it on the computer-generated list the appropriate columns on the Student Listing Form.

Special Instructions for Year-round Schools

1. Please record the following information on the list of students: a) Total enrollment in the fourth grade; and b) Percentage of the grade 4 enrollment that will be off-track (not in attendance) on the assessment date.
2. In preparing the list of students, do **not** list students who will be off-track on the assessment date.

2000 NAEP ASSESSMENT
Student Listing Form - Grade 8

School Name: _____ Prepared by: _____

Address: _____ Date: _____

_____ Total Enrollment in Grade 8: _____

For year-round schools only: Percentage of Grade 8 enrollment off-track:_____%
(NOTE: Do not list below students who are off-track.)

DIRECTIONS: PLEASE COMPLETE COLUMNS A AND B FOR EVERY STUDENT IN GRADE 8.

Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. Complete instructions and information about providing computer-generated lists are on the other side of this page.

A			B	(OPTIONAL)						FOR SAMPLING ONLY	
Student's Name			Birth Date	Home Room/ Locator	Sex	Race/ Eth.	(X) IF TITLE I	(X) IF SD	(X) IF LEP	1	2
First	Initial	Last	Month/Year							Line #	Selected for (session type)

2000 NAEP ASSESSMENT

A. Instructions for Preparing a List of Eighth-grade Students

1. Two or three weeks before the scheduled assessment date for your school, please prepare a list of **ALL students enrolled in the eighth** using the most current enrollment records available. If this is a year-round school, see special instructions below.
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. As described below, additional information will be required for students selected for the assessment. You may prefer to provide this information on all students at the time you prepare the original list.
4. The list may be computer-generated or prepared manually using the NAEP Student Listing Form. A sample Student Listing Form is on the reverse side of these instructions. You may copy this form or request copies from your state coordinator.
5. Please keep the list of students at the school until the NAEP supervisor arrives for the sampling visit.
6. After the NAEP supervisor has selected the sample of students, 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.

B. Instructions for Preparing Computer-generated Lists

- Write the school name and address on list.
- List students in alphabetical order.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the printout was prepared.
- Define any special codes used.
- Include preparer's name.

C. Additional Information Required for Sampled Students

1. The NAEP supervisor will provide the school with the list of students selected for the assessment at the time of the sampling visit. The following additional information will be required for **each sampled student**:
   - **Homeroom** or other locator (optional)
   - **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 Title I** - receiving Title I services.
   - **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.
2. You may prefer to provide this information when preparing the original list of all students. If so, include it on the computer-generated list or use the appropriate columns on the Student Listing Form.

Special Instructions for Year-round Schools

1. Please record the following information on the list of students: a) Total enrollment in the eighth grade; and b) Percentage of the grade 8 enrollment that will be off-track (not in attendance) on the assessment date.
2. In preparing the list of students, do not list students who will be off-track on the assessment date.

2000 NAEP ASSESSMENT
Student Listing Form - Grade 12

School Name: _____ Prepared by: _____

Address: _____ Date: _____

_____ Total Enrollment in Grade 12: _____

For year-round schools only: Percentage of Grade 12 enrollment off-track:_____%
(NOTE: Do not list below students who are off-track.)

DIRECTIONS: PLEASE COMPLETE COLUMNS A AND B FOR EVERY STUDENT IN GRADE 12.

Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. Complete instructions and information about providing computer-generated lists are on the other side of this page.

A			B	(OPTIONAL)						FOR SAMPLING ONLY	
Student's Name			Birth Date	Home Room/ Locator	Sex	Race/ Eth.	(X) IF TITLE I	(X) IF SD	(X) IF LEP	1	2
First	Initial	Last	Month/Year							Line #	Selected for (session type)

2000 NAEP ASSESSMENT

A. Instructions for Preparing a List of Twelfth-grade Students

1. Two or three weeks before the scheduled assessment date for your school, please prepare a list of **ALL students enrolled in the twelfth gr** using the most current enrollment records available. If this is a year-round school, see special instructions below.
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. As described below, additional information will be required for students selected for the assessment. You may prefer to provide this information on all students at the time you prepare the original list.
4. The list may be computer-generated or prepared manually using the NAEP Student Listing Form. A sample Student Listing Form is on the reverse side of these instructions. You may copy this form or request copies from your state coordinator.
5. Please keep the list of students at the school until the NAEP supervisor arrives for the sampling visit.
6. After the NAEP supervisor has selected the sample of students, 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.

B. Instructions for Preparing Computer-generated Lists

- Write the school name and address on list.
- List students in alphabetical order.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the printout was prepared.
- Define any special codes used.
- Include preparer's name.

C. Additional Information Required for Sampled Students

1. The NAEP supervisor will provide the school with the list of students selected for the assessment at the time of the sampling visit. The following additional information will be required for **each sampled student**:
   - **Homeroom** or other locator (optional)
   - **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 Title I** - receiving Title I services.
   - **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.
2. You may prefer to provide this information when preparing the original list of all students. If so, include it on the computer-generated list or use the appropriate columns on the Student Listing Form.

Special Instructions for Year-round Schools

1. Please record the following information on the list of students: a) Total enrollment in the twelfth grade; and b) Percentage of the grade 12 enrollment that will be off-track (not in attendance) on the assessment date.
2. In preparing the list of students, do not list students who will be off-track on the assessment date.

Appendix F

Assessing Students with Disabilities

F. ASSESSING STUDENTS WITH DISABILITIES

1.1 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.

1.2 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 in 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.

1.3 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.

1.4 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?"

1.5 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."

1.6 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.

1.7 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.

1.8 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."

References

Achenbach, T.M., and Edelbrock, C. (1989). Diagnostic, taxonomic, and assessment issues. In T.H. Ollendick and M. Hersen (Eds.) *Handbook of child psychopathology* (2nd Ed., pp. 53-73) New York: Plenum Press.

CH.A.D.D. (1992). *CH.A.D.D. Educators Manual: An in-depth look at attention deficit disorders from an educational perspective.* Fairfax, VA: Casett Associates.

Conference of Executives of American Schools for the Deaf. (1975).

Forness, S.R. and Knitzer, J. (1990). *A new proposed definition and terminology to replace "Serious Emotional Disturbance" in the Education of the Handicapped Act* (Report of the Workgroup on Definition, National Mental Health and Special Education Coalition). Alexandria, VA: National Mental Health Association.

Haring, N.G., McCormick, L., and Haring, T.G. (Eds.). (1994). *Exceptional Children and Youth: Sixth Edition.* New York: Macmillan.

National Joint Committee on Learning Disabilities. (1988). [Letter to NJCLD member organizations].

O'Donnell, L., and Livingston, R. (1991). Active exploration of the environment by young children with low vision: A review of the literature. *Journal of Visual Impairment and Blindness*, 85, 287-291.

Appendix G

Classroom Management Techniques

G. 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.

G.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 to 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 the students 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 heads, and so on. Play continues in this manner with the students always being one movement behind you. If a student makes a wrong move, he/she sits down. Continue until you have a winner. That person then becomes the leader.

G.2 Eighth Grade Assessments

Many districts refer to the schools that their 8th 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!!

G.3 Twelfth Grade Assessments

High school seniors are the most difficult group to notify of the assessment and tend to have larger numbers of absentees from 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 in the assessment book. 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 H

Question-By-Question Specifications for School Questionnaires

2000 QUESTION-BY-QUESTION SPECIFICATIONS
SCHOOL CHARACTERISTICS AND POLICIES QUESTIONNAIRE
GRADE 4

1. What type of school is this? Fill in ovals for all that apply.

(A) Regular elementary school

(B) A regular school with a magnet program

(C) A magnet school or a school with a special program emphasis, e.g., science/math school, performing arts school, talented/gifted school, foreign language immersion school, etc.

(D) Special education: a school that primarily serves students with disabilities

(E) Alternative: a school that offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular or special education

(F) Private (independent)

(G) Private (religiously affiliated)

(H) Charter school

(I) Privately run public school

(J) Other _____

*"**Regular elementary school**" refers to a public elementary school that does not meet any of the criteria for the other choices listed. "**A regular school with a magnet program**" refers to a school with a magnet program, whether or not the 4th grade is involved in this program, in addition to programs traditionally offered by public elementary schools, for example, a school with a special science program. "**A magnet school or a school with a special program**" is specifically defined as a school that is designed around an area of specialization and also delivers the standard academic program to its students. "**Special education**" is for a school whose mission is predominantly special education; any other type of school with a special education program would fit into one of the other categories. "**Alternative**" schools (choice E) may be either publicly or privately funded. "**Private (independent)**" (choice F) is for those schools that are privately owned and administered and which are funded almost entirely by private tuition, donations, and grants, unless the school is affiliated with a religious institution; in that case, choice G is appropriate. "**Private (religiously affiliated)**" (choice G) refers to schools associated with religious organizations and not administered by a public agency. "**Charter school**" refers to schools operating with public funding but having greater autonomy than traditional public schools. "**Privately run public school**" refers to schools run by private organizations with public funding. "**Other**" refers to a public elementary school that does not meet any of the criteria for the other choices listed. If you select "Other", please specify your type of school.*

2. Our school year has ___ ___ ___ days.

The number given here should be the total number of days for which instruction is scheduled.

3. Which of the following best describes how the fourth grades in your school are organized for instruction? Fill in one oval.

(A) Self-contained. Students stay with the same teacher for all academic subjects.

(B) Departmentalized. Students have different teachers in most or all academic subjects.

(C) Regrouped. Students remain with one teacher for most subjects but may have a different teacher for one or two subjects.

"Self-contained" does not mean students stay in the same classroom for all instruction; this is the correct choice if the students receive instruction in all subjects from a single teacher or the same team of teacher(s)/aide(s). "Departmentalized" is for schools in which 4th grade teachers specialize in subject areas. "Regrouped" should be selected if students have a different teacher for one or two subjects, such as music and physical education, but remain with the same teacher for most of the day.

4. Are fourth graders typically assigned to classes by ability and/or achievement levels (so that some classes are higher in average ability and/or achievement levels than others)?

(A) Yes, by mathematics ability

(B) Yes, by reading ability

(C) Yes, by general ability

(D) No

Self-explanatory.

5. During each week, how much time does the typical student in grade 4 in your school receive instruction in each of these subjects? Fill in one oval on each line

	Less than 1 hour	At least 1 hour but less than 2 hours	At Least 2 hours but less than 3 hours	3 hours or more
a. Mathematics	(A)	(B)	(C)	(D)
b. Science	(A)	(B)	(C)	(D)
c. Reading	(A)	(B)	(C)	(D)

A " typical" student is defined as one who is grouped in the same way and receives the same instruction as the majority of students in his or her class.

6. **Are computers available to students in your classes in any of the following ways? Fill in one oval on each line.**

	Yes	No
a. Available all the time in classrooms	(A)	(B)
b. Grouped in a separate computer laboratory available to classes	(A)	(B)
c. Available to bring to classrooms when needed	(A)	(B)

This question refers to the ways in which computers are available to students in classes at your school. "Available in all classrooms" means the computers are located in all 4th grade classrooms and are available to students in these classrooms at all times. "Grouped in a separate computer laboratory available to classes" means that computers are located in a space such as a computer lab, library, or classroom where students can go to use them. Answer "Yes" to every choice that applies to computer availability in your school.

7. **Do fourth graders in your school participate in school-sponsored extracurricular activities such as clubs, competitions, fairs, or exhibits in any of the following areas? Fill in one oval on each line.**

	Yes	No
a. Mathematics	(A)	(B)
b. Science	(A)	(B)
c. Reading	(A)	(B)

Answer "Yes" for each subject in which 4th graders participate in such activities outside of regular instructional time for the subject.

8. **Does your school do any of the following to involve parents? Fill in one oval on each line.**

	Yes, routinely	Yes, occasionally	No
a. Use parents as aides in classrooms	(A)	(B)	(C)
b. Have parents review or sign students' homework	(A)	(B)	(C)
c. Assign homework for students to do with parents	(A)	(B)	(C)
d. Have a parent volunteer program	(A)	(B)	(C)
e. Offer special classes or workshops for parents	(A)	(B)	(C)
f. Have parents as guest teachers	(A)	(B)	(C)

For each of the activities listed above, select "A" if parent involvement is on a frequent basis as a part of regular school activities. Select "B" if such parent involvement is infrequent but ongoing. Select "C" if parents are never involved in these activities at the present time.

9. **In your school, approximately what percentage of the parents do each of the following? Fill in one oval on each line.**

	0-25%	26-50%	51-75%	76-100%
a. Participate in a parent-teacher organization	(A)	(B)	(C)	(D)
b. Participate in open houses or back-to-school nights				
c. Participate in parent-teacher conferences				
d. Are involved in making school curriculum decisions				
e. Participate in volunteer programs				

Select the percentage that represents the number of parents involved in each of the activities listed above on a regular basis.

10. **To what degree is each of the following a problem in your school? Fill in one oval on each line.**

This question addresses the degree to which various problems occur in your school. The problems need not involve 4th grade students specifically. "Serious" means that the problem occurs frequently and/or affects day-to-day operations in your school. "Moderate" means that the problem occurs sometimes, but typically does not affect day-to-day operations in your school. "Minor" means that the problem occurs only occasionally in your school. "Not a problem" means that the problem never or hardly ever occurs in your school.

	Serious	Moderate	Minor	Not a Problem
a. Student absenteeism	(A)	(B)	(C)	(D)
b. Student tardiness				
c. Physical conflicts among students				
d. Teacher absenteeism				
e. Racial or cultural conflicts				
f. Student health problems				
g. Lack of parent involvement				
h. Student use of alcohol				
i. Student use of tobacco				
j. Student use of drugs				
k. Gang activities				

l. **Student misbehavior in class**

m. **Cheating**

n. **Physical conflicts between students and teachers**

o. **Vandalism**

"Student absenteeism" *refers to excessive student absences (unexcused or excused) on a typical school day.* ***"Student tardiness"*** *refers to excessive student lateness to school on a typical school day.* ***"Physical conflicts among students"*** *refers to incidents in which students are involved in physical altercations* ***with each other. "Teacher absenteeism"*** *refers to excessive teacher absences (unexpected or planned) on a typical school day.* ***"Racial or cultural conflicts"*** *refers to conflicts that erupt as a result of racial or cultural misunderstanding or disharmony. Such conflicts may occur between students, or they may occur between students and teachers or staff.* ***"Student health problems"*** *refers to health problems (such as flu epidemics, chickenpox, etc.) that affect a large number of students and/or interfere with the school's day-to-day operations.* ***"Lack of parent involvement"*** *refers to a lack of parents' interest or involvement in students' academic progress or in the school's efforts to create a social environment for students, such that it interferes with the school's operations or morale.* ***"Student use of alcohol"*** *refers to students being intoxicated at school or showing the effects of a drinking problem such that it interferes with the operation of classes or of the school. This does not refer specifically to 4th grade students but to any students enrolled in the school.* ***"Student use of tobacco"*** *refers to any students using tobacco on school property.* ***"Student use of drugs"*** *refers to the sale, possession, or use of drugs* ***by students*** *on school property and/or students showing the effects of drug abuse such that it interferes with the operation of classes or the school. This does not refer specifically to 4th graders but to the entire school.* ***"Gang activities"*** *refers to organized, unlawful, or antisocial activities by a group of students that affects the school's operations or morale.* ***"Student misbehavior in class"*** *refers to a student or group of students engaging in unacceptable behavior in class that interferes with the operation and/or morale of the class.* ***"Cheating"*** *refers to students violating classroom rules on a quiz, test, or examination by looking at another student's answers, using information about the material being tested during the test without the teacher's knowledge or permission, or wrongfully obtaining test materials prior to the test's administration.* ***"Physical conflicts between teachers and students"*** *refers to incidents in which students* ***and*** *teachers are involved in physical altercations* ***with each other. "Vandalism"*** *refers to the defacement or destruction of school property by students or others.*

11. How would you characterize each of the following within your school? Fill in one oval on each line.

	Very Positive	Somewhat Positive	Somewhat Negative	Very Negative
a. Morale of teachers	(A)	(B)	(C)	(D)
b. Students' attitudes toward academic achievement				
c. Parental support for student achievement				
d. Teachers' expectations for student achievement				
e. Regard for school property				

This question refers to various attitudes and expectations at your school. "Morale of teachers" refers to the degree to which teachers have a positive outlook about the school and their role in it. "Students' attitudes toward academic achievement" refers to the degree to which students in the school value academic achievement. "Parental support for student achievement" refers to the degree to which parents value student achievement and make that evident, either formally (through involvement with parent-teacher organizations, assistance with school activities, etc.) or informally through positive feedback to their own and others' children. "Teachers' expectations for student achievement" refers to the goals and expectations teachers set for their students and the degree to which they make them evident, either formally or informally. "Regard for school property" refers to the degree to which students and teachers or staff value school property, as evidenced by the absence of or disregard for vandalism of school property or the presence of programs or efforts to keep up or beautify school property.

12. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)

(A) 0-2%

(B) 3-5%

(C) 6-10%

(D) More than 10%

For this question, "average day" is defined as a regular, full school day.

13. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)

(A) 0-2%

(B) 3-5%

(C) 6-10%

(D) More than 10%

For this question, calculate the percentage of teacher absences (unexpected and planned) on a regular, full school day.

14. About what percentage of students who are enrolled at the beginning of the school year is still enrolled at the end of the school year? (Exclude students who transfer into the school during the school year in figuring this rate.)

(A) 98-100%

(B) 95-97%

(C) 90-94%

(D) 80-89%

(E) 70-79%

(F) 60-69%

(G) 50-59%

(H) Less than 50%

*For this question, you should choose the percentage that represents a **typical** (not anomalous, for whatever reason) year at your school. If the percentage of students **last year** who were enrolled at the beginning of the school year and were still enrolled at the end of the school year is **typical** for your school, you should use that percentage.*

15. About what percentage of this year's fourth graders was held back and is repeating fourth grade?

(A) 0%

(B) 1-2%

(C) 3-5%

(D) 6-10%

(E) More than 10%

*For this question, you should choose the option that best represents the percentage of fourth graders in your school who were held back and are repeating the fourth grade in the **current** (1999-2000) academic year.*

16. Of the full-time teachers who started in your school last year, what percentage left before the end of the school year?

(A) 0%

(B) 1-2%

(C) 3-5%

(D) 6-10%

(E) 11-15%

(F) 16-20%

(G) More than 20%

*For this question, you should choose the option that best represents the percentage of teachers in your school who left (or were absent for more than a month, even if they returned to the school) before the end of the school year **last year** (i.e., the 1998-1999 academic year).*

17. What is the current enrollment in your school?

— —,— — —

*For this question, you should enter the number that represents the **current** (1999-2000 academic year) enrollment in your school **at the time of the assessment** (i.e., if the assessment is administered at your school in February 2000, you should give the enrollment at that time).*

18. What is the current enrollment in the fourth grade?

*For this question, you should enter the number that represents the **current** (1999-2000 academic year) **4th grade enrollment** in your school **at the time of the assessment** (i.e., if the assessment is administered at your school in February 2000, you should give the **4th grade** enrollment at that time).*

19. Does your school participate in the National School Lunch Program?

(A) Yes

(B) No

*For this question, answer "Yes" if your school is participating in the National School Lunch Program **at the time of the assessment**.*

20. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?

(A) 0%

(B) 1-5%

(C) 6-10%

(D) 11-25%

(E) 26-50%

(F) 51-75%

(G) 76-79%

(H) 100%

*For this question, you should select the percentage range that best represents the total number of students in your school who are participating in the National School Lunch Program **at the time of the assessment**.*

21. Does your school receive Chapter 1/Title 1 funding? (Chapter 1 is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

(A) Yes

(B) No

For this question, you should choose "Yes" if your school is receiving Chapter 1/Title 1 funding at the time of the assessment.

22. **Approximately what percentage of students in your school receives the following services? Fill in one oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.**

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%
a. Chapter 1/Title 1 funding	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
b. Remedial reading instruction								
c. Remedial writing instruction								
d. Gifted and talented program								
e. Bilingual education								
f. English-as-a-second language instruction (not in a bilingual education program)								
g. Special education								

"Chapter 1/Title 1 funding" refers to federally funded programs that provide educational services to students who live in areas with high concentrations of low- income families "Remedial reading instruction" is defined as instruction designed to improve the reading skills of lower-achieving students and/or bring students who lack grade-appropriate reading skills up to grade level. "Remedial writing instruction" is defined as instruction designed to improve the writing skills of lower-achieving students and/or bring students who lack grade-appropriate writing skills up to grade level. A "gifted and talented program" is defined as a program designed for students who have been identified as having a high aptitude for the subject being taught in the program. "Bilingual education" is defined as instruction conducted in the student's native language (other than English). "English-as-a-second-language instruction" is defined as instruction (often supplementary) designed for students who are acquiring English language skills, or whose English language skills are limited, and whose native language is not English. "Special education" is defined as instruction specifically designed for students with learning, mental, or physical disabilities.

2000 QUESTION-BY-QUESTION SPECIFICATIONS
SCHOOL CHARACTERISTICS AND POLICIES QUESTIONNAIRE
GRADE 8

1. What type of school is this? Fill in ovals for all that apply.

(A) Regular middle or secondary school

(B) A regular school with a magnet program

(C) A magnet school or a school with a special program emphasis, e.g., science/math school, performing arts high school, talented/gifted school, foreign language immersion school, etc.

(D) Special education: a school that primarily serves students with disabilities

(E) Alternative: a school that offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular or special education

(F) Private (independent)

(G) Private (religiously affiliated)

(H) Charter school

(I) Privately run public school

(J) Other _____

*"**Regular middle or secondary school**" refers to a public middle or secondary school that does not meet any of the criteria for the other choices listed. "**A regular school with a magnet program**" refers to a school with a magnet program, whether or not the 8th grade is involved in this program, in addition to programs traditionally offered by public elementary schools, for example, a school with a special science program. "**A magnet school or a school with a special program**" is specifically defined as a school that is designed around an area of specialization and also delivers the standard academic program to its students. "**Special education**" is for a school whose mission is predominantly special education; any other type of school with a special education program would fit into one of the other categories. "**Alternative**" schools (choice E) may be either publicly or privately funded. "**Private (independent)**" (choice F) is for those schools that are privately owned and administered and which are funded almost entirely by private tuition, donations, and grants, unless the school is affiliated with a religious institution; in that case, choice G is appropriate. "**Private (religiously affiliated)**" (choice G) refers to schools associated with religious organizations and not administered by a public agency. "**Charter school**" refers to schools operating with public funding but having greater autonomy than traditional public schools. "**Privately run public school**" refers to schools run by private organizations with public funding. "**Other**" refers to a public school that does not meet any of the criteria for the other choices listed. If you select "Other", please specify a descriptive title for your type of school.*

2. **If this school uses block scheduling for most core courses, indicate which general type of block scheduling is used.**

   (A) This school does not use block scheduling.

   (B) Each core course is taught throughout the school year, but on only about half the days.

   (C) Each core course is taught for half the year, on all five days.

   (D) Each core course is taught in quarters, on all five days.

   (E) This school uses a type of block scheduling that does not fit into the broad categories above.

"Block scheduling" is defined as scheduling fewer subjects during a given period of time in order to extend the instructional time devoted to each subject and/or core course.

3. **Our school year has ___ ___ ___ days.**

   The number given here would be the total number of days for which instruction is scheduled.

4. **Which of the following best describes how the eighth grades in your school are organized for instruction? Fill in one oval.**

   (A) Self-contained. Students stay with the same teacher for all academic subjects.

   (B) Semi-departmentalized. Students are taught by different teachers in some of their subjects.

   (C) Departmentalized. Students have different teachers for most or all academic subjects.

   "Self-contained" does not mean students stay in the same classroom for all instruction; this is the correct choice if the students receive instruction in all subjects from a single teacher or the same team of teacher(s)/aide(s). "Semi-departmentalized" is the correct choice if students have a different teacher for one to three subjects. "Departmentalized" is for schools in which the majority of subjects are taught by different teachers.

5. **Are eighth-grade students typically assigned to classes by ability and/or achievement levels (so that some classes are higher in average ability and/or achievement levels than others) in any of the following subjects? Fill in one oval on each line.**

	Yes	No
a. Mathematics	(A)	(B)
b. Science		

If students are grouped specifically by both mathematics and science ability, answer "Yes" on both lines.

6. **During each week, how much time does the typical student in grade 8 in your school receive instruction in each of these subjects? Fill in one oval on each line.**

	Less than 1 hour	At least 1 hour but less than 2 hours	At Least 2 hours but less than 3 hours	3 hours or more
a. Mathematics	**(A)**	**(B)**	**(C)**	**(D)**
b. Science				

A " typical" student is defined as one who is grouped in the same way and receives the same instruction as the majority of students in his or her class.

7. **Does your school offer eighth-grade students a course in algebra for high school course placement or credit?**

(A) Yes

(B) No

For this question, answer "Yes ' if the course is used for <u>either</u> placement or credit.

8. **Are computers available to students in your classes in any of the following ways? Fill in one oval on each line.**

	Yes	No
a. Available all the time in classrooms	**(A)**	**(B)**
b. Grouped in a separate computer laboratory available to classes		
c. Available to bring to classrooms when needed		

This question refers to the ways in which computers are available to students in classes at your school. "Available in all classrooms" means the computers are located in all 8th grade classrooms and are available to students in these classrooms at all times. "Grouped in a separate computer laboratory available to classes" means that computers are located in a space such as a computer lab, library, or classroom where students can go to use them. Answer "Yes" to every choice that applies to computer availability in your school.

9. **Do eighth graders in your school participate in school-sponsored extracurricular activities such as clubs, competitions, fairs, or exhibits in any of the following areas? Fill in one oval on each line.**

	Yes	No
a. Mathematics	**(A)**	**(B)**
b. Science		

Answer "Yes" for each subject in which 8th graders participate in such activities <u>outside of regular instructional time</u> for the subject.

10. **Does your school do any of the following to involve parents? Fill in one oval on each line.**

	Yes, routinely	Yes, occasionally	No
a. Use parents as aides in classrooms	(A)	(B)	(C)
b. Have parents review or sign students' homework			
c. Assign homework for students to do with parents			
d. Have a parent volunteer program			
e. Offer special classes or workshops for parents			
f. Have parents as guest teachers			

For each of the activities listed above, select "A" if parent involvement is on a frequent basis as a part of regular school activities. Select "B" if such parent involvement is infrequent but ongoing. Select "C" if parents are never involved in these activities at the present time.

11. **In your school, approximately what percentage of the parents do each of the following? Fill in one oval on each line.**

	0-25%	26-50%	51-75%	76-100%
a. Participate in a parent-teacher organization	(A)	(B)	(C)	(D)
b. Participate in open houses or back-to-school nights				
c. Participate in parent-teacher conferences				
d. Are involved in making school curriculum decisions				
e. Participate in volunteer programs				

Select the percentage which represents the number of parents involved in each of the activities listed above on a regular basis.

12. **To what degree is each of the following a problem in your school? Fill in one oval on each line.**

This question addresses the degree to which various problems occur in your school. The problems need not involve 8th grade students specifically. "Serious" means that the problem occurs frequently and/or affects day-to-day operations in your school. "Moderate" means that the problem occurs sometimes, but typically does not affect day-to-day operations in your school. "Minor" means that the problem occurs only occasionally in your school. "Not a problem" means that the problem never or hardly ever occurs in your school.

	Serious	Moderate	Minor	Not a Problem
a. Student absenteeism	**(A)**	**(B)**	**(C)**	**(D)**
b. Student tardiness				
c. Physical conflicts among students				
d. Teacher absenteeism				
e. Racial or cultural conflicts				
f. Student health problems				
g. Lack of parent involvement				
h. Student use of alcohol				
i. Student use of tobacco				
j. Student use of drugs				
k. Gang activities				
l. Student misbehavior in class				
m. Cheating				
n. Physical conflicts between students and teachers				
o. Vandalism				

"Student absenteeism" *refers to excessive student absences (unexcused or excused) on a typical school day.* ***"Student tardiness"*** *refers to excessive student lateness to school on a typical school day.* ***"Physical conflicts among students"*** *refers to incidents in which students are involved in physical altercations* ***with each other.*** ***"Teacher absenteeism"*** *refers to excessive teacher absences (unexpected or planned) on a typical school day.* ***"Racial or cultural conflicts"*** *refers to conflicts that erupt as a result of racial or cultural misunderstanding or disharmony. Such conflicts may occur between students, or they may occur between students and teachers or staff.* ***"Student health problems"*** *refers to health problems (such as flu epidemics, chickenpox, etc.) that affect a large number of students and/or interfere with the school's day-to-day operations.* ***"Lack of parent involvement"*** *refers to a lack of parents' interest or involvement in students' academic progress or in the school's efforts to create a social environment for students, such that it interferes with the school's operations or morale.* ***"Student use of alcohol"*** *refers to students being intoxicated at school or showing the effects of a drinking problem such that it interferes with the operation of classes or of the school. This does not refer specifically to 8th grade students but to any students enrolled in the school.* ***"Student use of tobacco"*** *refers to any students using tobacco on school property.* ***"Student use of drugs"*** *refers to the sale, possession, or use of drugs* ***by students*** *on school property and/or students showing the effects of drug abuse such that it interferes with the operation of classes or the school. This does not refer specifically to 8th graders but to the entire school.* ***"Gang activities"*** *refers to organized, unlawful, or antisocial activities by a group of students that affects the school's operations or morale.* ***"Student misbehavior in class"*** *refers to a student or group of students engaging in unacceptable behavior in class that interferes with the operation and/or morale of the class.* ***"Cheating"*** *refers to students violating classroom rules on a quiz, test, or examination by looking at another student's answers, using information about the material being tested during the test without the teacher's knowledge or permission, or wrongfully obtaining test materials prior to the test's administration.* ***"Physical conflicts between teachers and students"*** *refers to incidents in which students* ***and*** *teachers are*

involved in physical altercations ***with each other. "Vandalism"*** *refers to the defacement or destruction of school property by students or others.*

13. How would you characterize each of the following within your school? Fill in one oval on each line.

	Very Positive	Somewhat Positive	Somewhat Negative	Very Negative
a. Morale of teachers	**(A)**	**(B)**	**(C)**	**(D)**
b. Students' attitudes toward academic achievement				
c. Parental support for student achievement				
d. Teachers' expectations for student achievement				
e. Regard for school property				

This question refers to the status of various attitudes and expectations at your school. "Morale of teachers" refers to the degree to which teachers have a positive outlook about the school and their role in it. "Students' attitudes toward academic achievement" refers to the degree to which students in the school value academic achievement. "Parental support for student achievement" refers to the degree to which parents value student achievement and make that evident, either formally (through involvement with parent-teacher organizations, assistance with school activities, etc.) or informally through positive feedback to their own and others' children. "Teachers' expectations for student achievement" refers to the goals and expectations teachers set for their students and the degree to which they make them evident, either formally or informally. "Regard for school property" refers to the degree to which students and teachers or staff value school property, as evidenced by the absence of disregard for or vandalism of school property or the presence of programs or efforts to keep up or beautify school property.

14. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)

(A) 0-2%

(B) 3-5%

(C) 6-10%

(D) More than 10%

For this question, "average day" is defined as a regular, full school day.

15. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)

(A) 0-2%

(B) 3-5%

(C) 6-10%

(D) More than 10%

Calculate the percentage of teacher absences (unexpected and planned) on a typical school day.

16. About what percentage of students who are enrolled at the beginning of the school year is still enrolled at the end of the school year? (Exclude students who transfer into the school during the school year in figuring this rate.)

(A) 98-100%

(B) 95-97%

(C) 90-94%

(D) 80-89%

(E) 70-79%

(F) 60-69%

(G) 50-59%

(H) Less than 50%

*For this question, you should choose the percentage that represents a **typical** (not anomalous, for whatever reason) year at your school. If the percentage of students **last year** who were enrolled at the beginning of the school year and were still enrolled at the end of the school year is **typical** for your school, you should use that percentage.*

17. About what percentage of this year's eighth graders was held back and is repeating eighth grade?

(A) 0%

(B) 1-2%

(C) 3-5%

(D) 6-10%

(E) More than 10%

*For this question, you should choose the option that best represents the percentage of eighth graders in your school who were held back and are repeating the eighth grade in the **current** (1999-2000) academic year.*

18. Of the full-time teachers who started in your school last year, what percentage left before the end of the school year?

(A) 0%

(B) 1-2%

(C) 3-5%

(D) 6-10%

(E) 11-15%

(F) 16-20%

(G) More than 20%

*For this question, you should choose the option that best represents the percentage of teachers in your school who **left** (or were absent for more than one month, even if they returned to the school) before the end of the school year **last year** (i.e., the 1998-1999 academic year).*

19. What is the current enrollment in your school?

— —,— — —

*For this question, you should enter the number that represents the **current** (1999-2000 academic year) enrollment in your school **at the time of the assessment** (i.e., if the assessment is administered at your school in February 2000, you should give the enrollment at that time).*

20. What is the current enrollment in the eighth grade?

—,— — —

*For this question, you should enter the number that represents the **current** (1999-2000 academic year) **8th grade enrollment** in your school **at the time of the assessment** (i.e., if the assessment is administered at your school in February 2000, you should give the 8th grade enrollment at that time).*

21. Does your school participate in the National School Lunch Program?

(A) Yes

(B) No

*For this question, choose "Yes" if your school is participating in the National School Lunch Program **at the time of the assessment**.*

22. **During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?**

(A) 0%

(B) 1-5%

(C) 6-10%

(D) 11-25%

(E) 26-50%

(F) 51-75%

(G) 76-99%

(H) 100%

For this question, you should select the percentage range that best represents the total number of students in your school who are participating in the National School Lunch Program ***at the time of the assessment.***

23. **Does your school receive Chapter 1/Title 1 funding? (Chapter 1is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)**

(A) Yes

(B) No

For this question, choose "Yes" if your school is receiving Chapter 1/Title 1 funding at the time of the assessment.

24. **Approximately what percentage of students in your school receives the following services? Fill in one oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.**

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%
a. Chapter 1/Title 1 funding	**(A)**	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**	**(G)**	**(H)**
b. Remedial reading instruction								
c. Remedial writing instruction								
d. Gifted and talented program								
e. Bilingual education								

f. **English-as-a-second language instruction (not in a bilingual education program)**

g. **Special education**

"Remedial reading instruction" is defined as instruction designed to improve the reading skills of lower-achieving students and/or bring students who lack grade-appropriate reading skills up to grade level. "Remedial writing instruction" is defined as instruction to improve the writing skills of lower-achieving students and/or bring students who lack grade-appropriate writing skills up to grade level. A "gifted and talented program" is defined as a program designed for students who have been identified as having a high aptitude for the specific subject being taught in the program. "Bilingual education" is defined as instruction conducted in the student's native language (other than English). "English-as-a-second-language instruction" is defined as instruction (often supplementary) designed for students who are acquiring English language skills, or whose English language skills are limited, and whose native language is not English. "Special education" is defined as instruction specifically designed for students with learning, mental, or physical disabilities.

2000 QUESTION-BY-QUESTION SPECIFICATIONS
SCHOOL CHARACTERISTICS AND POLICIES QUESTIONNAIRE
GRADE 12

1. What type of school is this? Fill in ovals for all that apply.

(A) Regular secondary school

(B) A regular school with a magnet program

(C) A magnet school or a school with a special program emphasis, e.g., science/math school, performing arts high school, talented/gifted school, foreign language immersion school, etc.

(D) Special education: a school that primarily serves students with disabilities

(E) Vocational/technical: a school that primarily serves students being trained for occupations

(F) Alternative: a school that offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular or special education

(G) Private (independent)

(H) Private (religiously affiliated)

(I) Charter school

(J) Privately run public school

(K) Other _____

*"**Regular secondary school**" refers to a public secondary school that does not meet any of the criteria for the other choices listed. "**A regular school with a magnet program**" refers to a school with a magnet program, whether or not the 12th grade is involved in this program, in addition to programs traditionally offered by public elementary schools, for example, a school with a special science program. "**A magnet school or a school with a special program**" is specifically defined as a school that is designed around an area of specialization and also delivers the standard academic program to its students. "**Special education**" is for a school whose mission is predominantly special education; any other type of school with a special education program would fit into one of the other categories. "**Vocational/technical**" refers to a school whose primary mission is preparing students for the trades, e.g., auto repair, carpentry, cooking, etc. "**Alternative**" schools (choice F) may be either publicly or privately funded. "**Private (independent)**" (choice G) is for those schools that are privately owned and administered and which are funded almost entirely by private tuition, donations, and grants, unless the school is affiliated with a religious institution; in that case, choice H is appropriate. "**Private (religiously affiliated)**" (choice H) refers to schools associated with religious organizations and not administered by a public agency. "**Charter school**" refers to schools operating with public funding but having greater autonomy than traditional public schools. "**Privately run public school**" refers to schools run by private organizations with public funding. "**Other**" refers to a public school that does not meet any of the criteria for the other choices listed. If you select "Other", please specify a descriptive title for your type of school.*

2. **If this school uses block scheduling for most core courses, indicate which general type of black scheduling is used.**

   (A) This school does not use block scheduling.

   (B) Each core course is taught throughout the school year, but on only about half the days.

   (C) Each core course is taught for half the year, on all five days.

   (D) Each core course is taught in quarters, on all five days.

   (E) This school uses a type of block scheduling that does not fit into the broad categories above.

"Block scheduling" is defined as scheduling fewer subjects during a given period of time in order to extend the instructional time devoted to each subject and/or core course.

3. **Our school year has ___ ___ ___ days.**

   The number given here would be the total number of full days for which instruction is scheduled and all students are expected to be in attendance.

4. **Are twelfth-grade students typically assigned to classes by ability and/or achievement levels (so that some classes are higher in average ability and/or achievement levels than others) in any of the following subjects? Fill in one oval on each line.**

	Yes	No
a. Mathematics	(A)	(B)
b. Science		

If students are grouped specifically by both mathematics and science ability, answer "Yes" on both lines.

5. **Beginning with ninth grade, how many years (or Carnegie-unit equivalents) of course work does your school or district require of each student in each of the following subject areas for graduation this year? Fill in one oval on each line.**

	None	½ year	1 year	2 years	3 years	4 years	More than 4 yrs.
a. Mathematics	(A)	(B)	(C)	(D)	(E)	(F)	(G)
b. Science							

Answer for the current academic year, i.e., the one in which the assessment is given: 1999-2000.

6. **Are courses of at least one semester in length taught in your school in each of the following subjects? Fill in one oval on each line.**

SCIENCE	Yes	No
a. Advanced biology (beyond an introductory course)	(A)	(B)
b. Advanced chemistry (beyond an introductory course)		
c. Advanced physics (beyond an introductory course)		
MATHEMATICS		
d. Calculus		
e. Trigonometry		
f. Precalculus, third-year algebra, elementary functions, or analysis		
g. Probability and/or statistics		

On each line, fill in ovals only for those courses offered by your school.

7. **Are students in your school required to pass a district or state test of any of the following subjects in order to graduate? Fill in one oval on each line.**

	Yes	No
a. Mathematics	(A)	(B)
b. Science		

Answer "Yes" only if such tests are required for graduation.

8. **Are computers available to students in your classes in any of the following ways? Fill in one oval on each line.**

	Yes	No
a. Available all the time in classrooms	(A)	(B)
b. Grouped in a separate computer laboratory available to classes		
c. Available to bring to classrooms when needed		

This question refers to the ways in which computers are available to students in classes at your school. "Available in all classrooms" means the computers are located in all 12th grade classrooms and are available to students in these classrooms at all times. "Grouped in a separate computer laboratory available to classes" means that computers are located in a space such as a computer lab, library, or classroom where students can go to use them. Answer "Yes" to every choice that applies to computer availability in your school.

9. Do twelfth graders in your school participate in school-sponsored extracurricular activities such as clubs, competitions, fairs, or exhibits in any of the following areas? Fill in one oval on each line.

	Yes	No
a. Mathematics	**(A)**	**(B)**
b. Science		

Answer "Yes" for each subject in which 12th graders participate in such activities outside of regular instructional time for the subject.

10. How many students in your school are currently enrolled in Advanced Placement courses in the following subjects? Fill in one oval on each line.

	None	1-10	11-25	26-50	51-75	76-99	100 or more
a. Science (biology chemistry, or physics)	**(A)**	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**	**(G)**
b. Calculus							
c. Statistics							

"Advanced Placement" is defined as a course that follows the curriculum provided through the Advanced Placement program offered by the College Board.

11. In your school, approximately what percentage of the parents do each of the following? Fill in one oval on each line.

	0-25%	26-50%	51-75%	76-100%
a. Participate in a parent-teacher organization	**(A)**	**(B)**	**(C)**	**(D)**
b. Participate in open houses or back-to-school nights				
c. Participate in parent-teacher conferences				
d. Are involved in making school curriculum decisions				
e. Participate in volunteer programs				

Select the percentage which represents the number of parents involved in each of the activities listed above on a regular basis.

12. To what degree is each of the following a problem in your school? Fill in one oval on each line.

This question addresses the degree to which various problems occur in your school. The problems need not involve 12th grade students specifically. "Serious" means that the problem occurs frequently and/or affects day-to-day operations in your school. "Moderate" means that the problem occurs sometimes, but typically does not affect day-to-day operations in your school. "Minor" means that the problem occurs only occasionally in your school. "Not a problem" means that the problem never or hardly ever occurs in your school.

	Serious	Moderate	Minor	Not a Problem
a. Student absenteeism	**(A)**	**(B)**	**(C)**	**(D)**
b. Student tardiness				
c. Physical conflicts among students				
d. Teacher absenteeism				
e. Racial or cultural conflicts				
f. Student health problems				
g. Lack of parent involvement				
h. Student use of alcohol				
i. Student use of tobacco				
j. Student use of drugs				
k. Gang activities				
l. Student misbehavior in class				
m. Cheating				
n. Physical conflicts between students and teachers				
o. Vandalism				

"Student absenteeism" *refers to excessive student absences (unexcused or excused) on a typical school day.* ***"Student tardiness"*** *refers to excessive student lateness to school on a typical school day.* ***"Physical conflicts among students"*** *refers to incidents in which students are involved in physical altercations* ***with each other****.* ***"Teacher absenteeism"*** *refers to excessive teacher absences (unexpected or planned) on a typical school day.* ***"Racial or cultural conflicts"*** *refers to conflicts that erupt as a result of racial or cultural misunderstanding or disharmony. Such conflicts may occur between students, or they may occur between students and teachers or staff.* ***"Student health problems"*** *refers to health problems (such as flu epidemics, chickenpox, etc.) that affect a large number of students and/or interfere with the school's day-to-day operations.* ***"Lack of parent involvement"*** *refers to a lack of parents' interest or involvement in students' academic progress or in the school's efforts to create a social environment for students, such that it interferes with the school's operations or morale.* ***"Student use of alcohol"*** *refers to students being intoxicated at school or showing the effects of a drinking problem such that it interferes with the operation of classes or of the school. This does not refer*

specifically to 12th grade students but to any students enrolled in the school. ***"Student use of tobacco"*** *refers to any students using tobacco on school property.* ***"Student use of drugs"*** *refers to the sale, possession, or use of drugs* ***by students*** *on school property and/or students showing the effects of drug abuse such that it interferes with the operation of classes or the school. This does not refer specifically to 12th graders but to the entire school.* ***"Gang activities"*** *refers to organized, unlawful, or antisocial activities by a group of students that affects the school's operations or morale.* ***"Student misbehavior in class"*** *refers to a student or group of students engaging in unacceptable behavior in class that interferes with the operation and/or morale of the class.* ***"Cheating"*** *refers to students violating classroom rules on a quiz, test, or examination by looking at another student's answers, using information about the material being tested during the test without the teacher's knowledge or permission, or wrongfully obtaining test materials prior to the test's administration.* ***"Physical conflicts between teachers and students"*** *refers to incidents in which students* ***and*** *teachers are involved in physical altercations* ***with each other.*** ***"Vandalism"*** *refers to the defacement or destruction of school property by students or others.*

13. How would you characterize each of the following within your school? Fill in one oval on each line.

	Very Positive	Somewhat Positive	Somewhat Negative	Very Negative
a. Morale of teachers	**(A)**	**(B)**	**(C)**	**(D)**
b. Students' attitudes toward academic achievement				
c. Parental support for student achievement				
d. Teachers' expectations for student achievement				
e. Regard for school property				

This question refers to the status of various attitudes and expectations at your school. "Morale of teachers" refers to the degree to which teachers have a positive outlook about the school and their role in it. "Students' attitudes toward academic achievement" refers to the degree to which students in the school value academic achievement. "Parental support for student achievement" refers to the degree to which parents value student achievement and make that evident, either formally (through involvement with parent-teacher organizations, assistance with school activities, etc.) or informally through positive feedback to their own and others' children. "Teachers' expectations for student achievement" refers to the goals and expectations teachers set for their students and the degree to which they make them evident, either formally or informally. "Regard for school property" refers to the degree to which students and teachers or staff value school property, as evidenced by the absence of or disregard for vandalism of school property or the presence of programs or efforts to keep up or beautify school property.

14. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)

(A) 0-2%

(B) 3-5%

(C) 6-10%

(D) More than 10%

For this question, "average day" is defined as a regular, full school day.

15. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)

(A) 0-2%

(B) 3-5%

(C) 6-10%

(D) More than 10%

Calculate the percentage of teacher absences (unexpected and planned) on a typical school day.

16. About what percentage of students who are enrolled at the beginning of the school year is still enrolled at the end of the school year? (Exclude students who transfer into the school during the school year in figuring this rate.)

(A) 98-100%

(B) 95-97%

(C) 90-94%

(D) 80-89%

(E) 70-79%

(F) 60-69%

(G) 50-59%

(H) Less than 50%

*For this question, you should choose the percentage that represents a **typical** (not anomalous, for whatever reason) year at your school. If the percentage of students **last year** who were enrolled at the beginning of the school year and were still enrolled at the end of the school year is **typical** for your school, you should use that percentage.*

17. About what percentage of this year's twelfth graders was held back and is repeating twelfth grade?

(A) 0%

(B) 1-2%

(C) 3-5%

(D) 6-10%

(E) More than 10%

*For this question, you should choose the option that best represents the percentage of twelfth graders in your school who were held back and are repeating the twelfth grade in the **current** (1999-2000) academic year.*

18. Last year, approximately what percentage of your twelfth graders graduated from high school?

(A) 99-100%

(B) 95-98%

(C) 90-94%

(D) 75-89%

(E) Less than 75%

*Calculate the percentage of students graduating in the **previous academic year (1998-1999)**.*

19. Of the students in last year's graduating class, approximately what percentage has gone on to each of the following? Fill in one oval on each line.

	0-10%	11-25%	26-50%	51-75%	76-90%	91-100%
a. Two-year college or university	**(A)**	**(B)**	**(B)**	**(C)**	**(D)**	**(E)**
b. Four-year college or university						
c. Vocational-technical or business school						
d. Employer training program, or apprenticeship						
e. Military service						

This question refers to the percentages of students who have graduated from your school and pursued various types of postsecondary education. "Last year's graduating class" is defined as students who graduated from your school in the academic year prior to the current year, i.e. in 1998-99. "Two-year college or university" refers to a two-year community or private college or other institution that typically awards associate's degrees. "Four-year college or university" refers to a four-year public or private college, university, or military service academy that typically awards bachelors' degrees. "Vocational-technical or business school" refers to an institution whose primary mission is to prepare students for the trades, e.g., carpentry or plumbing, or for employment in a business/secretarial position. "Employer training program or apprenticeship" refers to an on-the-job program specifically for employment in that given field. "Military service" refers to full-time enlistment in the armed services.

20. Of the full-time teachers who started in your school last year, what percentage left before the end of the school year?

(A) 0%

(B) 1-2%

(C) 3-5%

(D) 6-10%

(E) 11-15%

(F) 16-20%

(G) More than 20%

For this question, you should choose the option that best represents the percentage of teachers in your school who left (or were absent for more than one month, even if they returned to the school) before the end of the school year ***last year*** *(i.e., the 1998-1999 academic year).*

21. What is the current enrollment in your school?

—,— — —

For this question, you should enter the number that represents the ***current*** *(1999-2000 academic year) enrollment in your school* ***at the time of the assessment*** *(i.e., if the assessment is administered at your school in February 2000, you should give the enrollment at that time).*

22. What is the current enrollment in the twelfth grade?

—,— — —

For this question, you should enter the number that represents the ***current*** *(1999-2000 academic year)* ***12th grade enrollment*** *in your school* ***at the time of the assessment*** *(i.e., if the assessment is administered at your school in February 2000, you should give the 12th grade enrollment at that time).*

23. Does your school participate in the National School Lunch Program?

(A) Yes

(B) No

For this question, answer "Yes" if your school is participating in the National School Lunch Program ***at the time of the assessment.***

24. **During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?**

(A) 0%

(B) 1-5%

(C) 6-10%

(D) 11-25%

(E) 26-50%

(F) 51-75%

(G) 76-99%

(H) 100%

For this question, you should select the percentage range that best represents the total number of students in your school who are participating in the National School Lunch Program ***at the time of the assessment.***

25. **Does your school receive Chapter 1/Title 1 funding? (Chapter 1 is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)**

(A) Yes

(B) No

For this question, choose "Yes" if your school is receiving Chapter 1/Title 1 funding at the time of the assessment.

26. **Approximately what percentage of students in your school receives the following services? Fill in one oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.**

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90
a. Chapter 1/Title 1 funding	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
b. Remedial reading instruction								
c. Remedial writing instruction								
d. Gifted and talented program								
e. Bilingual education								

f. **English-as-a-second language instruction (not in a bilingual education program)**

g. **Special education**

"Remedial reading instruction" is defined as instruction designed to improve the reading skills of lower-achieving students and/or bring students who lack grade-appropriate reading skills up to grade level. "Remedial writing instruction" is defined as instruction to improve the writing skills of lower-achieving students and/or bring students who lack grade-appropriate writing skills up to grade level. A "gifted and talented program" is defined as a program designed for students who have been identified as having a high aptitude for the specific subject being taught in the program. "Bilingual education" is defined as instruction conducted in the student's native language (other than English). "English-as-a-second-language instruction" is defined as instruction (often supplementary) designed for students who are acquiring English language skills, or whose English language skills are limited, and whose native language is not English. "Special education" is defined as instruction specifically designed for students with learning, mental, or physical disabilities.

27. In your school, what time does school begin for high school students?

School begins at __:__ AM.

If there is a second shift, school begins for these students at __:__ PM.

Indicate the initial time(s) at which students are expected to be in attendance on a typical school day.

Appendix I

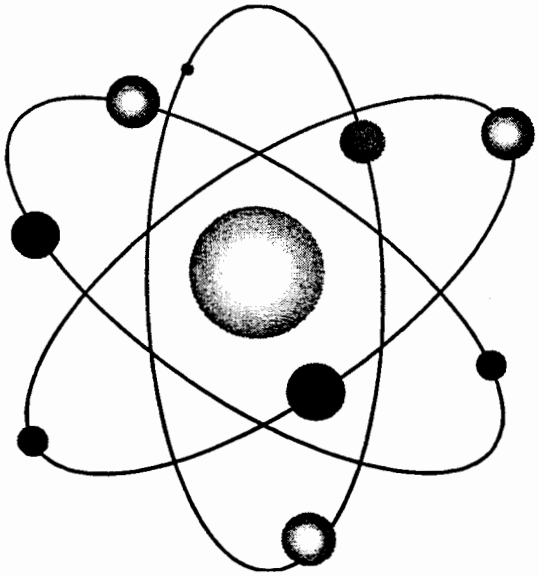
Instructions for Administering Hands-On Science Tasks

THE NATION'S REPORT CARD naep

2000 NAEP SCIENCE ASSESSMENT

INSTRUCTIONS FOR ADMINISTERING HANDS-ON SCIENCE TASKS

Grade 4, 8, 12



NA02000053

TABLE OF CONTENTS

Introduction 3

Seeds 4

Unknown Powder 6

Markers 8

Powders 10

Soil Tests 12

Antacid 14

Pendulum 16

INTRODUCTION

The 2000 NAEP science assessment includes up to three subject area sections. Sections 1 and 2 consist of paper-and-pencil responses. Section 5, which half the scheduled students will take, asks students to conduct one of three different hands-on tasks at each grade level. The hands-on tasks (kits) are:

GRADE 4	GRADE 8	GRADE 12
A Seeds		
B Unknown Powder		
C Markers	C Markers	
	D Powders	
	E Soil Tests	E Soil Tests
		F Antacid
		G Pendulum

The kits are pre-assigned (A-C, grade 4; C-E, grade 8; and E-G, grade 12) in the Sci. Kit Column on the Administration Schedule. You will use this Sci. Kit column to verify that you have received a sufficient number of each type of kit. Check each kit for obvious signs of breakage or leakage. If you identify any broken or damaged materials, determine if you have any extra kits of the same type to replace the item. If not, call NAEP on the 800 number in your manual to order a replacement.

Before the session you will divide the kits into three groups by type to facilitate distribution. At the beginning of Section 5 you will distribute one of the three kits to each student. The students use the kits to conduct an investigation and record their findings in their booklet.

This document includes the following information for each science kit:

- A copy of the first page of Section 5 in the student's booklet, which has a diagram of the kit contents;
- Safety issues, if any apply;
- Questions students may ask and the appropriate responses; and
- The paragraph on "Cleaning up" that appears at the end of Section 5 in each student's booklet.

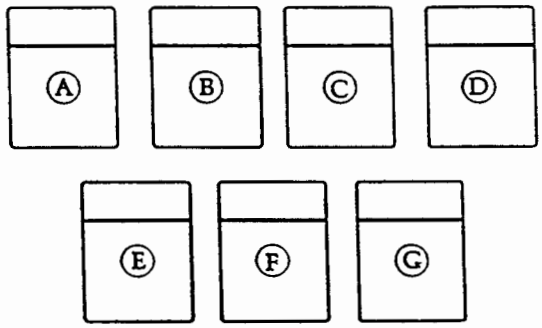
You should review this document carefully before assessment day. Also, be sure to have it available during the session to refer to for the proper response if students ask questions.

SEEDS

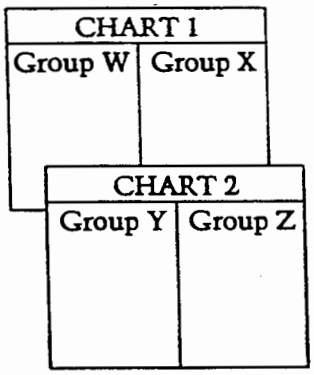
Classifying Seeds

You have been given a bag with some things in it that you will work with during the next 20 minutes. Take all of the things out of the bag and put them on your desk. Now look at the picture below. Do you have everything that is shown in the picture? If you are missing anything, raise your hand and you will be given the things you need.

<u>Important:</u> Do not take the seeds out of the bags.



7 Bags of Seeds



2 Charts

STOP

SEEDS
(GRADE 4)

I. Safety Issues

1. Students should not take the seeds out of the plastic bags.

II. How to Respond to Student Questions

NOTE: Administrators should check the large bag and Packet F in Kit A for larvae. Larvae should not be present. If any are found in the large bag, please tip them out. If any are in Packet F, please replace the packet with another Packet F from the extra kits in your shipment.

NOTE: Administrators should check Packet A in Kit A (maple seeds) to ensure that the seeds are intact and have a "wing." If a "wing" has been broken off, replace the seed with one from an extra kit in your shipment.

NOTE: Administrators should check Packet D in Kit A (acorns) to ensure that the acorns are not moldy and that they are round-shaped. If acorns are either moldy or oblong-shaped, replace them with acorns from extra kits in your shipment.

1. **Student:** I can't find any seeds that look alike.
   Administrator: I'm sorry, I can't help you. Reread the directions and do the best that you can.

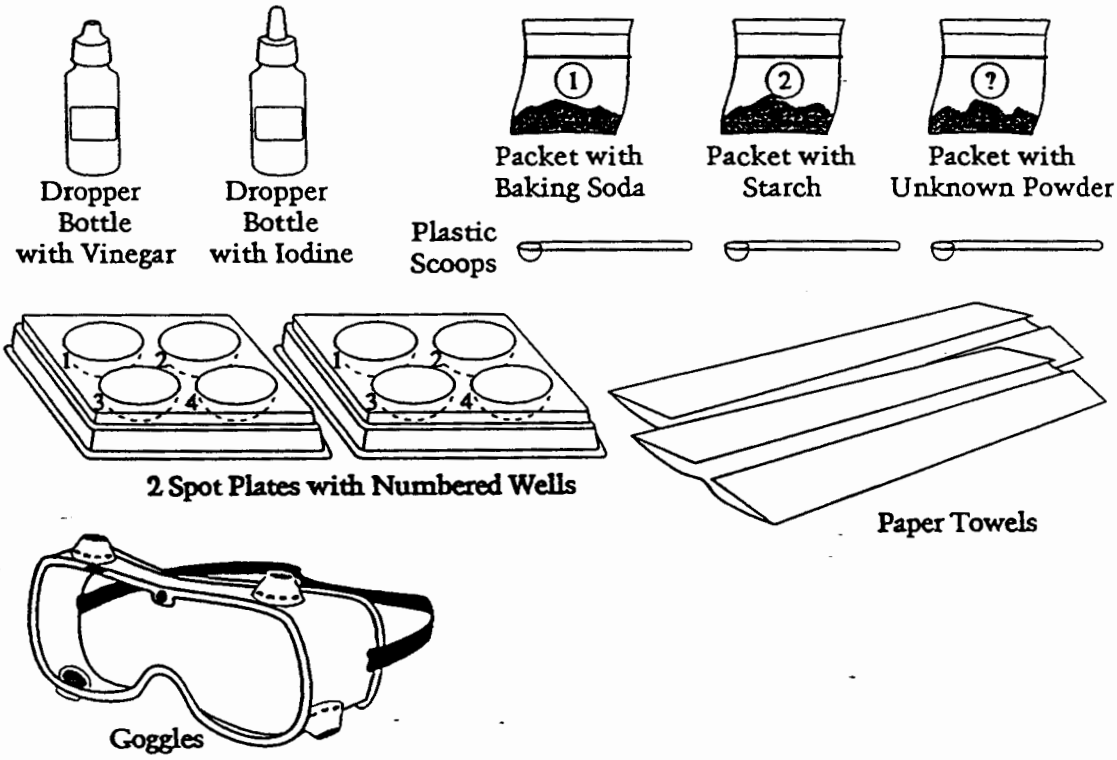
III. Cleaning Up

Put the charts and the bags of seeds back into the large plastic bag.

UNKNOWN POWDER

Identifying an Unknown Powder

You have been given a bag with some things in it that you will work with during the next 20 minutes. Take all of the things out of the bag and put them on your desk. Now look at the picture below. Do you have everything that is shown in the picture? If you are missing anything, raise your hand and you will be given the things you need.



STOP

UNKNOWN POWDER
(GRADE 4)

I. Safety Issues

1. Although not hazardous, students should not touch, smell, or taste the powders in the bags, the vinegar, or the iodine (weak solution).
2. The iodine is in a glass bottle. However, it should not break easily if dropped.
3. If students get iodine on themselves it will stain. Students should be told that it is used as an antiseptic and will not hurt them. After several washings it will come off.
4. Students must wear safety goggles.

II. How to Respond to Student Questions

NOTE: If one or more of the powders are missing and no unassigned kits are available, students can share the missing powder.
NOTE: If a student finds it difficult to remove the iodine bottle from the bag, you may help that student.

1. **Student:** How do I adjust the goggles?
   Administrator: Pull on the side strap.

2. In rare instances, the bottle containing vinegar may contain water. If a student queries the contents, smell the liquid. It has a definite vinegar smell.

Student: Nothing is happening when I put the vinegar on the powders.
Administrator: (If there is a vinegar smell)
I'm sorry, I can't help you. Reread the directions and do the best best that you can.
Administrator: (If there is no vinegar smell)
I'll get another bottle for you (use bottle from an unassigned kit or if none are available, students will have to share.)

3. In rare instances, the bottle containing iodine may contain either vinegar or water. If a student queries the contents, look at the color of the liquid. It is brown.

Student: Nothing is happening when I put the iodine on the powders.
Administrator: (If the solution is brown)
I'm sorry, I can't help you. Reread the directions and do the best that you can.
Administrator: (If the solution is clear)
I'll get another bottle for you (use bottle from an unassigned kit or if none are available, students will have to share.)

III. Cleaning Up

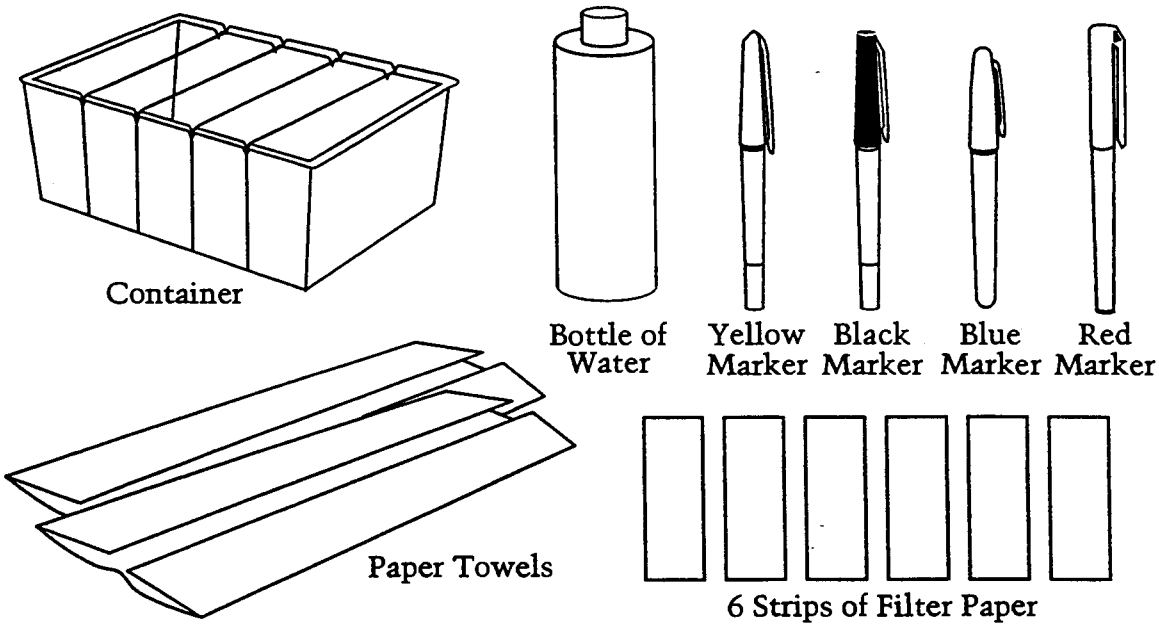
Use the paper towels to wipe up any spills and to wipe up the mixtures in your spot plates. Be careful not to get any iodine or vinegar on your hands. Then put everything except the paper towels back into the large plastic bag. Someone will collect the paper towels and throw them away.

SECTION 5

MARKERS

Solve the Marker Mystery!

You have been given a bag with some things in it that you will work with during the next 20 minutes. Take all of the things out of the bag and put them on your desk. Now look at the picture below. Do you have everything that is shown in the picture? If you are missing anything, raise your hand and you will be given the things you need.



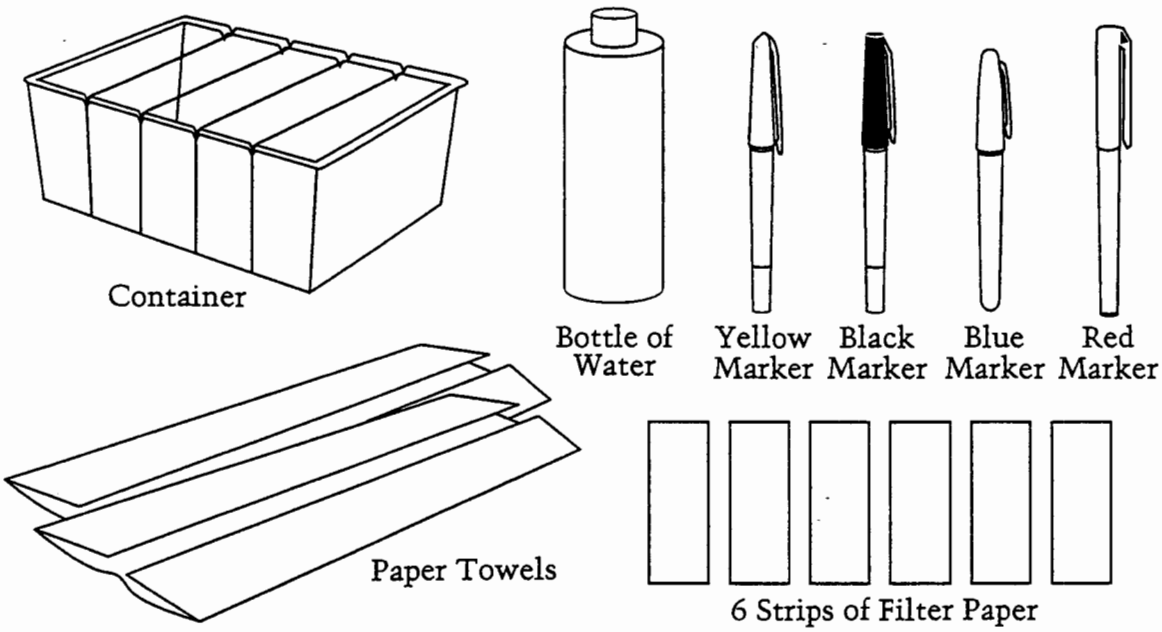
STOP

SECTION 5

MARKERS

Solve the Marker Mystery!

You have been given a bag with some things in it that you will work with during the next 30 minutes. Take all of the things out of the bag and put them on your desk. Now look at the picture below. Do you have everything that is shown in the picture? If you are missing anything, raise your hand and you will be given the things you need.



STOP

MARKERS
(GRADES 4 AND 8)

I. Safety Issues

1. The rubber bands should not be removed from around the container.
2. If students get ink from a permanent marker on their skin, it will not harm them. It will come off after several washes.

II. How to Respond to Student Questions

NOTE: If a student finds it difficult to remove either the filter papers from the packet or the tops from the markers, you may help that student.

NOTE: The rubber bands are used as hangers for the filter paper. If rubber bands are broken and no more spares are available, any rubber band can be used.

NOTE: If the water bottle is missing or empty and there are no unassigned kits available, tap water can be used.

NOTE: If any of the markers are missing, they can be shared. Students only use them for a minute at the beginning of the task.

1. **Student:** How do I fix the rubber bands?
   Administrator: I'm sorry, I can't help you. Reread the directions and do the best that you can.

2. **Student:** The water does not reach the bottom of the filter paper.
   Administrator: I'm sorry, I can't help you. Reread the directions and do the best that you can.

3. When the bottom of a strip of filter paper is placed in the water, the water should travel up the paper immediately. However, in rare instances, oils (from fingertips) on the filter paper may prevent the water from travelling up.

Student: Why isn't the water travelling up the filter paper?
Administrator: (If water stopped well below ink line)
Take a new strip of filter paper and redo it.
Administrator: (If water stopped at the ink line)
I'm sorry, I can't help you. Reread the directions and do the best that you can.

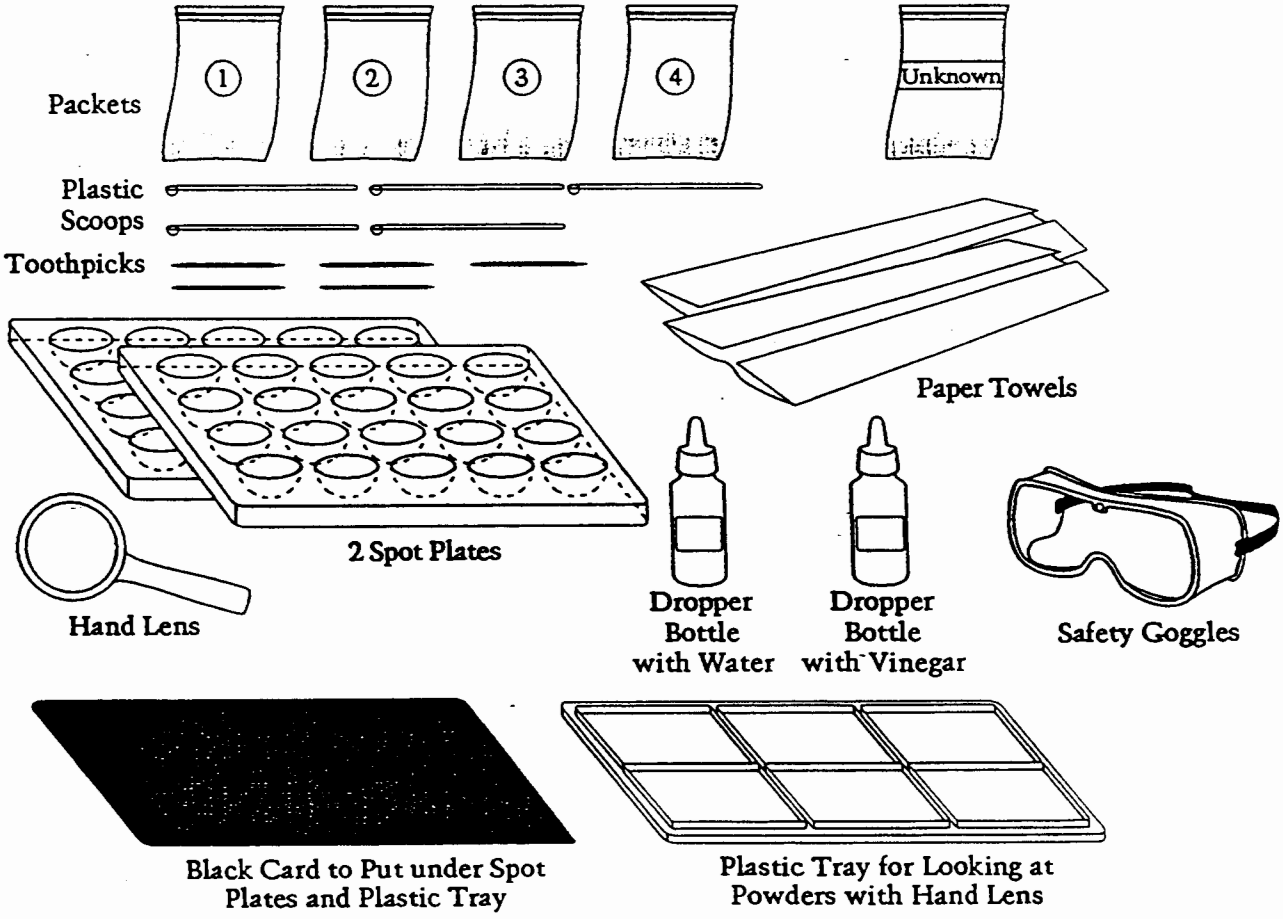
III. Cleaning Up

Use the paper towels to wipe up any spills. Then put the bottle and markers back into the large plastic bag. Someone will collect the paper towels, the filter papers, and the container with water in it.

POWDERS

Unknown Powders

For this task, you have been given a kit that contains materials that you will use to perform an investigation during the next 30 minutes. Please open your kit now and use the following diagram to check that all of the materials in the diagram are included in your kit. If any materials are missing, raise your hand and the administrator will provide you with the materials you need.



STOP

POWDERS
(GRADE 8)

I. Safety Issues

1. Although not hazardous, students should not touch, smell, or taste the powders in the bags or the vinegar.
2. Students must wear safety goggles.

II. How to Respond to Student Questions

NOTE: If one or more of the powders are missing and no unassigned kits are available, students can share the missing powder.

1. **Student:** How do I adjust the goggles?
   Administrator: Pull on the side strap.

2. In rare instances, the bottle containing vinegar may contain water. If a student queries the contents, smell the liquid. It has a definite vinegar smell.

Student: Nothing is happening when I put the vinegar on the powders.
Administrator: (If there is a vinegar smell)
I'm sorry, I can't help you. Reread the directions and do the best that you can.
Administrator: (If there is no vinegar smell)
I'll get another bottle for you (use bottle from an unassigned kit or if none is available, students can share.)

III. Cleaning Up

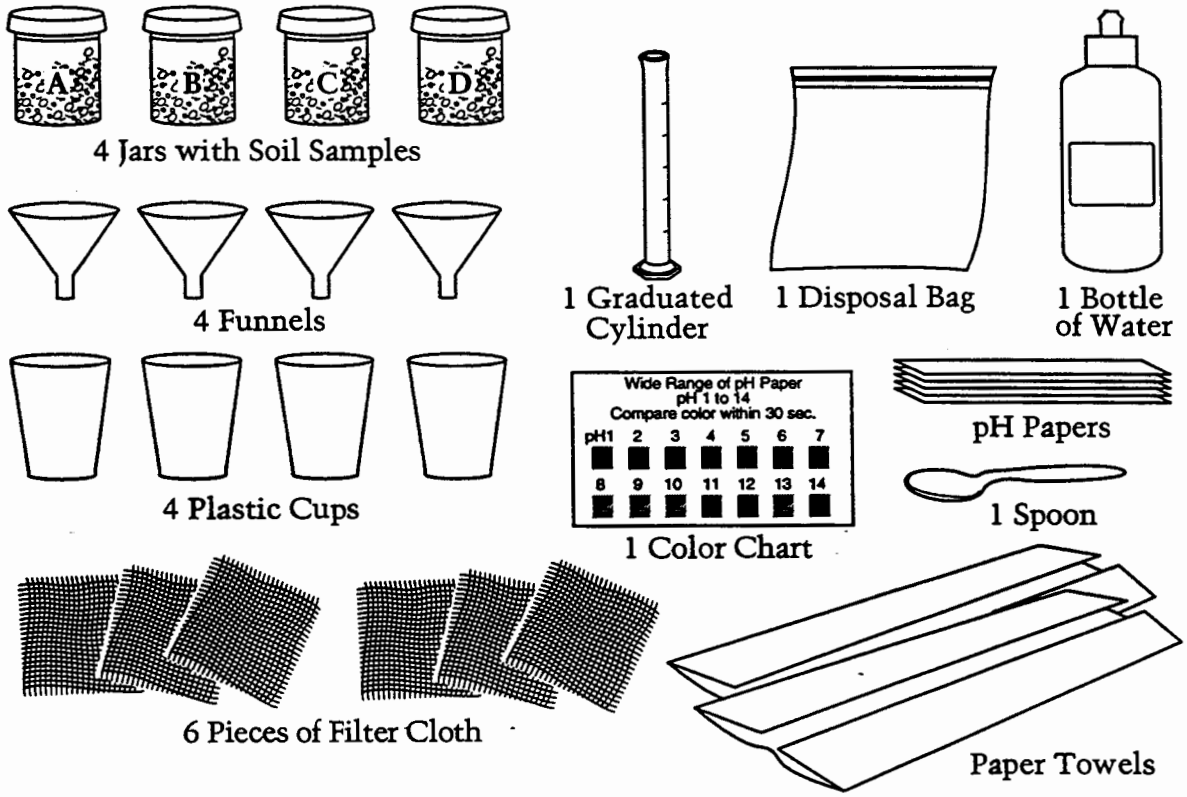
When you have completed this activity, wipe out the wells of the spot plates with the paper towels. Then put the spot plates, dropper bottles, scoops, hand lens, safety goggles, and plastic tray back in the large plastic bag. Leave the remaining materials on your desk. Someone will collect them later.

SECTION 5

SOIL TESTS

Soil Analysis—Where Should Ms. Gomez Plant Her Corn?

For this task, you have been given a kit that contains materials that you will use to perform an investigation during the next 30 minutes. Please open your kit now and use the following diagram to check that all of the materials in the diagram are included in your kit. If any materials are missing, raise your hand and the administrator will provide you with the materials that you need.



STOP

SOIL TESTS
(GRADES 8 AND 12)

I. Safety Issues

1. Although not hazardous, students should not smell or taste the soil in the jars.
2. The pouring part of the cylinder is a little sharp.

II. How to Respond to Student Questions

NOTE: While students are making certain that all the materials are present in their kit, please instruct them to open all squares of the filter cloth completely.

NOTE: Administrators will shake the jars of soil before the session to disperse any mold that may be present.

NOTE: If you are concerned about allergies, the first thing students do is pour water onto the soil in each of the four jars.

1. **Student:** There is mold growing in my jar. What should I do?
   Administrator: It is not unusual for mold to grow on soil. Shake the jar and the mold will disperse.

2. **Student:** I can't open my water bottle.
   Administrator: Let me show you how to do it.

3. **Student:** Where do I put the water from my graduated cylinder?
   Administrator: I'm sorry, I can't help you. You must work it out for yourself.

4. **Student:** How do I get the water to drip through the filter cloth into the cup?
   Administrator: I'm sorry I can't help you. You must work it out for yourself.

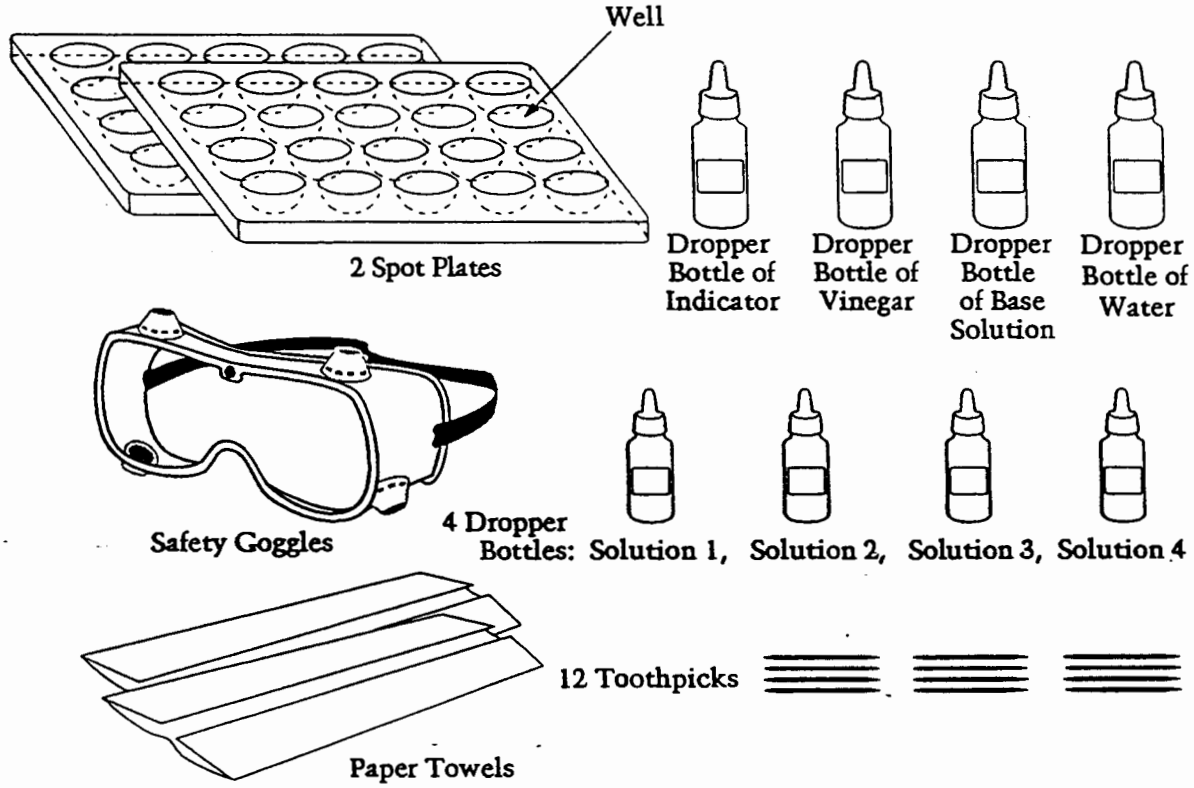
III. Cleaning Up

When you have finished this activity, pour the water from the cups back into the water bottle. Wipe up any spills with the paper towels. Put the paper towels, pieces of filter cloth, used pH papers, and any remaining soil from the sample jars into the plastic disposal bag. Someone will collect the disposal bag. Put the lids back on all the jars and put the jars, funnels, graduated cylinder, spoon, unused pH papers, color chart, bottle of water, and any empty cups back into the large plastic bag labeled "SOIL TESTS."

ANTACID

Which is the Best Antacid?

For this task, you have been given a kit that contains materials that you will use to perform an investigation during the next 30 minutes. Please open your kit now and use the following diagram to check that all of the materials in the diagram are included in your kit. If any materials are missing, raise your hand and the administrator will provide you with the materials that you need.



STOP

ANTACID
(GRADE 12)

I. Safety Issues

1. Although not hazardous, students should not touch, smell, or taste the solutions.
2. The base solution is mildly caustic. If students get it on themselves they should rinse it off with water.
3. If students get indicator on themselves it will stain. Students should be told that it will not hurt them (it contains iodine). After several washings it will come off.
4. Students must wear safety goggles.

II. How to Respond to Student Questions

NOTE: If one or more of the solutions are missing and no unassigned kits are available, students can share the missing solutions.

1. **Student:** How do I adjust the goggles?
   Administrator: Pull on the side strap.

2. In rare instances, the bottles labelled vinegar, base solution, and water may not contain these liquids. If a student queries the contents, check the colors that the student gets when the three solutions are mixed with indicator. Vinegar should give a red color, base solution a deep blue color, and water a yellow or green color.

Student: I can't get three colors when I mix vinegar, base solution, and water with indicator.

Administrator: (If you see three colors)
I'm sorry, I can't help you. Reread the directions and do the best that you can.

Administrator: (If there are less than three colors; you will be able to tell from the colors which solution is missing.)
I'll get another bottle for you (use bottle from an unassigned kit or if none is available, students will have to share).

3. Students may have difficulty making two solutions, one with a pH between water and base solution and the other with a pH between water and acid. The task outlines the best way to make these solutions, so no help should be given.

Student: I can't make a solution that has a pH between water and base solution (or water or acid).

Administrator: I'm sorry, I can't help you. Reread the directions and do the best that you can.

III. Cleaning Up

When you have finished this activity, wipe up any spills with the paper towels. Someone will collect the spot plates with the solutions in them. Put everything else back into the large plastic bag.

PENDULUM

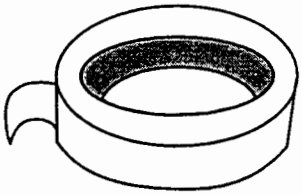
Investigations with a Pendulum

For this task, you have been given a kit that contains materials that you will use to perform an investigation during the next 30 minutes. Please open your kit now and use the following diagram to check that all of the materials in the diagram are included in your kit. If any materials are missing, raise your hand and the administrator will provide you with the materials that you need.

White Cord with
Colored Marks and Attached Weight

Stop watch

Clip



Tape

Ruler

Note: Please do not press any buttons on the stopwatch until you are told to do so. The display on the stopwatch should show 5 zeros, as indicated in the picture. If anything else shows in the display, please raise your hand and the administrator will help you.

LD00055

PENDULUM
(GRADE 12)

I. Safety Issues

1. Students should not swing the weight around.

II. How to Respond to Student Questions

NOTE: Instructions for use of stopwatch are given, however, administrators should familiarize themselves with the stopwatch so that they can show students who are having difficulty with them how the watches function.
The most likely problems are that the stopwatch may be in the incorrect mode and that the Split/Reset button may not clear the numbers. The mode can be reset using the center button and the Split/Reset button should work if it is pressed firmly.

NOTE: The cord has two marks on it: a black mark that is 30 cm from the center of the weight and a red mark that is 40 cm from the center of the weight. Some cords have a red tip; this is NOT the mark the students should use. If a student places the red tip at the end of the ruler, please tell the student to use the red mark that is 10 cm above the black mark.

1. **Student:** I don't know how to set up the equipment.
   Administrator: I'm sorry, I can't help you. Reread the directions and do the best that you can.

2. **Student:** I don't know how to use this clip.
   Administrator: I'll show you.

III. Cleaning Up

When you have completed this activity, put everything back into the large plastic bag except for the tape you used to attach the ruler to the table. Someone will collect this tape.

Appendix K

Guide to Field Management System (FMS)

2000 NAEP

Instructions for Using the Field Management System

The Toshiba 225 Laptop Computer

E-Mail Quick Guide

Instructions for Using the NAEP 2000 Field Management System

TABLE OF CONTENTS

		PAGE
1.	OVERVIEW	3
2	STARTING THE PROGRAM	3
3	BASIC FEATURES OF THE SYSTEM	4
3.1	THE VIEW OR MAIN SCREEN	4
3.1.1	FILE	5
3.1.2	VIEW	5
3.1.3	TRANSMISSION	6
3.1.4	REPORTS	6
3.1.5	PROJECT	6
3.1.6	HELP	7
3.2	SELECTING THE REGION OR TEST DATA	7
3.3	USING THE VIEWS	7
3.4	GRADE AND PUBLIC/PRIVATE SELECTION	8
3.5	GENERAL EDITING INFORMATION	9
3.6	BACKING UP YOUR DATA	10
3.7	EXITING THE FMS	11
4	VIEW, DISTRICTS	12
4.1	PURPOSE	12
4.2	SELECTING A DISTRICT	12
4.3	DISTRICT INFORMATION	13
4.4	CLOSE EDIT SCREEN	13
5	VIEW, SCHOOLS	14
5.1	PURPOSE	14
5.2	CALLING UP THE SCHOOL EDIT SCREEN	15
5.3	REFINING SCHOOL SELECTION - GRADE AND SCHOOL TYPE	16
5.4	SEARCH BY ID NUMBER	16
5.5	SCHOOL EDIT FORM	17
5.6	THE GRADE INFORMATION PAGE	17
5.6.1	STUDENT SAMPLING	20
5.6.2	TRANSCRIPT STUDY	22
5.6.3	NAEP/TIMSS LINK STUDY	22
5.6.4	SHIPMENT INFORMATION FIELDS	22
5.8	SESSION EDIT SCREEN	23
5.8.1	SESSION ID	23
5.8.2	RECORDING SESSION INFORMATION	24
6.	TRANSMISSION	25
6.1	TRANSMITTING AND RETRIEVING DATA	25
6.2	RETRIEVE DATA ONLY	27
7	REPORTS	28
7.1	VIEWING REPORTS	29
7.2	MOVING AMONG REPORT PAGES	30
7.3	FILTERS AND SORTS	31
7.4	REPORT 1: SUMMARY TALLIES	31
7.5	REPORT 2: SCHOOL STATUS LISTING	32
7.6	REPORT 3: ASSESSMENT SCHEDULE	32

8 PROJECT 34
8.1 SCHEDULE 34
8.2 SHIPPING 35
8.3 EA ROSTER 36

EXHIBITS

Page

1 School Level Status Codes 19
2 Example of Report #3 33

INSTRUCTIONS FOR USING THE NAEP 2000 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 school status codes and assessment dates, if necessary;
- Draw the sample of students in each school;
- 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**.

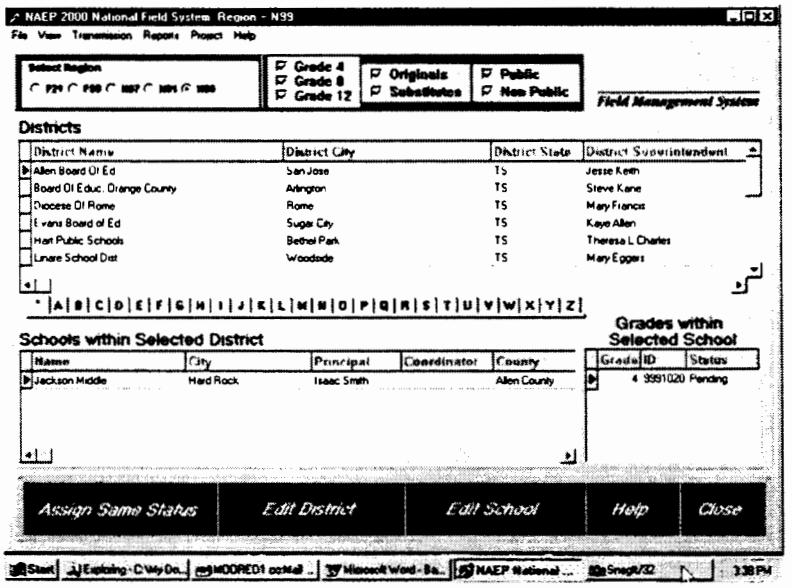
After the computer goes through its internal check, it will load Windows95 and take you to the Desktop.

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.

File	View	Transmission	Reports	Project	Help
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. This page contains the student sample selection routine as well.
- **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. It is not likely that you will use this feature of the system given the length of the field period and shipping schedule.

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 N99, which contains the test data.

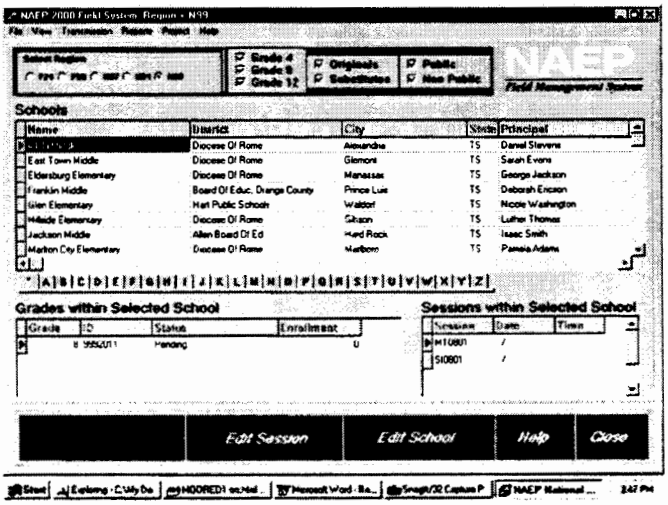
You should always select the test data when you are practicing with the system, especially as you become familiar with the editing techniques to be sure that no changes are made to your regions' data.

To remind you that you are working with the test data, instead of a valid region number, number N99 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*).

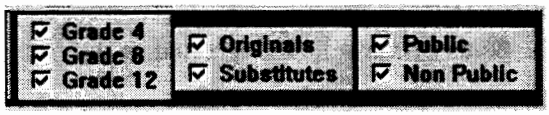
Click on an alpha tab under the list of schools to see a list of schools beginning with that letter. Click on the first tab (with the asterisk) to return to the list of all schools.

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.

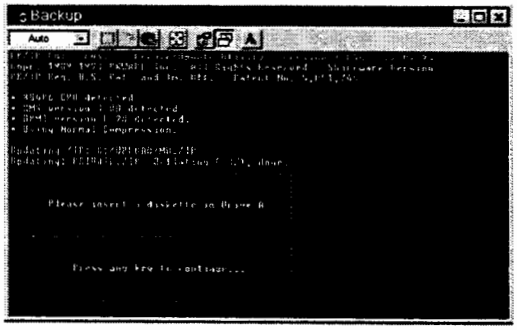
To **replace two or more words**, use the following steps:

- 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.

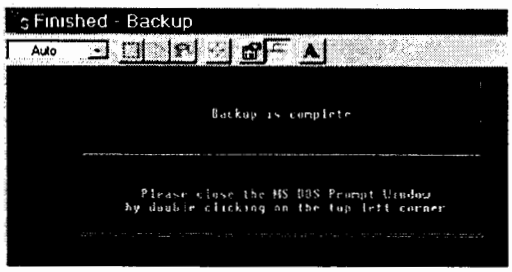
3.6 Backing Up Your Data

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.

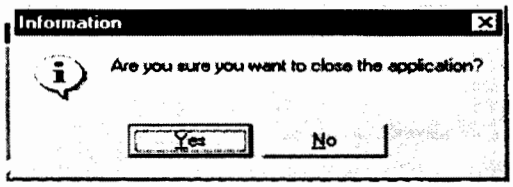


After your files are copied, another message notifies you that the backup is complete. Close the window by double clicking on the MS-DOS icon in the upper left corner of the window (next to the word Finished).

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

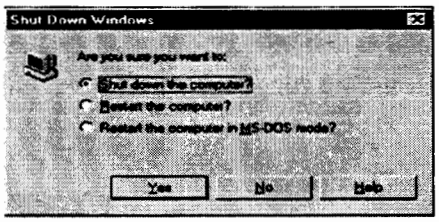


You should always exit the Field Management System by selecting File, Exit. As a fail-safe, a small dialog box opens and asks you if you are sure that you want to close the application.

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.

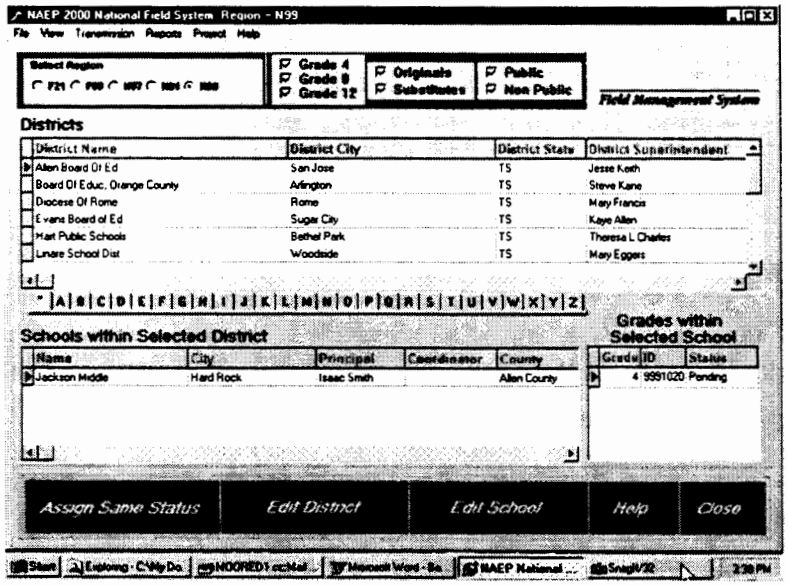
4 View, Districts

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.



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.

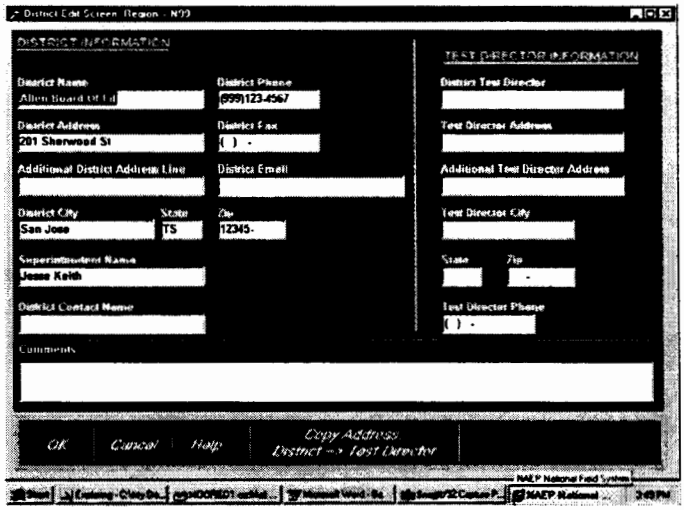
There are two ways you can access the District Edit Screen from the District View:

- 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.



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.

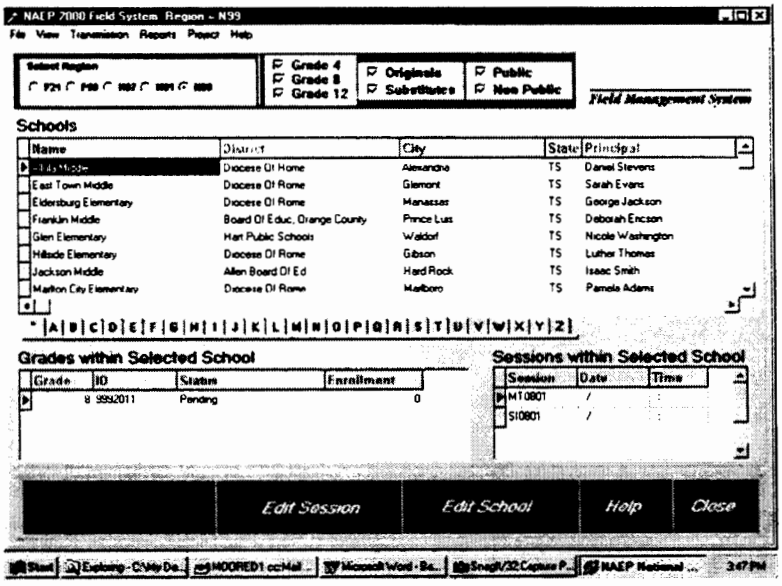
The Session Information page, is also comprised of three tabs, one for each potentially selected grade for the assessment (4, 8, and 12). The assessment dates should be recorded for each session. On these pages you can enter the results of the assessments by session including information about make-up 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:



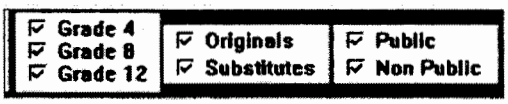
This selection window has several features that are similar to the District View described in Section 4.3. You can locate a school by:

- 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

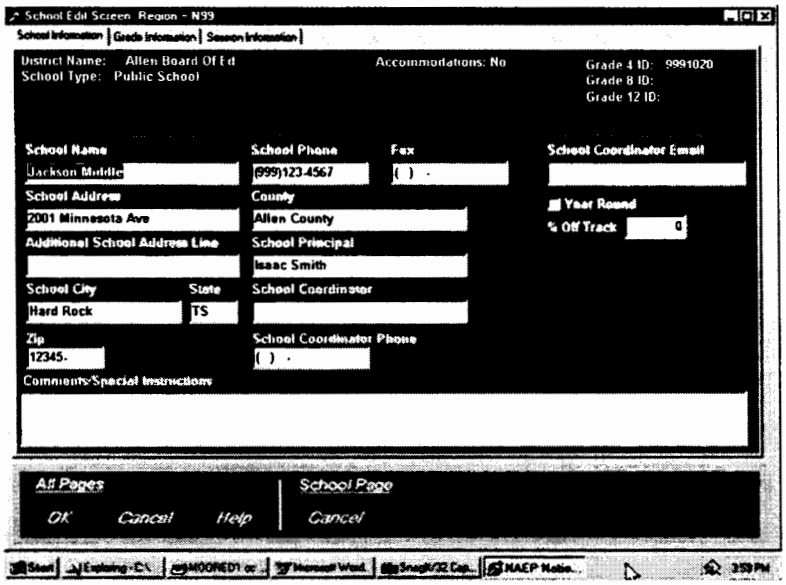
You can search for a school by its NAEP ID number by selecting View, NAEP ID. Enter the identification number of the school that you are searching for and, as you begin to type the number, you will notice that the list of schools will be reduced to only those that match the characters that you type in. 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

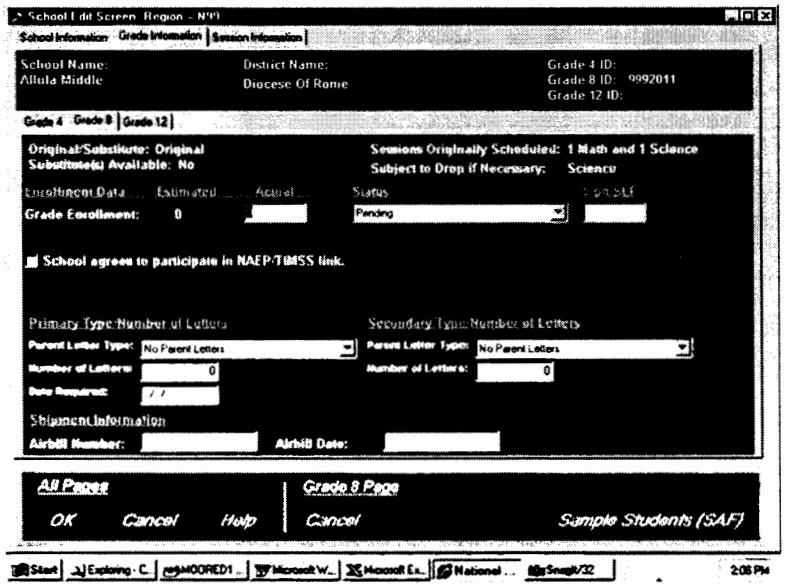
The school information screen contains general information about the school. The school's district name and its NAEP ID(s) are displayed at the top of the screen. The school type, in the upper left corner, reminds you that his particular school is a public (vs. private) school. Also included across the top is information on accommodations allowed in the school and concerning the school's involvement in State NAEP, PISA, or CES.

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.



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;
- The willingness of 12th grade schools to participate in the Transcript Study; and
- The parent letters requested by the school.

The status codes are explained in Exhibit 1.

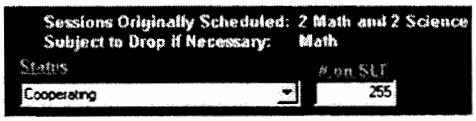
Exhibit 1. School-Level Status Codes

SCHOOL-LEVEL STATUS CODES

CODE	EXPLANATION
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 **not** participate in the assessment. **Record grade enrollment information**
School by District Refusal.	The school district has refused for this one school to participate. Other sampled schools in the district will cooperate. **Record grade enrollment information**
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.

5.6.1 Student Sampling

After you have verified that the list of students (SLF, computer-generated list, or other list) in the selected grade is COMPLETE AND UP TO DATE, and you have numbered the list, enter the total number of students listed by the school in the FMS in the field labeled # on SLF.

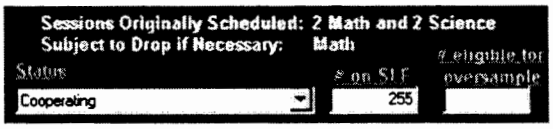


Then, click on the *Sample Students (SAF)* button in the lower left of the screen. This will generate the Session Assignment Form with the selected line numbers for this school. (An example of an SLF can be found in Exhibit 4-3 of your supervisor manual.)

You should print the SAF by clicking on the *Print* button at the bottom of the screen. (Be sure that your printer is plugged in and turned on.) If you need to, you can return to the SAF by clicking on the *Sample Students (SAF)* button and print it later.

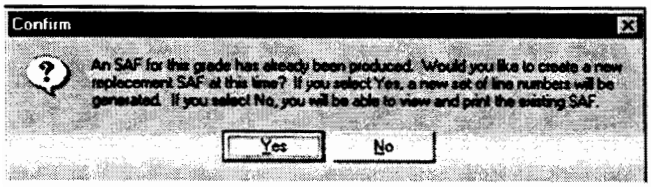
You must read and carefully follow the steps on the SAF including the oversampling.

After you have printed the SAF and you return to the Grade Information page, you will notice that a new field has appeared next to the # on SLF field. It is labeled # eligible for oversample.



After you have completed step 4, the oversample, you will enter the total number of students eligible for the oversample (the largest line number you recorded when renumbering the students eligible for the oversample) in the field labeled # eligible for oversample. It is important that you enter this number in the FMS since this will be the only record that we will have of the total number of eligible students for the oversample.

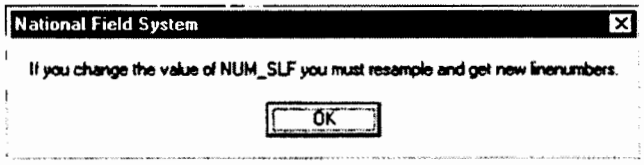
As noted on the SAF, it is NOT necessary to click on the *Sample Students (SAF)* button again after you have recorded the number eligible for the oversample.



Once you have produced an SAF for a school, if you click on the *Sample Students (SAF)* button again, you will be reminded by the system that the sample has already been selected.

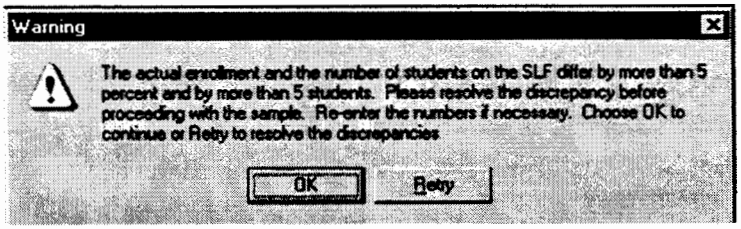
If you did not print the SAF when you generated it the first time, you can do so at this time. By selecting No at this point, this will prevent you from generating a new set of line numbers. The original SAF will be displayed and you can print it.

After you have generated an SLF for a school and you learn that the list of students was not accurate (students were listed that were not eligible or some eligible students were not listed), it is possible to enter a new number in the # in SLF field. First, you must double click on the field label (# on SLF). When you do so, a reminder box appears.



You can then enter the new, correct number of eligible students and click on the *Sample Students (SAF)* button again.

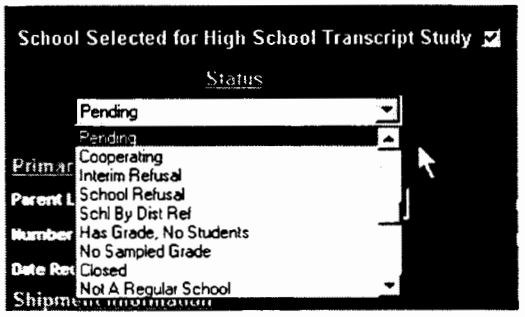
As noted previously, when you click on the *Sample Students (SAF)* button to select the sampled line numbers, the system will compare the number that you have entered in the *Sample Students (SAF)* against the Actual Grade Enrollment that was entered in this field. If the difference is considered "significant", the following warning box will appear.



If you have not obtained an explanation prior to seeing this warning, you should do so now. Then, if the discrepancy is resolved you can proceed.

Remember that the complete instructions for preparing the teacher questionnaires are contained in documents that are stored in the folder on your DeskTop labeled NAEP Documents. Double click on the folder to open it and see the list of documents (22 letters, forms, and instructions). If you double click on the name of a document, the system will launch the Word Viewer on your computer so that you can see the document and print it. To print the document, select File, Print while in the Viewer. (Be sure that your printer is connected and turned on.)

5.6.2 Transcript Study



As schedulers contacted the public schools selected for the 12th grade assessment, they discussed the transcript study and recorded the school's willingness to participate.

All private schools were included at this point since the subsample had not been determined.

If you receive an update to the information concerning whether a school will participate in the Transcript Study, you will record this on the Grade Information page. Click on the down arrow button next to the Status field and select the appropriate status code for the school.

5.6.3 NAEP/TIMSS Link Study

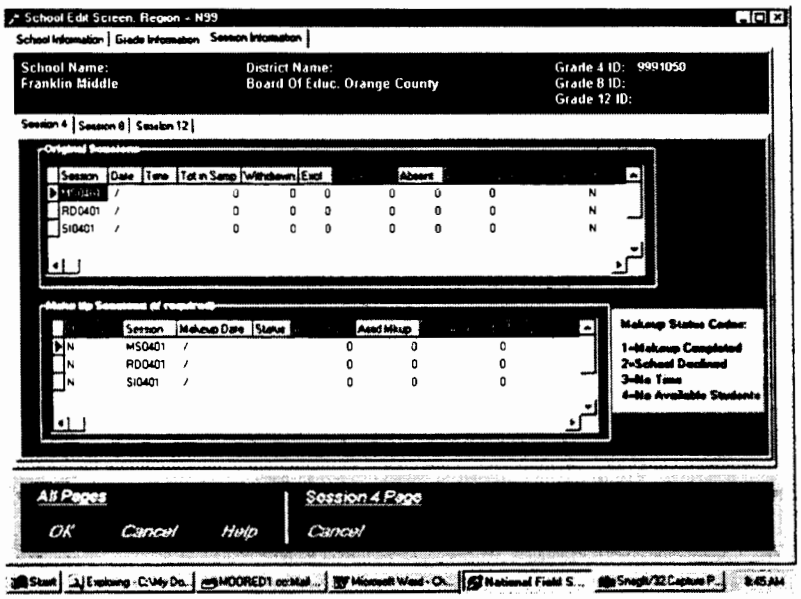
Those schools selected for the 8th grade assessment will have an additional field on the Grade Information page. After the assessment has been conducted in 8th grade schools, you will inquire about whether the school would be interested in participating in the NAEP/TIMSS Link study. If they agree, you will click on the statement as shown below.

5.6.4 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 UPS ARS 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 Edit Screen

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.



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.

5.8.1 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:

MT -- mathematics;

MS – math short form.

SI – science; and

RD – reading (grade 4 only).

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.

In the example above, the session IDs are MS0401, RD0401, SI0401 -- math short form, reading, and science all for the 4th grade.

5.8.2 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 – sampling, 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. 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.

Original Sessions

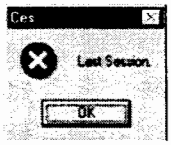
	Session	Date	Time	Tot in Samp	Withdrawn	Excl	To Be Assd	Absent	Assd Orig	Response Rate	Mkup Req
I	SI0401	1/26	AM:	25	0	1	24	1	23	95.83	N

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.

Makeup Status Codes:
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:



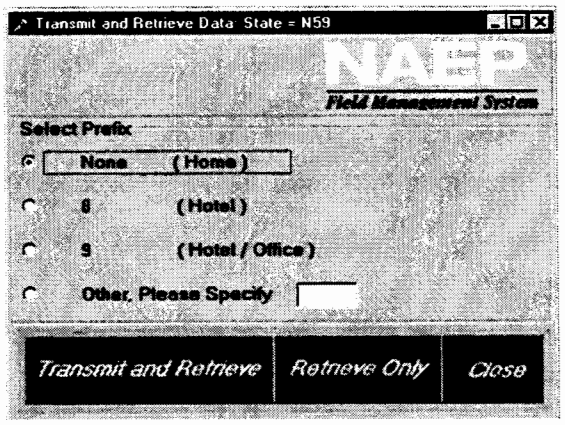
Simply press the enter key to accept the OK default button. If you want to move to another field within the grid, move the pointer with the mouse and click.

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

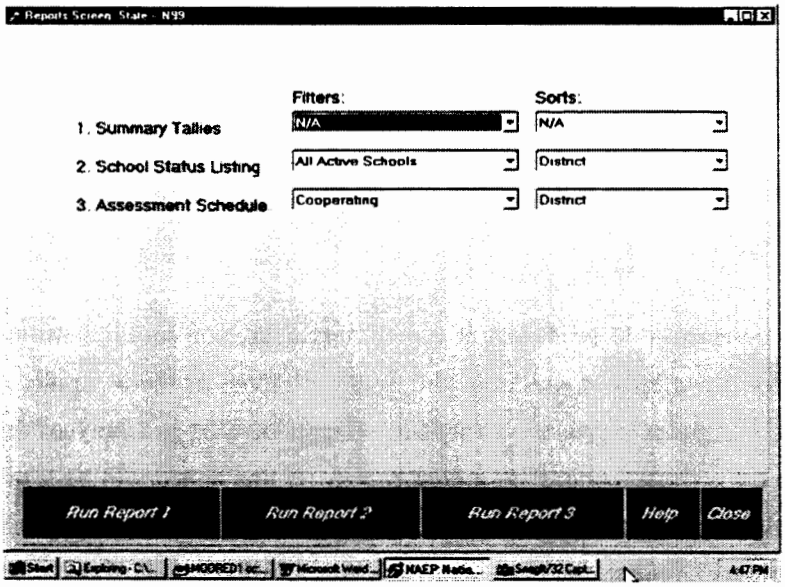
If it is necessary for NAEP to send you an updated data set, you will be notified to connect to the office and down load the dataset. In this case, you will select Connection and follow the same procedures as outlined above for selecting the dialing prefix. To start the communication process, you should 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.

NOTE:	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.

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.

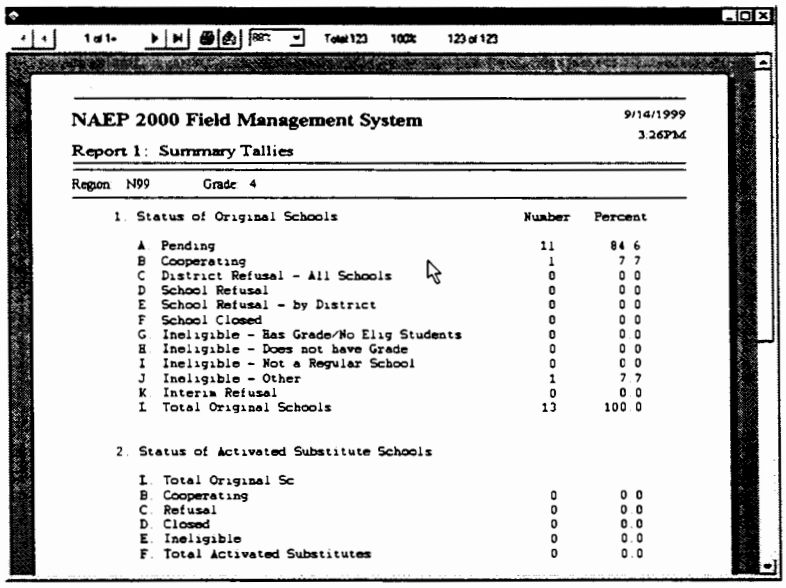
To run a report, click on the Run button associated with the report. If you want to select a filter and/or sort option, click on the down arrow on the right end of the filter or sort window. This will bring up the options available. Click on your choice with the mouse.

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 9/14/1999 3:26PM

Report 1: Summary Tallies

Region N99 Grade 4

1. Status of Original Schools	Number	Percent
A. Pending	11	84.6
B. Cooperating	1	7.7
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	1	7.7
K. Interim Refusal	0	0.0
L. Total Original Schools	13	100.0

2. Status of Activated Substitute Schools		
L. Total Original Sc		
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.

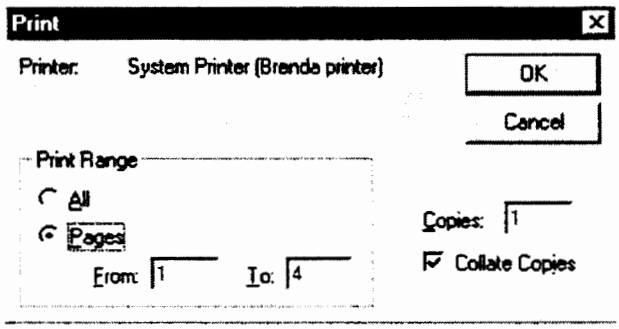
Exporting a Report. This option will not be used.

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.

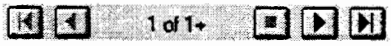


To print the entire report, press the Enter key since All is the default and the OK button is highlighted.

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 baron 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:

Filter	Effect on Report
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

9/16/1999

Report 3: Assessment Schedule Listing for N99 Schools

4:16PM

Filter: Cooperating/Pending Schools Sort: District

School Name	NAEP ID	Session	Date	Time	Assessed in Orig	Assessed in MkUp
Allen Board Of Ed						
Jackson Middle	9991020	MS0401			0	0
Diocese Of Rome						
Allula Middle	9992011	MT0801			0	0
Allula Middle	9992011	SI0801			0	0
East Town Middle	9991061	MT0401			0	0
East Town Middle	9991061	RD0401			0	0
Eldersburg Elementary	9991081	SI0401			0	0
Hillside Elementary	9991071	MS0401			0	0
Hillside Elementary	9991071	SI0401			0	0
Hillside Elementary	9992021	SI0801			0	0
Marlton City Elementary	9993031	MT1201			0	0
Marlton City Elementary	9993031	SI1201			0	0
Evans Board of Ed						
Northeast Beach Elementary	9991122	MT0401			0	0
Northeast Beach Elementary	9992032	SI0801			0	0
Northeast Beach Elementary	9993020	MT1201			0	0
Northeast Beach Elementary	9993020	MT1202			0	0
Northeast Beach Elementary	9993020	SI1201			0	0
Northeast Beach Elementary	9993020	SI1202			0	0
Hart Public Schools						
Glen Elementary	9993010	MT1201			0	0
Glen Elementary	9993010	MT1202			0	0
Glen Elementary	9993010	SI1201			0	0
Glen Elementary	9993010	SI1202			0	0
SOUTH MIRO ELEMENTARY	9991053	MS0401			0	0
SOUTH MIRO ELEMENTARY	9991053	RD0401			0	0
SOUTH MIRO ELEMENTARY	9991053	SI0401			0	0
Linare School Dist						
Patrick Elementary	9992020	MT0801			0	0
Patrick Elementary	9992020	SI0801			0	0
Mayville Public Schools						
Parson Elementary	9991040	MT0401			0	0
Parson Elementary	9991040	RD0401			0	0
Norrel Public Schools						
Palm Point Middle	9991030	MT0401			0	0
Palm Point Middle	9991030	RD0401			0	0
Palm Point Middle	9991030	SI0401			0	0

1 of 2

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

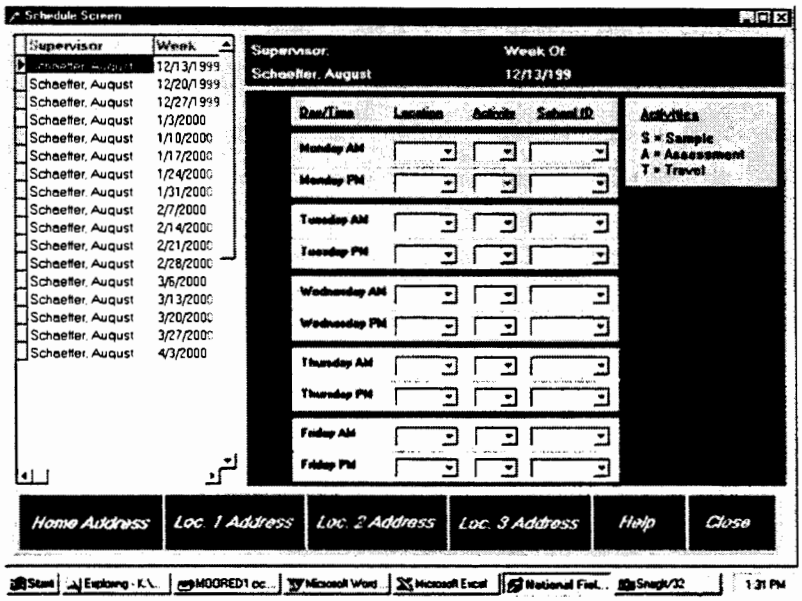
Report #3 may be sorted in any of the following ways:

Sort	Effect on Report
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.

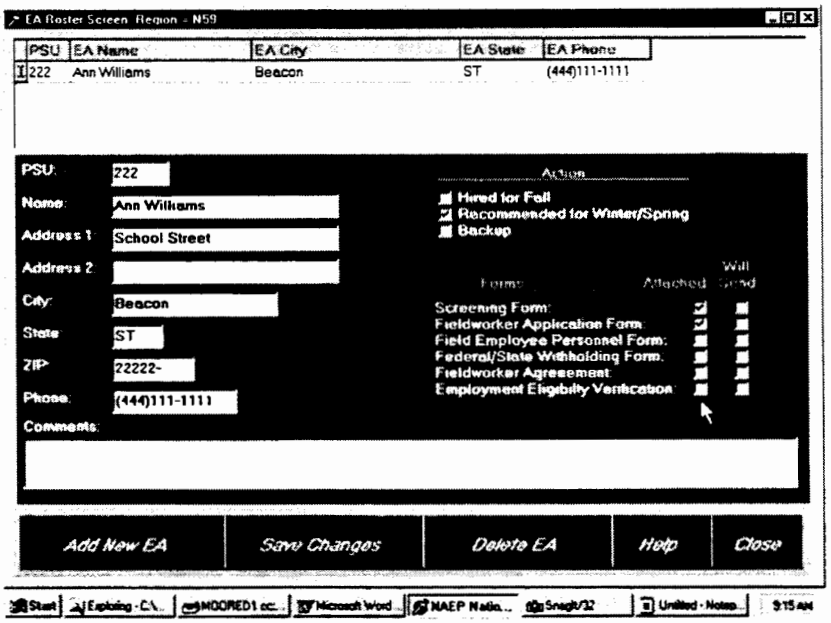
Click on the button beside the field for a drop-down list of Locations, Activities, and/or School ID numbers. Click on the option you want to be displayed. For the school ID, after you reveal the list, begin entering the ID of the school in which you will be working and the list will display the ID which 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

Given the time period for the study, you will not be using this feature of the FMS.

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.



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

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.

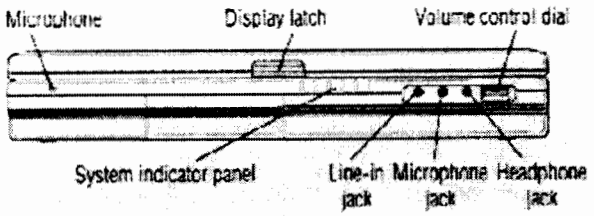
Along with the computer, you will also receive the following:

- 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

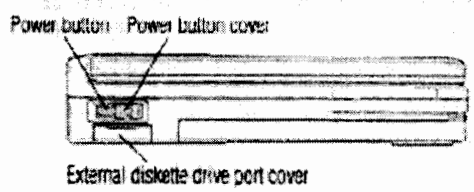
The following exhibits illustrate where buttons, indicators, and plug-ins are found.

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.

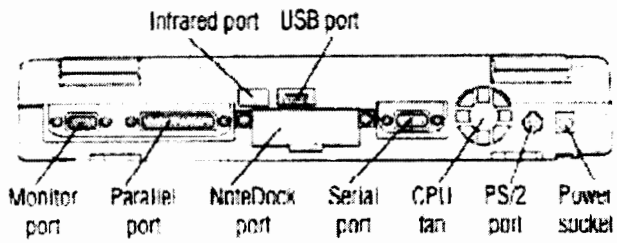
The Left Side



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.

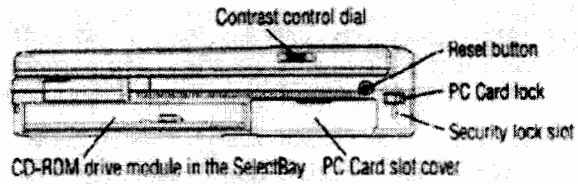
The Back



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

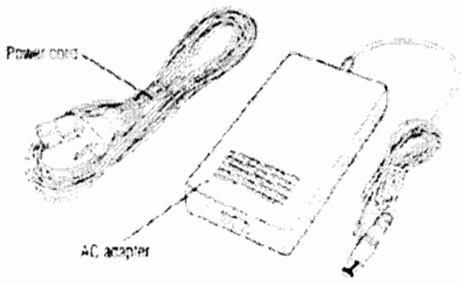


The right side

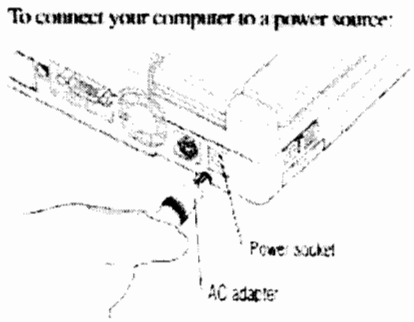
- The **SelectBay** contains the diskette drive for 3.5 inch diskettes in the model provided for this study.
- The **PC Card Slot Cover** protects the modem card. The modem card will have already been installed for you. (See Section 8.)
- Slide the **PC Card Lock** toward the back of the laptop to open the PC Card Slot Cover.

- The **Contrast Control Dial** adjusts the brightness of the screen.

3. Connecting to a Power Source



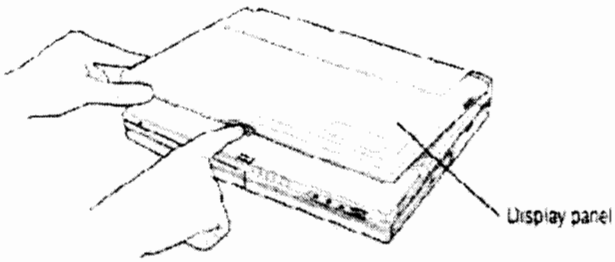
The AC adapter and power cord



Connecting the AC adapter

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



Opening the display

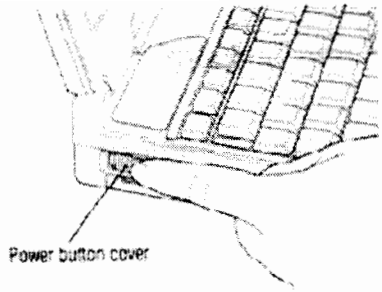
Locate the latch on the front center of the computer. Push on the latch and lift the display.

5. Turning the Computer on

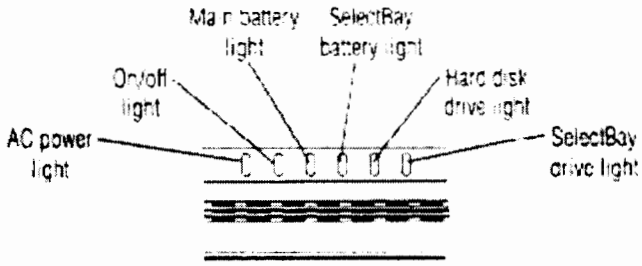
BEFORE TURNING THE COMPUTER ON:

- 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.)



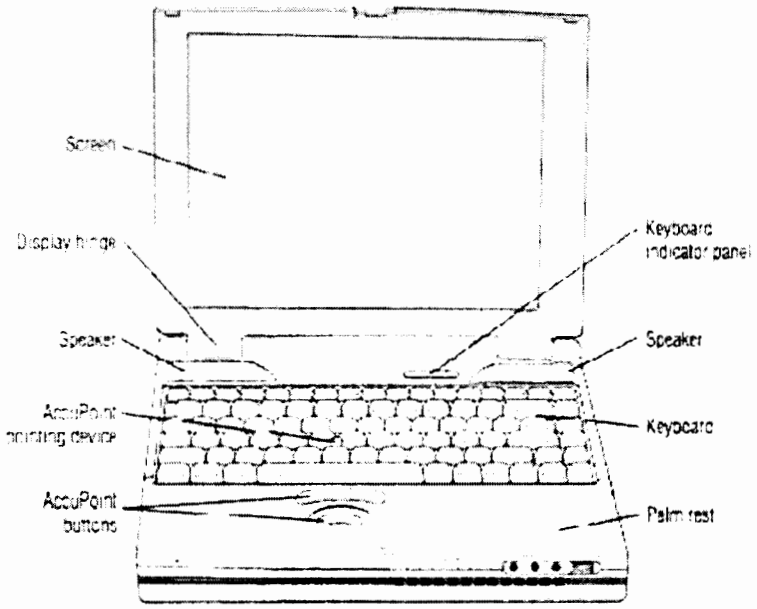
6. The System Indicator Panel



The system indicator panel

AC Power Light	Glows when the computer is on.
ON/Off Light	Glows when the computer is on.
Main Battery Light	Indicates the charge of the system's main battery.
Hard Disk Drive Light	Indicates the system's guilt-in hard disk drive is in use.
Select Bay Drive Light	Glows when a drive (the hard disk or diskette) is in use.

7. The Front With the Display Open

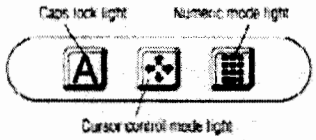


The front with the display open

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



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.

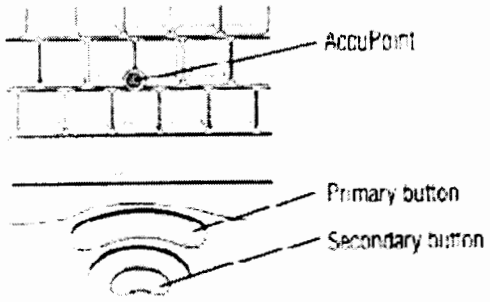
Pointing Devices

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 AccuPint and buttons are located so that you can move the point with your index finger and click the buttons with your thumb a your wrist wrests 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.



The AccuPoint pointing device

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.

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 Sot 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 curmt battery charge by changing colors. The colors are:

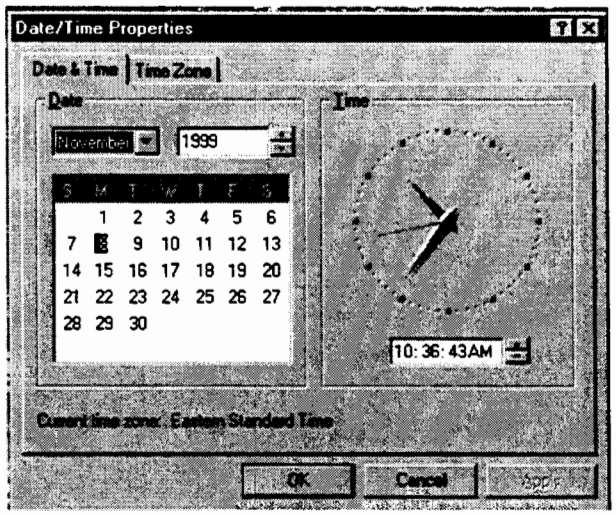
- Green – full charge
- Orange – battery is charging
- Flashing Orange – the charge is running low.

It is recommended that you have the computer plugged into tan 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

Section		Page
	Introduction	3
A	To Start cc:Mail	3
B	Checking for Messages	5
C	Reading Messages	6
D	Creating a Message	6
E	Sending Messages	8
F	Replying to a Message	11
G	Inbox, Drafts, Message Log, etc.	12
H	Deleting a Message	13
I	To Create a Folder	13
J	Moving a Message Into a Folder	14
K	Changing the Location Setup	14
L	Printing a Message	15
M	Adding a Name to Your Directory	16
N	Icons	17

INTRODUCTION

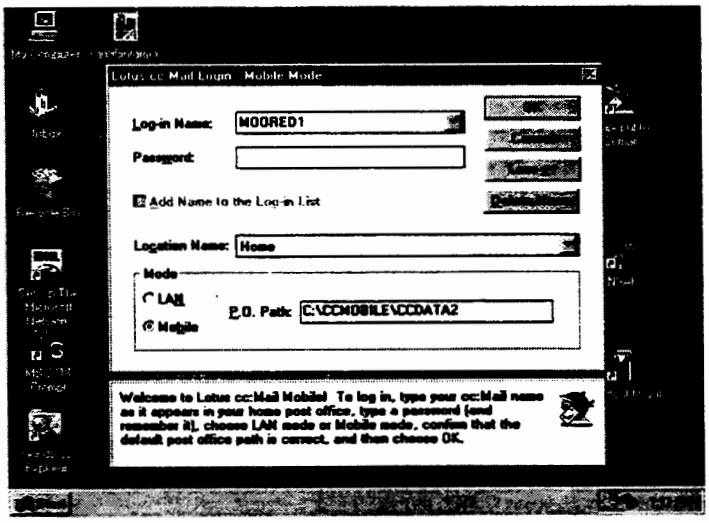
The following is not meant as a complete guide, but should provide the basics that you will need to receive and send messages. All mouse clicks are with the left button (also called the *primary button* for the Toshiba AccuPoint), unless otherwise noted.

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.

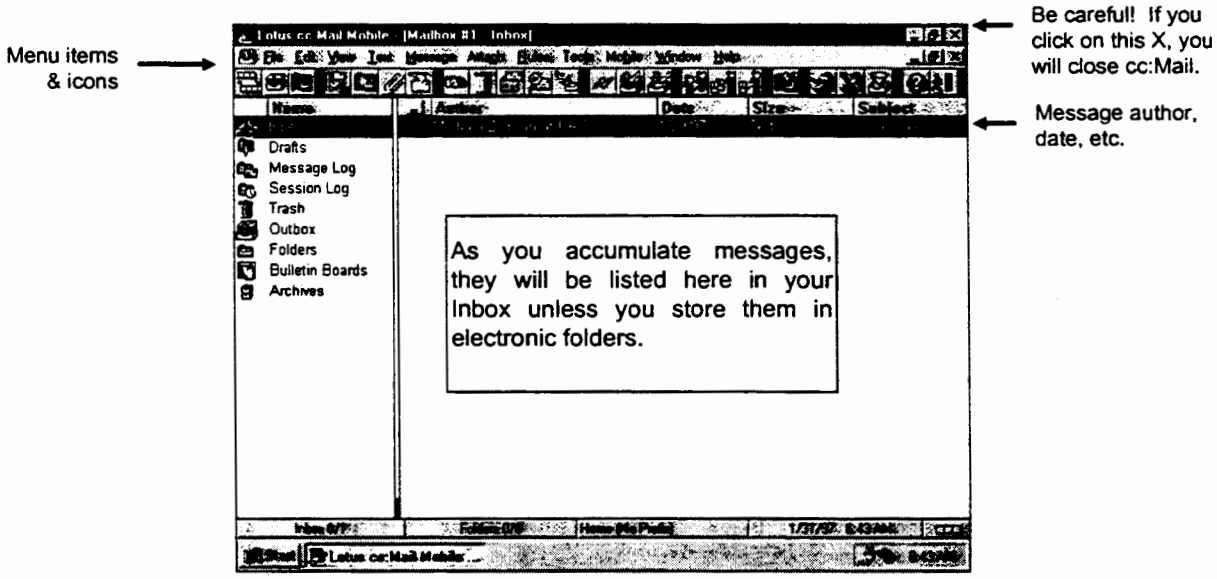
If your Login window is only about half as large as this example, look for the button labeled "More >>" and click on it.

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.

If you need to change the setting so that you can call out from a hotel room, for example, click on the down-arrow button on the right of the Location Name field. Then, click on the appropriate setting. (The location can be changed and the dialing routine modified from within cc:Mail. See Sec. K. Changing the Location Setup.)

Click on the OK button.

This is the main cc:Mail screen:



Hold your mouse pointer on one of the icons for a second and you will see a brief explanation of the icon. Reminder: all of the features accessed by the icons can be found by clicking on the various Menu items (above the icons). You can either click on an icon or use the Menu items.

As noted in the exhibit above, as you receive messages, you will see them listed on this Inbox screen with author, date message sent, size of the message (t = text message), and subject given to the message by the author.

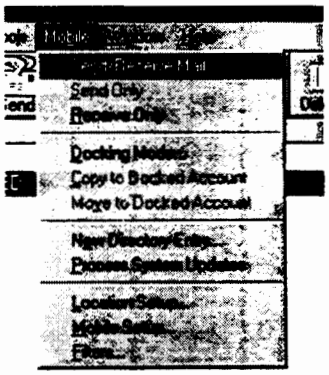
B. CHECKING FOR MESSAGES.

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



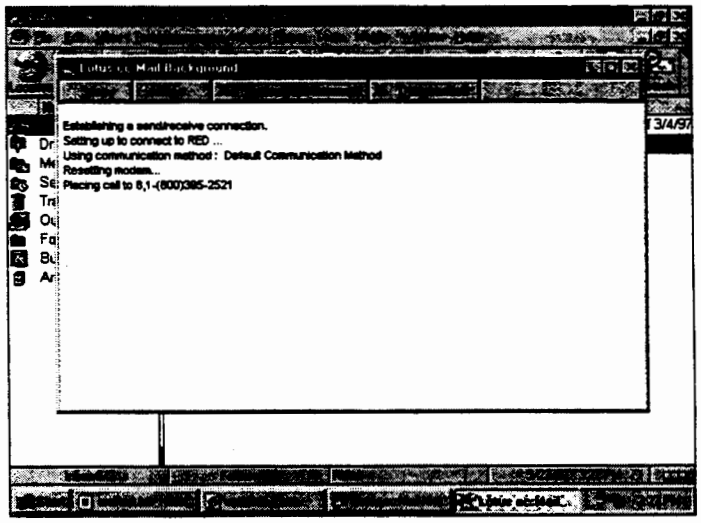
Select Mobile on the Menu line and Send/Receive Mail.

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.

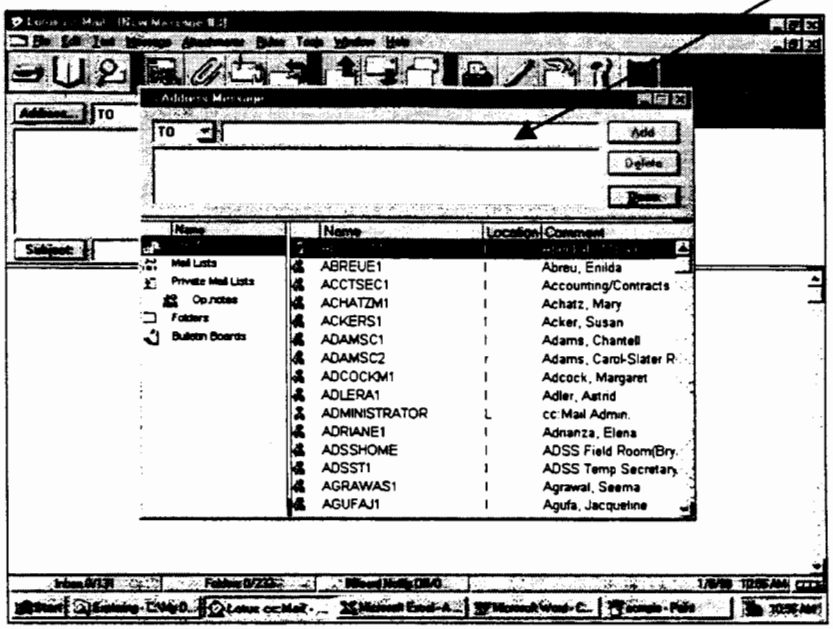
To read a message in your Outbox (composed, but not sent as yet), double click on Outbox (left column of your Inbox window). You will see a list of the messages waiting in your Outbox. Move the mouse pointer to the line of the message you wish to look at, and double click. After looking at the message, 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.



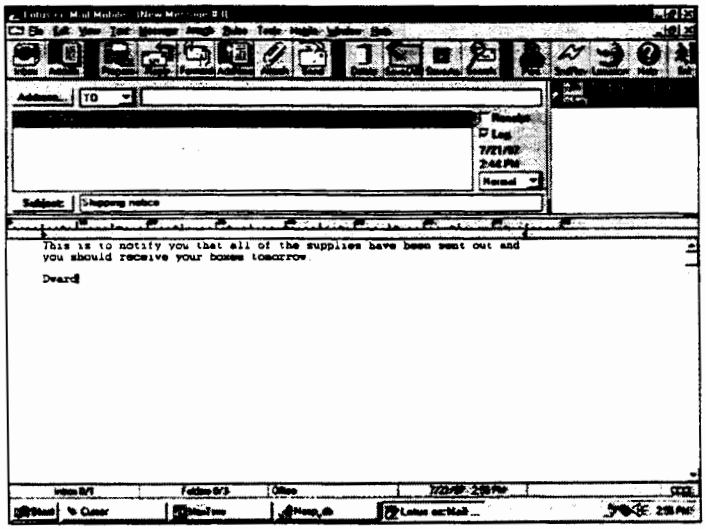
If the Address Message window is not open on top of the New Message window (as in the above example), click on the Address... button and it will open, showing you the addresses in your address book.

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.

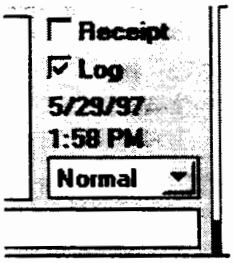
Now you are in the message portion of the system. Type your message and do not forget to "sign" it (put your name at the end of the message).



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).

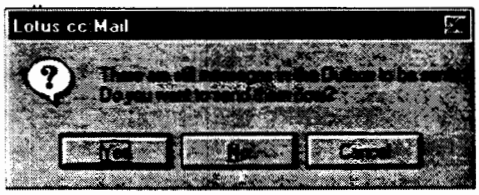
Listen and watch the screen as your computer gets set up to dial and connect to the Westat computer. If you are successful, you should hear the computer as it "dials" Westat and connects and you should see information on your screen telling you what is happening. You should see something similar to the 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
    CONECT 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:

```
Lotus cc:Mail Background

    Establishing a send/receive connection
     Setting up to connect to RED..
     Using communication method: Default Communication Method
     Resetting modem..
     Placing call to 1-(800)643-8564
     Call not established.
    ------------------------------------------------------------
     2/30/99 8:00PM Lotus cc:Mail Background, R2.22
     The current Location is: Home
     Press Start to make another connection...
```

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 re two buttons on it that are labeled Lotus cc:Mail. It there are, then you should click on the one that is furthest to the right (closet 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.

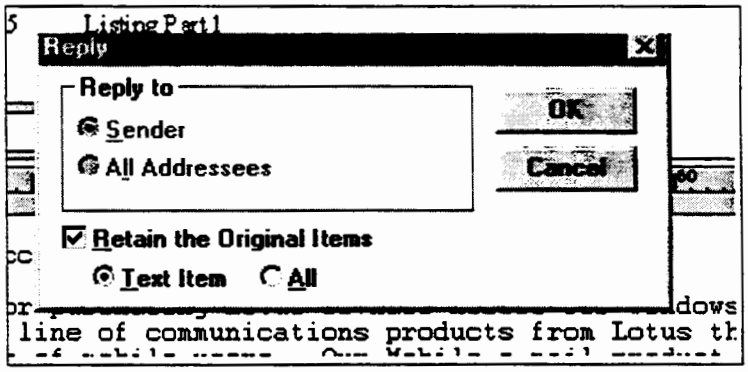
If you are experiencing problems in connecting as you try to send and/or receive messages, we suggest that you wait a short while and try again. The systems are monitored during weekdays (but, **not** on the weekends) and, if there is a

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.

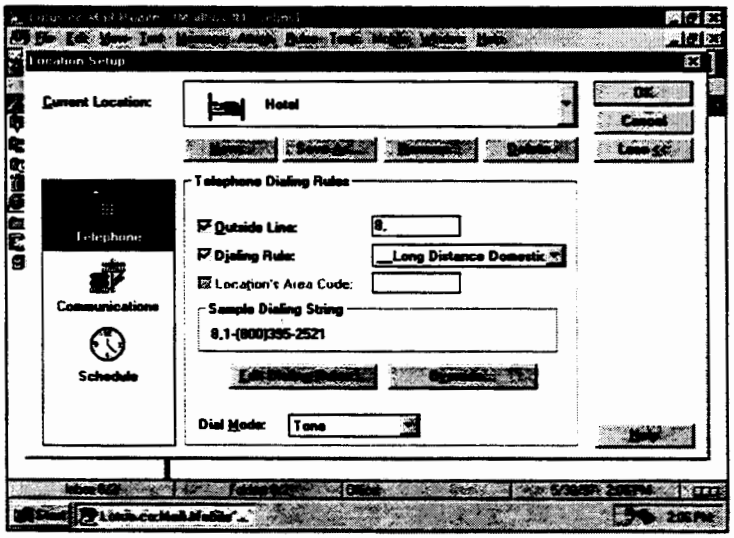
A Move window will appear to confirm that you want to move the message. Click on OK (or press the Enter key).

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.

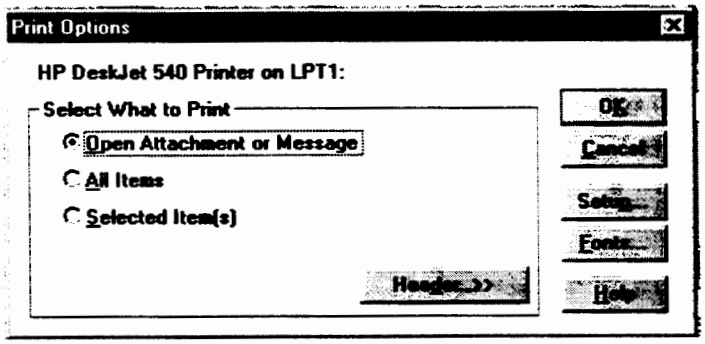
If the pause is not long enough, you can add a second comma. If your hotel requires some other number to reach an outside line, delete the 8 and enter the proper number(s).

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.

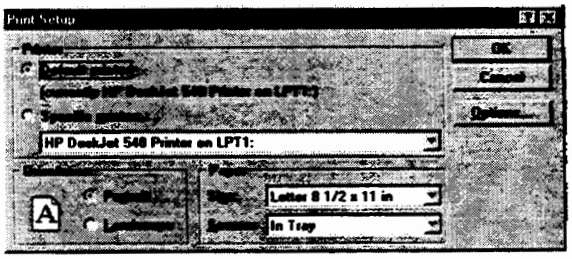


The Print Options dialog box is displayed asking what you want to print. "Open Attchment or Message" is the default.

Click on OK to print the message.

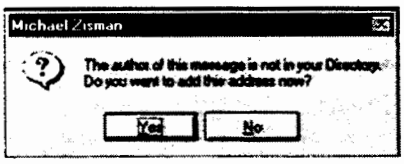
The printer is identified at the top of the Print Options dialog box.

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

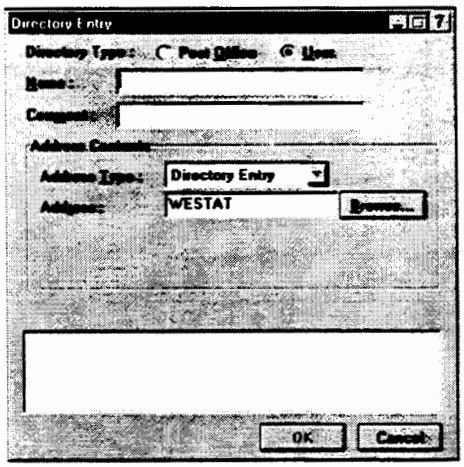
When you receive a message from someone who is to listed in your address book, you will get an opportunity to add them. When you double click on the message, a small dialog box opens notifying you that you have received a message from someone not in your address book.



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.

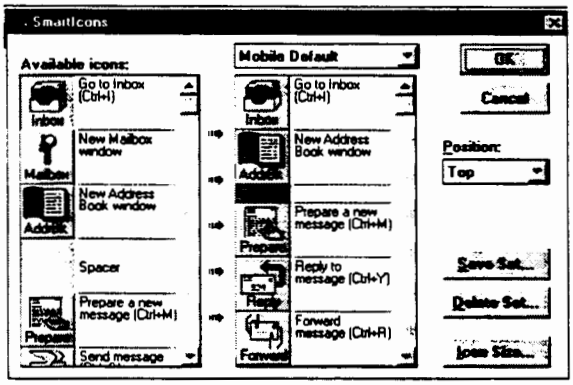


Enter the individual's e-mail address in the field labeled "Name". Enter anything you want in the Comments field such as the person's full name.

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
Open Address Book window
Create new message
Create new Directory entry
Send message
Reply to message
Forward message

Delete message(s)
Search for messages or addresses
Send and receive mail
Print list, message(s), or attachment(s)
Create or modify location profiles
Save message to Drafts folder
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.