

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		DEGREE ACHIEVED
		FROM	TO	

5. CURRENT EMPLOYMENT

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

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

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
<input type="checkbox"/> Managing Supervisors <input type="checkbox"/> Recruiting supervisors <input type="checkbox"/> Training supervisors <input type="checkbox"/> Managing multiple regions				
<input type="checkbox"/> Supervising Household Interviewers <input type="checkbox"/> Recruiting interviewers <input type="checkbox"/> Training interviewers <input type="checkbox"/> Keeping fieldwork records <input type="checkbox"/> Verifying interviewers' work <input type="checkbox"/> Editing cases				
<input type="checkbox"/> Household Interviewing <input type="checkbox"/> Telephone interviewing <input type="checkbox"/> In-person interviewing <input type="checkbox"/> Administering interviews via computer <input type="checkbox"/> Listing				
<input type="checkbox"/> Non-Household Research <input type="checkbox"/> Supervising interviewers <input type="checkbox"/> Interviewing <input type="checkbox"/> Administering interviews via computer <input type="checkbox"/> Assessing <input type="checkbox"/> Administering assessments on computer				
<input type="checkbox"/> Abstracting Records <input type="checkbox"/> Medical Records <input type="checkbox"/> Other Records _____ (specific type)				

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

Employer	Employer's Address	Supervisor	Supervisor's Phone Number

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 not in the field of survey research. This may include both paid and volunteer positions.

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

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	
	<i>Fluent</i>	<i>Not Fluent</i>	<i>Fluent</i>	<i>Not Fluent</i>	<i>Fluent</i>	<i>Not Fluent</i>
Spanish	<input type="checkbox"/>					
Chinese	<input type="checkbox"/>					
Polish	<input type="checkbox"/>					
Vietnamese	<input type="checkbox"/>					
Other Specify _____	<input type="checkbox"/>					

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	
Name _____	Home Phone No. _____ <small>Area Code</small>
Address _____ <small>Street</small>	City _____ State _____ Zip _____
County _____	Birthdate _____
Social Security No. _____	Vietnam-Era Veteran <input type="checkbox"/> Yes <input type="checkbox"/> No
In case of emergency, contact:	Have you previously worked for Westat? <input type="checkbox"/> Yes <input type="checkbox"/> No
Name _____	Name _____
Address _____	Address _____
Phone No. _____	Phone No. _____
Relationship _____	Relationship _____
B. To Be Completed by Office Personnel	
Project Name _____	Project No. _____
Supervisor _____	
Effective Date of Employment _____	Expected Completion Date _____
Type of Pay:	Type of Assignment: (CHECK ALL THAT APPLY)
<input type="checkbox"/> Interviewer Base Rate	<input type="checkbox"/> Lister
<input type="checkbox"/> Special Rate	<input type="checkbox"/> Interviewer
<input type="checkbox"/> Supervisor Rate	<input type="checkbox"/> Medical Abstractor
Type of Time Sheet:	<input type="checkbox"/> Supervisor
<input type="checkbox"/> Interviewer	<input type="checkbox"/> Assistant Supervisor
<input type="checkbox"/> Supervisor	<input type="checkbox"/> Other Medical Personnel (SPECIFY)
	<input type="checkbox"/> 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)
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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		Date (month/day/year)
Address (Street Name and Number, City, State, Zip Code)		
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) _____
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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)
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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	OR	LIST B	AND	LIST C
<p>Documents that Establish Both Identity and Employment Eligibility</p> <ol style="list-style-type: none"> 1. U.S. Passport (unexpired or expired) 2. Certificate of U.S. Citizenship (<i>INS Form N-550 or N-561</i>) 3. Certificate of Naturalization (<i>INS Form N-550 or N-570</i>) 4. Unexpired foreign passport, with <i>I-551</i> stamp or attached <i>INS Form I-94</i> indicating unexpired employment authorization 5. Alien Registration Receipt Card with photograph (<i>INS Form I-151 or I-551</i>) 6. Unexpired Temporary Resident Card (<i>INS Form I-688</i>) 7. Unexpired Employment Authorization Card (<i>INS Form I-688A</i>) 8. Unexpired Reentry Permit (<i>INS Form I-327</i>) 9. Unexpired Refugee Travel Document (<i>INS Form I-571</i>) 10. Unexpired Employment Authorization Document issued by the INS which contains a photograph (<i>INS Form I-688B</i>) 	OR	<p>Documents that Establish Identity</p> <ol style="list-style-type: none"> 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 <p>For persons under age 18 who are unable to present a document listed above:</p> <ol style="list-style-type: none"> 10. School record or report card 11. Clinic, doctor, or hospital record 12. Day-care or nursery school record 	AND	<p>Documents that Establish Employment Eligibility</p> <ol style="list-style-type: none"> 1. U.S. social security card issued by the Social Security Administration (<i>other than a card stating it is not valid for employment</i>) 2. Certification of Birth Abroad issued by the Department of State (<i>Form FS-545 or Form DS-1350</i>) 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 (<i>INS Form I-197</i>) 6. ID Card for use of Resident Citizen in the United States (<i>INS Form I-179</i>) 7. Unexpired employment authorization document issued by the INS (<i>other than those listed under List A</i>)

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

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 I¹ 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 I 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 be entered in the Field Management System in the computer.

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

Exhibit 4-3. Session Assignment Form (Page 2 of 3)

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.

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

- 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.**

- | |
|--|
| <p>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.</p> |
|--|

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 Grayner	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:

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

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

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

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2000 NAEP ASSESSMENT
Student Listing Form - Grade 12

School Name: ABC High School Prepared by: Principal Smith
 Address: 456 xxx xx Date: 1/20/2000
xxxx, xx 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.

							FOR SAMPLING ONLY				
A		B	(OPTIONAL)				1	2			
Student's Name	Birth Date	Home Room/ Locator	Sex	Race/ Eth.	(X) IF TITLE I	(X) IF SD	(X) IF LEP	Line #	Selected for (session type)		
First	Initial	Last	Month/Year								
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		B	(OPTIONAL)						FOR SAMPLING ONLY		
First	Initial	Last	Birth Date Month/Year	Home Room/ Locator	Sex	Race/ Eth.	(X) IF TITLE I	(X) IF SD	(X) IF LEP	Line #	Selected for (session type)
Tim		Adams	03/86		M	2		X		1	So
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
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
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, and 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.**

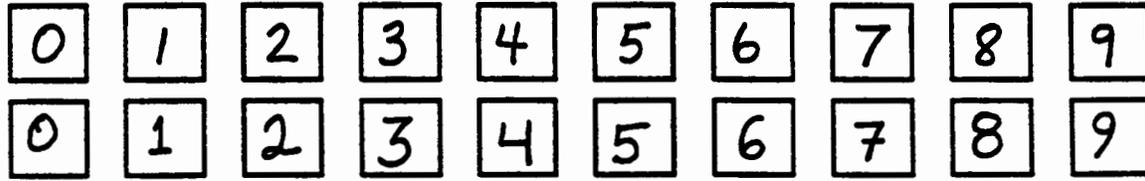
The NIS students may be assigned to any session(s) at your (and the school's) convenience, **as long as you have sufficient materials and will not deplete your bulk supplies.** You must add the students' names and booklet ID numbers to the Administration Schedule(s), then assign the appropriate Administration 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

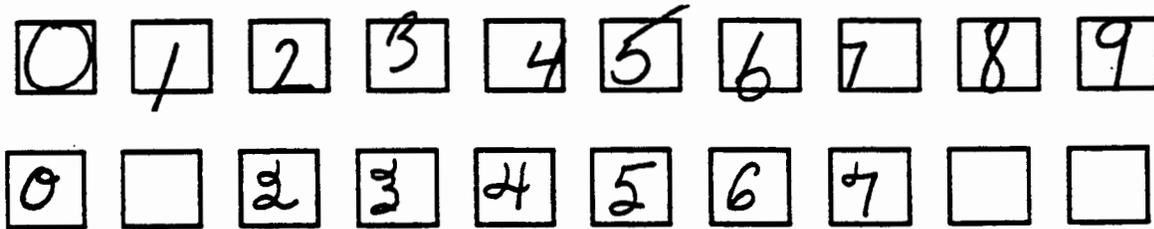
Since the Administration Schedule as well as other control documents are machine-scannable, it is very important that **only a No. 2 pencil be used** and any information entered is printed neatly and cleanly within the boxes. Numbers should be written clearly and **should not touch the sides of the shaded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

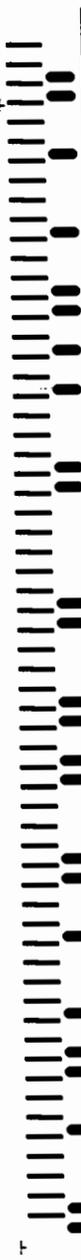
After you have listed the selected students on the Administration Schedule, enter the total number of students sampled for the session in the space marked "TOTAL IN SAMPLE".

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.

Exhibit 4-7. Administration Schedule Prepared After Sampling



MAEP
2000 Main
The Alaska Report Card

999-901-1 Math
ABC High School Grade: 12

Administration Schedule
Grid if Makeup Field Makeup Date

Race/Ethnicity Codes
1 = White not Hispanic
2 = Black not Hispanic
3 = Hispanic Heritage
4 = Hispanic/Latino
5 = Released
6 = Other

National School Lunch Program
1 = Student not eligible
2 = Reduced price lunch
3 = Free lunch
4 = Released
5 = Released
6 = Other

For Use in Column "F":
Bundle #'s
1001
1002
1003

For Use in Column "G":
Accommodations:
No

Student Name	Birth Date	Race	Eth.	School Lunch	Title	SD	LEP	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Code	TO BE ASSESSED		Session Number
													# Excluded (Admin. Codes 60-66)	# Withdrawn & Ineligible (Admin. Codes 51 & 55)	
1 Alice Baker	1/1/85	2	2	1	1	0	0	001 040404 8							MT1201
2 David Douglas	1/2/86	1	1	2	2	0	0	002 040030 6							
3 Kelley Funk	0/3/87	2	2	2	2	0	0	003 040303 1							
4 Amanda Fuller	0/9/86	2	3	2	2	0	0	004 040304 2							
5 Chad Grayson	0/7/86	1	4	1	1	0	0	005 040305 7							
6 John Hanks	0/8/86	1	1	1	1	0	0	006 040306 3							
7 Gerri Igo	1/0/86	2	1	3	0	0	0	007 040307 5							
8 Tony Iowa	0/3/85	1	5	1	0	0	0	008 040308 4							
9 Alton Jones	0/2/86	1	2	1	0	0	0	009 040309 9							
10 Joe Krantz	1/2/85	1	1	1	0	0	0	010 040310 2							
11 Kay Lange	0/6/86	2	1	1	0	0	0	011 040311 6							
12 George Luckett	0/1/86	1	1	1	0	0	0	012 040312 1							
13 James Mason	0/4/86	1	2	2	0	0	0	013 040313 3							
14 Tara Moore	0/5/86	2	1	1	0	0	0	014 040314 5							

Absent (Hod Makeup # 4 or more absent)
Assessed (Original)
Assessed (Makeup)
TOTAL ASSESSED

Total In Sample
Withdrawn & Ineligible (Admin. Codes 51 & 55)
Excluded (Admin. Codes 60-66)
TO BE ASSESSED

Session Number
MT1201

ASSESSED IN ORIGINAL

11 = In session full time
12 = In session part time
13 = In session part time
14 = Other: specify on cover

ASSESSED IN MAKEUP

20 = In session full time
21 = In session part time
22 = In session part time
23 = Session accompanied
24 = Other: specify on cover

ABSENT

40 = Temporary
41 = Long term
42 = Suspended or expelled
43 = Suspended or expelled
44 = Disruptive behavior
45 = Prone to truancy
46 = Prone to truancy
47 = Other: specify on cover

OTHER

51 = Withdrawn
52 = Ineligible
53 = Ineligible
54 = Ineligible
55 = Not in sample

REASONS FOR EXCLUSION

60 = SD cannot be assessed
61 = SD required accom. not offered
62 = LEP cannot be assessed
63 = SD LEP cannot be assessed
64 = SD LEP required accom. not offered
65 = SD LEP required accom. not offered
66 = Other: specify on cover

ASSESSED WITH ACCOMMODATIONS

71 = English book/Science glossary
72 = English dictionary
73 = Large print book
74 = Read aloud in regular session
75 = Do not use in a reading session
76 = One-off-end
77 = Other: specify on cover
78 = Other: specify on cover

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 every 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.**