

MANUAL FOR ASSESSMENT ADMINISTRATORS



NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS



NAEP 2000



Table of Contents

Chapter **Page**

1. Introduction and Overview

A. Summary Background of the National Assessment of Educational Progress (NAEP)	1
B. The State Assessment Program	3-4
C. The Role of the Assessment Administrator	4-5

2. Preparing for the Assessment

TASK 1	Attend the In-Person Training	7
TASK 2	Obtain the Assessment Schedule from the State Coordinator	7
TASK 3	Arrange for Assistance on the Assessment Day (Optional)	8
TASK 4	Make Arrangements for the Assessment Sessions.....	8
TASK 5	Receive the Administration Schedules from the State Coordinator	9-11
TASK 6	Receive Materials from NAEP and Secure the Assessment Booklets	13-15
TASK 7	Verify Materials Received and Request Additional Materials, if Necessary	16-17
TASK 8	Select a Sample of Newly Enrolled Students.....	18-21
TASK 9	Review and Update the Administration Schedules and Identify Students Who Cannot be Assessed.....	22-25
	A. Identify and Eliminate Withdrawn and Ineligible Students	22
	B. Record Student Demographic Information Missing from the Administration Schedules	23
	C. Code the Students' Eligibility for the National School Lunch Program (NSLP).....	24
	D. Fill in the Appropriate Ovals for "If Title I," "If SD," and "If LEP"	25
TASK 10	Distribute Assessment Questionnaires to Appropriate School Staff and Collect Them Before the Day of the Assessment.....	26-34
	A. School Questionnaire	27
	B. SD/LEP Questionnaire.....	28-29
	C. Grade 4 Mathematics and Science Teacher Questionnaire.....	30-31
	D. Grade 8 Mathematics and Science Teacher Questionnaires.....	32-33
	E. Collect All Completed Questionnaires	34

TASK 11	Prepare for Booklet Distribution	35
TASK 12	Notify Teachers and Students about the Assessment and Ensure that Students Attend the Appropriate Session.....	36-39

3. Students with Disabilities or Limited English Proficiency

A.	Who are Students with Disabilities?	41
B.	Who are Limited English Proficient Students?.....	41
C.	Use the NAEP Criteria to Determine if a Student with a Disability or Limited English Proficiency Can be Assessed	42-44
D.	Code SD/LEP Students Who are Unable to Participate in the Assessment on the Administration Schedule	45
E.	Complete the Top of the Administration Schedule	46
F.	Accommodations Offered by NAEP	47-50
G.	Procedures for Offering Accommodations.....	51-52

4. Conducting the Assessment

TASK 1	Prepare the Room.....	53
TASK 2	Prepare the Booklets for the Assessment.....	55-60
	A. Open the Bundles of Booklets.....	55-57
	B. Prepare the Assessment Booklets	58-59
	C. Prepare the Science Kits	60
TASK 3	Administer the Session	61-68
	A. Use the Script in Regular Sessions.....	61
	B. Conduct Separate Accommodation Sessions, if Applicable	61
	C. Use the Bilingual Script in Accommodations Sessions, if Applicable	61
	D. Distribute the Booklets.....	62
	E. Instructions for Using Calculators in Mathematics Sessions	62
	F. Code the NAEP School ID Number, Teacher Number, and Class Period (Grade 8 only) on the Booklet Cover.....	63
	G. Directions and Timing for the Sections.....	63-65
	H. Additional Mathematics Materials	66
	I. Administer the Science Kits	67-68

TASK 4	Supervise the Session.....	69-70
	A. How to Handle Latecomers.....	69
	B. Rules for Supervising the Session.....	69-70
	C. Additional Rules for Supervising the Hands-On Science Section.....	70
TASK 5	Conclude the Session.....	71
TASK 6	Protect the Security of Assessment Booklets and Materials.....	71

5. Concluding the Assessment

TASK 1	Record the Results of the Session on the Administration Schedule.....	73-77
	A. Enter the Number Absent.....	76
	B. Enter the Number Assessed.....	76
	C. Verify Totals.....	76
	D. Schedule a Makeup Session, if Necessary.....	77
	E. Enter Total Assessed.....	77
TASK 2	Code the Booklet Covers.....	78-80
TASK 3	Prepare Assessment Materials for Shipping.....	81-82
	A. The Administration Schedule.....	81
	B. Complete the Roster of Questionnaires.....	81
	C. Keep Materials on File.....	82
TASK 4	Pack and Ship Assessment Materials.....	82-85
TASK 5	Schedule and Conduct a Makeup Session, if Necessary.....	86-90
	A. Schedule the Makeup Session.....	86
	B. Prepare Assessment Materials.....	87
	C. Conduct the Makeup Session and Complete the Administration Schedule.....	88-89
	D. Code the Booklet Covers.....	90
	E. Copy the Administration Schedule and Roster of Questionnaires.....	90
	F. Pack and Ship All Materials.....	90
TASK 6	Ship Materials Used in Accommodation Session Held After Original Session.....	91
TASK 7	Be Prepared to Discuss the Sessions with the NAEP Representative.....	91
TASK 8	Retain the School's Copies of the Administration Schedules and the Roster of Questionnaires.....	91

6. Special Procedures for Schools with a Large Sample of Students

A. Overview	93
B. Preparing for the Assessment (Chapter 2)	93-94
TASK 1	Attend an In-Person Training
TASK 2	Obtain the Assessment Schedule from the State Coordinator
TASK 3	Arrange for Assistance on the Day of the Assessment (Optional)
TASK 4	Make Arrangements for the Assessment Sessions
TASK 5	Receive the Administration Schedules from the State Coordinator
TASK 6	Receive Materials from NAEP and Secure the Assessment Booklets
TASK 7	Verify Materials Received and Request Additional Materials, if Necessary
TASK 8	Select a Sample of Newly Enrolled Students
TASK 9	Review and Update the Administration Schedule and Identify Students Who Cannot Be Assessed
TASK 10	Distribute Assessment Questionnaires to Appropriate School Staff and Collect Them Before the Day of the Assessment
TASK 11	Prepare for Booklet Distribution
TASK 12	Notify Teachers and Students about the Assessment and Ensure that Students Attend the Appropriate Session
C. Students with Disabilities and Students with Limited English Proficiency (Chapter 3).....	95
D. Conducting the Assessment (Chapter 4)	95
E. Concluding the Assessment (Chapter 5)	95-96
TASK 1	Record the Results of the Session on the Administration Schedule
TASK 2	Code Booklet Covers
TASK 3	Prepare Assessment Materials for Shipping
TASK 4	Pack and Ship Assessment Materials
TASK 5	Schedule and Conduct a Makeup Session, if Necessary
TASK 6	Ship Materials Used in Accommodation Sessions Held After Original Sessions
TASK 7	Be Prepared to Discuss the Sessions with NAEP Staff
TASK 8	Retain the School's Copies of the Administration Schedules and the Roster of Questionnaires

Appendix

Page

A. Checklist for Assessment Administrators	A1-A5
Glossary	A4
Reference Guide to the Administration Schedule	A5
B. Frequently Asked Questions.....	B1-B3
C. Letters from U.S. Department of Agriculture	C1-C2
D. Administering Accommodations in Separate Sessions	D1-D2
E. Grade 4 Mathematics Session Script	E1-E12
Grade 4 Science Session Script	E13-E26
Grade 4 Mathematics Question-by-Question Specifications	E27-E33
Grade 4 Science Question-by-Question Specifications.....	E35-E42
F. Grade 8 Mathematics Session Script.....	F1-F9
Grade 8 Science Session Script.....	F11-F19
Grade 8 Mathematics Question-by-Question Specifications	F21-F29
Grade 8 Science Session Question-by-Question Specifications.....	F31-F40
G. Grade 4 Materials Request Form.....	G1
Grade 8 Materials Request Form.....	G2
H. Pickup Request Form	H1

A. Summary Background of the National Assessment of Educational Progress (NAEP)

For over 30 years, information on what American students know and can do has been generated by the Nation's Report Card, formally mandated by Congress as the National Assessment of Educational Progress (NAEP). NAEP is a continuing, national survey of the knowledge and skill of young Americans in major learning areas taught in school. It is the first ongoing effort to obtain comprehensive and dependable achievement data on a national basis in a uniform, scientific manner. The purpose of NAEP is to gather information that will aid educators, legislators, and others in improving the education experience of youth in our country. Its primary goals are to measure the current status of the educational attainments of young Americans and to report changes and long-term trends in those attainments. Other goals include disseminating information about assessment methods and materials and assisting those who wish to apply them at local, state, and national levels.

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

NAEP has always been a unique cooperative undertaking of the education community and the Federal Government. The program is directed by the National Center for Education Statistics (NCES) of the U.S. Department of Education. Since 1983, NCES has contracted with the Educational Testing Service (ETS) for the design, analysis, and reporting of NAEP data and with Westat for sampling and data collection activities. Since 1989, National Computer Systems (NCS) has been the materials distribution and processing subcontractor.

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

Each learning area assessment is the product of several years of work by many educators, scholars, and laypersons from across the Nation. Working in committee, these groups propose general goals that they feel Americans should achieve during the course of their education. These goals are reviewed and discussed until a consensus is reached on objectives for each subject area. The objectives are then given to exercise (question) writers to create measurement instruments appropriate to the objectives. When the exercises have passed extensive review by subject matter specialists, measurement experts, and laypersons, they are compiled into booklets to be administered to national probability samples of young people.

While the primary purpose of the Nation's Report Card is to document patterns and trends in student achievement, the project also informs educational policymakers by collecting descriptive background information from students, teachers, and school administrators. The authorizing legislation for NAEP dictates a careful and extensive process of background questionnaire design and development. This legislation states that the purpose of NAEP is not "to authorize the collection or reporting of information on student attitudes or beliefs or on other matters that are not germane to the acquisition and analysis of information about academic achievement." The law further provides that no data shall be collected "that are not directly related to the appraisal of educational performance, achievements, and traditional demographic reporting variables, or to the fair and accurate presentation of such information."

NAEP's procedures guarantee the anonymity of participants, as no student names are recorded on the assessment booklets nor removed from the schools. Further, national assessment results are reported on the national level and by region of the country, not for districts, schools, or individual students. Only group statistics are reported and they are broken down by gender, race/ethnicity, and a host of variables that illuminate students' instructional experiences.

B. The State Assessment Program

NAEP traditionally reported only on information for the Nation as a whole and for geographic regions of the country. Many people maintained that more detailed information would assist efforts to improve American education. Because states have the primary responsibility for public education, state-level data was seen as being particularly useful.

In April 1988, Congress responded to these concerns by adding to the national assessment a new component: the trial state assessment. Under this component, states could volunteer to participate in the program and would assume responsibility for administering the assessments within the state. Trial state assessments were conducted in 1990, 1992, and 1994 and were

evaluated thoroughly. Beginning with the 1996 assessment, the authorizing statute no longer considered the state component “trial.”

The grades and subjects assessed in the state assessment are a subset of those in the national assessment. After the assessments, states exercise the option to compare the knowledge and skills of their students with students in other states and in the Nation. States can also monitor their own progress over time in the selected subject areas. The program began in 1990 with eighth-grade mathematics and expanded to include eighth-grade mathematics and fourth-grade reading and mathematics in 1992. The following table shows the subjects assessed at each grade since 1990.

	Grade 4	Grade 8
1990	—	Mathematics
1992	Reading and Mathematics	Mathematics
1994	Reading	—
1996	Mathematics	Mathematics and Science
1998	Reading	Reading and Writing
2000	Mathematics and Science	Mathematics and Science

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

- ★ A sample of about 100-115 public schools per grade;
- ★ A sample of about 30 students per subject, per school, to yield approximately 2,500 students assessed in each grade and subject;
- ★ Assessments held during February with schools spread evenly throughout this 4-week period;
- ★ Assessments conducted by state/local staff trained in assessment procedures by NAEP; and
- ★ A subsample of the assessment sessions observed by NAEP staff.

C. Role of the Assessment Administrator

The assessment administrator is a school/district staff member who is responsible for all assessment activities in one or more school(s). These activities are listed on page 5 and each task is described in detail in the sections that follow. The assessment administrator should not be the students' teacher for the subjects being assessed. Therefore, the students' mathematics teacher may not administer the mathematics session and the students' science teacher may not administer the science session.

A checklist of tasks for assessment administrators has been provided in Appendix A of this manual. It can be removed for your convenience.

The Assessment Administrator's Tasks

Preparing for the Assessment	Conducting the Assessment	Concluding the Assessment
<ol style="list-style-type: none"> 1. Attend the in-person training. 2. Obtain the schedule for the assessment from the state coordinator (including the assessment date and the number of sessions in the school). 3. Arrange for assistance on the day of the assessment (optional). 4. Make arrangements for the assessment sessions. 5. Receive the Administration Schedules from the state coordinator (listing the students to be assessed). 6. Receive and secure the assessment booklets and materials from NAEP. 7. Verify materials received and request additional materials, if necessary. 8. Select a sample of newly enrolled students. 9. Review and update the Administration Schedules and identify students who cannot be assessed. 10. Distribute assessment questionnaires to appropriate school staff and collect them before the day of the assessment. 11. Make appropriate arrangements for any SD¹ or LEP² student(s) requiring an accommodation. Complete the top of the Administration Schedule. 12. Prepare for booklet distribution. 13. Notify teachers and students about the assessments and ensure that students attend the appropriate sessions. 	<ol style="list-style-type: none"> 1. Prepare the room. 2. Prepare the booklets for the assessment. 3. Administer each session. 4. Supervise each session. 5. Conclude each session. 6. Protect the security of the assessment booklets and materials. 	<ol style="list-style-type: none"> 1. Record the results of the session on the Administration Schedules. 2. Code the booklet covers. 3. Prepare assessment materials for shipping. 4. Pack assessment materials and give them to the NAEP representative, if present, or ship them according to instructions. 5. Schedule and conduct a makeup session, if necessary. 6. Ship materials. 7. Be prepared to discuss the session with the NAEP representative either in person or by telephone. 8. Retain the school's copies of the Administration Schedules and Roster of Questionnaires.

¹ SD is defined as a student with a disability.

²LEP is defined as a student with limited English proficiency.



Attend the In-Person Training

Assessment administrators are required to attend a 1-school-day training session in preparation for the assessment. The locations of the training sessions have been selected by the state coordinator and NAEP staff to be as convenient as possible. Lunch will be provided.

State coordinators are responsible for informing assessment administrators of the time and place of training and for providing each person with a copy of this manual prior to training. If you have not been told the training date and location by the time you receive this manual, contact your state coordinator.

The instructions and procedures in this manual apply to both fourth- and eighth-grade assessments. Most of the examples in this manual show procedures using eighth-grade forms since many of the forms used in the assessments are identical for the fourth and eighth grades. Any differences between the grades and forms are noted when applicable.

At the training session, the contents of this manual will be reviewed, so **please read the manual before attending and bring your copy with you**. A training video and practice exercises will be used to help teach the procedures and provide experience with the forms.



Obtain the Assessment Schedule from the State Coordinator

The state coordinator is responsible for scheduling the assessments in participating schools and notifying assessment administrators about the schedule. If you are not sure about the date of the assessment in your school, the assessment date can be verified and the exact time can be set at the assessment administrator training.

A subset of the participating schools has been selected for a quality control visit by a NAEP representative. The purpose of the quality control visit is to ensure that all assessment procedures are being carried out in a uniform manner. Since your school may be one of those selected for a visit, you must not change the assessment date or time without first discussing it with the state coordinator. A NAEP representative will contact you a week before the scheduled assessment to confirm the date, time, and location of the sessions in your school.

NOTE: If your school is unexpectedly closed on the scheduled assessment date due to a snow storm, natural disaster, etc., do not hold the session on another day without discussing it with the state coordinator or the NAEP representative. Any sessions that need to be rescheduled must be coordinated through the state coordinator or NAEP representative because the school may have been selected for a quality control visit.



Arrange for Assistance on the Assessment Day (Optional)

Many assessment administrators who participated in the previous state assessments indicated that having an assistant on the day of the assessment was very useful. Having an assistant available during the conduct of a science session would be particularly helpful. The assistant could help by distributing science kits, monitoring the students while they work with the kits, and assisting in the collection of materials and the cleanup process. If an assistant is available, you should give serious consideration to using this person.

Under no circumstances, however, may an untrained person take over the responsibilities of the assessment administrator. It is mandatory that the person who was trained to administer the NAEP assessment conduct the sessions and be in charge of the NAEP activities at the school.



Make Arrangements for the Assessment Sessions

After you have been informed about the scheduled date for the assessment by the state coordinator, your next task will be to notify school staff and arrange for appropriate space. The mathematics and the science assessment will each take approximately 90 minutes of the students' time. One-half of the students taking the science assessments will also be asked to complete the hands-on science task. For this reason, when making arrangements for the science session, be sure this classroom area has tables or flattop desks for the students. This task will take selected eighth-grade students an additional 30 minutes and selected fourth-grade students an additional 20 minutes to complete.

Sample Size

In most schools, the NAEP assessment will involve two sessions of 30 students each, one in mathematics and one in science. A student will be selected for either the mathematics or science session. If there are 64 or fewer students in the sampled grade, all students will be selected to participate. If there are fewer than 20 students in the sampled grade, only one subject will be assessed in the school.

In a small number of schools in some states, more than one assessment session per subject will be necessary in order to adequately represent the fourth- or eighth-grade population of the state. Specific procedures for schools with multiple sessions are covered in Chapter 6. However, the procedures described in this manual apply to each assessment session regardless of the number of sessions in a school.



Receive the Administration Schedules from the State Coordinator

Approximately 2 weeks before the scheduled assessment in your school, the state coordinator will mail you the Administration Schedules with the names of the selected students. These students represent a random sample of students selected from the list of all grade-eligible students provided by the school or district.

The Administration Schedule is the central document that will be used during the assessment to keep track of the selected students. When you receive the Administration Schedules, they will contain the name and birth date of each selected student. They may also include the student's sex, race/ethnicity, and homeroom or other locating information if these items were provided on the original list used to select the sample of students.

Examples of mathematics and science Administration Schedules appear on the following page.

Note that the NAEP school identification (ID) number appears on the Administration Schedule. This number is unique for each school and should be used on all NAEP materials.

Note also that assessment booklets have been assigned to the sampled students in column "K" labeled "Original Booklet ID." The number printed in this column opposite each student's name corresponds to the assessment booklet the student must receive.

The Administration Codes in column "O" are used to record the student's participation status in the assessment and are further defined on pages 73-75.

On the Science Administration Schedule, column "C" labeled "Sci. Kit" assigns a science kit to one-half of the selected students. The science kits are associated with particular booklet numbers and are discussed in detail on page 67.

The Administration Schedule is perforated so that student names can be removed before it is sent to NAEP. Due to NAEP's confidentiality policy, under no circumstances should a student's name appear on any materials leaving the school.

Example of Mathematics and Science Administration Schedules

NAEP school ID number

Enter your name here

This form must be completed in #2 pencil.

Race/Ethnicity Codes

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

National School Lunch Program

1 = Student not eligible
2 = Reduced price lunch
3 = Free lunch
4 = Information not available
5 = Refused
6 = School not participating

For Use in Column "E"

Bundle #'s
20521
20522
20523

Accommodations

YES

ADMINISTRATION SCHEDULE Page 1

School #: 16B-100-1 Session Type: Math

School Name: Central Middle Grade: 6

Administrator's Name: Carol Johnson

Original session scheduled for: Day/Date: _____ Time: _____ Location: _____

Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____

Grid if Makeup Held: Makeup Date: _____

2000 State Administration Schedule

30 # Original Sample

+ # New Enrollee Sample

= **Total in Sample**
(Admin. Codes 51 & 55)

- # Withdrawn & Ineligible (Admin. Codes 60-66)

- # Excluded (Admin. Codes 60-66)

= **TOTAL ASSESSED**

Session Number: MA0801

Column Indicators: "A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"
Student Name	Sex	DOB	Original Booklet ID	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Codes							
1 Mark Atley		0	4	19	8	6				110 000501 7				ASSESSED IN ORIGINAL
2 Betty Bates		0	2	19	8	6				111 054006 9				ASSESSED IN ORIGINAL
3 Wes Block		0	6	19	8	6				112 006401 0				ASSESSED IN ORIGINAL
4 Angela Burns		1	0	19	8	6				113 000043 8				ASSESSED IN ORIGINAL
5 Nicki Campbell		1	1	19	8	6				114 073201 0				ASSESSED IN ORIGINAL
6 Nancy Cordaro		0	9	19	8	6				115 000841 2				ASSESSED IN ORIGINAL
7 Tim Dublin		0	1	19	8	7				116 000081 5				ASSESSED IN ORIGINAL
8 Kimberly Frank		0	5	19	8	6				117 005301 1				ASSESSED IN ORIGINAL
9 Carla Grahams		0	7	19	8	6				118 000411 9				ASSESSED IN ORIGINAL
10 Paul Hernandez		0	9	19	8	6				119 210001 6				ASSESSED IN ORIGINAL
11 Becky Hoecke		1	2	19	8	6				120 005001 2				ASSESSED IN ORIGINAL
12 Daniel Jasmer		1	0	19	8	6				121 002407 7				ASSESSED IN ORIGINAL
13 Sarah Kruger		0	1	19	8	6				122 000031 9				ASSESSED IN ORIGINAL
14 Penny Lowe		0	6	19	8	6				123 076206 0				ASSESSED IN ORIGINAL

Perforated to remove students' names

Preassigned booklet ID numbers

Administration Codes used to identify students' participation status in column "M"

Science Kit Indicators

This form must be completed in #2 pencil.

Race/Ethnicity Codes

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

National School Lunch Program

1 = Student not eligible
2 = Reduced price lunch
3 = Free lunch
4 = Information not available
5 = Refused
6 = School not participating

For Use in Column "E"

Bundle #'s
10040
10041
10042

Accommodations

YES

ADMINISTRATION SCHEDULE Page 1

School #: 16B-100-1 Session Type: Science

School Name: Central Middle Grade: 6

Administrator's Name: Carol Johnson

Original session scheduled for: Day/Date: _____ Time: _____ Location: _____

Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____

Grid if Makeup Held: Makeup Date: _____

2000 State Administration Schedule

30 # Original Sample

+ # New Enrollee Sample

= **Total in Sample**
(Admin. Codes 51 & 55)

- # Withdrawn & Ineligible (Admin. Codes 60-66)

- # Excluded (Admin. Codes 60-66)

= **TOTAL ASSESSED**

Session Number: SC0801

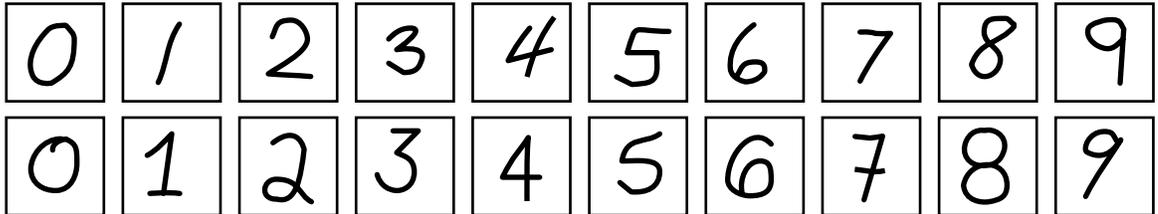
Column Indicators: "A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"
Student Name	Sex	DOB	Original Booklet ID	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Codes							
1 Sara Andrews		0	9	19	8	6				201 000293 4				ASSESSED IN ORIGINAL
2 Brent Collins		0	5	19	8	6				202 005241 1				ASSESSED IN ORIGINAL
3 Tanya Dillin		0	2	19	8	6				203 006922 1				ASSESSED IN ORIGINAL
4 Alphonso Evans		1	1	19	8	5				204 093569 2				ASSESSED IN ORIGINAL
5 Nathan Fines		1	0	19	8	6				205 210021 3				ASSESSED IN ORIGINAL
6 Tara Givens		0	6	19	8	6				206 05487 1				ASSESSED IN ORIGINAL
7 Maria Gonzolas		0	1	19	8	5				207 00213 5				ASSESSED IN ORIGINAL
8 David Jones		1	2	19	8	7				208 04002 2				ASSESSED IN ORIGINAL
9 Paul Lucas		0	2	19	8	6				209 00008 8				ASSESSED IN ORIGINAL
10 Cathy Nunez		0	3	19	8	6				210 00185 0				ASSESSED IN ORIGINAL
11 Lisa Peters		0	9	19	8	7				211 00342 1				ASSESSED IN ORIGINAL
12 Steve Roma		0	7	19	8	6				212 09781 2				ASSESSED IN ORIGINAL
13 Matthew Ryder		1	0	19	8	6				213 00063 4				ASSESSED IN ORIGINAL
14 Dianne Smith		1	2	19	8	6				214 00542 6				ASSESSED IN ORIGINAL

Guidelines for Completing Control Documents

Since the Administration Schedules and other control documents are machine scannable, it is very important that these guidelines are followed:

- ★ Use only No. 2 pencils;
- ★ Print all information neatly within the boxes. Numbers should be written clearly in the center and should not touch the sides of the boxes;
- ★ Right justify all numerals entered in multicolumn blocks; and
- ★ Erase completely and clearly to correct entries. Do not cross out or strike through numbers entered incorrectly.

Here are examples of acceptable writing styles for completing control documents:





Receive Materials from NAEP and Secure the Assessment Booklets

Two weeks before the scheduled assessment, the NAEP contractor will mail the materials needed to conduct the assessment. These materials will be delivered by the United Parcel Service (UPS) and should be received at the school at least 1 week before the assessment date. The boxes will be addressed to the assessment administrator by name and will be sent to the school's address unless the state coordinator has informed NAEP that a different name/address should be used. You can verify the address to which the materials will be shipped at the training session.

Three boxes of assessment materials will be sent to every school conducting both the mathematics and science assessments. Each box will be labeled “**Important Materials for NAEP Assessment.**”

The contents of the boxes are:

- ★ Box 1—mathematics session materials, plus general school materials;
- ★ Box 2—science session materials; and
- ★ Box 3—kits for hands-on science session.

Small schools conducting only one session will receive either one box (for mathematics) or two boxes (for science) including the general school materials. Detailed lists of the materials you will receive are on the following pages.

Schools Conducting **Fourth-Grade** Assessments Will Receive the Following:

General **Fourth-Grade** School Materials

- | | |
|---|---|
| <ul style="list-style-type: none"> 3 Packing lists (one for school materials plus one for each session) 1 Preprinted Roster of Questionnaires (Questionnaire Tracking Form) 1 Grade 4 School Questionnaire 10¹ SD/LEP Questionnaires 1¹ Supplemental SD/LEP Roster of Questionnaires 8 Grade 4 Mathematics/Science Teacher Questionnaires | <ul style="list-style-type: none"> 2 Teacher notification letters 2 Supplemental shipping envelopes 1 School storage envelope 1 School postcard to be returned to NAEP at the end of the school year 1 Materials Request Form 1 Pickup Request Form 1 Return Shipment Instructions 2 Sealing tape strips 3 Return postage-paid shipping labels |
|---|---|

For Each **Fourth-Grade** Mathematics Session

- 1 “Testing in Progress—Do Not Disturb” sign
- 1 Timer
- 1 Pad of Student Appreciation Certificates
- 3 Sealed bundles of grade 4 mathematics assessment booklets
- 1 Sealed bundle of grade 4 mathematics bilingual booklets with bilingual rulers²
- 1 Calculator poster
- 1 Mathematics poster
- 10 Rulers “R”
- 10 Set “X” (Blue)
- 10 Set “G” (Aqua)
- 16 Calculators
- 1 Pad Post-it notes
- 1 Blank Administration Schedule
- 2 Rubber bands

For Each **Fourth-Grade** Science Session

- 1 “Testing in Progress—Do Not Disturb” sign
- 1 Timer
- 1 Pad of Student Appreciation Certificates
- 3 Sealed bundles of grade 4 science assessment booklets
- 1 Sealed bundle of grade 4 science accommodation bundles of booklets with glossaries²
- 1 Box of Science Kit “C” for accommodation booklets (5 kits)²
- 1 Grade 4 Science Activity Brochure
- 1 Science Supplemental Materials Kit³
- 1 Pad Post-it notes
- 1 Blank Administration Schedule
- 1 Instructions for Administering Science Kits
- 1 Box of grade 4 science kits (18 kits)
- 2 Rubber bands

For School to Supply

- ★ No. 2 pencils for every selected student

¹ Schools in some states will receive 20 SD/LEP Questionnaires and a supplemental SD/LEP Roster of Questionnaires.

² Will be provided if your school is part of the sample that offers accommodations.

³ An extra supply of some of the smaller items from the science kits will be included with your materials. These can be used to replace materials missing from the students’ kits.

Schools Conducting **Eighth-Grade** Assessments Will Receive the Following:

General **Eighth-Grade** School Materials

- | | | | |
|-----------------|--|---|--|
| 3 | Packing lists (one for school materials plus one for each session) | 2 | Teacher notification letters |
| 1 | Preprinted Roster of Questionnaires (Questionnaire Tracking Form) | 2 | Supplemental shipping envelopes |
| 1 | Grade 8 School Questionnaire | 1 | School storage envelope |
| 10 ¹ | SD/LEP Student Questionnaires | 1 | School postcard to be returned to NAEP at the end of the school year |
| 1 ¹ | Supplemental SD/LEP Roster of Questionnaires | 1 | Materials Request Form |
| 8 | Grade 8 Mathematics Teacher Questionnaires | 1 | Pickup Request Form |
| 8 | Grade 8 Science Teacher Questionnaires | 1 | Return Shipment Instructions |
| | | 2 | Sealing tape strips |
| | | 3 | Return postage-paid shipping labels |

For Each **Eighth-Grade** Mathematics Session

- 1 “Testing in Progress—Do Not Disturb” sign
- 1 Timer
- 1 Pad of Student Appreciation Certificates
- 3 Sealed bundles of grade 8 mathematics assessment booklets
- 1 Sealed bundle of grade 8 mathematics bilingual booklets with bilingual protractors/rulers²
- 1 Calculator poster
- 1 Mathematics poster
- 10 Protractors/Rulers “P”
- 10 Set “Y” (Tan)
- 10 Set “G” (Aqua)
- 16 Calculators
- 1 Pad Post-it notes
- 1 Blank Administration Schedule
- 2 Rubber bands

For Each **Eighth-Grade** Science Session

- 1 “Testing in Progress—Do Not Disturb” sign
- 1 Timer
- 1 Pad of Student Appreciation Certificates
- 3 Sealed bundles of grade 8 science assessment booklets
- 1 Sealed bundle of grade 8 science accommodation booklets with glossaries²
- 1 Grade 8 Science Activity Brochure
- 1 Science Supplemental Materials Kit³
- 1 Pad Post-it notes
- 1 Blank Administration Schedule
- 1 Instructions for Administering Science Kits
- 2 Rubber bands
- 1 Science Kit “C” for accommodation booklets (5 kits)²
- 1 Box of grade 8 science kits (18 kits)

For School to Supply

- ★ No. 2 pencils for every selected student

¹ Schools in some states will receive 20 SD/LEP Questionnaires and a supplemental SD/LEP Roster of Questionnaires.

² Will be provided if your school is part of the sample that offers accommodations.

³ An extra supply of some of the smaller items from the science kits will be included with your materials. These can be used to replace materials missing from the students’ kits.



Verify Materials Received and Request Additional Materials, if Necessary

Assessment booklets will be packaged in bundles of 11 booklets. Your shipment will include 3 bundles of 11 booklets for each session scheduled in your school. Shrink-wrapped with each bundle will be a numbered bundle slip listing the 3-digit prefixes of the booklets contained in that particular bundle. These prefixes should correspond to those printed on the session's Administration Schedule as shown on the next page.

When you receive the boxes, open them and check that the bundle numbers that appear on the Administration Schedules match those included in your shipment and that each sealed bundle contains 11 booklets. **Do not open the sealed bundles.**

Then, check the materials in your shipment against the packing lists to see that you have sufficient supplies. You should pay particular attention to the number of science kits you will need. You will receive 6 of each type of science kit, or a total of 18 kits for each science session. The type of kit each student is assigned is indicated on the Administration Schedule in column "C" labeled "Sci Kit." The codes in column "C" represent the following kits:

Grade 4		Grade 8	
A	Seeds	C	Markers
B	Unknown Powder	D	Powders
C	Markers	E	Soil Tests

To verify the number of kits you will need, please count the number of each kit type assigned to students to be assessed. If more than six of any type is listed, you will need to order kits from National Computer Systems (NCS).

To order additional materials or if some problem is discovered, a Materials Request Form will be included in your shipment. (A copy of this form is included in Appendix G.) You may call or fax NCS at the following numbers:

- ★ The telephone number is 1-888-627-6237. Be sure to have the Materials Request Form available when placing the call.
- ★ The fax number is 1-888-627-8842. Be sure that the Materials Request Form is completely filled out before faxing.

Save the packing lists for recordkeeping and the boxes for returning the shipment to NAEP. Instructions for shipping materials back to NAEP are discussed in Chapter 5.

Example of an Administration Schedule with Corresponding Bundle Slips

STATE/MAIN - GRADE 8
 TYPE MATH
 BUNDLE # 20523
 SET Y 132
 SET G
 P=PRO
 T1-30

STATE/MAIN - GRADE 8
 TYPE MATH
 BUNDLE # 20522
 SET Y 121
 SET G
 P=PRO
 T1-30

STATE/MAIN - GRADE 8
 TYPE MATH
 BUNDLE # 20521
 SET Y
 SET G
 P=PROTRACTOR/RULER
 T1-30 SCIENTIFIC
 CALCULATOR

110 C
 111 C
 112 CP
 113 CP
 114 G
 115
 116 YC
 117 C
 118 YC
 119 CGP
 120

00000061 - 9

This form must be completed in #2 pencil.

ADMINISTRATION SCHEDULE Page 1
 School #: 16B-100-1 Session Type: Math
 School Name: Central Middle Grade: 8
 Administrator's Name: Carol Johnson

MAEP 2000 State Administration Schedule

30 # Original Sample
 + # New Enrollee Sample
 = Total in Sample
 - # Withdrawn & Ineligible (Admin. Codes S1 & S5)
 - # Excluded (Admin. Codes 60-66)
 = TO BE ASSESSED

Absent (For Makeup #)
 # Assessed (Original Session)
 # Assessed (Makeup Session)
 = TOTAL ASSESSED

Session Number MA0801

Column Indicators:	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Student Name	Personnel Code	Sex	Birth Date	State	Race	Grade	Title I	LEP	Original Booklet ID	Accommodation Booklet ID #	Admin. Code				
1 Mark Atley		M	04/19/06						110 000501 7						
2 Betty Bates		F	02/19/06						111 054006 9						
3 Wes Block		M	06/19/06						112 006401 0						
4 Angela Burns		F	10/19/06						113 000043 8						
5 Nicki Campbell		F	11/19/06						114 073201 0						
6 Nancy Cordaro		F	09/19/06						115 000841 2						
7 Tim Dublin		M	01/19/07						116 000081 5						
8 Kimberly Frank		F	05/19/06						117 005301 1						
9 Carla Grahams		F	07/19/06						118 000411 9						
10 Paul Hernandez		M	09/19/06						119 210001 6						
11 Becky Hoeck		F	12/19/06						120 005001 2						
12 Daniel Jasmier		M	10/19/06						121 002407 7						
13 Sarah Kruger		F	01/19/06						122 000031 9						
14 Penny Lowe		F	06/19/06						123 076206 0						



Select a Sample of Newly Enrolled Students

A New Enrollee Listing Form was sent to the school in the fall by the state coordinator along with the instructions for preparing a master list of students in the selected grade. The purpose of the New Enrollee Listing Form is to keep track of all students who enrolled in the selected grade after the master list was prepared so that these students have a chance of selection for the assessment.⁴ This form should be kept at the school. If your school does not have the New Enrollee Listing Form, you will receive another copy at the assessment administrator's training session.

You will also receive the Instructions for Sampling New Enrollees at training. This form (shown on the next page) provides the following information:

- ★ The date, if known, that the master list of students was created. Students in the selected grade who enrolled after that date should be listed on the New Enrollee Listing Form;
- ★ The maximum number of students on the list that, if exceeded, requires a telephone call to the state coordinator; and
- ★ Two sets of line numbers used to select the students for the mathematics and science sessions.

To carry out the sampling, simply follow the instructions numbered 1-5.

As indicated in the instructions, you assign a consecutive line number to each student on the list of new enrollees and then use the designated line numbers to identify the selected student(s).

Any newly enrolled students who are selected must be added to the appropriate Administration Schedule, and the necessary information must be recorded. These newly sampled students are handled like any other selected students in preparing for the assessment.

An illustration of this procedure is shown on the next few pages.

NOTE: The handwritten entries are only examples. Every school will receive its own unique set of instructions.

Small School Procedure

Schools with fewer than 20 students in the grade will not have to go through the process of sampling new enrollees. Any newly enrolled fourth- or eighth-grade student would be automatically included in the assessment and his/her name would be added to the Administration Schedule. The Instructions for Sampling New Enrollees will simply have numbers 1 through 10 indicated.

To ensure that you have sufficient materials, the total number of students should not go above 33 for a session. If it does, call the state coordinator.

⁴ In year-round schools, any fourth or eighth graders who will be off-track on the assessment date in February should not be included on the New Enrollee Listing Form.

Example of Instructions for Sampling New Enrollees

School Name: Central Middle School
School ID: 16B-100-1

2000 NAEP STATE ASSESSMENT

INSTRUCTIONS FOR SAMPLING NEW ENROLLEES (New Enrollee Listing Form on Reverse Side)

If you did not maintain a list of newly enrolled students on the form provided in November, please use the back of this form to create a list of all students who enrolled in the selected grade after the master list of grade-eligible students was prepared. The steps for sampling from the list of newly enrolled students are:

1. Be sure the list includes **all** students who enrolled in grade 8 after the master list was prepared.
The date on the master list is Nov. 10, 1999.
Any student who has subsequently withdrawn from the school should be deleted from the list by lining through the name.
2. Assign line numbers to the students listed by numbering them consecutively. Use column 1 under the heading "For Sampling Only" for numbering the students.
3. If there are more than 32 students on the list, call your State Coordinator for directions before proceeding.

4. To identify the students selected for the **mathematics assessment**, enter an "M" (in column 2 on the reverse) next to the line numbers listed below:

2, 5, 8, 11, 14, 18, 21, 24, 27, 30.

To identify the students selected for the **science assessment**, enter an "S" (in column 2 on the reverse) next to the line numbers listed below:

6, 7, 10, 13, 16, 19, 23, 26, 29, 32.

Ten line numbers have been provided. This should be more than enough; in fact, you may only need to use the first few numbers.

5. After sampling is completed, copy the sampled student's name(s) and birth date(s) onto the appropriate Administration Schedule and complete the required demographic information.

(OVER)

These numbers are unique to each school.

Example of Assigning Line Numbers and Identifying the Selected Student's Session Type

School Name: Central Middle School

School ID: 16B-100-1

2000 NAEP STATE ASSESSMENT New Enrollee Listing Form (Instructions for Sampling New Enrollees on Reverse Side)

Directions:

Please use the space below to list all students who enrolled in the selected grade after the original list of students was prepared. The date is provided on the other side of this form. If you need additional lines, you may copy this form.

Student's Name First Initial Last			(OPTIONAL)							FOR SAMPLING ONLY	
			Birth Date Month/Year	Home Room/ Locator	Sex	Race/ Eth.	(X) IF TITLE I	(X) IF SD	(X) IF LEP	Line #	Selected Student M or S
Shanna	Donaldson		03/86	10	F	1				1	
Beth	Warren		12/86	10	F	2				2	M
Michael	Cree		11/85	10	M	6				3	
Megan A.	Davis		06/86	10	F	1				4	

- Be sure the list includes all students who enrolled in grade 8 after the master list was prepared.

The date on the master list is Nov. 10, 1999.

Any student who has subsequently withdrawn from the school should be deleted from the list by lining through the name.

- Assign line numbers to the students listed by numbering them consecutively. Use column 1 under the heading "For Sampling Only" for numbering the students.

- If there are more than 32 students on the list, call your State Coordinator for directions before proceeding.

- To identify the students selected for the **mathematics assessment**, enter an "M" (in column 2 on the reverse) next to the line numbers listed below:

2, 5, 8, 11, 14, 18, 21, 24, 27, 30.

To identify the students selected for the **science assessment**, enter an "S" (in column 2 on the reverse) next to the line numbers listed below:

6, 7, 10, 13, 16, 19, 23, 26, 29, 32.

Ten line numbers have been provided. This should be more than enough; in fact, you may only need to use the first few numbers.

- After sampling is completed, copy the sampled student's name(s) and birth date(s) onto the appropriate Administration Schedule and complete the required demographic information.

Example of Adding Newly Sampled Student to the Administration Schedule

School Name: Central Middle School

School ID: 16B-100-1

2000 NAEP STATE ASSESSMENT New Enrollee Listing Form (Instructions for Sampling New Enrollees on Reverse Side)

Directions:

Please use the space below to list all students who enrolled in the selected grade after the original list of students was prepared. The date is provided on the other side of this form. If you need additional lines, you may copy this form.

							FOR SAMPLING ONLY				
							(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 Student M or S
First	Initial	Last	Month/Year								
Shanna		Donaldson	03/86	10	F	1				1	
Beth		Warren	12/86	10	F	2				2	M
Michael		Cree	11/85	10	M	6				3	
Megan A.		Davis	06/86	10	F	1				4	

Column Indicators: "A"	"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"
Student Name	Handwritten or Other Locator	Sci. #	Mo.	Year	Sex	Race/Eth.	School Lunch	If Title I	If SD	If LEP	Original Booklet ID	Accommodation Booklet ID #	Admin. Code	Atten. (I/A)	Admin. Codes
Eric Malone		15	0	1 19 8 7							124 000142 8				ASSESSED IN ORIGINAL
Paul Mayne		16	7	7 19 8 6							125 008651 4				10 = In session full time 11 = No responses in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover
Teresa Meyer		17	0	3 19 8 6							126 000005 5				ASSESSED IN MAKEUP
Amanda Newman		18	0	9 19 8 6							101 098008 4				20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover
Beina Ortiz		19	1	0 19 8 5							102 000841 3				ABSENT
Michael Popeika		20	0	1 19 8 7							103 034002 9				40 = Temporary 41 = Long-term 42 = Chronic truant 43 = Suspended or expelled 44 = In school, did not attend 45 = Disruptive behavior 46 = Parent refusal 47 = Student refusal 48 = Other, specify on cover
Kate Ray		21	0	6 19 8 6							104 004926 0				OTHER
Amy Schloeter		22	0	9 19 8 6							105 025003 4				51 = Withdrawn 52 = Unassigned book (unused) 53 = Ineligible 56 = Not in sample
Ryan Scott		23	1	1 19 8 6							106 008064 2				REASONS FOR EXCLUSION
Jason Tabbert		24	1	0 19 8 6							107 000761 5				60 = SD cannot be assessed 61 = SD required accom. not offered 62 = LEP cannot be assessed 63 = LEP required accom. not offered 64 = SD/LEP cannot be assessed 65 = SD/LEP required accom. not offered 66 = Other, specify on cover
Dan Tesch		25	0	2 19 8 6							108 019009 7				ASSESSED WITH ACCOMMODATIONS
Jessica Trocke		26	0	3 19 8 7							109 000385 2				71 = Bilingual booklet/Science glossary 72 = Bilingual dictionary 73 = Large print book 74 = Extended time in regular session 75 = Read aloud in regular session 76 = Small Group 77 = One-on-one 78 = Scribe or use of computer 79 = Other, specify on cover
Louis Walton		27	0	6 19 8 6							110 039005 8				16B-100-1
Chris Wray		28	0	8 19 8 6							111 000297 2				MATH
Fran Zimmerman		29	1	0 19 8 6							112 030968 5				MA0801 P2
Mike Zurick		30	1	0 19 8 5							113 000385 2				01915 - 1
Beth Warren		31	1	2 19 8 6	2	2					114 039005 8				NCS# IM-153095-204-1-321 Printed in U.S.A. - STATE
		32									115 000297 2				
		33									116 030968 5				

This form must be completed in #2 pencil.
NAEP 2000 OMB #1850-0628 Expires 6/00



Review and Update the Administration Schedules and Identify Students Who Cannot Be Assessed

As soon as the Administration Schedules are received and sampling of newly enrolled students is completed, you will need to do the following:

“Admin. Code.” Then, draw a single line through the student’s name up to the perforation.

A. Identify and Eliminate Withdrawn and Ineligible Students

Identify any students who have officially withdrawn from the school by entering an Administration Code of “51” (withdrawn) on the Administration Schedule in column “M” labeled

Enter an Administration Code of “55” (ineligible) in column “M” for any student not currently enrolled in the selected grade who is listed on the Administration Schedule. Draw a line through his/her name up to the perforation.

Once withdrawn and ineligible students have been identified and eliminated from the Administration Schedule, you do not need to complete any other information for them on the Administration Schedule.

This form must be completed in #2 pencil.

Race/Ethnicity Codes

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

National School Lunch Program

- 1 = Student not eligible
- 2 = Reduced price lunch
- 3 = Free lunch
- 4 = Information not available
- 5 = Refused
- 6 = School not participating

For Use in Column "F"

Bundle #'s

- 20521
- 20522
- 20523

Accommodations

YES

ADMINISTRATION SCHEDULE Page 1

School #: 16B-100-1 Session Type: Math

School Name: Central Middle Grade: 8

Administrator's Name: Carol Johnson

Original session scheduled for: Day/Date: _____ Time: _____ Location: _____

Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____

MAEP 2000 State Administration Schedule

Grid if Makeup Held Makeup Date _____

30 # Original Sample

+ _____ # New Enrollee Sample

= _____ Total in Sample

- _____ # Withdrawn & Ineligible (Admin. Codes 51 & 55)

- _____ # Excluded (Admin. Codes 60-68)

TO BE ASSESSED

Absent (Total Makeup if 4 or more absent)

Assessed (Original Session)

Assessed (Makeup Session)

TOTAL ASSESSED

Session Number **MA0801**

Column Indicators: "A"	"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"
Student Name	Homeless or Other Location	Sol. Kit	Birth Month	Birth Year	Sex	Race/Eth.	School Lunch	Title I	SD	LEP	Original Booklet ID	Accommodation Booklet ID # (see for Admin. Codes 71-73 in Manual and System)	Admin. Code	Atten. (Y/N)	Admin. Codes
1 Mark Atley	1	1	0	4	19	♂					110 000501 7				ASSESSED IN ORIGINAL
2 Betty Bates	1	1	0	2	19	♂					111 054006 9				10 = In session full time 11 = No responses in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover
3 Was Book	1	1	0	6	19	♂					112 006401 0		5	1	ASSESSED IN MAKEUP
4 Angela Burns	1	1	1	0	19	♂					113 000043 8				20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover
5 Nicki Campbell	1	1	1	1	19	♂					114 073201 0				ABSENT
6 Nancy Cordaro	1	1	0	9	19	♂					115 000841 2				40 = Temporary 41 = Long-term 42 = Chronic truant 43 = Suspended or expelled 44 = In school, did not attend 45 = Disruptive behavior 46 = Parent refusal 47 = Student refusal 48 = Other, specify on cover
7 Tim Dublin	1	1	0	1	19	♂					116 000081 5				OTHER
8 Kimberly Frank	1	1	0	5	19	♂					117 005301 1				51 = Withdrawn 52 = Unassigned book (unused) 55 = Ineligible
9 Carla Grahams	1	1	0	7	19	♂					118 000411 9				REASONS FOR EXCLUSION
10 Paul Hernandez	1	1	0	9	19	♂					119 210001 6				60 = SD-cannot be assessed 61 = SD-required accom, not offered 62 = LEP-cannot be assessed 63 = LEP-required accom, not offered 64 = SD/LEP-cannot be assessed 65 = SD/LEP-required accom, not offered 66 = Other, specify on cover
11 Booky Hooche	1	1	1	2	19	♂					120 005001 2		5	5	ASSESSED WITH ACCOMMODATIONS
12 Daniel Jasmer	1	1	1	0	19	♂					121 002407 7				71 = Bilingual booklet/Science glossary 72 = Bilingual dictionary 73 = Large-print book 74 = Extended time in regular session 75 = Read aloud in regular session 76 = Small Group 77 = Over-ear phone 78 = Scribe or use of computer 79 = Other, specify on cover
13 Sarah Kruger	1	1	0	1	19	♂					122 000031 9				
14 Penny Lowe	1	1	0	6	19	♂					123 076206 0				

B. Record Student Demographic Information Missing from the Administration Schedules

Record any missing student information such as homeroom or other locating information (if needed) in column "B," birth date in column "D," sex in column "E," and race/ethnicity in column "F."

3 = Hispanic Heritage: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish [but not Portuguese] culture of origin, regardless of race.

To record race/ethnicity, use the codes in the box in the upper left-hand corner of the Administration Schedule. The race/ethnicity codes are defined as follows:

4 = Asian/Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. These areas include, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

1 = White not Hispanic: A person having origins in any of the original peoples of Europe [except Spain], North Africa, or the Middle East.

5 = American Indian/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.

2 = Black not Hispanic: A person having origins in any of the Black peoples of Africa.

6 = Other: A person who identifies with more than one of the first five categories or has a background other than the ones listed.

This form must be completed in #2 pencil.

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

ADMINISTRATION SCHEDULE Page 1

School #: 16B-100-1 Session Type: Math

School Name: Central Middle Grade: 8

Administrator's Name: Carol Johnson



2000 State Administration Schedule

Grid if
Makeup Held Makeup Date

30 # Original Sample

+ _____ # New Enrollee Sample

= _____ Total in Sample

- _____ # Withdrawn & Ineligible (Admin. Codes 51 & 52)

- _____ # Excluded (Admin. Codes 53 & 54)

_____ TO BE ASSESSED

Column Indicators: "A"		"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"		"L"	
Student Name		Homeroom or Other Locator	Sci. Kit	Month	Year	Sex 1=Male 2=Female	Race/ Eth.	School Lunch	If Title I	If SD	If LEP	Original Booklet ID		Accommodation Booklet ID # <small>(Use for Admin. Codes 71 & 73 in Math and Science)</small>	
1	Mark Atley	10	1	0	4	19	8	6	1	1				110 000501 7	
2	Betty Bates	10	2	0	2	19	8	6	2	1				111 054006 9	
3	Wes Block		3	0	6	19	8	6						112 006401 0	
4	Angela Burns	12	4	1	0	19	8	6	2	4				113 000043 8	
5	Nicki Campbell	10	5	1	1	19	8	6	2	2				114 073201 0	
6		14	6	0	9	19	8	6	2	3				115 00084	

C. Code the Students' Eligibility for the School Lunch Program (NSLP)

Record in column "G" the students' eligibility status in the NSLP using these codes, which are also printed on the Administration Schedule in the upper left corner:

- 1 = Student not eligible
- 2 = Reduced price lunch
- 3 = Free lunch

- 4 = Information not available
- 5 = Refused
- 6 = School not participating

Letters of authorization from the U.S. Department of Agriculture for the release of these data is included in Appendix C of this manual.

This form must be completed in #2 pencil.

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

ADMINISTRATION SCHEDULE Page 1

School #: 16B-100-1 Session Type: Math

School Name: Central Middle Grade: 8

Administrator's Name: Carol Johnson



2000 State Administration Schedule

Grid if
Makeup Held Makeup Date

30 # Original S

+ # New Enr

= Total in Se

Withdra
(Admin.

Exclud
(Admin. Co

TO BE ASSES

Original session scheduled for:

Day/Date: _____

Time: _____

Location: _____

Makeup session scheduled for:

Day/Date: _____

Time: _____

Location: _____

Column Indicators: "A"	"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"
Student Name	Homeroom or Other Locator	Scl. Kit	Month	Birth Date Year	Sex 1=Male 2=Female	Race/Eth.	School Lunch	If Title I	If SD	If LEP	Original Booklet ID	Accommodation Booklet ID # <small>(Use for Admin Codes 71 & 73 in Math and Science)</small>
1 Mark Atley	10	1	0	4 19 8 6	1	1	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	110 000501 7	
2 Betty Bates	10	2	0	2 19 8 6	2	1	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	111 054006 9	
3 Wes Blook		3	0	6 19 8 6				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	112 006401 0	
4 Angela Burns	12	4	1	0 19 8 6	2	4	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	113 000043 8	
5 Nicki Campbell	10	5	1	1 19 8 6	2	2	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	114 073201 0	
6 Nancy Cordaro	14	6	0	9 19 8 6	2	3	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	115 000841 2	
7 Tim Dublin	10	7	0	1 19 8 7	1	1	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	116 000081 5	
8 Kimberly Frank	14	8	0	5 19 8 6	2	1	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	117 005301 1	
9 Carla Grahams	14	9	0	7 19 8 6	2	2	3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	118 000411 9	
10 Paul Hernandez	14	10	0	9 19 8 6	1	3	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	119 210001 6	
11 Rocky Hoock			1	2 10 8				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	120 005001 2	

D. Fill in the Appropriate Ovals for “If Title I,” “If SD,” and “If LEP”

- ★ In column “H,” fill in the oval for any student receiving Title I services.
- ★ In column “I,” fill in the oval for any student identified as a 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.
- ★ In column “J,” fill in the oval for any student classified as limited English proficient (LEP).

This form must be completed in #2 pencil.

Race/Ethnicity Codes 1 = White not Hispanic 2 = Black not Hispanic 3 = Hispanic Heritage 4 = Asian/ Pacific Islander 5 = American Indian/ Alaskan Native 6 = Other For Use in Column “F”	National School Lunch Program 1 = Student not eligible 2 = Reduced price lunch 3 = Free lunch 4 = Information not available 5 = Refused 6 = School not participating For Use in Column “G”
Bundle #’s 20521 20522 20523	Accommodations YES

ADMINISTRATION SCHEDULE Page 1

School #: 16B-100-1 Session Type: Math

School Name: Central Middle Grade: 8

Administrator’s Name: Carol Johnson

Original session scheduled for: Makeup session scheduled for:

Day/Date: _____ Day/Date: _____

Time: _____ Time: _____

Location: _____ Location: _____



2000 State Administration Sched

Grid if
 Makeup Held Makeup Date

Column Indicators: “A”	“B”	“C”	“D”		“E”	“F”	“G”	“H”	“I”	“J”	“K”
Student Name	Homeroom or Other Locator	Sci. Kit	Birth Date		Sex 1=Male 2=Female	Race/ Eth.	School Lunch	If Title I	If SD	If LEP	Original Booklet ID
			Month	Year							
1 Mark Atley	10	1	04	1986	1	1	2	●	○	○	110 000501 7
2 Betty Bates	10	2	02	1986	2	1	2	○	○	○	111 054006 9
3 Wes Block		3	06	1986				○	○	○	112 006401 0
4 Angela Burns	12	4	10	1986	2	4	1	○	○	○	113 000043 8
5 Nicki Campbell	10	5	11	1986	2	2	1	○	○	○	114 073201 0
6 Nancy Cordaro	14	6	09	1986	2	3	1	○	○	○	115 000841 2
7 Tim Dublin	10	7	01	1987	1	1	1	○	○	○	116 000081 5
8 Kimberly Frank	14	8	05	1986	2	1	1	○	○	●	117 005301 1
9 Carla Grahams	14	9	07	1986	2	2	3	○	○	○	118 000411 9
10 Paul Hernandez	14	10	09	1986	1	3	1	○	●	○	119 210001 6



Distribute Assessment Questionnaires to Appropriate School Staff and Collect Them Before the Day of the Assessment

The NAEP assessment includes the following three types of questionnaires to be completed by school staff:

- ★ A School Questionnaire to be completed by the school principal or other administrator.
- ★ An SD/LEP Questionnaire for each sampled student who has a disability or is classified as LEP, whether or not she or he will be assessed. The school staff member most knowledgeable about the student should complete this questionnaire.
- ★ A short Teacher Questionnaire for the mathematics and science teachers of the grade being assessed.

The assessment materials sent to the school will include the following quantities of the questionnaires:

Grade 4 Schools

1	School Questionnaire
8	Grade 4 Mathematics/Science Teacher Questionnaires
10	SD/LEP Student Questionnaires ⁵

Grade 8 Schools

1	School Questionnaire
8	Grade 8 Mathematics Teacher Questionnaires
8	Grade 8 Science Teacher Questionnaires
10	SD/LEP Student Questionnaires ⁵

If you anticipate needing more of these forms, you may obtain more at training. If, after training, you discover that you do not have a sufficient supply of any of the questionnaires, call NCS at 1-888-627-6237 or use the Materials Request Form in Appendix G to request additional questionnaires.

All questionnaires should be prepared and distributed as soon as the NAEP shipment is received to allow time for the staff to complete the questionnaires before the day of the assessment.

All questionnaires should be completed using a No. 2 pencil and should be returned with the assessment booklets to NAEP.

You will receive a Roster of Questionnaires to keep track of the questionnaires distributed at the school.

⁵ Schools in some states will receive 20 SD/LEP Questionnaires.

A. School Questionnaire

The School Questionnaire is designed to collect information about school characteristics, staff, and instructional programs. The principal or someone designated by the principal should complete it.

As shown in this example, the 10-digit ID number from the lower left-hand corner of the questionnaire should be recorded at the top of the Roster of Questionnaires in Section I. Note that the first three digits are preprinted. Also record the name of the person to whom it was given.

On the questionnaire cover, affix a Post-it note with that person's name. Enter the school ID number and the date by which it should be completed and returned in the appropriate boxes.

NAEP
Dr. Garcia
The Nation's Report Card

2000 School Questionnaire
(School Characteristics and Policies)
Q-072

Use a #2 pencil to complete this questionnaire.

Return the completed questionnaire to the NAEP School Coordinator by Wed., Feb. 2.

SCHOOL #
1 6 B 1 0 0 1

072 - 000001 - 2

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ADMIN USE ONLY

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0628. The time required to complete this information collection is estimated to average 15 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Information Management and Compliance Division, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4850.

A project of the Office of Educational Research and Improvement. This report is authorized by law (PL 103-382, 20 U.S.C. 9910). While you are not required to respond, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. O.M.E. NO. 1850-0628 Approval Expires 06/30/2008. Mark Reflex® by NCS EM-0xxxx-001-1-xxxxxx Printed in U.S.A.

This form must be completed in #2 Pencil.

STATE NAEP 2000 - Grade 8 Roster of Questionnaires
(School, SD/LEP, and Teacher Questionnaire Tracking Form)

I. School Questionnaire

Questionnaire ID Number 072 - 000001 - 2

Distributed to: **Dr. Garcia**

Returned
Yes No

B. SD/LEP Questionnaire

The SD/LEP Questionnaire collects important information about the nature of a student's disability or language proficiency.

For **every** student identified on the Administration Schedule as SD and/or classified as LEP, an SD/LEP Questionnaire must be filled out by the staff member most knowledgeable about that student. A questionnaire should be completed regardless of whether or not the student will be assessed. Preparation of this questionnaire is described and illustrated on the following pages.



Complete the Questionnaire Cover

Materials Needed:

- ★ Administration Schedule
- ★ SD/LEP Questionnaires
- ★ Post-it notes
- ★ No. 2 pencil

Begin with the first student identified on the Administration Schedule as SD/LEP. Write the student's name and the name of the school staff member most knowledgeable about this student on a Post-it note and place it on the front cover of an SD/LEP Questionnaire. Record all of the information about the student from the Administration Schedule onto the questionnaire cover; that is, the NAEP school ID number, grade, birth date, sex, race/ethnicity, and a "Y" (yes) or "N" (no) to indicate SD and LEP status. Then, in the box labeled "Student Booklet ID," enter the ID number of the booklet assigned to that student on the Administration Schedule, columns "K" or "L." (See page 51 for more detail.) Next, on the questionnaire cover, record the date the questionnaire should be completed and returned. For tracking purposes, space is provided in the upper right corner of the questionnaire cover to record the student's line number and session number. Recording this information is optional.



Record SD/LEP Questionnaire Information on the Roster of Questionnaires

Materials Needed:

- ★ Administration Schedule
- ★ SD/LEP Questionnaires
- ★ Roster of Questionnaires
- ★ No. 2 pencil

For **each** student identified as SD or LEP on the Administration Schedule, fill out one line of the roster with the following information:

- ★ Student's name;
- ★ Name of the staff member to whom the questionnaire will be given;
- ★ Assessment booklet ID assigned to the student from column "K" or "L" on the Administration Schedule; and
- ★ The ID number from the SD/LEP Questionnaire assigned for that student. (The "095" prefix is preprinted.)

Example of Preparing the SD/LEP Questionnaire

This form must be completed in #2 Pencil.

STATE NAEP 2000 - Grade 8
Roster of Questionnaires
(School, SD/LEP, and Teacher Questionnaire Tracking Form)

SCHOOL #: 16B-100-1

SCHOOL NAME: Central Middle
CITY/STATE: New Bedford, MA

I. School Questionnaire
Distributed to: Dr. Garcia
Questionnaire ID Number: 072-0000001-2

II. SD/LEP Questionnaire

Student's Name	Distributed To (Staff Name)	Student Booklet ID Number (Column "K" or "L" on Admin. Schedule)	Questionnaire ID Number (Barcode ID# on Cover)	Returned Yes No
Kimberly Frank	Ron Grove	117-005301-1	095-000298-7	<input type="checkbox"/> <input type="checkbox"/>

Instructions for Preparing SD/LEP Questionnaires

For each student identified on the Administration Schedule as SD and/or classified as LEP, you will need to do the following:

- Write the student's name and the name of the school staff member most knowledgeable about the student on a Post-it and place it on the front cover of an SD/LEP Questionnaire.
- Copy the NAEP School ID, student demographic information, SD/LEP status and the assessment booklet ID number from the Administration Schedule onto the cover of the Questionnaire.
- On this roster, write the student's name and the staff member to whom the questionnaire will be given. Record the 10-digit assessment booklet ID number, and the SD/LEP Questionnaire ID onto the Roster.

If more than 14 SD/LEP Questionnaires are distributed, use the Supplemental SD/LEP Roster.

Step 1: Complete Post-it and Questionnaire Cover

Step 2: Record SD/LEP Questionnaire Information on the Roster of Questionnaires

Admin. Schedule Line # 8 from Session # MA0801

2000 SD/LEP Questionnaire
Q-095

Use a #2 pencil to complete this questionnaire.

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

PAGES: 2, 3-8
If Student with a Disability (SD): 2, 9-13
If Limited English Proficient (LEP): 2, 9-13

Return to NAEP School Coordinator by **Wed, Feb. 2**.

SCHOOL #: 16B-100-1

Grade: 8 Birth Date: 05/06 Sex: 2 R: E SD: 1 LEP: N Y

Student Booklet ID (from column K or L on Administration S): 117-005301-1

095-000298-7

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This form must be completed in #2 pencil.

ADMINISTRATION SCHEDULE Page 1

School #: 205-100-1 Session Type: Math
School Name: Central Middle Grade: 8
Administrator's Name: Carol Johnson

Original session scheduled for: 09/19/98
Makeup session scheduled for: 09/22/98

Admin. Schedule Line #	Student Name	Grade	Birth Date	Sex	R	E	SD	LEP	Original Booklet ID	Accommodations Booklet ID #	Admin. Score	Admin. Error	Admin. Flag	Admin. Code
10	Mark Atley	10	04/19/86	1	2	0	0	0	110 000501 7					
10	Betsy Bates	10	02/19/86	2	1	0	0	0	111 054006 9					
10	Wendy Black	10	06/19/86	1	1	0	0	0	112 006401 0				5	1
12	Angela Burns	12	10/19/86	2	4	1	0	0	113 000043 8					
10	Nicki Campbell	10	11/19/86	2	2	1	0	0	114 073201 0					
14	Nancy Conrado	14	09/19/86	2	3	1	0	0	115 000841 2					
10	Tim Dublin	10	01/19/87	1	1	1	0	0	116 000081 5					
14	Kimberly Frank	14	05/19/86	2	1	1	0	0	117 005301 1					
14	Carla Grahame	14	07/19/86	2	3	1	0	0	118 000411 9					
14	Paul Hernandez	14	03/19/86	1	3	1	0	0	119 210001 6					
14	Beverly Hoochee	14	12/19/86	1	1	1	0	0	120 005001 2				5	5
12	Daniel Janssen	12	10/19/86	1	2	1	0	0	121 002407 7					
14	Sarah Kruger	14	01/19/86	2	2	2	1	0	122 000031 9					
10	Penny Lowe	10	06/19/86	2	1	1	0	0	123 076206 0					

C. Grade 4 Mathematics and Science Teacher Questionnaires

There is one combined Mathematics and Science Teacher Questionnaire at grade 4. The fourth-grade teacher questionnaire has three parts. The first part is a section on background characteristics and educational training and is completed by all teachers. Part two surveys the teacher’s instructional practices in mathematics and part three surveys the teacher’s instructional practices in science. Teachers will be asked to complete the mathematics or the science section. Teachers who teach both subjects will be asked to complete both sections.

All teachers who teach fourth graders mathematics and science should be asked to fill out a questionnaire. Any teacher who gives additional fourth-grade mathematics and/or science instruction should also be included.

If only one subject is being assessed in your school, teachers of that subject should be asked to fill out the questionnaire.

Identify the Teachers of the Subjects to be Assessed and Prepare the Teacher Questionnaires

Materials Needed:

- ★ Roster of Questionnaires
- ★ Grade 4 Teacher Questionnaires
- ★ Post-it notes
- ★ No. 2 pencil

Using the Roster of Questionnaires, create a list of all teachers who teach fourth graders mathematics and science and record this information under “Teacher’s Name.” Next, take a Mathematics and Science Teacher Questionnaire and record on the roster in the column labeled “Mathematics/Science Teacher Questionnaire ID” the unique 10-digit ID number from the questionnaire you will give to the first teacher (the “062” prefix is printed on the roster).

On the front cover of the questionnaire, enter the date the questionnaire should be completed and returned. Record the NAEP school ID number and the two-digit teacher number from the Roster of Questionnaires. Grid-in the section on the questionnaire designating which part(s) the teacher should complete. If the teacher teaches both mathematics and science, grid both ovals. Next, write the teacher’s name on a Post-it note and affix it to the front cover of the questionnaire.

Continue this process for the remaining teachers listed on the Roster of Questionnaires.

It is critical that the two-digit teacher number be accurately recorded from the roster on to the questionnaire cover. On assessment day, you will use the roster to record the teacher names and corresponding teacher numbers on the board. Students will be asked to record on their booklet cover the teacher number from whom they take the subject being assessed.

Example of Preparing a Grade 4 Mathematics and Science Teacher Questionnaire

III. Teacher Questionnaire		III. Teacher Questionnaire		SCHOOL #: 1 6 A - 1 0 0 - 1 <input type="checkbox"/> NCS Use Only			
Teacher's Name	Teacher #	Subject		MATHEMATICS/SCIENCE Teacher Questionnaire ID	Returned		Instructions for Preparing Mathematics and Science Teacher Questionnaires
		Mathematics	Science		Yes	No	
01 David Bauer	01	<input checked="" type="radio"/>	<input checked="" type="radio"/>	062-003955-6	<input type="radio"/>	<input type="radio"/>	All fourth-grade teachers who teach the subjects being assessed should be asked to fill out a Mathematics/Science Teacher Questionnaire. Any teacher who gives additional fourth-grade mathematics and/or science instruction should also be included.
02 Sara Marshall	02	<input type="radio"/>	<input type="radio"/>	062-	<input type="radio"/>	<input type="radio"/>	
03 Bryan Jones	03	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
04 Cathy Willis	04	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
05 Edward Brown	05	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
06	06	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
07	07	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
08	08	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
09	09	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
10	10	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
11	11	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
12	12	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
13	13	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
14	14	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
15	15	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
16	16	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
17	17	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	

NAEP

David Bauer

Report Card

Mathematics and Science 2000 Grade 4 Teacher Questionnaire

Q-062

Use a #2 pencil to complete this questionnaire.

Return the completed questionnaire to the NAEP School Coordinator by Wed, Feb. 2.

SCHOOL # TEACHER #

1 6 A 1 0 0 1 0 1

Please complete the following parts of this questionnaire:

- Part I Teacher Background Page 3
- Part II (A&B) Mathematics Instructional Information Page 8
- Part III (A&B) Science Instructional Information Page 10

State

DO NOT USE

0	1	2	3
4	5	6	7
8	9	*	#

ADMIN USE ONLY

0	1	2	3
4	5	6	7
8	9	*	#

062 - 003955 - 6

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A product of the Office of Educational Research and Improvement. This report is authorized by law (P.L. 103-362, 20 U.S.C. 9010). While you are not required to respond, your cooperation is desired to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be held strictly confidential. OMB NO. 1850-0628 Approval Expires 06/30/2009. Mark Released by NCS EB-000000-01-1-000000. Printed in U.S.A.

D. Grade 8 Mathematics and Science Teacher Questionnaire

There are two different eighth-grade Teacher Questionnaires: one for mathematics teachers and one for science teachers. The first part of each questionnaire is a section on background characteristics and educational training. The remainder of each questionnaire surveys the teacher’s instructional practices, as they pertain to the subject being assessed.

All teachers who teach eighth graders mathematics will be asked to fill out the Mathematics Teacher Questionnaire, and teachers who teach eighth graders science will be asked to fill out the Science Teacher Questionnaire. Only if someone teaches eighth graders both subjects will they be asked to complete both questionnaires.

Identify the Teachers of the Subjects to be Assessed and Prepare the Teacher Questionnaires

Materials Needed:

- ★ Roster of Questionnaires
- ★ Grade 8 Teacher Questionnaires
- ★ Post-it notes
- ★ No. 2 pencil

Using the Roster of Questionnaires, create a list of all teachers who teach eighth graders the subjects being assessed and record this information under “Teacher’s Name.” Next, take the appropriate Mathematics or Science Teacher Questionnaire and record the unique 10-digit ID number in the “Teacher Questionnaire ID” column. The 3-digit prefix is printed on the roster.

On the front cover of the questionnaire, enter the date the questionnaire should be completed and returned. Record the NAEP school ID number and the two-digit teacher number from the Roster of Questionnaires. Next, write the teacher’s name on a Post-it note and affix it to the front cover of the questionnaire.

Continue this process for the remaining teachers listed on the Roster of Questionnaires.

It is critical that the two-digit teacher number be accurately recorded on the roster and questionnaire cover. On assessment day, you will use the roster to record the teacher names and corresponding teacher numbers on the board. Students will be asked to record on their booklet cover the teacher number and class period in which they take the subject being assessed.

E. Collect All Completed Questionnaires

Distribute all the School, SD/LEP and Teacher Questionnaires as soon as you have prepared them and arrange to collect them before the day of the assessment.

Completed questionnaires should be collected by the day before the assessment so that they can be shipped on assessment day with the other assessment materials. The roster has space for you to keep track of the questionnaires by filling in the “Yes” grid in the “Returned” column.

If a questionnaire was not returned, please make every attempt to get it back (completed) from the appropriate staff person. If a questionnaire has not been completed by the day of the assessment, use a prepaid Supplemental Shipping Envelope to return it upon its completion.

When you collect the questionnaires, be sure to remove the Post-it notes from the front covers since NAEP does not want any materials with names to leave the school.



Prepare for Booklet Distribution

Materials Needed:

★ Administration Schedule

★ Post-it notes

Experience has shown that preparing materials in advance for booklet distribution will save time on assessment day.

Working from the Administration Schedule, record the name and 10-digit booklet ID number of each student on a Post-it note, keeping them in Administration Schedule order. Since a booklet ID number has been

assigned 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. This will assist in accounting for all assessment booklets. Then, clip the Post-it notes together with the Administration Schedule until assessment day. After opening the bundles on assessment day, you will affix the prepared Post-it notes to each of the assigned booklets, as described on page 58.

CAUTION: Since the Post-it note contains the student's name and booklet ID, you will remove it before handing the booklet to the student. Post-it notes must be destroyed at the conclusion of the session to preserve confidentiality.

Mark Atley
110 000501 7

Betty Bates
111 054006 9

Wes Block
112 006401 0
WITHDRAWN

Angela Burns
113 000043 8

Nicki Campbell
114 073201 0

Nancy Cordaro
115 000841 2

This form must be completed in #2 pencil.

Race/Ethnicity Codes

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

National School Lunch Program

1 = Student not eligible
2 = Reduced price lunch
3 = Free lunch
4 = Information not available
5 = Refused
6 = School not participating

For Use in Column "F"
For Use in Column "G"

ADMINISTRATION SCHEDULE Page 1

School #: 16B-100-1 Session Type: Math

School Name: Central Middle Grade: 8

Administrator's Name: Carol Johnson

Original session scheduled for:
Day/Date: Thurs./Feb. 3
Time: 8:05
Location: Rm 121

Makeup session scheduled for:
Day/Date: _____
Time: _____
Location: _____

NAEP 2000

2000 State Administration Schedule

Grid if
Makeup Held Makeup Date

Original Sample: 30

New Enrollee Sample: 1

Total In Sample: 31

Withdrawn & Ineligible (Admin. Codes 51 & 55): _____

Excluded (Admin. Codes 60-66): _____

TO BE ASSESSED

Absent (Original Session): _____

Assessed (Original Session): _____

Assessed (Makeup Session): _____

TOTAL ASSESSED

Session Number: **MA0801**

Column Indicators: "A"	"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	
			Month	Year												Sex
1	10	1	0	4	19	8	6	1	1	2	●	○	○	○	110 000501 7	ASSESSED IN ORIGINAL
2	10	1	0	2	19	8	6	2	1	2	○	○	○	○	111 054006 9	ASSESSED IN ORIGINAL
3	10	1	0	6	19	8	6				○	○	○	○	112 006401 0	ASSESSED IN MAKEUP
4	12	1	1	0	19	8	6	2	4	1	○	○	○	○	113 000043 8	ASSESSED IN ORIGINAL
5	10	1	1	1	19	8	6	2	2	1	○	○	○	○	114 073201 0	ASSESSED IN ORIGINAL
6	14	1	0	9	19	8	6	2	3	1	○	○	○	○	115 000841 2	ASSESSED IN ORIGINAL
7	10	1	0	1	19	8	7	1	1	1	○	○	○	○	116 000081 5	ASSESSED IN ORIGINAL
8	14	1	0	5	19	8	6	2	1	1	○	○	●	○	117 005301 1	ASSESSED IN ORIGINAL
9	14	1	0	7	19	8	6	2	2	3	○	○	○	○	118 000411 9	ASSESSED IN ORIGINAL
10	14	1	0	9	19	8	6	1	3	1	○	●	○	○	119 210001 6	ASSESSED IN ORIGINAL
11	1	1	1	2	19	8	6				○	○	○	○	120 005001 2	ASSESSED IN MAKEUP
12	12	1	1	0	19	8	6	1	2	1	○	○	○	○	121 002407 7	ASSESSED IN ORIGINAL
13	14	1	0	1	19	8	6	2	2	1	○	○	○	○	122 000031 9	ASSESSED IN ORIGINAL
14	10	1	0	6	19	8	6	2	1	1	○	○	○	○	123 076206 0	ASSESSED IN ORIGINAL



Notify Teachers and Students about the Assessment and Ensure that Students Attend the Appropriate Session

It is very important that all students who have been selected to participate attend the assessment sessions. We recommend that students and their teachers be notified of the time and location of the sessions a few days before the assessment. You may use materials provided by NAEP or any other material or method you believe would be effective in notifying teachers, students, and parents.

NAEP provides an Assessment Notification Letter for Teachers (shown on the following page). The letter briefly explains the state assessment and should be accompanied by a list of selected students, such as a copy of the Administration Schedule so that teachers will know which of their students are selected for the assessment.

Assessment Notification Letter for Teachers

TO: Anne Dolan

FROM: Carol Johnson

SUBJECT: 2000 NAEP State Assessment

The National Assessment of Educational Progress (NAEP) is a congressionally mandated survey designed to measure the current status of the educational achievement of young Americans and to report changes and long-term trends at the national and regional levels. In 1988, Congress added a new dimension to NAEP, authorizing a state-level assessment. The state component of NAEP has been re-authorized for 2000 to assess mathematics and science at fourth grade and eighth grade. Our state and school are participating in this assessment.

A sample of our students was selected by NAEP staff. It is very important that every selected student attend the assessment session. Attached is a list of these students. We would greatly appreciate your help in making sure that these students attend their session on time.

The mathematics and science assessment(s) will take about 90 minutes. Half of the students participating in the science assessment will take an additional 20-30 minutes to complete a hands-on science task. The assessments are scheduled for:

	DATE:	TIME:	LOCATION:	SUBJECT:
(1)	<u>February 3, 2000</u>	<u>8:05</u>	<u>Room 121</u>	<u>Math</u>
(2)	<u>February 3, 2000</u>	<u>10:05</u>	<u>Room 121</u>	<u>Science</u>

For more information about NAEP, please visit the web site at:

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

Thank you.

In addition, NAEP supplies Student Appreciation Certificates. These certificates inform students of the time and location of the assessment and also thank them in advance for participating. You will be supplied with sufficient quantities to provide one certificate to each sampled student.

You will receive two pads of Student Appreciation Certificates (one blue and one red). By using one color for each subject, students can be directed to a specific room for the assessment by referring to the color of their certificate.

Certificate of Appreciation



Presented to Mark Atley
(Student's name)

for participating in the
National Assessment of Educational Progress

Date: February 3, 2000
Time: 8:05
Location: Room 121

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

In response to requests from some schools, NAEP has prepared a Parent Information Letter (shown on the next page) that explains the assessment and its importance. If your school requires parental notification, you may use or modify the letter as you see fit.

January 2000

Dear Parent:

The National Assessment of Educational Progress (NAEP), an ongoing survey of what young Americans know and can do in various academic subjects taught in school, will be given in about 100 schools in each participating state in 2000. This school has been selected to participate in NAEP, and your child is one of about 30 students, per subject, who has been randomly selected to participate.

The subjects to be assessed in 2000 are mathematics and science in the fourth grade and eighth grade. NAEP will take approximately 1½ hours to administer. All responses are confidential. No results are ever reported to or about individual students or schools. The names of students who take part are not recorded on any of the assessment materials that leave the school, and your child's grades or progress in school will not be affected by participating.

NAEP asks students questions about the subject matter and also about their background, school experience, and what teachers teach in the classroom. Student responses to these background questions allow NAEP to report data to the state by the type of school, sex, race/ethnicity, teachers' emphases, and other factors related to learning. Individual student responses are never reported and student names are never removed from the schools.

If you would like more information about the 2000 assessment, NAEP has developed a Demonstration Booklet that contains samples of the types of mathematics and science questions, as well as the general background questions, that students are asked. To see the Demonstration Booklet that NAEP has provided, please contact the school principal. For more information about NAEP, please visit the web site at <http://nces.ed.gov/nationsreportcard>.

NAEP is an important activity that keeps us, as parents, citizens, and educators, informed about what American students are learning. We want you to know that we appreciate the participation of each child who is selected.

Sincerely,



Students with Disabilities or Limited English Proficiency

A. Who Are Students with Disabilities?

Students with disabilities are students who need specially designed instruction to meet their learning goals. The Individuals with Disabilities Education Act (IDEA) is the Federal legislation that guarantees a free, appropriate public education to all students ages 3 through 21 with disabilities. Students with disabilities will have an IEP, an Individualized Education Plan, which guides their special education instruction.

Students who are not eligible to receive special education services under IDEA may receive services as a result of section 504 of the Rehabilitation Act. This legislation provides individuals with disabilities (“any person who has a physical or mental impairment which substantially limits a major life activity, e.g., learning”) with protection against discrimination in all federally assisted programs and activities. Often such students have temporary physical problems or suffer from illnesses that have not progressed to a point wherein they need special education. Some students with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) receive services under the protection of section 504, while others receive special education services. Students receiving services under section 504, may or may not have an IEP or a similar document, depending on state or local requirements.

B. Who are Limited English Proficient Students?

There is no common operational definition used by states to identify LEP students. A term that is sometimes used is “English Language Learner” recognizing that these students are in the process of acquiring English language skills and knowledge. Unlike disabilities, which usually are permanent, limited English proficiency is considered to be a transitional state. At some point, the student will no longer be LEP, or at least will be able to receive instruction and be assessed entirely in English.

The LEP student population is very diverse; they come from many different language, home, and educational backgrounds. Although about three-quarters of all LEP students have Spanish as their language background, approximately 25 percent come from a great number of other language backgrounds. In addition to great language diversity, LEP students have diverse educational experiences and differing amounts of prior exposure to English. Some have good literacy skills and school experiences in their native language, others have received some or all instruction in English, and others have poor skills and experiences in both English and their native language.

C. Use the NAEP Criteria to Determine if a Student with a Disability or Limited English Proficiency Can be Assessed

NAEP is a timed assessment administered in English to groups of students. The intent is to include all selected students. However, some students with disabilities and some students with limited English proficiency may not be able to participate under these conditions. The original list from which the sample was selected included all students in the grade, regardless of whether or not they could participate. NAEP has developed strict criteria that all schools around the country should use whenever the assessability of a selected student is in doubt. For the assessment to be comparable within states and across states, strict adherence to these criteria is very important.

Some SD and/or LEP students require accommodations to participate in testing programs. NAEP supports inclusion and permits the vast majority of accommodations. In 2000, one-half of the schools in NAEP will be allowed to offer accommodations as described in this chapter. This is because the 2000 assessment will be used to link past assessments to report trends in mathematics and science achievement. During previous mathematics and science assessments, accommodations were not allowed. Dividing the school sample in half is a way to balance the need to report on trends in mathematics and science with the new, more inclusive, assessments that allow for testing with accommodations. In this way, trends over time in achievement levels can be accurately reported, and NAEP is able to be more inclusive by allowing half of the schools to offer accommodations.

To determine if your school is part of the sample that offers accommodations, refer to the box in the upper left corner of the Administration Schedule labeled “Accommodations.” This box will indicate either a “YES” or “NO.” At the assessment administrator training, you will receive the appropriate Criteria for Inclusion for your school. These criteria will also indicate whether accommodations should be offered in your school. Criteria for schools that will be allowed to offer accommodations are shown on the following pages. Section F describes these accommodations in greater detail.

Criteria For Including Students with Disabilities and Students with Limited English Proficiency in NAEP Assessments

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

1. Students with Disabilities

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

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

2. Students with Limited English Proficiency

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

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

3. Consult with School Staff

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

- ★ Students with disabilities: Questions 3 and 10 through 17.
- ★ Students with limited English proficiency: Questions 20, 21, and 26 through 30.

**WHEN IN DOUBT, INCLUDE THE STUDENT.
SEE BACK FOR FURTHER EXPLANATION AND LIST OF THE OFFERED ACCOMMODATIONS.**

Criteria (Continued)

Further Explanations for LEP Students

The phrase “less than 3 school years including the current year” means 0, 1, or 2 school years. Therefore, in applying the criteria, you should perform the following:

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

Accommodations Most Frequently Offered by NAEP

Mathematics Sessions

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

Science Sessions

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

E. Complete the Top of the Administration Schedule

Fill in the day, date, time, and location of the session. In the summary box, enter the number of:

- ★ Newly enrolled students sampled (# **New Enrollee Sample**);
- ★ Students who are officially withdrawn from school or who are ineligible (# **Withdrawn & Ineligible**); and
- ★ Students who cannot be included (# **Excluded**).

To determine the number of students to be assessed:

1. Add the number of newly enrolled students sampled (# **New Enrollee Sample**) to the number in the original sample (# **Original Sample**) and enter the total on the “**Total in Sample**” line.
2. Subtract the number of students withdrawn/ineligible and the number excluded from the “**Total in Sample**” and enter the difference as the number “**TO BE ASSESSED**,” as shown here.

ADMINISTRATION SCHEDULE		Page 1																				
School #: <u>16B-100-1</u>	Session Type: <u>Math</u>	 <p>2000 State Administration Schedule</p> <p>Grid if Makeup Held Makeup Date</p> <p style="text-align: center;"><input type="checkbox"/></p>																				
School Name: <u>Central Middle School</u>	Grade: <u>8</u>																					
Administrator s Name: <u>Carol Johnson</u>																						
Original session scheduled for:	Makeup session scheduled for:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 15%; text-align: right;"><u>30</u></td> <td style="width: 10%;"></td> <td style="width: 15%;"># Original Sample</td> </tr> <tr> <td style="text-align: right;">+</td> <td style="text-align: right;"><u>1</u></td> <td style="text-align: right;">=</td> <td style="text-align: right;"><u>31</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: right;">Total in Sample</td> </tr> <tr> <td style="text-align: right;">-</td> <td style="text-align: right;"><u>2</u></td> <td style="text-align: right;">-</td> <td style="text-align: right;"><u>29</u></td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: right;">TO BE ASSESSED</td> </tr> </table>		<u>30</u>		# Original Sample	+	<u>1</u>	=	<u>31</u>				Total in Sample	-	<u>2</u>	-	<u>29</u>				TO BE ASSESSED
	<u>30</u>			# Original Sample																		
+	<u>1</u>		=	<u>31</u>																		
				Total in Sample																		
-	<u>2</u>	-	<u>29</u>																			
			TO BE ASSESSED																			
Day/Date: <u>Thurs/Feb. 3</u>	Day/Date: _____																					
Time: <u>8:05</u>	Time: _____																					
Location: <u>Rm 121</u>	Location: _____																					
Original Booklet # _____		Accommodation Booklet ID # _____																				

If your school will not be offering accommodations, please continue with Chapter 4 on page 53.

If your school will be offering accommodations, continue with page 47, “Accommodations Offered by NAEP.”

F. Accommodations Offered by NAEP

Only students with disabilities and students with limited English proficiency may receive accommodations in NAEP assessments AND the accommodations each receives must be specified in his/her IEP or routinely used in testing the student. The most commonly provided accommodations are listed below and described on the following pages. Other accommodations will be permitted if they do not affect the text or jeopardize the security of the assessment items. If you have any questions regarding providing accommodations, please contact your NAEP state supervisor.

Session Type	Admin. Code	Accommodations		
Math	71	Bilingual booklet ¹	NAEP provides bilingual booklet.	
	72	Bilingual dictionary		School provides bilingual dictionary.
	73	Large-print booklet ¹		NAEP provides booklet for schools to enlarge.
	74	Extended time in regular session	School provides.	
	75	Read aloud in regular session		
	76	Small group		
	77	One-on-one		
	78	Scribe or use of a computer		
	79	Other ²		
Science	71	Glossary in Spanish ¹	NAEP provides science booklet and glossary.	
	72	Bilingual dictionary		School provides bilingual dictionary.
	73	Large-print booklet ¹		NAEP provides booklet for schools to enlarge.
	74	Extended time in regular session	School provides.	
	75	Read aloud in regular session		
	76	Small group		
	77	One-on-one		
	78	Scribe or use of a computer		
	79	Other ²		

¹ An accommodation booklet will need to be assigned and the new booklet ID number should be noted on the Administration Schedule. The accommodation booklets are not simpler or easier booklets. One of the regular booklets was chosen for translation and another for enlarging.

² Other accommodations (such as earphones for hearing impaired, signers for the deaf, magnifying equipment, translators) will be allowed if provided by the school and specified in the student's IEP.

Brief Descriptions of the Accommodations Most Frequently Provided:

★ **Bilingual mathematics booklet** (Admin. Code 71) - NAEP has a bilingual mathematics booklet available for students whose IEP requires one. Designated schools will receive up to five booklets in their shipment. If you will need more than five, call NCS at 1-888-627-6237. When this booklet is open, generally one page will be in Spanish, and the facing page will contain the same directions/questions, but in English. The exception to this rule is when a series of questions relates to a graph or other figure. All such questions in the series are presented in Spanish first (and may go on to the facing page). Then, the series is repeated in English. Students will be able to answer on either the Spanish or English side; they will not be penalized if they answer some questions in Spanish and others in English.

Because the directions are read out loud in Spanish, students using bilingual books will need additional time and should be administered in separate sessions. These assessments will require a separate testing space, which presumably will be a regular classroom. The school may choose to run consecutive sessions, so it may be possible to use the same classroom; otherwise, they may move the bilingual session into another space. You should ascertain this before the assessment day.

You should have someone at the school who is proficient in Spanish read the Spanish script. This script will be packaged with the bilingual mathematics booklets. Information on conducting a separate accommodation session using the bilingual script can be found in Appendix D.

★ **Glossary of science terms in Spanish**

(Admin. Code 71) - NAEP has developed an English-Spanish glossary of the science terms used in the science sessions. You will have a small supply and can order more from NCS (1-888-627-6237). Only LEP students who have received instruction primarily in English for less than 3 full school years and whose IEP requires using either a Spanish language test, word list, or glossary should be offered the glossary. Students receiving the glossary will receive an accommodation booklet and a science kit and may need extended time.

★ **Bilingual dictionary** (Admin. Code 72) - The student may use his/her bilingual dictionary or one provided by the school if his/her IEP requires one. (NAEP will not provide bilingual dictionaries.)

★ **Large-print booklet** (Admin. Code 73) - If the student's IEP requires testing with large-print materials or magnifying devices, a specific mathematics and science booklet is available for you to enlarge. This mathematics and science booklet can be requested by calling NCS at 1-888-627-6237.

★ **Extended time in regular session** (Admin. Code 74) - Any student whose IEP requires an extended-time accommodation may be assessed during the regular session. He or she will be timed with the others but will be told that following the session, he or she may go back and continue working on the cognitive sections. The only limit for extended time is that the student may not take more than three times the regular time allocated for a particular section of the booklet.

When a student requires extended time, it is important that the total time the student took for the cognitive sections be recorded on the front cover of the student's booklet. Record the amount of time used in the three columns of the "**ADMIN USE ONLY**" box on the booklet cover. Note that you should zero-fill these boxes. The following is an example of the mathematics booklet cover for a student who took 60 minutes to complete the cognitive sections. If the student did not use extra time, record the regular time allowed for the cognitive sections in these boxes.

ADMIN USE ONLY		
0	6	0
●	0	●
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	●	6
7	7	7
8	8	8
9	9	9

★ **Read aloud in regular session** (Admin. Code 75) - A student whose IEP requires read aloud will be instructed to raise his or her hand if he or she needs a word, phrase, or sentence read aloud.

★ **Small group** (Admin. Code 76) - A separate session may be held for a student who is easily distracted or who has other difficulties in a large group setting, if his/her IEP requires it.

★ **One-on-one** (Admin. Code 77) - Some students may have IEPs that require testing in a one-on-one environment. If that student regularly works with a facilitator provided by the school, that person should be there for the assessment.

★ **Scribe or use of computer** (Admin. Code 78) - If a student's IEP requires the use of a scribe or computer to record answers under regular testing situations, it will be allowed for the NAEP assessment.

★ **Other, specify on cover** (Admin. Code 79) - Some accommodations not listed above may be required by the IEP of the students sampled for the assessment. For instance, some hearing-impaired students may require the administrator to wear a small microphone or a deaf student may require a sign language interpreter. These types of accommodations are also allowed by NAEP. If a student in your school requires an accommodation that has not been mentioned and you have some doubt as to whether to allow the accommodation, call your NAEP state supervisor for guidance. If you use an accommodation that is not one of those listed here, you would use Admin. Code 79 to indicate "other." After the session, note on the front cover of the booklet the type of accommodation offered.

Students who are accommodated sometimes use more than one accommodation. For example, a student requiring one-on-one testing may also require extended time or help recording answers. For this reason, NAEP developed codes that are the “primary” and the “acceptable additional” accommodations we

expect will be used. This means that only one Administration Code will be used even though a student may be receiving several accommodations. For any student who requires extended time as a secondary accommodation, you will need to record the total amount of time used for the cognitive sections as described on page 49.

Admin. Code	Primary Accommodation	Acceptable Additional Accommodations
71	Bilingual booklet/Spanish glossary	Extended time; usually small group or one-on-one for bilingual booklet
72	Bilingual dictionary	Extended time
73	Large-print booklet	Magnifying equipment; extended time; usually small group or one-on-one
74	Extended time in regular session	
75	Read aloud in regular session	
76	Small group	Extended time; read directions/questions aloud
77	One-on-one	Extended time; help recording answers; read aloud
78	Scribe or use of computer	Extended time
79	Other (Specify on cover)	

G. Procedures for Offering Accommodations

If after reviewing the criteria and list of allowable accommodations knowledgeable school staff determine that an SD/LEP student will require an accommodation in order to be included in NAEP, you will need to do the following:

- ★ Record the Administration Code identifying the accommodation required in column “M” of the Administration Schedule.
- ★ If the accommodation is a bilingual or large-print booklet in a mathematics session, or a Spanish glossary or large-print booklet in a science session, you will need to assign an accommodation booklet to the student. Included in the packet of accommodation booklets is a Bundle Slip listing the ID numbers of the enclosed booklets. You should assign the booklets in the order in which they are listed on the Bundle Slip.
- ★ To assign an accommodation booklet to the student, record the ID number from the Bundle Slip on the Administration Schedule in column “L” (Accommodation Booklet ID). This booklet is now assigned to the student requiring an accommodation instead of the booklet preassigned on the Administration Schedule. An example of assigning an accommodation booklet is shown on the following page.
- ★ The student’s booklet number on the cover of the SD/LEP Questionnaire should be the Accommodation Booklet ID (Column “L”) for a student assigned an accommodation booklet.
- ★ Make the appropriate arrangements for assessment day. If you are holding a small group or one-on-one session, you should make arrangements for a room for the assessment and for the appropriate school staff to be available, if possible. For example, if a staff member routinely works with a selected SD/LEP student, this person may administer a small group or one-on-one session, even though he or she did not attend the in-person training session. Guidelines for conducting a separate session are included in Appendix D. These guidelines should be reviewed by the trained assessment administrator and any other staff person who will administer a separate accommodation session. Further information about conducting separate accommodation sessions is included on page 61.
- ★ Although separate accommodation sessions are preferably scheduled for the same day as the original session, this may not always be possible. If it cannot be held on the same day, make all attempts to schedule the accommodation session(s) for the same school week.
- ★ Change the accommodations Administration Code to the appropriate absent Administration Code (40 - 48) if the student is absent on assessment day.

