

STATE SUPERVISOR MANUAL



NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS



# NAEP 2000

MANUAL FOR SUPERVISORS  
OF THE  
2000 STATE NAEP ASSESSMENT

Conducted for:

National Center for Education Statistics (NCES)  
U.S. Department of Education

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# 1. INTRODUCTION AND OVERVIEW

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

For three decades, information on what American students know and can do has been generated by the Nation's Report Card, formally mandated by Congress as the National Assessment of Educational Progress (NAEP). NAEP is a continuing, national survey of the knowledge and skills of young Americans in major learning areas usually taught in school. It is the first, ongoing effort to obtain comprehensive and dependable achievement data on a national basis in a uniform, scientific manner. The purpose of the national assessment is to gather information that aids 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 providing NAEP assessment methods and materials to the public, and assisting those who wish to apply them, in testing situations other than the NAEP assessment, at local, state, and national levels.

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

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

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

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

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

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

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

In 1988, Congress authorized the expansion of NAEP to permit reporting at the state level. States volunteer to participate and assume responsibility for data collection in their states. At the state level, NAEP surveyed eighth-grade mathematics in 1990, eighth-grade mathematics and fourth-grade reading and mathematics in 1992, and fourth-grade reading in 1994. In 1996, state NAEP surveyed mathematics and science at eighth grade and mathematics at fourth grade. In 1998, eighth-grade reading and writing, and fourth-grade reading were assessed at the state level. For 2000, both fourth graders and eighth graders will be assessed in mathematics and science.

In preparation of a NAEP assessment, a field test is conducted in the previous year to pre-test questions, with regard to new test items, materials, and procedures. The national, state, and field test components of NAEP are described separately in greater detail in Sections 1.2, 1.3, and 1.4 of this chapter.

Since 1983, the management of all components of NAEP has been the responsibility of the Center for the Assessment of Educational Progress of the Educational Testing Service(ETS), while Westat has been responsible for all sampling and field administration activities. Since 1989, National Computer Systems (NCS) has been the materials distribution and processing subcontractor for NAEP.

## **1.2 The National Assessment**

Beginning in 1969, the national assessment has gathered information about levels of educational achievement across the country and reported findings at the national and regional levels. Reading, writing, math, and science are the academic subjects that have been surveyed most frequently.

The 2000 national assessment will be conducted in a sample of approximately 2,700 public and private schools located in 94 geographic areas called primary sampling units (PSUs) throughout the United States. The PSUs were selected by Westat to represent the nation as a whole. The 2000 assessments will be conducted from January through March. They will test students in math and science at the fourth-, eighth-, and twelfth-grade levels and reading at the fourth-grade level.

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

### 1.3 The State Assessment

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

As mentioned earlier, Congress responded to these concerns in April 1988 by adding a new dimension, the trial state assessment program, to the NAEP legislation. Under this then new federal project, states could volunteer to participate in the program and would assume responsibility for administration of the assessments within their states. The program began in 1990 as a trial. As of 1996, the authorizing legislation no longer considered the program a trial, therefore it is now known as the state assessment program. The grades and subjects assessed are a subset of those in the national assessment. After the assessments, states exercise the option to compare the knowledge and skills of their students with students in other states and in the nation.

In each state volunteering to participate, the 2000 state assessment involves:

- A sample of about 225 public schools per state (100 for eighth grade; 125 for fourth grade).
- Nonpublic schools are not in the state assessment in 2000. Instead, the national sample of nonpublic schools has been enhanced so that data can be reported for additional private school categories.
- A sample of about 60 students per school (30 students per subject). Schools will be assessed at either the fourth grade level OR the eighth grade level. Per state, this will yield approximately 5000 students assessed at each grade level (2500 for math and 2500 for science).
- State or local staff trained in assessment procedures by NAEP.
- Assessments conducted during February with schools spread evenly throughout this four-week period.
- Assessments conducted by state/local staff with a subsample of the assessment sessions monitored by NAEP staff.

## **1.4 The Field Test**

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

## **1.5 Overlap Among the National and State Assessment, and the Field Test**

The components of each assessment – state NAEP, national NAEP, and the field test all affect each other to the extent that all components are conducted in many of the same states and in some of the same districts. Furthermore, a small number of schools will be participating in both the national assessment and the state assessment – either at the same grade level or at different grade levels. (The schools participating in field test, however, will not participate in the national or state assessment.) Therefore, coordination of the three programs is very important. Some states have been very supportive of the national assessment in the past, and this support has aided school-level participation. After all the districts in a state are notified, Westat staff are authorized to contact all of the schools to secure their cooperation and schedule their assessments.

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

For 2000, 47 states and the District of Columbia are involved in the national assessment, 48 states and 6 jurisdictions have volunteered for the state assessment to date, while there are 31 in the field test. With so many jurisdictions involved in each of the NAEP components, there is substantial overlap. Exhibit 1-1 shows which jurisdictions are involved in each of the NAEP components.

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

45 STATES/JURISDICTIONS IN BOTH THE NATIONAL AND STATE ASSESSMENTS:

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

8 STATES/JURISDICTIONS IN THE STATE ASSESSMENT ONLY:

Idaho	DoDEA	Guam
North Dakota	DoDDS	Virgin Islands
Wyoming		American Samoa

2 STATES IN THE NATIONAL ASSESSMENT ONLY:

Alaska	South Dakota
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The national assessment and field test school samples are selected from geographic areas (known as PSUs). By contrast, the geographic areas for the state assessment sample are the participating states, so if a state has volunteered to participate, the sampled schools are scattered throughout the state. To the extent possible, overlap of specific schools among the components is minimized. Currently there are 60 schools selected for both the state and national assessments. Special procedures will be applied in these schools. Exhibit 1-2 summarizes and compares the features of the national and state assessments.

Exhibit 1-2. Comparison of 2000 national assessment and state assessment

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

## **2. ROLES AND RESPONSIBILITIES FOR DATA COLLECTION**

Public Law 103-382, which authorizes the state assessment component of the National Assessment of Educational Progress (NAEP), divides responsibility for the program between the federal government and the participating states. Each participating state is responsible for the data collection in the state. To carry out this responsibility, each state appoints a state coordinator and each school selects an assessment administrator(s). The U.S. Department of Education, through the National Center for Education Statistics (NCES) and its contractors, is responsible for planning, development, materials production, sampling, training, scoring, analysis and reporting. NCES contracts the operational management of the program to the Center for the Assessment of Educational Progress at Educational Testing Service who subcontracts materials distribution and processing to National Computer Systems. Westat is the sampling and field administration contractor.

As the contractor responsible for the administration of the assessment, Westat has field staff operating in each state. The field organization is composed of: a field manager responsible for communications with the state coordinator; and a state supervisor responsible for sampling students to be assessed, training assessment administrators (AAs) and supervising the quality control monitors (QCMs). The QCMs are responsible for observing assessments.

The roles and responsibilities of the state coordinator, schools and districts, assessment administrators, and NAEP contractor staff for the 2000 state assessment are listed below.

### **2.1 State Coordinator Tasks**

- Receive the school sample from Westat.
- Contact each sampled district and school to obtain cooperation.
- Secure the cooperation of schools selected to replace schools that have refused.
- For each cooperating school:
  - Schedule the date of the assessment; and
  - Arrange to receive a list of eligible students.
- Use the State Coordinator System or hard-copy lists to report to NAEP the information concerning assessment activities.

- Oversee receipt of lists of eligible students from each participating school and check each list for completeness.
- Obtain the name of the assessment administrator(s) responsible for assessment activities in each school and obtain a mailing address for assessment materials.
- Provide assessment administrators with their manuals and training schedule. Try to attend at least one of the assessment administrator's training sessions.
- Send the lists of sampled students (Administration Schedules) to each participating school at least two weeks before the scheduled assessment date.
- Keep NAEP field manager informed of any changes in scheduled assessment dates.
- Be available to assessment administrators for questions and problems.

## **2.2 District/School Tasks**

- Send a list of all eligible students in the school to the state coordinator.
- Assign an assessment administrator(s) who will be responsible for all assessment activities in the school. The assessment administrator(s) should not be the teacher of the subject(s) being assessed for any of the students sampled. Therefore, the students' math and science teachers may not administer sessions that correspond to the subject they teach.

## **2.3 Assessment Administrator Tasks**

- Attend an in-person training session.
- Receive and review assessment materials sent by NAEP.
- Receive the list(s) of sampled students (Administration Schedule(s)) from the state coordinator.
- For each sampled student, record the following information on the Administration Schedule: birth date, sex, race, teacher and class period, and whether the student has a disability (SD) or an Individualized Education Plan (IEP), is limited English proficient (LEP), receives Title 1 services, and/or participates in the National School Lunch Program.
- Distribute to a knowledgeable school staff member an SD/LEP Student Questionnaire for each sampled student who is identified as having a disability (SD) or an IEP, or who is identified as LEP.

- Consult the necessary staff and school records to determine if any student(s) should not be included in the assessment, following NAEP criteria.
- Give the School Questionnaire to the school's principal to be completed.
- Have the math and/or science teachers of the students selected to be assessed complete Teacher Questionnaires.
- Collect the completed questionnaires distributed within the school prior to the assessment.
- Make arrangements for the assessment session, and review the assessment materials sent to the school.
- Conduct the assessment session(s) (preferably assisted by another school staff member), prepare booklets for shipping, and complete the remaining record-keeping.

**2.4 NAEP Contractor Tasks**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>■ Coordinate NAEP school contact effort with state coordinators, especially regarding districts with schools in more than one assessment.</li> </ul>   | <p>Westat home office and Educational Testing Service.</p> |
| <ul style="list-style-type: none"> <li>■ Supply the state coordinator with the list of selected schools and informational materials.</li> </ul>   | <p>Westat home office and Educational Testing Service.</p> |
| <ul style="list-style-type: none"> <li>■ Train the state coordinator (and staff) on how to use the computerized State Coordinator Systems.</li> </ul>   | <p>Westat field manager.</p>                               |
| <ul style="list-style-type: none"> <li>■ Receive from the state coordinator information on the participating schools including assessment administrators' names/addresses and the assessment schedule in each school. This information will be transmitted via the State Coordinator System or hardcopy lists.</li> </ul> | <p>Westat field manager.</p>                               |
| <ul style="list-style-type: none"> <li>■ Visit the state coordinator's offices and, for each participating school, select the sample of students and list them on Administration Schedules.</li> </ul>  | <p>Westat state supervisor.</p>                            |

- Provide the state coordinator with copies of the Manual for Assessment Administrators. Westat home office.
- Make all arrangements, in consultation with the state coordinator, for the assessment administrators' training sessions. Westat field manager and home office.
- Conduct the training sessions. Westat state supervisor.
- Send assessment materials to the schools. National Computer Systems.
- Monitor a subset of the assessment sessions in the schools and ship back assessment materials from the monitored schools. Westat quality control monitors.
- Supervise monitoring of sessions by quality control monitors. Westat state supervisor.
- Oversee activities of state supervisors. Westat field manager.

## 2.5 Schedule of Data Collection Activities

August 1999	Westat sends state coordinators the list of schools selected for the 2000 state assessment and informational materials.
Aug. – Sept. 1999	Westat field managers visit states to explain the computerized State Coordinator System.
Sept. – Nov. 1999	State coordinator obtains cooperation from districts and public schools. State coordinator reports participation status to Westat field manager via hardcopy lists or computer files.  State coordinator sends Summary of School Activities, Student Listing Forms, and New Enrollee Student Listing Forms to participating schools.
Nov. 9 - 14, 1999	Training session for state supervisors.
Nov. 21, 1999	Assessments should be scheduled and all lists of eligible students received by the state coordinator.
Nov. 29 - Dec. 10, 1999	NAEP state supervisor visits state coordinator's office to select student samples and prepare Administration

	Schedules listing the students selected for each session. The state supervisor will prepare a package to be sent to each school containing the Administration Schedules and the Instructions for Assessing Students with Disabilities and/or Limited English Proficiency.
Dec. 6-10, 1999	Westat provides schedule of training sessions and copies of the Manual for Assessment Administrators to state coordinators for distribution.
Dec. 10 – Jan. 3, 1999	State coordinator notifies assessment administrators of the date and time of training and sends each a copy of the Manual for Assessment Administrators.
Jan. 6 -9, 2000	Training session for quality control monitors.
Jan. 10 - 28, 2000	Westat state supervisor conducts assessment administrator training sessions.
Jan. 17 – Feb. 11, 2000	State coordinator sends package containing Administration Schedules and Instructions for Assessing Students with Disabilities and/or Limited English Proficiency to each public school two weeks before the scheduled assessment date.
	NCS sends assessment materials to each school two weeks before the scheduled assessment date.
Jan. 31 –Feb. 25, 2000	Assessments conducted and monitored.
Feb. 28 – Mar. 3, 2000	Make-up week.

## 2.6 State Supervisor's Responsibilities

You will be responsible for the tasks summarized below and described in detail in this manual. These tasks begin immediately after training and must be completed by the end dates given.

<b>Task</b>	<b>Schedule</b>
Contact state coordinator to introduce yourself and discuss arrangements for sample selection.	November 15 - 19, 1999
Select sample of students for assessments and prepare packages for assessment administrators.	Nov. 29 – Dec. 10, 1999
Complete hiring of quality control monitors and obtain personnel forms.	December 17, 1999
Participate in quality control monitor training.	January 6 - 9, 2000
Conduct assessment administrator training sessions.	January 10 - 28, 2000
Supervise quality control monitors activities.	Jan. 31 – Mar. 3, 2000

Although you are just beginning your job as the state supervisor for the 2000 state assessment, you can see from the preceding schedules that many tasks have already been completed in preparation for this undertaking. The NAEP state field managers have been working with the state coordinators since late summer. In their meetings with the state coordinators, the field managers have:

- Insured that state coordinators are familiar with their tasks, including their responsibility to secure the cooperation of selected schools, schedule the assessments, and collect all lists of eligible students;
- Provided the state coordinators with instructions on using the automated system to record the status of all schools, the assessment schedule, the names of the assessment administrators, and shipping information for NAEP materials; and
- Established a schedule for assessment administrator training sessions. Using this schedule, Westat home office staff have made arrangements for the scheduled sessions. It is your responsibility, as supervisor, to confirm the arrangements.

During the state supervisor training session in November, you will meet with the field manager responsible for your state. At that time, s/he will brief you on the status of activities to date in your state. Among the topics that should be covered during this conversation are:

- The procedures that were used by the state coordinator to contact the schools;
- The status of gaining cooperation from the initially-selected schools (which should be completed by the time of training); and
- The status of the schools selected as substitutes for refusals, which will be ongoing.

Details on the schedule of AA training sessions and the schedule for the assessments will also be provided. These materials will be discussed in further detail in subsequent chapters of this manual.

You should also find out the field manager's expectations of when a sufficient number of school lists will be received by the state coordinator so that you can begin the sampling. Although one of your first tasks will be to contact the state coordinator to arrange for sampling, we are asking you to wait until you receive word from the field manager as to when you should make your initial contact.

## **2.7 Handling Requests from the Media Concerning NAEP**

In recent years, as publicity about NAEP has expanded, the number of requests for information about NAEP or to see copies of the assessment booklets has increased. Additionally, some superintendents or school principals may wish to publicize participation in NAEP, either in the local press or in a school newsletter. The likelihood of your being asked questions concerning the assessment by the local media is quite low, since you will be spending very little actual time in the schools. It is more likely that such questions would be directed to the school principal or the assessment administrators. Therefore, it is important that you inform the assessment administrators how to respond to such requests. For general questions about NAEP from the media, you and/or school staff should refer questions to the state coordinator. The state coordinator has a press release about the state assessment program.

Generally, NAEP's policy has been not to show actual assessment booklets to anyone except the participating students. This is because even though NAEP releases a portion of the items administered each year, security of the unreleased items, which are used to measure change over time, is of utmost importance. Further, in order to preserve the students' confidentiality, under no circumstances

will materials with students' answers be shown to anyone. However, "security is not secrecy." A demonstration booklet that contains example background questions and sample items for each subject in the assessment will be given to each school. Each AA will receive two copies of the Demonstration Booklet at training -- one to keep and one to give to the principal. Generally speaking, this should take care of any requests from principals, teachers, and parents who wish to see examples of the kinds of questions that will be asked. If any individual or small group of individuals insist on seeing the actual booklets to be used in the assessment, notify your field manager. Within the limits of staff and resources, NAEP will make arrangements to have a meeting, at which time any of these groups may view the materials. During the assessment, school officials may look at unused booklets, but they may not keep or photocopy the booklets.

In addition to the Demonstration Booklets, an Information for Principals document will also be distributed to each school at AA training. This may also be used to help answer inquiries about NAEP from school staff, teachers, and parents. This document provides a rationale and justification for each student background question, and discusses the NAEP confidentiality policies and issues in detail.

Requests from state legislatures, school boards, or other community groups, should be directed to the state coordinator. The state coordinator may call upon ETS for support in responding to these requests. The state coordinator and ETS may hold a meeting with the concerned community members to discuss NAEP.

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

- A key strength of NAEP is that the assessment procedures are standardized; that is, the assessment is administered under uniform procedures. Obviously, television lighting, zooming camera lenses, or journalists arriving for interviews would alter this uniform setting.
- NAEP booklets contain items to be used in future assessments. Just as these booklets may not be removed from the room or photocopied, they may not be photographed.
- Last and certainly not least in importance, the confidentiality of students participating in NAEP is guaranteed, and the presence of cameras would seriously jeopardize that guarantee.

**NO ASSESSMENT SESSION MAY BE HELD IF MEDIA ARE PRESENT AT THE SESSION.**

Media coverage of NAEP after the assessment is completed is the prerogative of local school officials. You should leave all arrangements and/or interviews to the school officials who grant the media permission to enter the school.

Before, during, and after the assessment, NAEP booklets must remain confidential; items should neither be photographed nor copied by hand. To accommodate the needs of the media without disrupting the assessment, ETS will make available both a video tape and photographs simulating the assessment, upon request.

NAEP field staff faced with the unannounced presence of film crews or reporters should reason with reporters, note the availability of the simulated photos and videotape, and explain the above-mentioned reasons media are not permitted to attend the NAEP sessions. Reporters should be referred to the state coordinator for further information.

### 3. SELECTING THE STUDENT SAMPLE

#### 3.1 Schedule of Sampling Activities

During the period from November 29 through December 10, you will visit the state coordinator's office to select the sample of students to be assessed and to prepare a package of materials for each school. In preparation for sampling activities, schools have been requested to prepare a list of their students and to send it to the state coordinator by November 19.

The schools will prepare the Student Listing Form (Exhibit 3-1) or a computer generated listing of all of their eligible students. According to the schedule, you will have 10 working days (November 29 – December 10) to complete the sampling activities for all schools; at the most, you **might** have 15 days if you continue sampling until December 17. Given that student samples must be selected for approximately 250 schools, you should plan your time carefully. Below are some suggestions for facilitating this effort:

- Once you have arrived at the state coordinator's office, the first thing you should do is review all the lists to ensure that each list is complete. In addition to listing all of the students, the schools are asked to provide the total grade enrollment at the top of each Student Listing Form (SLF). Check that the number of students listed on the SLF closely matches the total enrollment recorded at the top of the SLF. Refer any incomplete or questionable lists to the state coordinator immediately, so that s/he can follow up on them with the schools.
- Employ several clerks and plan to use them efficiently. A discussion of how to use clerks efficiently to aid you in the sampling process is included later in the chapter.

Be sure to discuss the issue of space with the state coordinator to make certain that you will have an adequate area to complete your work, once you know how large a staff you will be using. You will be working with a large quantity of paper and will need a considerable amount of space. This has been an occasional problem during previous assessments, and you should try to make sure it is resolved before you go to the state offices.



Exhibit 3-1. Student Listing Form for Grade 8 (Page 2 of 2)

2000 NAEP ASSESSMENT

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

1. Two or three weeks before the scheduled assessment date for your school, please prepare a list of **ALL students enrolled in the eighth grade** using the most current enrollment records available. If this is a year-round school, see special instructions below.
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency).
3. Provide the name and birth date for each student listed. As described below, additional information will be required for students selected for the assessment. You may prefer to provide this information on all students at the time you prepare the original list.
4. The list may be computer-generated or prepared manually using the NAEP Student Listing Form. A sample Student Listing Form is on the reverse side of these instructions. You may copy this form or request copies from your state coordinator.
5. Please keep the list of students at the school until the NAEP Supervisor arrives for the sampling visit.
6. After the NAEP Supervisor has selected the sample of students, s/he will ask the school to use NAEP criteria to identify students who should not be included in the assessment or may require accommodations.

**B. Instructions for Preparing Computer-generated Lists**

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

**C. Additional Information Required for Sampled Students**

1. The NAEP supervisor will provide the school with the list of students selected for the assessment at the time of the sampling visit. The following additional information will be required for **each sampled student**:
  - **Homeroom** or other locator (optional)
  - **Sex**
  - **Race/ethnicity**, using these codes:
    - 1 = **White, not Hispanic**: A person having origins in any of the original peoples of Europe [except Spain], North Africa, or the Middle East.
    - 2 = **Black, not Hispanic**: A person having origins in any of the Black peoples of Africa.
    - 3 = **Hispanic**: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish [but not Portuguese] culture of origin, regardless of race.
    - 4 = **Asian or Pacific Islander**: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.
    - 5 = **American Indian or Alaskan Native**: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
    - 6 = **Other**: A person who identifies with more than one of the first five categories or has a background other than the ones listed.
  - **If Title I** - receiving Title I services.
  - **If SD** - Student with a disability (SD) or having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons other than being gifted and talented.
  - **If LEP** - classified by the school as limited English proficient.
2. You may prefer to provide this information when preparing the original list of all students. If so, include it on the computer-generated list or use the appropriate columns on the Student Listing Form.

**Special Instructions for Year-round Schools**

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

One possible solution to the space and time problem, depending upon the state coordinator's wishes, may involve "outside" space. In previous years, several state coordinators requested that we work in "office space" near the capitol building because they were unable to provide adequate space. In these cases, our staff rented parlor or conference room space in a nearby hotel (or worked at home, if they happened to reside close to the state capital). In addition to solving the space problem, this allowed our staff more flexible working hours. Again, this is completely at the discretion of the state coordinator; state policies regarding the confidentiality of student records differ widely. You must respect the decision of the state coordinator.

Finally, if you discover that sampling is taking much longer than planned, so that you will not finish by December 10, **and** the state coordinator cannot accommodate you beyond that date, notify your field manager immediately. The earlier you can notify the field manager, the quicker we will be able to provide you with help. Do not view such a request as an admission of failure; it is simply a recognition that the work is taking longer than anticipated.

### **3.2 Overview of the Sampling Process**

While at the state office, you will complete the following tasks:

- Once you have determined that the student list is complete, use the sampling package on your NAEP laptop computer to select students from the Student Listing Form or from the school's computer-generated printout. Go to the Grade Information page of the school record to select the sample.
- Print the sampling line numbers generated by the computer (or record them on a Line Number Listing Form) for future reference.
- Record the names of sampled students (and other available information) on the Administration Schedules.
- Complete an Instructions for Sampling New Enrollees Form for each school<sup>1</sup>. This form will be prepared while you are completing the sampling process at the state office but will not be sent to the school with the Administration Schedule. Instead it will be distributed to the assessment administrators at their training sessions. Directions for preparing the New Enrollee Listing Form are covered later in this chapter.
- Make copies of each school's Administration Schedules and Instructions for Sampling New Enrollees, which will be kept by the state coordinator.

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<sup>1</sup> Schools are to maintain a list of students who enroll in the sampled grade after the original SLF is sent to the state coordinator. They are to use the New Enrollee Listing Form for this purpose. Assessment administrators will select a sample from this New Enrollee Listing Form using the instructions that you prepare.

- Prepare the mailing of the original Administration Schedules to be sent to the schools by the state coordinator.
- Prepare a packet containing the Instructions for Sampling New Enrollees and Criteria for Including SD/LEP Students in NAEP Assessments – for distribution at AA training.
- Save the sampling line number printouts (or Line Number Listing Forms) and be sure they are clearly marked with the school name, ID, and grade. The computer will print the school name and ID for you and will store all other important data in the State Coordinator System (SCS) for future use in processing the study results.

Before you go to the state office, check to make sure you have all the materials you will need:

- Your sampling assignment, i.e., the schools for which you will select student samples – you may print the assignment using the “Reports” function on your computer;
- Computer and printer;
- Your supply of Administration Schedules (preprinted and blank versions);
- Supply of Instructions for Sampling New Enrollees Forms;
- Supply of two versions of the Criteria for Including Students with Disabilities and Students with Limited English Proficiency in NAEP Assessments (one version for the half sample of schools offering accommodations, and one version for the half sample that will not offer accommodations);
- Materials for preparing mailing of Administration Schedules to be shipped by state coordinators;
- Line Number Listing Sheets;
- Sampling Checklist (included in this manual in Exhibit 3-2);
- Stapler; and
- School labels and envelopes (for the Instructions for Sampling New Enrollees and Criteria for Including SD/LEP Students in NAEP – to be held for distribution at AA training).

Exhibit 3-2. Sampling Checklist (Page of 1 of 2)

### SAMPLING CHECKLIST – 2000 STATE NAEP

1. Confirm school ID, then number the students listed on the SLF (or computer-generated list).
2. Double-check that the numbering of the students listed is correct, that is, confirm that no numbers have been skipped and no numbers have been duplicated.
3. Compare the number of students listed (highest line number) with the Total Enrollment recorded near the top of the SLF. If these numbers differ by five or more students, determine reason for discrepancy. Resolve discrepancy, and continue with Step 4 below.
4. Use the NAEP system on your laptop computer to locate (the state and district and) school for which you wish to select the student sample.
  - Highlight the school name, then click on “Edit School” to display School Information.
  - Click on “Grade Information” to display second page of School Information.
  - Make sure that the status box says "cooperating" and that "SLF Returned" is checked.
  - Click on Sampling Date and enter the date that you are selecting the sample. Use four digits in year.
  - Place the cursor on the box for “Number on SLF,” click once, delete the "0", type highest line number from SLF, and double-check that the number is entered correctly.
  - Move the cursor to the “Sample” button, and click once.
  - The computer will automatically make checks of the various enrollment entries and select the line numbers for student sample(s). It is not necessary to enter the number of sessions – the computer will automatically produce sampling line numbers for the specific session type(s) to be conducted in each school.
5. Carefully review each text screen shown by the computer. Move to the next screen by clicking on “Close” or “Print”.
6. Be **sure** to print the line number screen – the computer will not save this screen. You will need a printed copy of the line numbers to complete the sampling paperwork for each school. (If a line number screen is lost or destroyed, you may re-sample that school, but you must also re-write any paperwork, such as Administration Schedules, for that school. Be sure to print and keep the line number screen that corresponds to the Administration Schedules for each school.)
7. On the student list, designate the selected students by placing an “M” for mathematics and “S” for science next to the line numbers of the selected students.

**SAMPLING CHECKLIST – 2000 STATE NAEP (CONTINUED)**

8. Record the number sampled, student names, and other available demographic information on the Administration Schedule.
  - Recheck the identification of the selected students.
9. Complete the remainder of the Administration Schedule.
10. Complete the Instructions for Sampling New Enrollees Form. Record (in Item 4) the first 10 line numbers for **each** session type and (in Item 3) the highest of all the line numbers recorded.
  - Take all of the completed Instructions for Sampling New Enrollees with you when you leave the state office, and hold them for distribution at AA training.
11. Make a copy of each administration schedule and Instructions for Sampling New Enrollees to be left on file with the state coordinator.
12. After copying all of the Administration Schedules, assemble the packages with each school's Administration Schedule(s), and date them for mailing, or bundle them with other schools scheduled for the same assessment week for group mailing. (Do **not** include the Instructions for Sampling New Enrollees **or** any criteria/guidelines regarding SD/LEP students – these will be distributed at AA training.)
13. Return to the District/School Name screen in the computer by clicking on "OK" under "All Pages".
14. Highlight a district name, then a school name and begin the sampling steps for the next school.

In addition to these materials that we will provide, there are other general materials you should be sure to have with you. These include pencils, paper clips, different color pens and markers, scissors, tape, and extra blank paper. The extra paper may be needed if you have school-generated lists without space to number and designate the selected students. The extra paper can be attached to one side of the list, in order to extend the sheet and give you some additional space to write.

You should also have some blank FedEx labels. Depending upon the state coordinator's willingness to allow the lists to leave his/her office, these can be used if lists of students are received from the schools after you leave the state office, and the coordinator is willing to ship them to you. If so, you can complete the sampling at home and return the materials to the state coordinator so that they can be sent to the schools.

### **3.2.1 Other Suggestions for Organizing the Sample Selection Process**

Because of the volume of material with which you will be working and the short time-frame in which you must complete the sample selection, it is critical that you take a very organized approach to this work. Below are some suggestions designed to assist you in organizing and completing the job:

- Do not try to memorize the instructions and procedures involved in the sampling process. You should have the Sampling Checklist and this manual with you throughout the sampling process.
- Before you start any sampling, check to see exactly what school lists have been received and which are outstanding. Then, check each completed list against the total number of students in the grade reported at the top of the SLF to ensure that the lists are complete. This should be done for every school before you get involved in any specific sampling tasks. Once you have determined the missing or incomplete schools, this information should be reported immediately to the state coordinator, so that s/he can start to follow up with these schools. (If a large number of lists is missing, you may want to offer your help to the state coordinator to contact schools in regard to the missing lists.)
- As you begin the sampling process for each school, make absolutely certain that you are correctly identifying the school to be sampled. Some school names may occur more than once within a state, so you should check the district name and mailing address to be sure you select (in the computer) the ID for the correct school. Mistakes in the ID code will cause severe problems throughout the NAEP sampling and data collection.
- The sampling directions instruct you to recheck several of the steps that are prone to error. **This must be done to insure that the sample is drawn correctly.**

- Once you have determined an efficient method of working with your clerks, stick with that procedure. Always follow the directions one step at a time, and make sure you are efficiently delegating the work.
- When leaving the state coordinator’s office for the day, make sure that you leave all your materials in an organized manner. This way anyone could walk in and pick up from where you left off, especially when you are using clerks hired locally. You can never be certain that any one person will be back, so you must be certain that you could complete any school for which sampling is in process. Each Administration Schedule and Instructions for Sampling New Enrollees that you generate for the schools must be copied and kept on file with the state coordinator. Make certain that each school’s materials are clipped together in separate bundles, so that they do not become mixed in with materials for other schools.
- Try to minimize the number of times that you ask the state coordinator for assistance. The coordinators will be conducting their own activities while you are there and you should not expect them to be available for you at all times. Unless some question is preventing you from completing your work, try to accumulate your questions for the coordinator and minimize the number of times you interrupt this person.

### **3.3 Drawing the Student Sample**

#### **3.3.1 Using the Sampling Forms and Materials**

Your sampling assignment, or your list of schools for which student samples must be selected, may be printed in up-to-date form at any time using the “Reports” function on your computer. First, use this list to check how many (and which) schools have provided student lists to the state office. As the sampling proceeds, you may also use this list to keep track of each school for which sampling has been completed. Whenever you use this list (and the corresponding list in the computer), be sure to double-check that you are referring to the correct school ID; always check the district name and mailing address to confirm the ID and to be certain that you are not confusing schools that have similar names.

In addition, two other forms will be used during the sampling process. The first is the Sampling Checklist, which is a summary of the steps that you will take when selecting each student sample, and should be kept accessible while you are in the state office. It simply presents the steps in a more concise manner than the explanation in this section. A copy of the Sampling Checklist is shown as Exhibit 3-2. You will also be provided with an additional copy printed on card stock to use while you are sampling.

The other form is a Line Number Listing Form (Exhibit 3-3) that may be used for each school. One side has been designated for the listing of line numbers for students selected for the math session, and the other side is designated for the science session. If your printer is not working, you should use this form to carefully circle each selected number as displayed by the computer. If your printer is working, you will keep the line number printout instead of preparing the Line Number Listing. In either case, you should be sure the school ID (and name) is recorded on the printout or the Line Number Listing Form; also make sure that the session type (mathematics or science) is correctly designated on the printout or the Line Number Listing Form.

### **3.3.2 Steps in the Sample Selection Process**

To select the sample, you will need the NAEP computer **and** printer (or the Line Number Listing Form if the printer is not working), the Student Listing Form or other suitable list from the school, and Instructions for Sampling New Enrollees Form.

#### **Step #1: Check the List of Students**

Before the sample can be drawn, you must review the list provided by the school. If necessary, clarify confusing markings and partially erased or crossed-off names. We have asked that the schools provide full student names and the month and year of birth for each student. Additionally, some lists may contain sex, race/ethnicity, and student locating information.

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

Exhibit 3-3. Line Number Listing Form

**LINE NUMBER LISTING FORM – 2000 STATE NAEP**

**Mathematics**

# of Sessions: \_\_\_\_\_

School ID: \_\_\_\_\_

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

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

## Step #2: Number the Students on the List

Be sure to correctly identify the school ID; and then number the students sequentially from “1” to the total number of students on the list.

- If the school has used an SLF, number the students in the “FOR SAMPLING ONLY” column labeled “Line #” (see Exhibit 3-4).
- If the school has used a printout, number the students neatly in the margin.

When numbering, please take care to keep the sequence, not missing any numbers and not using any numbers twice. It is extremely important that you number the lines correctly. Although this is a simple task, it can be a primary source of errors in carrying out the sampling.

Exhibit 3-4. SLF with Students Numbered in the "FOR SAMPLING ONLY" Column Labeled "Line #"

2000 NAEP STATE ASSESSMENT  
Student Listing Form - Grade 8

School Name: Lincoln Middle School Prepared by: Robert Weston  
 Address: 1250 Center Avenue Date: November 10, 1999  
Centerville, Iowa Total Enrollment in Grade 8: 106

For year-round schools only: Percentage of Grade 8 enrollment off-track: \_\_\_\_\_%  
 (NOTE: Do not list students below who will be off-track in February 2000.)

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

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

										FOR SAMPLING ONLY	
A Student's Name			B Birth Date	(OPTIONAL)						1	2
First	Initial	Last	Month/Year	Home Room/ Locator	Sex	Race/ Eth.	(X) IF TITLE I	(X) IF SD	(X) IF LEP	Line #	Selected Student "M or S"
Martha	C.	Akers	5/86		F					1	
Joseph	P.	Albert	6/86		M					2	
Richard		Allen	9/85		M					3	
Jessica		Ames	8/86		F					4	
Erin	M.	Atkinson	2/86		F					5	
Susan		Bates	4/86		F					6	
Anthony		Beirs	10/85		M					7	
Angela		Birney	7/86		F					8	
Mark	W.	Botts	10/86		M					9	
David		Casey	1/86		M					10	
Patricia	A.	Collins	6/86		F					11	
Jamal		Dunfee	4/85		M					12	
Ronald		Eastman	9/85		M					13	
Sara		Farmer	2/87		F					14	
Helen		Goff	8/85		F					15	
Stuart		Gunther	5/86		M					16	
Lisa	K.	Hall	1/86		F					17	

OMB #: 1850-0628  
Expires: 6/2000

### Step #3: Re-check the Numbering of Students

Before you can begin sampling, you will need to recheck the numbering of students. The task of rechecking the numbering should be done by someone other than the person who originally numbered the list. If a mistake is discovered and the list is small, it can be renumbered easily. On larger lists, you will want to use the following techniques to correct the error and create a usable numbering scheme.

There are two basic errors that could be made:

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

Line #	Student Name	Birth date
1	Joan L. Baskin	6/88
2	Helen B. Cadell	7/88
3	Joyce E. Davis	8/88
4	Jack W. James	9/88
6	Mavis L. Masters	10/88
7	Anna S. Noel	11/88
8	Sandra B. Pratt	12/88
9	Carol A. Prentiss	1/87
10	Peter J. Smith	2/87
5 <del>11</del>	Lisa R. Thomas	3/87

- **Number is Used Twice:** If one or more numbers are used twice, cross out the duplicate number and assign the number that follows the last number used at the end of the list. This concept is illustrated below:

Line #	Student Name	Birth date
1	Joan L. Baskin	6/88
2	Helen B. Cadell	7/88
3	Joyce E. Davis	8/88
10 <del>3</del>	Jack W. James	9/88
4	Mavis L. Masters	10/88
5	Anna S. Noel	11/88
6	Sandra B. Pratt	12/88
7	Carol A. Prentiss	1/87
8	Peter J. Smith	2/87
9	Lisa R. Thomas	3/87

#### **Step #4: Compare the SLF and Total Enrollment**

Once you have numbered the students, compare the total number of students listed on the SLF with the Total Enrollment recorded near the top of the SLF – even though the computer will also make this check during the sampling process. It is anticipated that these figures will match. However, if there is a discrepancy of 5 or more students, this should be investigated with the school; the concern being that the school may have intentionally omitted students they expect to exclude or that this is the result of an oversight. You may first want to review the list to see that the first letters of the last names cover the entire alphabet. It is not uncommon for a page to be missing when lists are faxed or mailed. You should first discuss a discrepancy with the state coordinator, but these issues probably cannot be resolved without speaking to someone at the school.

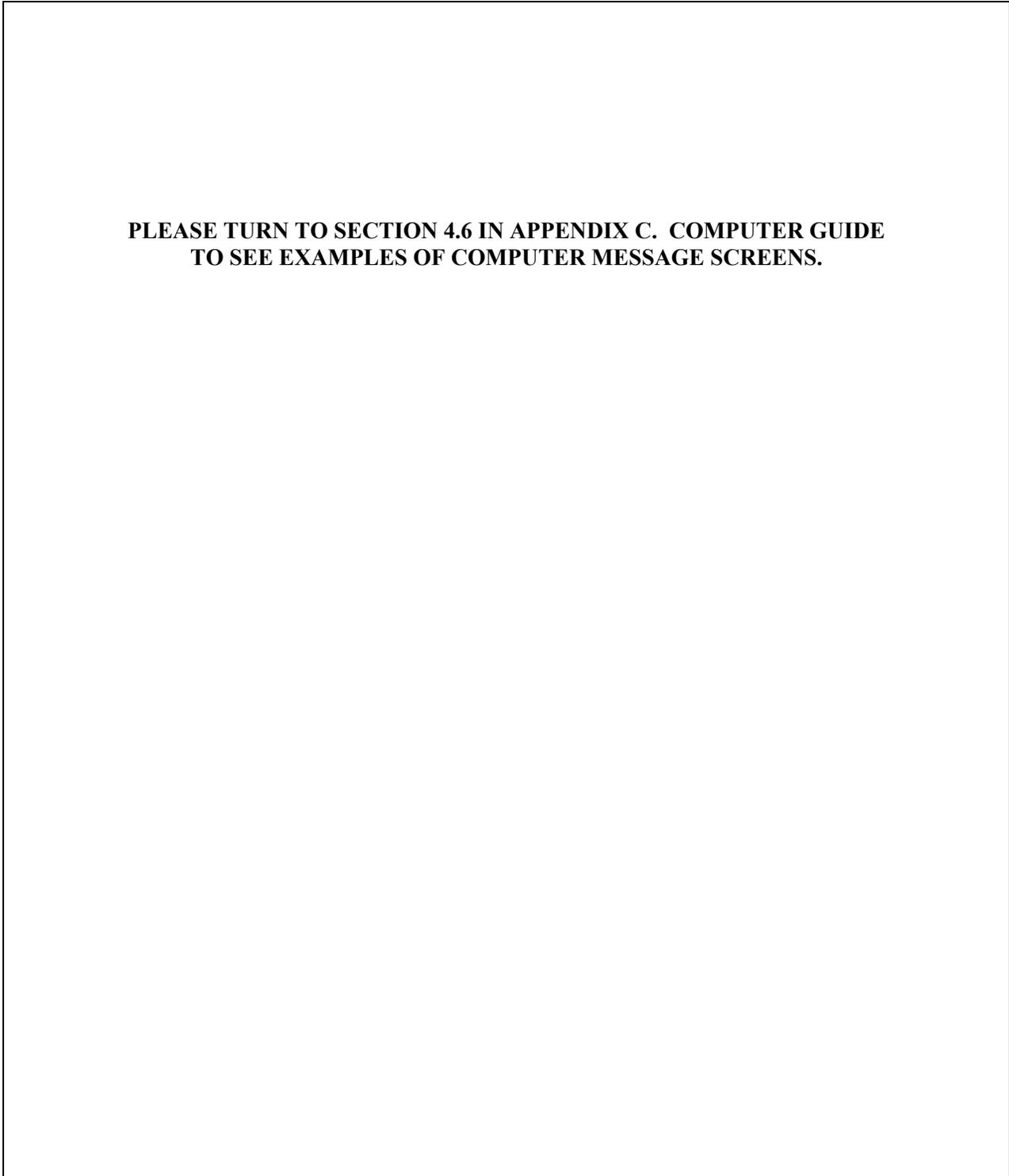
#### **Step #5: Select the Sample**

If there is agreement between the SLF (number of lines listed) and the Total Enrollment, or once a discrepancy has been resolved, you will use the NAEP laptop computer to select the sample(s) of students. During the sampling process, the computer will automatically make further comparisons of enrollment numbers and alert you about any discrepancies. The computer will remind you to resolve the discrepancies. Then you must tell the computer whether the existing entries are “OK” or if you will “RETRY” which will allow you to revise and re-enter enrollment counts. Be sure to read these “warning” screens on the computer carefully and to thoroughly check the discrepancy. Click “OK” on the computer screen only if you do **not** wish to change any entries; otherwise, click on “RETRY”.

For example, if the difference between the estimated enrollment and the SLF count is greater than 20 percent **and** greater than five students, you must determine the reason. Were all students in the grade listed, including students who will be excluded from the assessment and students not performing at grade level? Has there been a recent change in enrollment that would explain the difference? See Exhibit 3-5 for examples of message screens and warnings that the computer may display. These will be discussed thoroughly at the November training session.

You must explore these differences by taking them to the state coordinator and possibly placing a call to the school’s assessment administrator so that s/he can explain the discrepancy. Once a satisfactory explanation has been received, or an accurate list has replaced the previous one, you may continue with the sampling steps.

Exhibit 3-5. Examples of Message Screens and Warnings from Computer during Sampling



**PLEASE TURN TO SECTION 4.6 IN APPENDIX C. COMPUTER GUIDE  
TO SEE EXAMPLES OF COMPUTER MESSAGE SCREENS.**

## Steps in Using the NAEP Computer to Select Student Samples

Follow the steps below to select student sample(s) for each school in your assignment. Warning screens, if any, for which you must resolve discrepancies will be displayed by the computer, after you click on the sample button. If you cannot resolve the discrepancy quickly, tell the computer you want to retry, and ask the school coordinator to check on the discrepancy. While the coordinator is checking, you can exit the “problem school” on the computer, complete the sample for other schools, and return to the school(s) in question after you receive an explanation for the discrepancy.

- Attach the printer.
- Attach the computer to a power source, if at all possible, and turn the power switch on.
- Call up (double-click on) NAEP2000, State Coordinator System.
- Select the state for which you will sample.
- Highlight the district name, then highlight the school name for which you wish to select the student sample, and click on “Edit School” at the bottom of the screen.
- The School Edit Screen will appear. Choose the “Grade Information” tab (the second page of the school information). Click once.
- If necessary, move the cursor to the tab for grade 4 or 8, that is, the grade for which you are selecting the sample. Confirm that the school status is “cooperating”, that "SLF Returned" is checked, and that the state coordinator has entered a number for actual enrollment. This enrollment number is not crucial; the computer will select a sample even if this entry is zero.
- Move the cursor to the "Sampling Date" box. Click once at the left of the box, and enter the date that you are selecting the sample. Use four digits for the year.
- Move the cursor to the box labeled “Number on SLF”. Click once in the box, delete any entries from the box, and type the highest line number from the SLF.
- Double-check that the entry for the “Number on SLF” is correct. Move the cursor to the sample button and click once.
- The computer will automatically select the sample and provide you with the necessary line numbers.

- During the sampling process, the computer will always display at least two basic screens – one is a “Reminder” which reminds you of important steps from the Sampling Checklist, and the other is the sampling line numbers. You should **always print** the line number screen, and you may also choose to print the reminder screen. (You may print the reminder screen once and keep it for reference during sampling, since it is the same for every school.)
- Other message and warning screens **may** appear as the computer completes the sampling process. Carefully read each screen that appears and respond by clicking on the appropriate button (e.g., PRINT, CLOSE, CANCEL, RE-ENTER, YES, NO, OK). If you accidentally provide a response that causes the computer to complete the sample and display line numbers, **but you did not intend to sample at that point**, you may return to the Grade Information screen and start again. The computer does **not store** the specific line numbers – the only record of the selected line numbers is the printed copy that you extract from the computer. It is **not wrong** to start over again (and re-select the sample). Be sure to print and keep the line numbers that you will use to select the sample and that the students on the completed Administration Schedule correspond to the printed line numbers.
- **Small Schools.** Some schools are scheduled for two sessions but may be too small for two sessions or the school may prefer to have only one session. If the number of students on the SLF is smaller than 24 (and two sessions are scheduled), the computer will **automatically** delete one session and place all the students in the remaining session. The line number screen will tell you what session to place the students in (be sure to print the line number screen).

In very rare situations, the computer will display a message box that asks whether you want to override the sampling procedure and take all students? Typically, you will say "No" to this message and allow the computer to select the line numbers. This option is provided as a courtesy to small schools that request that all students be assessed rather than "leaving out" a few students.

- The printer should be used to print the line numbers that you will use to mark the selected students on the SLF and to complete the Administration Schedule(s). When you print the line numbers, be sure the printout is complete and that the number of line numbers shown matches the number of students sampled (shown at the end of the top paragraph on the printout). The line number screen on the computer does not always show all of the line numbers if the list is long; however, you may see the remainder of the list by placing the cursor in the white part of the screen, then click once, and scroll down with the arrow key.

If the printer is not working properly, you must record the line numbers on a Line Number Listing Form. Be sure to use one side of the form for math and the other for science. Also, check the computer screen carefully to be sure you have recorded all the selected line numbers on the Listing Form. Scroll through the computer screen if necessary, and count the total number marked on the Listing Form to be sure it matches the number sampled on the computer screen.

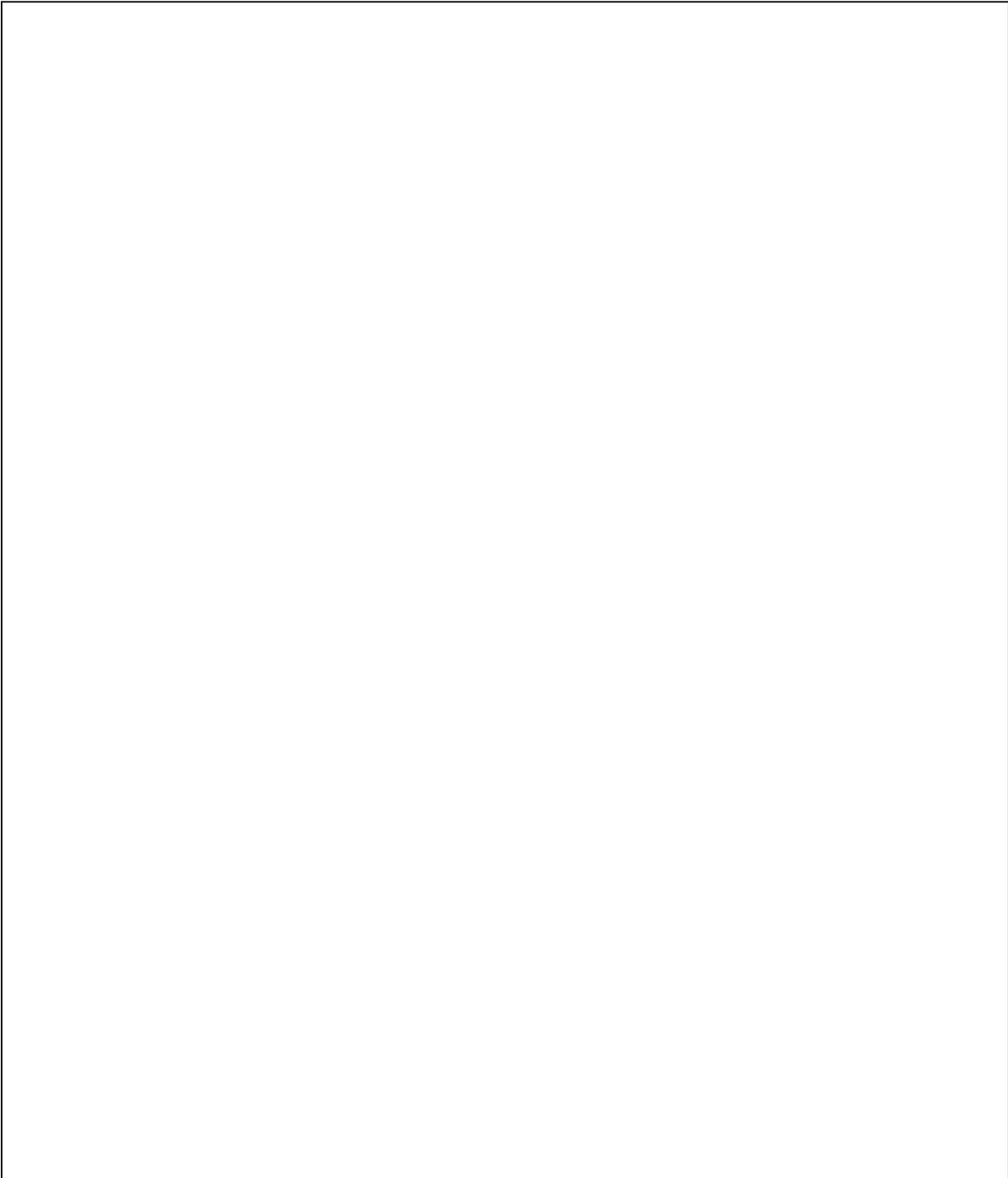
### **Step #6: Indicate the Sample on the List of Students**

Once you have printed the sampled line numbers or recorded them on the Line Number Listing Form, you will need to transfer this information to the list provided by the school:

- If the school has used an SLF, enter an “M” for the Mathematics sample and an “S” for a science sample in the “SELECTED FOR” column on the appropriate line number (see Exhibit 3-6).
- If the school has used a listing other than the SLF, enter an “M” or “S” in the margin next to the line numbers of the students selected for the sample(s).

For each school sample, care must be taken to ensure that the names of the students selected for mathematics and science are recorded **separately** on the appropriate (mathematics or science) Administration Schedule. Also, be sure that the correct grade appears on each Administration Schedule.

Exhibit 3-6. SLF with Selected Students Designated



**Step #7: Recheck that the “M” or “S” Codes have been Recorded on the Correct Student Lines**

This check should be done immediately to verify that the correct students have been designated on the list of students. Be sure that the “M’s” and “S’s” are recorded correctly next to the sampled students’ names/line numbers.

**Step #8: Transfer Information About Sampled Students onto the Administration Schedule(s)**

Record the complete student name (first name, middle initial, last name) and other demographic information on the Administration Schedule. The names should be listed in the same order on the Administration Schedule as they were selected from the school list. The student’s month and year of birth, (such as 06/86) should be recorded in the column headed Birth Date. If any of the other required information is part of the student listing, it should be copied onto the Administration Schedule at this time. This includes “Homeroom or Other Locator”, “Sex”, “Race/Ethnicity”, “Title I”, “If SD”, and “If LEP”. (Do not enter the race/ethnicity information if it is clear that it is based upon a categorization scheme that is different than that given in the Race/Ethnicity code box of the Administration Schedule. In that event, it will be up to the Assessment Administrator to put in the appropriate race/ethnicity codes. If some of the codes clearly correspond to the NAEP codes, or you can easily convert the school codes to NAEP codes because a legend or code key is provided, you can enter those while leaving the non-corresponding ones blank.)

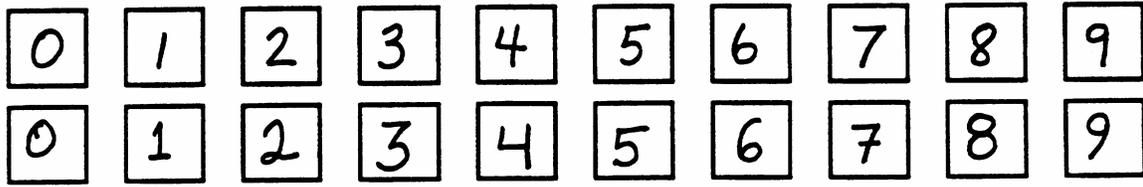
After the last student has been recorded on the Administration Schedule, draw a horizontal line under the last student entry.

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

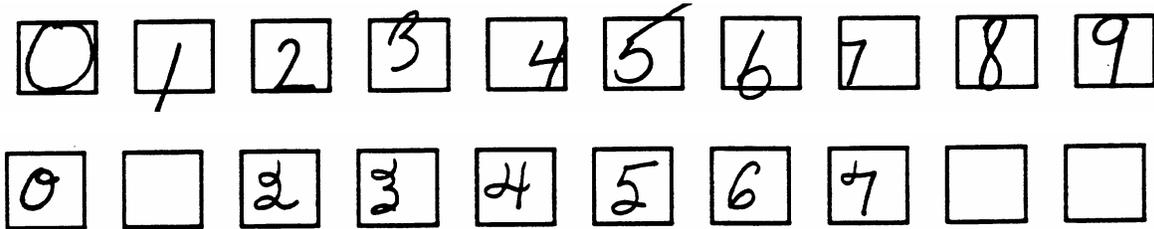
- When entering characters on the Administration Schedule (in columns other than the “Student Name” column that will be detached after the assessment), print the characters in the middle or center of the box with white space on all sides.

- Numerals entered in multi-column blocks should be right justified. Zero-filling **IS** necessary.
- Erase completely and clearly to correct entries. Do not cross out or strike through numbers entered incorrectly.

Shown below are examples of acceptable and unacceptable writing styles for completing control documents. The following are **acceptable** writing styles:



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



**Step #9: Verify the Transcription of Student Information to the Administration Schedule**

After all information about the sampled students has been transferred, verify the entries on the Administration Schedule against the list of students. During this check you will need to verify:

- That the correct student name was transcribed onto the correct Administration Schedule (math or science).
- That the name is complete and spelled correctly.
- That all other available information (birth date, race, sex, School Lunch, Title I, SD, LEP, and locator information) is transcribed completely and correctly.

### **Step #10: Make Final Entries to the Administration Schedule**

After checking all student entries, make sure that the assessment administrator's name (if known) has been recorded on the top of the Administration Schedule. The School ID, school name, session type, and grade will be pre-printed on the Administration Schedule. Record the total number of students you have selected on the "Original Sample" line.

The suggested assessment date should not be entered on the top of the Administration Schedule at this time. Having been set so far in advance, these dates are subject to change. The assessment dates will be verified at the Assessment Administrator training. The AAs should enter the date on the Administration Schedule when they receive it.

Exhibit 3-7 shows an Administration Schedule filled out for the example school.

### **Step #11: Copy the Supplemental Line Numbers onto the Instructions for Sampling New Enrollees Form**

Once the Administration Schedule is completely finished, transfer to Item 4 of the Instructions for Sampling New Enrollees Form, the first ten line numbers for each session type from the computer printout or the Line Number Listing Form. The highest line number (of the 10 or 20 numbers listed) should be entered in Item #3 of the Instructions. After this is done, the entries on the Instructions should be rechecked against the computer printout or the Line Number Listing Form. Exhibit 3-8 illustrates how the Instructions would look when completed for the sample school.

In some schools with only one session, the computer will tell you that all students are to be selected for the session. In these cases when all students are selected, you will always record the numbers "1-10" in Item 4 of the Instructions and the number "10" in Item 3.



Exhibit 3-8. Instructions for Sampling from the New Enrollee Listing Form

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.

## **Step #12: Make a Copy of Each School’s Administration Schedule and Instructions for Sampling New Enrollees for the State Coordinator’s Records**

Each Administration Schedule and Instructions for Sampling New Enrollees Form must be copied, and the copies must remain with the state coordinator. This is being done in case the package of original materials is lost en route to the school. The copies should be sorted by school and supplied to the coordinator in an organized manner.

### **3.3.3 Special Sampling Situations**

#### **3.3.3.1 Multiple Sessions of the Same Type**

In some states, schools will be assigned more than one math session or more than one science session. If a school is assigned multiple sessions of the same type, the computer will either give you a long series of line numbers (for all the sessions combined) or direct you to select all students for the assessment. In other words, the computer will tell you which students to select but will not assign them to a specific session. It will be necessary for you to divide the selected students approximately equally among the specified number of sessions (or across the Administration Schedules for those sessions).

You may divide the group among the sessions in any way you wish. For example, one way would be to number all of the students alternately (e.g., 1, 2; or 1, 2, 3, etc.) and assign all the 1’s to one session and all of the 2’s to the other, and so on. OR, you might assign the first number of students to one session, the next number to the next session, and so on. Some schools may have stated a preference to group the students in a particular way, perhaps by their pre-existing classes. Although this is unlikely to happen with any frequency, whenever you can accommodate a school’s request, you should do so. Note that this can only be done with sessions of the same type. Generally, the overall objective should be to assign students so that all sessions are approximately the same size.

#### **3.3.3.2 Multiple Sessions Assigned to a School with Small Enrollment**

There may be some schools in which we anticipated having enough students to conduct two sessions, but you find that there are now fewer than 24 students listed on the SLF. Schools were told to expect one session if the enrollment is smaller than 24 students and two sessions if they have 24 or more students enrolled in the selected grade. If you encounter multiple sessions assigned to a school with

smaller than expected enrollment, the computer will **automatically** delete one session and give you line numbers for the remaining session. You should use only the Administration Schedule for the session selected by the computer. Any “left-over”, pre-printed Administration Schedules that you do not use, should be returned to NCS.

### **3.3.3.3 Special Instructions for Schools in Both National and State NAEP**

You should be aware of the fact that some schools have been selected for participation in **both** the state assessment and the national assessment. In addition, several schools have been selected for both assessments but at different grade levels. In general, if the school is willing to participate both, they should do so. The national assessment supervisor will work with the school to minimize the burden on staff and students. No student will be asked to take the same test twice. Therefore, it is crucial that the Administration Schedules for overlap schools are mailed by the end of December to arrive at the schools in early January. The supervisor for national NAEP will delete students sampled for state NAEP and select the national NAEP sample only from the remaining students in the grade. It is important that you discuss this with the AA from this school during training, so that the AA can make available the list of students chosen for the state to the national supervisor when that person visits the school to draw the sample. Your field manager will inform you about any special arrangements that have been made in overlap schools.

## **3.4 Assembling the School Packets**

### **3.4.1 Preparing the Packets**

When you have completed the sampling for all schools, give the state coordinator the Administration Schedules you filled out in an envelope labeled for the school. For this package, it is best to use envelopes provided by the state coordinator so that they are likely to receive immediate attention when they arrive at the schools.

The State Coordinator’s System gives them the capability to produce labels for the designated assessment administrators. Therefore, we hope to be able to avoid requiring you to actually address each school package; as long as it is labeled with the correct school, it should not be difficult for the coordinator to obtain and affix the proper mailing label. The coordinator should mail the package to the designated AA for each school.

The state coordinators have been asked to send these materials to the assessment administrators so that they arrive at least two weeks before the scheduled assessment date. It will be helpful to the state coordinator if you or one of the clerks sort the AAs' packages into groups by week of the assessment and label each group with a suggested mailing date. Suggested mailing dates are given below:

Week	Assessment Date	Mail Date
0	Overlap Schools	December 31 (Approximately)
1	Jan. 31-Feb. 4	January 17
2	February 7-11	January 24
3	February 14-18	January 31
4	February 21-25	February 7

**REMEMBER:** Leave the original Student Listing Forms and **copies** of the Administration Schedules and Instructions for Sampling New Enrollees for **each** school with the state coordinator.

**When you have finished all sampling in the state and have reported the results to your field manager, send the computer printouts (and Line Number Listing Forms) to Westat via Federal Express. You will be given extra Federal Express Labels for this purpose.**

### **3.4.2 New Procedures for Distributing Criteria for Including Students with SD/LEP**

For 2000 state NAEP, all schools will apply the same set of Criteria for Including Students with Disabilities (SD) and Students with Limited English Proficiency (LEP) as used in the national NAEP assessments. However, some schools are being asked to provide accommodations, when needed, while other schools will not offer accommodations. Thus, two versions, YES (on yellow paper) and NO (on blue paper), of the criteria/accommodations information have been prepared. In order to avoid confusing the assessment administrators, we will simply inform them that they will receive the proper set of criteria at their AA training session in January.

In order for the results of this assessment to be valid, it is crucial that you correctly assign the criteria to the schools. At the time of sampling, you will label an envelope for the school and place in the envelope the appropriate criteria (along with the Instructions for Sampling New Enrollees). To determine the correct version of the criteria, refer to the accommodations box which is preprinted with "Yes" or "No" on the mathematics Administration Schedule – **always use the mathematics**

**Administration Schedule.** Select the matching version (“Yes” or “No” in top right corner) of the criteria and place it in the envelope with the correct school label (confirm label against the Administration Schedule). Also notice that the “Yes” version of the criteria is always yellow and the “No” version is blue. Be sure to use the criteria for the correct grade. Hold all of these envelopes for distribution at AA training.

### **3.5 Using Clerks to Assist in the Process**

You should be able to use several clerks during sampling. If a QCM lives in or near the state capital, you can use that person to help you; however, we cannot house a QCM at a hotel during the two weeks when you are sampling. If there is no QCM available, you can check on the availability of other Westat field staff in the area or hire help through a local, temporary employment agency.

Clerks can be used in the following ways:

- Numbering the students on the list.
- Recording sampled line numbers if you are unable to use the printer. The recommended procedure is: You operate the computer and read the line numbers while the clerk records them or designates the selected students on the SLF. The verification of the line numbers would work the same way.
- Checking the numbering and transferring student information to the Administration Schedule.
- Assembling assessment administrators’ packages.

You will need to use your judgment in deciding the most useful way to employ your clerks. Above all, it is essential that you always perform the sampling functions on the computer and be in a position to recheck all of the clerks’ work.

To simplify matters, unless you are using a QCM, we would like you to pay for other help you have hired out of your pocket, and we will reimburse you for those costs. Simply have the clerk sign a receipt indicating the amount received and the dates they were employed and send it in with your Time and Expense Report. Similarly, if you hire through a temporary employment agency, we would like you to pay for the help and submit the timecard or other statement with your T&E. Some temporary agencies

will direct bill Westat. If that is the case, please have the bill directed to the attention of Lisa Alton at Westat.

## **4. RECRUITING AND EMPLOYING QUALITY CONTROL MONITORS**

### **4.1 Overview**

Each state supervisor is responsible for recruiting and hiring the quality control monitors s/he will need to cover his/her state. Most of the monitors will observe the assessments conducted in a predetermined subset of the schools in their assigned area of the state, and other monitors will make pre- and post-assessment telephone calls only to unmonitored schools. Your field manager will tell you (at training) the number of monitors that you will need to hire.

The monitors will attend a training session with you and Westat home office staff in early January. At this training they will learn about the assessment administrators' responsibilities, the monitors' responsibilities, and the protocols for conducting the observations and making the pre- and post-assessment telephone calls.

### **4.2 Responsibilities of a Quality Control Monitor**

The first responsibility of a monitor is to become thoroughly familiar with the responsibilities of the assessment administrator (AA). A quality control monitor (QCM) should learn the AA's job as if s/he had to conduct the assessment. Only when a monitor knows all of the specific duties that the AA performs will s/he be able to effectively observe and critique assessment procedures. The January training will familiarize QCMs with the AA's role. In addition, each monitor should assist you with at least two training sessions for AAs during January.

The second responsibility of the QCM is to understand NAEP, its objectives, and the rationale behind the assessment procedures so that s/he can respond to questions posed by school staff.

Thirdly, the QCM must understand and be comfortable in the role of a NAEP monitor. During the assessment s/he will need to watch closely in a way that does not affect the AA's performance. The AA needs the latitude to conduct the assessment in his or her own style (while following procedures) as the QCM observes and withholds judgment. However, the QCM must also be prepared to intervene tactfully when the integrity of the assessment is jeopardized.

### 4.3 Recruiting Sources

Quality control monitors should be hired by mid-December. You should focus on recruiting as soon as your supervisor training has been completed. There are several sources you should use to recruit. The first recruiting source you should use is Westat. Your Westat field manager can give you names of people discovered during our recruiting process who were not hired as supervisors. Westat will also supply you with any names of experienced Westat field staff in your state from our field files. Primary consideration should be given to persons who received a rating of “1” as quality control monitors during the 1992 or 1994 trial state assessments, or the 1996 or 1998 state assessment, along with any other staff who have previously worked on education studies such as NAEP or TIMSS. If you are considering contacting any person with a Westat rating lower than “1”, you must discuss the situation with your field manager before approaching this person. Other good recruiting sources include retired teachers’ associations, local employment offices, universities, and advertisements in local newspapers. For each person recommended to you, first check to see whether s/he has worked for Westat at any time and then check his/her Westat rating.

If you have exhausted all the resources from Westat in regard to the hiring of QCMs, it may become necessary for you to place want ads in the local newspapers or with the local employment agency. The job description included in the following section can be used for this purpose, but you should not place any ads until you have discussed the situation with your field manager. Any applicant who has **not worked on a NAEP assessment** in the past, whether s/he responded to an ad or was listed as having worked in a non-NAEP position on the Westat printout, **must be interviewed by you in person**. Before any commitments are made, we must be comfortable with the idea of this person representing NAEP and Westat in the schools.

Because there is frequent overlap in areas in which the state supervisors are attempting to hire QCMs while national assessment supervisors are attempting to hire Exercise Administrators (EAs), we have established some guidelines for hiring. State supervisors have priority in hiring field staff who have previously worked as QCMs. National assessment supervisors will have precedence when contacting former EAs. Therefore, when you are recruiting, you must first ask any former NAEP field worker whether s/he has already been contacted by any other NAEP supervisor. If s/he has already accepted or are considering another position, you are not to try to recruit that person. Your recruiting efforts should be coordinated with your field manager, and frequently s/he will know who is available in your state.

If someone you would like to recruit is currently working on another Westat project, your field manager must get permission for you to contact him/her from that person's current supervisor before you make a call.

#### 4.4 **Materials You Will Need**

Examples of the materials you will need are included as exhibits to this section of the manual. You will receive a supply of each with which to conduct your recruiting effort. If you run short, you can either copy forms or request additional supplies from Westat. The materials are described below:

- **Job Description:** Use this job description to help describe the job to applicants (Exhibit 4-1).
- **Application Form:** All candidates must complete this form unless they have already completed it and it is on file at Westat (Exhibit 4-2).
- **Project Description:** The project description should be sent with an application form (Exhibit 4-3).
- **Screening Form:** A long and a short form (Exhibits 4-4 and 4-5) are included. Use the short form when response to your advertisement is heavy and you do not want to tie up your telephone line with one candidate. In these cases, you can send an application, the job and project descriptions, and a stamped, self-addressed envelope to all the candidates. You can then conduct the long screening when you receive the applications and decide which candidates are the most viable.
- **Interviewer/Application Questions:** Please review this sheet carefully. It lists questions that are unlawful for you to ask during recruiting. It also shows the lawful way to ask questions about certain topics. Westat has an affirmative action program with established goals to actively recruit, hire, and promote all job classifications without regard to race, religion, color, sex, age, or national origin. It is important that you actively recruit from all groups (Exhibit 4-6).

### **RESPONSIBILITIES OF THE QUALITY CONTROL MONITOR**

The quality control monitor will have responsibility for observing a subset of the NAEP assessments conducted within an assigned geographic region of the state. The monitor will carefully observe assessment procedures, answer any questions school officials may have, and ship materials at the end of each session. Some monitors will telephone unmonitored schools to conduct the pre- and post-assessment telephone calls, and these monitors will only observe sessions if called upon to substitute for another monitor. The monitor will also assist the state supervisor in training assessment administrators who conduct the assessment. This is a temporary part-time position extending from early January through early March 2000.

The schedule of quality control monitors' activities and responsibilities is described below:

- Attend a three and one-half-day training session from January 4 to January 9, 2000.
- Following successful completion of training, the QCM will assist the state supervisor in training AAs who will conduct the assessments. Each QCM will attend two or three such one-half day training sessions that will be conducted from January 10 to January 28, 2000.
- Observe a subset of the assessments scheduled in the assigned area of the state between January 31 and February 25, 2000, and/or conduct pre-and post-assessment telephone calls in unmonitored schools.
- Observe any makeup or rescheduled sessions designated to be monitored that cannot be held during the four-week assessment period. These will be scheduled from February 28 to March 3, 2000.
- Debrief the assessment administrators in the unmonitored schools by phone within three days of their assessment.

CONFIDENTIAL

Date Completed \_\_\_\_\_

# WESTAT

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

## FIELDWORKER APPLICATION FORM

AN EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER

**1. BACKGROUND**

Full Legal Name: \_\_\_\_\_  
(as specified on I-9 form) (Last) (First) (Middle)

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ Social Security Number: \_\_\_\_\_

County: \_\_\_\_\_ Telephone No.: ( ) \_\_\_\_\_ ( ) \_\_\_\_\_  
Primary Secondary

**2. REFERRAL SOURCE**

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

**3. WESTAT EXPERIENCE**

Have you ever filed a Fieldworker Application Form with Westat?  YES  NO IF YES, date filed \_\_\_\_\_  
Month/Year

Have you ever been employed by Westat?  YES  NO

IF YES, date most recently employed: \_\_\_\_\_ Study recently worked on: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Do any of your friends or relatives work for Westat?  YES  NO

IF YES, list names: \_\_\_\_\_

**4. EDUCATION**

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

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

NAME OF INSTITUTION	MAJOR FIELD	DATES ATTENDED		DEGREE ACHIEVED
		FROM	TO	

**5. CURRENT EMPLOYMENT**

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

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

Number of hours you work each day:

MON	TUE	WED	THU	FRI	SAT	SUN	Weekly Total

## Exhibit 4-3. Project Description

### **2000 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS PROJECT OVERVIEW**

The National Assessment of Educational Progress (NAEP) is a congressionally mandated, ongoing survey established to obtain comprehensive and reliable national and regional data on the educational attainments of young Americans. NAEP is conducted by the U.S. Department of Education through a contract with the Educational Testing Service (ETS) and Westat. The contractors select and assess nationally representative samples of students in grades 4, 8, and 12. In 2000 students will be assessed in mathematics, science, and reading (grade 4 only). NAEP also includes a state assessment program in which states volunteer to participate and assume responsibility for administration of the assessments in their states. NAEP staff train the assessment administrators and monitor a subset of the assessments conducted in state NAEP. The grades and subjects assessed in state NAEP are a subset of those in the national program. The results of the state assessments allow states to exercise the option to compare the knowledge and skills of their students with the results for students in other states and the nation.

The primary goals of the survey are to measure the current status of the educational attainments of young Americans and to report changes and long-term trends in those attainments. Other goals include disseminating assessment methods and materials and assisting those who wish to apply them at local, state, and national levels. In addition, the survey will gather information to aid educators, legislators, and others in improving the educational experience of youth in the United States. It is an ongoing effort to obtain comprehensive and dependable achievement data in a uniform, scientific manner.

Since 1969, the national assessment has gathered information about levels of educational achievement across the country and reported its findings to the nation. Learning areas surveyed have included art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies, and writing. All areas except career and occupational development have been periodically reassessed in order to detect changes in achievement.

Each learning area assessment is the product of several years of work by a great many educators, scholars, and lay persons from all over the nation. Working in committee, these people propose general goals they feel Americans should be achieving in the course of their education. These goals are reviewed and discussed until a consensus is reached on objectives for each subject area. The objectives are then given to exercise (question) writers with the task of creating measurement instruments appropriate to the objectives.

When the exercises have passed extensive reviews by subject-matter specialists, measurement experts and lay persons, they are compiled into booklets to be administered to national probability samples of young people, and sometimes adults.

The sample of students selected for NAEP has been designed in such a way that assessment results can be generalized to an entire population. That is, on the basis of the performance of several thousand students in a given age/grade group on an exercise, one can make generalizations about the probable performance of all students at this age and grade level.

After assessment data have been collected, scored and analyzed, NAEP publishes reports and disseminates the results at national and regional levels to schools, school districts, state and federal agencies, researchers, and the public at large. Assessment information is widely cited in scholarly reports, popular journals, books, and television documentaries about American education.

To date, NAEP has interviewed and tested more than one million young Americans.

**NAEP TELEPHONE SCREENING FORM (LONG)**

Applicant's Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: Day \_\_\_\_\_ / Evening \_\_\_\_\_

(USE THE FOLLOWING PROBES AS APPROPRIATE)

WORK EXPERIENCE (Paid or volunteer)

EXPERIENCE IN THE FIELD OF EDUCATION YES \_\_\_\_\_ NO \_\_\_\_\_

IF YES: Position \_\_\_\_\_

Number of years \_\_\_\_\_ When? \_\_\_\_\_

Organization \_\_\_\_\_

What were your major responsibilities? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SUPERVISORY EXPERIENCE YES \_\_\_\_\_ NO \_\_\_\_\_

IF YES, (AND OTHER THAN ABOVE)

Position \_\_\_\_\_

Number of people supervised \_\_\_\_\_ Total years \_\_\_\_\_ When? \_\_\_\_\_

Organization \_\_\_\_\_

What were your major responsibilities? \_\_\_\_\_

\_\_\_\_\_

OTHER RELEVANT EMPLOYMENT

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AVAILABILITY TO WORK

Any limitations?: \_\_\_\_\_

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AVAILABILITY TO TRAVEL (circle longest time period) *In total over length of project*

Unlimited	3 - 4 weeks	3 - 6 days
1-2 months	1 - 2 weeks	Not available to travel

USE OF CAR: Yes \_\_\_\_\_ No \_\_\_\_\_

IF NO, do you have Driver's License? Yes \_\_\_\_\_ No \_\_\_\_\_

Do you **SPEAK, READ OR WRITE** any **FOREIGN LANGUAGES**? \_\_\_\_\_

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Additional Comments: \_\_\_\_\_

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Exhibit 4-5. Screening Form - Short

**NAEP TELEPHONE SCREENING FORM (SHORT)**

Thank you for calling. If you would like to be considered for the position that was advertised, I can send you a brief description of the project and an application.

When your application is received, I will call you and tell you more about the project. You will then have an opportunity to ask any questions you would like. Please return the application as quickly as possible.

*Unfortunately, I can't tell you more details right now because I need to keep my lines open to give everyone a chance to get through. We appreciate your understanding. Please give me the following information:*

What is your name?

APPLICANT'S NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
\_\_\_\_\_

TELEPHONE:(Day) \_\_\_\_\_ (Evening) \_\_\_\_\_

\* \* \*

Application Sent: (MM\DD\YY)\_\_\_\_\_

**IF NOT SENT, STATE REASON:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
SUPERVISOR

\_\_\_\_\_  
DATE

<b>INTERVIEW/APPLICATION QUESTIONS</b>		
<u>Subject</u>	<u>Lawful</u>	<u>Unlawful</u>
RACE		Any inquiry into one's race or color.
RELIGION OR CREED		Any inquiry into religious denominations, holidays observed.
NATIONAL ORIGIN		Any inquiry into one's lineage, nationality or of his/her parents or spouse.
SEX		Cannot ask whether they prefer to be called Mr., Mrs., Miss, or Ms.
MARITAL STATUS		Cannot ask whether they are married, divorced, or separated. Cannot ask for any data regarding spouse or ages of children.
FAMILY PLANNING		Cannot ask about plans for family.
AGE	Are you between 18-70? If not, how old are you?	Cannot ask: How old are you? or for date of birth.
ARREST RECORD	Have you ever been convicted of a crime? Give details.	Have you ever been arrested?
BIRTH PLACE		Cannot ask birth place, or birth place of applicant's parents or spouse.
DISABILITY	Do you have any physical or mental impairments which might interfere with your ability to perform your job duties?	Do you have a disability? Have you ever been treated for any of the following diseases?

**INTERVIEW/APPLICATION QUESTIONS**

<u>Subject</u>	<u>Lawful</u>	<u>Unlawful</u>
NAME	Have you worked for this company under a different name?	Cannot ask maiden name of a married woman.
PHOTOGRAPH		Cannot ask an applicant to affix a photo with the application form.
CITIZENSHIP	Are you a citizen of the U.S.?	Cannot ask: Of what country are you a citizen?  Whether naturalized or native-born citizen.  Cannot ask for naturalization papers.
LANGUAGE	Inquiry into languages written or spoken fluently.	What is your native language?
EDUCATION	Inquiry into his/her academic, vocational, or professional schooling.	
EXPERIENCE	Inquiry into work experience.	
RELATIVES	Names of relatives, other than spouse, already employed by company.	Cannot ask for names, ages, addresses of his/her spouse, children, relatives not employed by the company.
NOTICE IN CASE OF EMERGENCY		Cannot ask for such information.
MILITARY EXPERIENCE	Inquiry into his/her military experience in the U.S. Armed Forces and his/her branch in service.	

## 4.5 Making an Offer to a Candidate

Before final decisions are made to hire a quality control monitor, you should review the candidates and your choices with your field manager. Be prepared to discuss the following points about the top candidates:

- Each candidate's ability and willingness to travel to the QCM training early in January, to the AA training sessions within his/her area through the rest of January, and to travel within his/her area to observe assessments.
- The results of reference checks for each candidate.
- The ability of each candidate to master the assessment administrator training and the quality control monitor role.
- The hourly rate to be offered to each candidate.

It is also important that all applicants understand the limitations of the position. They must understand that it is a temporary, part-time position with work during the months of January through March 2000. All QCMs will receive an honorarium for the training session they attend. From January 10 to January 28, the QCMs will be paid for the hours they work (usually a minimum of 20 hours per week). This will include time spent at the AA training sessions each will attend, and time calling AAs prior to training and for their pre-assessment calls. From January 31 to February 25, 2000, the QCMs will be paid on a full-time basis, that is, they will charge 40 hours a week for those 4 weeks. If there are any make-ups, they will charge for the hours worked during the makeup week of February 28 to March 3, 2000. QCMs will also be reimbursed for travel expenses as approved by Westat.

Once you have made an offer to a candidate and it has been accepted, you must have that person complete the remaining personnel forms and have him/her contact the Travel Office at Westat (at 1-800-544-7755) to make plans to attend the January training. The travel arrangements for all QCMs must be made by December 17, but as soon as an offer has been accepted, that person should contact the Travel Office to make his/her travel reservations. After being hired, the QCM must complete the Fieldworker Agreement, the Field Employee Personnel Form, and the required residency and tax forms.

Before a QCM begins work, s/he must **successfully** complete the January QCM training. As the state supervisor, you may dismiss QCMs after the January training, and neither you nor NAEP is obligated to retain and use every QCM, particularly if you question whether they successfully completed training.

## **5. ASSESSMENT ADMINISTRATORS' TRAINING SESSIONS**

During January, you will conduct the training sessions for the assessment administrators in your state. The November training for supervisors will focus on the procedures you will use while leading these training sessions. This will include a description of the use of the script for the training, the video that is employed to reinforce the procedures described in the script, and the practice exercises that the trainees complete. Since the script details each of the steps you are to take in leading the training, and these steps will be covered during your training, this manual will not go into detail on the conduct of your training sessions. Instead, we will focus on your activities leading up to the training sessions.

### **5.1 Sites for Training**

The sites for the AA training sessions have already been established by the field manager, in consultation with the state coordinator and the Westat travel office. Sites that were centrally located (to the selected schools) with meeting room and eating facilities were selected throughout each state. Attention was also paid to ensure that the size of the AA training would be manageable and that the sites were not too far from each other to prevent your being able to reach the next location after the completion of each day's training.

At the November training, you will receive a supervisor's package. This will include a one-page January calendar that lists all your AA training sessions scheduled for the state (Exhibit 5-1). This calendar will provide you, at a glance, with the session number, site names (cities), and the approximate number of expected attendees for each training session.

A more detailed listing of all training sessions per state will also be included in your package. An example of this listing is shown as Exhibit 5-2. It will provide you with the session number, site, date(s), and hotel name, address, and phone number for each training session. The state coordinator will also be sent a copy of this list when scheduling has been completed.

In December, you will receive two additional forms concerning the training sessions. The first will list the cooperating schools and the AAs by name that are expected to attend each of the scheduled training sessions (see Exhibit 5-3 for an example of the format of this listing). This listing can be updated and printed from the SCS on your NAEP computer.

Exhibit 5-1. January Calendar Showing Assessment Administrator Training Sessions

## January 2000

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																																																																																			
						1 New Year's Day																																																																																			
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16	17 Martin Luther King, Jr.'s Birthday	18 9:00 AM 05 Ogallala (10)	19	20 9:00 AM 06 Scott's Bluff (11)	21 9:00 AM 07 Chadron (16)	22																																																																																			
23	24 9:00 AM 08 O'Neill (15)	25 9:00 AM 09 Norfolk (25)	26 9:00 AM 10 Norfolk (25)	27	28	29																																																																																			
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Exhibit 5-2. Example of Training Session Listing

<b>AA TRAINING SESSION</b>				
<b>**NEBRASKA</b>				
<u>Session #</u>	<u>Date</u>	<u>City</u>	<u>Hotel</u>	<u>Telephone</u>
01	01/11/2000	Grand Island	Holiday Inn I-80 Hwy 281 & I-80 Grand Island, NE 68802	308-384-7770
02	01/12/2000	Grand Island	Holiday Inn I-80 Hwy 281 & I-80 Grand Island, NE 68802	308-384-7770
03	01/13/2000	North Platte	The Stockman Inn Hwy 83 & I-80 North Platte, NE 69103	308-534-3630
04	01/14/2000	North Platte	The Stockman Inn Hwy 83 & I-80 North Platte, NE 69103	308-534-3630
05	01/18/2000	Ogallala	Ramada Inn 201 Chuckwagon Road Ogallala, NE 69153	308-284-3623
06	01/20/2000	Scotts Bluff	Scotts Bluff Inn 1901 21st Avenue Scotts Bluff, NE 69361	308-635-3111
07	01/21/2000	Chadron	Best Western West Hills Inn Hwy 385 & 10th Street Chadron, NE 69337	308-432-3305
08	01/24/2000	O'Neill	Super 8 Motel E. Hwy. 20 O'Neill, NE 68763	402-336-3100
09	01/25/2000	Norfolk	Ramada Inn 1227 Omaha Avenue Norfolk, NE 68701	402-371-7000
10	01/26/2000	Norfolk	Ramada Inn 1227 Omaha Avenue Norfolk, NE 68701	402-371-7000

Exhibit 5-3. Example of Format (from SCS) for Listing of Assessment Administrator Training Session Attendees

<b>NAEP 2000 State Coordinator System</b>		8/5/1999
<b>Report 4: AA Name and Address Listing for TS Schools</b>		12:56PM
Filter: Cooperating/Pending Schools		Sort: District
School Name	User Info	NAEP ID AA Name and Address
<b>Board Of Educ. Orange County</b>		
Anthony Road Elementary		99A0170 Glenna Glendale 301 Anthony Rd Union City, TS 12345-
Springfield Road Elementary		99A0190 Mary Burton 309 Roosevelt Ave Wheaton, TS 12345-1234
<b>DURANGO COUNTY BOARD OF ED</b>		
RHODE ISLAND AVE SCHOOL		99A5040
<b>Evaas Board of Ed</b>		
Albina Middle		99B0050 Sue Smith 253 Richardson Ave Alexandria, TS 12345-1234
Martha City Elementary		99A0090
<b>HARDLUCK COUNTY PUBLIC SCHLS</b>		
CHURCH CREEK ELEMENTARY		99A5590
<b>Hart Public Schools</b>		
East Town Middle		99B0130
Franklin Middle		99B0120
Palm Point Middle		99B0140

The second form is the “2000 NAEP AA Sessions Summary Form” (Exhibit 5-4) that provides details on all arrangements that have been made at each selected training location. Because of the large number of sessions that needed to be scheduled nationwide, it was necessary for the meeting planners to make certain assumptions and schedule all training meetings based on these assumptions. However, since these plans were made after consultation with the state coordinators, there should not be any situation where you have to make any changes to the plans for the training.

Each meeting room is reserved from 8:30 a.m. until 3:00 p.m. on the day of the training. The plans for the actual training are for the sessions to run from 9:00 a.m. until about 2:30 p.m. with a break for lunch. In addition, two sleeping rooms have been reserved for **the night before** the training session. One of these rooms is for you, the state supervisor. You must review these arrangements immediately after the November training, and be certain that the arrangements mesh with your travel plans. If you see a situation where it will not be necessary for you to stay over because the training session is local to you, **you must cancel** these reservations. Similarly, if you see that you will need a room in another location or for an additional night, you should go ahead and make these arrangements. Basically, once you have received the Summary Forms, it is your responsibility to make sure that your room reservation arrangements are suitable for your travel needs.

The second sleeping room has been reserved for a QCM or an observer. If there is a need for a QCM to be on travel status, you should use this reservation for that person (although, for budgetary reasons, we need to minimize the number of times that QCMs stay over for training sessions). In general, we expect that most training sessions that the QCMs attend will be within that local area and will not require overnight lodging. Review situations with your field manager where you feel it **will** be necessary for the QCM to stay in a hotel.

Occasionally an observer may attend a training session. These observers may include your field manager, an ETS or Westat home office staff member, or the state coordinator. You will be notified of this as far in advance as possible. **If an overnight reservation will not be needed for the QCM or an observer, you must cancel the second room reservation.**

Other details required for the training sessions have been arranged as well. Arrangements have been made for: the VCR, monitor, overhead projector and screen that you will need for showing the video, and your other displays; for coffee to be provided in the morning; and for lunch to be provided.

Exhibit 5-4. Assessment Administrator Sessions Summary Form

Field Mgr. \_\_\_\_\_ Supervisor: \_\_\_\_\_

**2000 NAEP AA Sessions  
Summary Form**

State: \_\_\_\_\_ City: \_\_\_\_\_ Meeting Date(s): \_\_\_\_\_

Meeting Location: \_\_\_\_\_ Contact: \_\_\_\_\_

\_\_\_\_\_

Telephone Number(s): \_\_\_\_\_ Fax \_\_\_\_\_

**CONFIRMED ARRANGEMENTS**  
(Supervisor to confirm all arrangements and provide guarantee numbers to hotel at least 5 business days prior to meeting)

Meeting Time: \_\_\_\_\_ Estimated Attendance: \_\_\_\_\_

Set classroom style (2 people per 6 foot table or 3 feet of working space per person)  
Head Table with table top podium - Set for 3 people at front table  
Table for Supplies in rear or side of room

Meeting Room Name: \_\_\_\_\_ Room Rate: \_\_\_\_\_

Room Size: \_\_\_\_\_  
(Minimum room size 800 square feet)

Audio Visual Ordered	<u>Equipment</u>	<u>Cost</u>
	Overhead	_____
	Screen	_____
	VCR/19" monitor	_____
	Miscellaneous	_____

Food Service: 8:45am coffee, tea and decaf service Cost: \_\_\_\_\_  
12:00N-1:00pm Lunch On-site:  Off-site:  In meeting room:

Luncheon Details/Cost: \_\_\_\_\_

Sleeping Rooms: How Many: \_\_\_\_\_ Confirmed under the name(s) of: \_\_\_\_\_

Guaranteed late arrival:  Confirmation Numbers: \_\_\_\_\_

Rate: \_\_\_\_\_

Direct Billing: (A request for direct billing will be sent to each hotel together with Westat's credit information)

Date(s) Requested: \_\_\_\_\_ Date Confirmed: \_\_\_\_\_

Deposit Sent: Amount: \_\_\_\_\_ Date Sent: \_\_\_\_\_

Date Hotel Contract received by Westat: \_\_\_\_\_ Date Contract Returned to Hotel: \_\_\_\_\_

Comments: \_\_\_\_\_

The training sessions have been scheduled with an expectation that 20 to 25 AAs will attend each session. The Summary Form will include the number of attendees expected at the session. As you get reports from the field manager of changes in the number of attendees from a school or a change in the session that an AA needs to attend, you must make changes to the Summary Form as well.

There is a message on the bottom of the Summary Form, reminding you to confirm the reservations with the hotel at some specified time (shown as the number of days before the meeting, generally about seven days). By that time, you should know the final number of attendees so that you can be sure that the room the hotel has set aside will be suitable. This confirmation call is very important. The hotels will be expecting it, and some hotels may cancel your reservation if the confirmation call is not made. You may want to use the AA training schedule calendar that you receive at training to record reminders to call the hotels by the specified date.

It is also important to guarantee the number of lunches the hotel is to prepare if a catered meal is planned. The original number given to the hotel is an estimate. You will confirm the actual number that will attend and the number of lunches needed. If the Summary Form indicates that your group will dine from a buffet or in the hotel restaurant (using the restaurant menu), it is not necessary to confirm the number of lunches.

Another part of the Summary Form that you should pay close attention to is the billing arrangements. With the lead time we have in preparing for these sessions, we have endeavored wherever possible to arrange for direct billing to Westat for all the charges involved with your meeting. If this is the case, "Direct Billing" will be checked on your Summary Form. You must make note of any hotels for which we have not been able to make such arrangements, and be sure you are prepared to pay the hotel in those cases. If you see you have any such cases, plan ahead and arrange for a travel advance before you leave your home. There may be other instances where we have been able to arrange for direct billing for the hotel, but we have not been able to arrange for the lunch payment or some other portion of the bill, e.g., the audiovisual equipment. This will also be noted on the Summary Form, and should be planned for accordingly.

The billing arrangements should also be verified when you are making your confirmation calls in advance of your visit. All of this is being emphasized so that you can avoid any embarrassing situations, and also because you are going to be on the move throughout this month, so it could be difficult to get money sent to you if you find you must make an unexpected payment (for which you will be reimbursed).

## **5.2 Arrangements to Ensure AAs' Attendance**

The design of the state assessment calls for the AAs to be informed of the time and place of their training by the state coordinator. This is routinely done in December, in a mailing that includes the AA Manual and a letter informing him/her of the schedule for training. However, this notification goes out well in advance of the training, and in some of the early sessions in previous years, the AAs did not attend their training because they forgot. For that reason, you should assign your QCMs the task of calling **each** AA on your list of attendees about one week before their training in order to remind them of the session.

Each QCM should call the AAs from his/her own region, so that it will not be too burdensome a task. Even if the QCMs are helping you in a training, there should be time to place calls later in the day; this may be the best time to attempt to reach the AAs anyway, particularly between the time the students leave and the official end of the school day. This will also enable the QCMs to answer any questions the AA may have, and to remind the AAs to bring their manual and that lunch is being provided. This call allows the QCM to begin to establish some rapport with the AAs, whom they will be meeting in training, and, in a percentage of the cases, observing in the schools.

In order to be sure all pertinent issues are covered in the pre-training call to the AAs, a scripted outline for the call will be provided to the QCMs in their manual. A copy of the outline is shown in Exhibit 5-5.

## **5.3 Evaluation of Hotel Facilities**

You will be provided with a supply of Hotel Evaluation Forms (Exhibit 5-6). After each session, please complete one of these forms about the hotel and its facilities. The meeting planning staff will use this information in planning the meetings for the next cycle of NAEP. The completed forms should be returned, in a single package at the end of January, to Nancy King at Westat.

Exhibit 5-5. Scripted Outline for QCM Pre-Training Call to Assessment Administrators

Hello, my name is \_\_\_\_\_. I am your school's NAEP representative for the 2000 state assessment sponsored by the \_\_\_\_\_ State Department of Education.

May I speak with \_\_\_\_\_? (**OR** if you do not know the name(s) of the AA:) to the person who usually administers assessments at your school?

---

Hello, my name is \_\_\_\_\_. I am calling with some information concerning the 2000 NAEP Assessment. I understand that you have been chosen as (one of) the assessment administrators at your school. Did you receive the manual for conducting the assessment? It would be very helpful if you had some time to review the manual before the day of training. *(If AA did not receive the manual, explain that it would have been sent in December from the state coordinator, (name), with the training session information. Ask the AA to try to locate the manual. If s/he cannot find it, tell him/her that the NAEP supervisor will provide one at the training session.)*

I would like to confirm with you that you are scheduled to attend the training session on (date), at (place). *(IF AA was unaware of the training, indicate that they should have received the training information with the AA manual sent by the state coordinator in December.)*

The training session is scheduled to begin at (time) and last for approximately five hours, including lunch that we will be providing.

My records indicate that the assessment at your school is scheduled for (date). We will discuss the time you would like the session(s) to begin at the training.

Do you have any questions at this point about the assessment or the training?

I would like to give you my phone number in case you do have any questions or need assistance. You can reach me or leave a message at \_\_\_\_\_ - \_\_\_\_\_, or call your state coordinator.

I look forward to meeting you on (date). Good-bye.

Exhibit 5-6. Hotel Evaluation Form

**HOTEL EVALUATION FORM  
2000 NAEP STATE AA TRAINING**

City/State: \_\_\_\_\_

Hotel Name: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Direct Billing Arranged:  YES  NO

Date of Training: \_\_\_\_\_

Please rate this hotel's performance in the following areas by making a checkmark in the appropriate column:

	Inferior	Below Average	Average	Above Average	Superior
1. Meeting Facilities					
2. Accessibility/Convenience					
3. In-house Food/Catering*					
4. Audio/Visual Equipment					
5. Hotel Staff					

6. Would you recommend this hotel for future use?  Do not use [Q.7]  
 Use with reservation [Q.8]  
 Reuse [Q.8]  
 Highly recommend [Q.8]

7. Please provide recommendations for alternate hotel locations if you do not recommend using this hotel again.

\_\_\_\_\_

\_\_\_\_\_

8. Other general comments about this hotel:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*If hotel did not have an in-house restaurant, where did you have lunch?

\_\_\_\_\_

## 6. STATE SUPERVISOR ACTIVITIES DURING FEBRUARY

Throughout the month of February, when the state assessments are being conducted, your primary responsibility will be to supervise and monitor the activities of the QCMs. It is your responsibility to ensure that the QCMs attend and observe the sessions that are scheduled to be monitored. You must also make sure that the QCMs complete their pre-and post-assessment calls to each school at the appropriate times and return the forms to Westat in a timely fashion.

### 6.1 Supervising the Schedule of QCM Activities

Prior to the January QCM training you will receive a calendar (Exhibit 6-1) which shows the assessment schedule throughout your state. In addition to assessment dates, the calendars also show dates when the QCMs are to make their call(s) to each school. These calendars are organized by area within the state and should be your primary reference in guiding the QCMs through their schedule (and checking that they have completed their work). The QCM will also be provided with a calendar specific to his/her area.

You will also receive a copy of the State Supervisor Log by the time of the January training. This document lists every participating school in the state and shows the school assessment dates, the number of sessions to be held, the assessment administrator names, and whether or not the school is scheduled to be monitored. The remainder of the log is to be filled in as you take reports from your QCMs. As you receive information from the QCM, use the following steps to complete the log:

- The first information you will enter is whether the QCM's required pre-assessment call has been completed.
- In the next column, you will enter either a "no" to indicate that no makeup is required, or, if a makeup is needed, you will enter the date that it is scheduled to be held.
- Then complete **one of the two following columns**, depending upon whether or not the school is monitored:
  - If the school is monitored, it is the QCM's responsibility to mail the completed assessment materials, and the date that package was mailed should be entered here (This must be within one day of the assessment, barring a makeup, and preferably will be on the assessment day); or

Exhibit 6-1. Calendar with Assessment Schedule

2000 State Assessment  
 Calendar for State Assessment by Area

15:58 Tuesday, October 26, 1999

STATE =  
 DELAWARE  
 AREA = 5

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	1/24	1/25	1/26	1/27	1/28
PRE-ASSESS CALL	307 321	041	309 009		
	1/31	2/01	2/02	2/03	2/04
Q C VISIT	307		009		
PRE-ASSESS CALL	047 005	004	008 016		
POST-ASSESS CALL				321	041
	2/07	2/08	2/09	2/10	2/11
Q C VISIT	047		008		
PRE-ASSESS CALL		006 303	301 052	324	
POST-ASSESS CALL	309			005	004
	2/14	2/15	2/16	2/17	2/18
Q C VISIT		303		324	
PRE-ASSESS CALL	003		311 032 322		
POST-ASSESS CALL	016				006
	2/21	2/22	2/23	2/24	2/25
Q C VISIT	003		032 322		
PRE-ASSESS CALL					
POST-ASSESS CALL	301 052				
	2/28	2/29	3/01	3/02	3/03
Q C VISIT					
PRE-ASSESS CALL					
POST-ASSESS CALL	311				

- If the school is **not** monitored, you will enter the date that the post-assessment call was completed.
- The last three columns trace the movement of the QCM form, which is completed by the QCM **in person** during the assessment session (for monitored schools) or **by telephone** (for unmonitored schools). In completing this form, the QCM records whether each step of the assessment process was followed correctly in the monitored schools, and obtains an evaluation of the training and assessment from all AAs. You must complete the following items on the log:
  - The first column asks for the date that the QCM mailed the form to you;
  - The next column asks for the date you received the form; and
  - The final column is for the date that you have mailed the completed QCM form to Westat.

The QCMs will receive a similar log, without the last three columns. If QCMs keep their logs completely up to date, the reporting process should be streamlined as they report their activities to you.

Using the calendar and the log, you should be able to see at a glance which sessions are scheduled to be monitored each day. You must take whatever steps you feel are necessary to **guarantee** that each session designated for monitoring is, in fact, monitored. You must also be available throughout the field period to answer questions from your QCMs and state coordinator, and this will be particularly important in the first few days of the assessment period, when your QCMs will have the most questions. For this reason, you should not travel during the first 2 or 3 days of assessments so that you will be available to talk with each of your QCMs following their first several assessment observations.

In the state coordinator system on the computer, there is a place to indicate which QCM is assigned to each school

## **6.2 Observing QCMs in their Role as Monitors**

Another requirement of your position is to observe each QCM at least once while they are monitoring a session. The observations should begin in the second half of the first week of the field period and be completed no later than the end of the second week.

As supervisor, you must confirm (and observe) that the QCMs are acting in a professional manner, and conducting their job in a way that does not infringe upon the AA. At the same time, if a situation arises where the QCM **should intervene**, it is important that you observe whether or not the QCM does so. If any AAs seem to be having trouble with the procedures at AA training, it would be advantageous to arrange to observe the QCM at the session at that AA's school; however, it is more important that you conduct your observations as early in the assessment period as possible.

You will receive blank copies of the Quality Control Form for monitored schools (QCF-M) to use as you make your visits to observe the performance of each QCM. Be sure to act as an impartial observer so that you allow the QCM to perform as though you were not there. Complete your copy of the form (QCF-M) independently of the QCM and jot down any comments you want to pass along to the QCM after the assessment. Observe the interaction between QCM and AA closely so that you can rate the QCM's performance in the following areas:

- Arrived at least one hour before the designated start time.
- Brought QC Manual and AA Manual to the school, and referred to these as needed.
- Demonstrated a familiarity with the responsibilities of the AA.
- Demonstrated an understanding of NAEP, its objectives, and the rationale behind the assessment procedures.
- Responded appropriately to any questions posed by the school staff.
- Demonstrated understanding of the role of a NAEP monitor, that is:
  - Was comfortable in the role;
  - Established rapport with AA;
  - Exhibited a positive, friendly attitude;
  - Was helpful but not intrusive, pushy, or controlling;
  - Gave AA the latitude to conduct the assessment in his/her own style;
  - Observed assessment preparation, administration, and wrap-up carefully without being intrusive or affecting AA's performance;
  - Recognized when to intervene to protect the integrity of the assessment and did so tactfully;

- Reviewed sampling of new enrollees, administration schedules, booklet covers, questionnaires, and rosters for accuracy and completeness, and coded corresponding sections of the QCF appropriately;
- Conducted post-assessment interview in a professional, non-leading manner; and
- Carried box away from school for shipment.

For each assessment that you observe, arrange to meet with the QCM after the assessment but **away** from the school (e.g., in your automobile, or over coffee at a nearby restaurant if nothing else is available). Compare your responses to items in the QCF-M, and thoroughly discuss any discrepancies. Mention those things that please you about the QCM's performance. Address those things that need improvement. Be specific. Offer suggestions. Arrange for a second observation if one is warranted.

If, after the first observation, you are not comfortable with the QCM's performance, you should observe that person another time. After a second observation, you should make a decision as to whether that person should be retained; the assessment period is too short to delay this decision. If the QCM does something that is inappropriate or inexcusable at your first observation, it is not necessary to observe the person a second time; this is a highly visible position that cannot tolerate someone who might embarrass NAEP and Westat. Several additional QCMs will be trained, and Westat will provide you with a trouble-shooter if it is necessary to dismiss a QCM.

During your observations, you must be sure that all QCMs have your itinerary so you can be reached to address questions or resolve any issues. It is a good idea to check in with the QCMs after each scheduled monitored assessment and to verify that they are making the post-assessment calls to unmonitored schools and keeping their log up-to-date. Following the first two weeks of the assessment, after you are confident of the QCMs performance, you should arrange a schedule for each QCM to report to you once or twice a week to keep your log up-to-date and be apprised of any unusual situations.

In the State Coordinator System, there is a place for you to enter the airbill number and shipment date of the assessment materials.

### 6.3 Changes in the Schedule for Assessments/Monitoring

It is your responsibility as supervisor to track changes and additions to QCM schedules and to make arrangements for troubleshooters or other QCMs to cover sessions as necessary. It is never the QCM's responsibility to find substitutes.

As a result of last minute changes in the assessment schedules and the uncertainty that makeup sessions can cause, it may be necessary on occasion for you to serve as the QCM or to arrange for a substitute. Also, **QCs who primarily make phone calls to unmonitored schools must be available to observe if needed** and should be called upon as substitutes. The state assessment procedures call for the QCM to also monitor any make-up session in a monitored school. Therefore, it is possible that a QCM will need to return to a school for a makeup at the same time that another monitored school is scheduled for the initial assessment. If it is not possible to send another QCM to the initial assessment (which should be the first alternative if convenient), then you must monitor one of these sessions. (For the sake of continuity, it would be best for the "substitute" QCM to attend the initial assessment and to send the original QCM back for the makeups.) Be sure to record any such changes on your calendar and your log.

It is also your responsibility to track the timing of the pre-assessment call that the QCMs are required to place to each school five days before the assessment. The purpose of the call is two-fold. The first purpose is to obtain directions for the QCM if they are to attend the session. (This includes "driving" directions as well as instructions regarding parking and where to go when arriving at the school. The QCM will ask for directions at every school, so as not to indicate to the AA whether s/he is to be observed.) The second purpose of the call is to determine whether the AA is prepared to conduct the assessment **as scheduled**, i.e., have the assessment materials and Administration Schedules been received, have any newly enrolled students been listed and sampled, etc. Also in this call, the QCM will determine if any additional separate accommodation sessions will be conducted. AAs will be encouraged to schedule such sessions on the same day as the original session but at a different time so that the QCM can observe both sessions (and to avoid the need for calling in another QCM).

Following the pre-assessment call, the QCM's remaining obligation to the unmonitored schools is to call the AA within three days **after** their scheduled assessment to debrief them. Be sure to record any changes in the assessment schedule and in the timing of the post-assessment call on your calendar and your log.

## **6.4 Reviewing Quality Control Forms**

For each school within his/her area, the QCM must complete a Quality Control Form (QCF). There are separate forms for monitored and unmonitored schools -- known as QCF-M and QCF-U. The form for monitored schools -- QCF-M -- includes notes on the observation of every step of the assessment and a post-assessment debriefing of the AA, which asks for views on the training and conduct of the assessment. The QCF-U for unmonitored schools consists only of the debriefing information. The QCF-M must be completed during and immediately after the assessment (with the exception of the schools requiring makeups, where the final section of the form is not completed until after the makeup). The QCF-U must be completed within three days of the assessment. As soon as the QCMs complete and review their forms, the completed forms must be sent to you for your review.

There is a place in your log to record when the QCM has mailed the Quality Control Form to you. You should check with the QCMs during your phone conversations and keep this portion of the log up to date. This will help convey to the QCM the importance of completing and returning these forms in a timely manner.

It is important that QCMs ship completed QCFs to you twice weekly. Request that they send the first two forms for monitored schools (QCF-Ms) to you by Federal Express. Edit those forms item-by-item immediately upon receipt and provide feedback to QCMs as soon as possible so that problems can be addressed before other schools are monitored. Once you are confident that a QCM is proficient, you may choose to perform an item-by-item edit on every fifth form the QCM submits. However, every form should receive a cursory review.

Any questions you have about the forms and any items that you find unclear should be directed to the QCM. You should write in the revisions or clarifications based on your conversation with the QCM, so that when the forms are returned by you to Westat, they are complete. Make sure that all sections of the form are complete, or, if not, that there is an explanation for missing data. This review should be done as quickly as possible, so that the QCM has not had an opportunity to forget what occurred at a school or to confuse it with another school.

The supervisor will enter the FedEx or Express Mail shipping tracking number from the QCF into the SCS so that we have an easy method of tracing late shipments. If the QCM shipped materials, the supervisor can get the tracking number during the weekly report call. On the session information page in the State Coordinator System, there is a place to indicate that the QCMs have completed the QCF and the date they sent it back to Westat.

As you review and edit the forms completed by the QCMs, you should always perform a thorough edit using detailed steps:

- When you need to supply missing information or to clarify entries, you should use a colored pen or pencil to distinguish your entries from those of the QCM. Enter your initials beside such entries.
- Pay particular attention to the front and back covers of the QCFs. Verify that the QCM has made any necessary changes or additions to the preprinted label information on the front cover. Entries should be legible. Verify that the QCM has entered his/her name at the top of the back cover and made entries in Sections A, B, C, and D.
- Review carefully those places where the QCM should enter times: arrival and departure from school, time script began, time students dismissed, and time debriefing starts and ends. If a QCM is having a problem with one or more of these items, suggest that they highlight the boxes in advance.
- Check the index on the inside of the back cover. Has the QCM remembered to check each section as completed? If QCMs are having difficulty with omissions, suggest that checking off items as they are completed provides a quick method of determining when all tasks have been completed.
- As you edit the forms, keep notes to help you track errors and spot patterns. Review any problems during weekly report calls with QCMs and offer suggestions for improvement.
- Keep your supervisor log up to date so that you can inquire about any delayed forms while tracking is still possible. It is important that you receive and forward to Westat a QCF-M or a QCF-U for every school in your assignment.

The results of these Quality Control Forms after the previous state assessments have typically been of great interest to the Department of Education and the state coordinators. They are summarized as part of the final report on the project. Therefore, it is especially important that they are filled out completely and accurately by the QCMs. It is expected that the forms will be complete when they arrive at Westat.

## **6.5 Edit Checks for Quality Control Forms**

This section takes you through the Quality Control Form step by step. There are two different forms – one for monitored schools and one for unmonitored schools.

## **6.5.1 Monitored Schools**

### **6.5.1.1 General Consistency Checks**

- There should be a completed booklet for every initially-scheduled session. Each booklet should contain mathematics or science session information, but not both. Additionally, if BOX 1A = YES, the booklet should contain school-level information.
- BOX 1: Session type coded here (mathematics or science) should match the session type given in label.
- BOX 1A: This should be coded “YES” only if the booklet label indicates this is mathematics session 01. If the school does not have a mathematics session, BOX 1A should be coded “YES” for science session 01.
- Check to be sure that the sections of the form completed match the BOX 1 and BOX 1A codings. This means that sections of the form labeled:
  - School-level: Should only be completed if BOX 1A = 1.
  - Each session: Should be completed in each booklet.
  - Math Session Only: Should be completed only if BOX 1 = MATHEMATICS
  - Science Session Only: Should be completed only if BOX 1 = SCIENCE
  - Once Per AA: Should only be completed if BOX 3B = 1
- Westat’s copies of the Administration Schedule and Roster should be enclosed in booklet.
- A single-page QCF for Separate Accommodation Sessions should be enclosed in the booklet for each separate session held. If separate sessions are indicated on the chart on page 4 of the QCF-M, a separate session sheet must be included for each session on the chart. It is possible, however, to have separate sheets corresponding to sessions that are not entered on the chart.

### **SECTION A:**

- A-2: If coded “SAMPLING INCORRECT” review the explanation to make sure this item has been properly coded and QCM took the appropriate action.

## **SECTION B**

- B-2: If coded “1”, there should be an adequate explanation at B-3 for QCM’s inability to observe the bundle opening. We are trying to determine whether the premature opening was intentional or just a mix-up or communication error.

## **SECTION CM OR CS: HANDLING OF THE READING SCRIPT**

- “TIME SCRIPT BEGINS” must be entered at top of page.
- If “major revisions/omissions” coded for any item, check to see that there is an adequate explanation in Col. C or CM-15/CS-16 to back-up the rating.
- If “major revisions/omissions” coded for any item but the “BROUGHT TO AA’s ATTENTION” box is not checked, there should be an explanation.

## **SECTION CM OR CS: TIMING BOOKLET SECTIONS**

- If “CORRECT?” coded “NO” in the timing chart for any section check to see that there is an adequate explanation in CM-16/CS-17 to back-up the observation.
- If “CORRECT?” coded “NO” in the timing chart for any section but the “BROUGHT TO AA’s ATTENTION” box is not checked, there should be an explanation.
- Review basic timing entries for consistency:
  - There should be a consistent flow to the section timings (e.g., sessions cannot end before they start).
  - Time should be recorded by 12-hour clock, not 24-hour.
  - Time script starts should be before time first section starts.
  - Time students dismissed should be later than the ending of the last section
  - Gaps in the timing sequence should be explained by the “BREAK TAKEN” entries or a note at CM-16/CS-17 indicating a disruption in the sequence.

## **SECTION C: OBSERVING THE SESSION**

- C-4: If this item is coded ‘DID NOT HANDLE CORRECTLY’, there must be an adequate explanation in Col. C.
- C-9: If this item is coded ‘NO’, there must be an adequate explanation in Col. C.

## **SECTION K: AA’s REACTION TO NAEP**

- BOX 3 must be consistent with entries in Section K. If BOX 3 A = YES or BOX 3B = NO, then Section K should be blank.
- K-6: Check to see that # hours is reasonable for # sessions reported at K-8. Response should be in hours, not days, weeks, or other vague unit.
- Review comments to check whether QCM has:
  - Captured enough of what has been said and the comment is interpretable
  - Correctly classified the comment according to the four available categories (training, manual, forms, general)
  - Coded the comment correctly (including “positive” comments and comments which the “office should code”).

### **6.5.1.2 BACK COVER**

- Section B: School arrival and departure times should be recorded here. QCM should record whether schools held sessions concurrently or consecutively.
- Section C: Session status must be indicated for each booklet. If a session is not monitored or the assessment not held, an explanation is required.

### **6.5.2 Unmonitored Schools**

- There should be a completed booklet for every initially-scheduled session. Each booklet should contain reading or writing session Information, but not both. Additionally, if BOX 1A=YES, the booklet should contain school-level information.

- BOX 1: Session type coded here (mathematics or science) should match the session type given in label.
- BOX 1A: This should be coded “YES” only if the booklet label indicates this is reading session 01. If the school does not have a mathematics session, BOX 1A should be coded “YES” for science session 01.
- Check to be sure that the sections of the form completed match the BOX 1 and BOX 1A codings. This means that the:
  - Pre-assessment call should only be completed if BOX 1A = 1.
  - Post-Assessment questions (pages 6-8) should only be completed if BOX 1A = 1.
  - Section J should be completed in every booklet.
  - Section K should only be completed if BOX 3B = 1

#### **POST ASSESSMENT QUESTIONS (PAGES 6 - 8)**

- Q2: Check whether the QCM has completed the Regular Session Chart correctly (i.e., accounted for all sessions) if one or more sessions were not held as originally scheduled.
- CHART ON P. 8: If a separate session is recorded on page 4 of the QCF-U during the pre-assessment call, it must be accounted for in the chart on page 8. It is possible, however, to have additional separate sessions recorded on the page 8 chart which were not recorded during the pre-assessment call.
- Q6: Verify that the airbill # was obtained or an attempt was made to get it.

#### **SECTION K: AA’s REACTION TO NAEP**

- BOX 3 must be consistent with entries in Section K. If BOX 3A = YES or BOX 3B = NO, then Section K should be blank.
- K-6: Check to see that # hours is reasonable for # sessions reported at K-8. Response should be in hours, not days, weeks, or other vague unit.
- Review comments to check whether QCM has:
  - Captured enough of what has been said and the comment is interpretable

- Correctly classified the comment according to the four available categories (training, manual, forms, general)
- Coded the comment correctly (including “positive” comments and comments which the “office should code”.)

## **BACK COVER**

- Section C: Session status must be indicated for each booklet. If a session was not held, an explanation is required.

## **6.6 Other Activities**

Your other duties during the assessment period will consist primarily of making yourself accessible via phone to the state coordinator and your Westat field manager. As emergencies and other unexpected events occur, you must be available to investigate these situations and do what you can to resolve them. This does not mean that you will be operating completely alone, without any other sources of help or information. It does mean, however, that you are the “lightening rod” for such problems, and that you must be available to take reports of problems and attempt to deal with them.

Because the assessments are scheduled for the month of February, the possibility of postponements caused by weather is likely in many parts of the country. With the tight schedule of assessments throughout the month, and because QCMs must attend all monitored sessions, it is obvious that one large snowfall can cause considerable havoc to a schedule. You must be accessible in order to try to deal with these situations. Your field manager is there to assist you, and troubleshooter QCMs will be available to travel at times, but you are the person that the QCMs will call as these problems occur, so you must be accessible to them.

**APPENDIX B**

**NAEP POLICIES REGARDING PUBLIC ACCESS**

**TO TEST QUESTIONS AND INSTRUMENTS**

## **B. NAEP POLICIES REGARDING PUBLIC ACCESS TO TEST QUESTIONS AND INSTRUMENTS**

On May 13, 1995, the National Assessment Governing Board (NAGB) issued a “Policy Statement on Public Access to Test Questions and Instruments of the national assessment”. In response, the National Center for Education Statistics (NCES) has outlined below its plans and practices for insuring public access to NAEP. THE NAGB policies and procedures are quoted first in italics, then the plans for the NAEP assessments are described.

- **POLICY:** Special efforts shall be made to permit parents whose children are participating in the national assessment to review NAEP booklets. Background questionnaires shall be made available at participating schools. Within the limits of staff and resources parents may review cognitive items at the school site or nearby, provided test security is maintained.
- **PLAN:** A “Demonstration Booklet” is being prepared for each grade (4, 8, and 12) containing the complete student background questionnaire, the subject area background questions, and sample cognitive items for each assessment subject. Distribution plans are as follows:
  - Copies will be sent with the list of sampled schools to the state department of education and to each district with sampled schools.
  - Copies will be sent to the principals of schools in the national sample along with a letter explaining that the booklet may be copied or distributed to any interested party, including parents. The letter and the back of the booklet will explain how additional copies may be obtained from NCES.
  - Two copies will be given to each of the assessment administrators from each school in the state assessment -- one copy for themselves and one for the principal.
  - The cover letter accompanying the booklet will explain that anyone wishing to see the actual assessment booklets, that is the cognitive items, may do so, but that to maintain security of the test items and since the actual assessment booklets are not in the possession of the school, the school will need to coordinate with NAEP staff (as described further in item three below).
- **POLICY:** Background questionnaires shall be sent promptly to anyone wishing to obtain them.
- **PLAN:** The telephone number and address of NCES will be included on all publications so that anyone wanting copies of materials, including the background questionnaires, will know who to call. Any requests for background questionnaires received by NAEP grantee staff will be filled promptly.

- **POLICY:** Within the limits of staff and resources, procedures shall be developed for the examination of secure NAEP items by members of the public, provided test security is maintained. Efforts shall be made to permit such examination promptly within the state of persons making such a request.
- **PLAN:** For individuals or small groups wanting to see the assessment booklets, the NAEP data collection field supervisor in the state will bring copies of all assessment booklets for the individuals to review. Those present attend with the understanding that the items are secure and therefore they will not remove the booklets from the room, copy them, or take notes. The ability to accommodate requests for these meetings are limited by two factors: the field supervisor's schedule of NAEP activities, and the fact that booklets will not be printed and therefore available until mid-December.
- For larger groups, or groups wanting more general information about NAEP, such as how the items were constructed, how they are scored, and how the data will be reported, arrangements must be made through NCES to meet with the group. Assuming that requests will generally be made to the data collection field staff, these staff will be instructed at training to forward requests of this type to NCES.
- **POLICY:** Detailed procedures shall be established to ensure the confidentiality of all information obtained by NAEP about individual students and schools in accordance with provisions of the Federal Privacy Act (Section 552a of Title 5. U.S. Code). No personally identifiable information shall be used by NAEP after initial data collection and editing. These guarantees of privacy shall be mentioned in NAEP publications and reports, and details regarding their implementation shall be made available upon request.
- **PLAN:** NAEP does not release the names of participating schools. Names of participating students and teachers are not collected on any assessment documents. Lists providing the link between assessment documents and names of students and teachers are kept by the schools, and the schools are instructed to destroy these links after six months.
  - All assessment instruments contain a statement explaining the voluntary nature of the assessment and that all information will be kept confidential.
  - All contractor staff working with NAEP data must sign an affidavit of confidentiality, which is filed with NCES.
  - The manuals and materials developed for the assessment, including letters to parents, teachers, and principals, explain the importance of maintaining the confidentiality of assessment participants and specify the procedures that must be used.
  - Finally, the reports produced by the national assessment are very careful to be sure that only group statistics are reported that do not permit the identification of individuals.
  - In addition to implementing these procedures, all manuals and training sessions for data staff and field staff will review this policy statement and the

importance of assuring public access to the maximum extent possible within the constraints of time and staff.

## **APPENDIX C**

### **THE STATE COORDINATOR SYSTEM**

## C. THE STATE COORDINATOR SYSTEM

### C.1 Overview

The State Coordinator System (SCS) was developed to assist state offices in managing the preparation activities for the 2000 NAEP state assessment. State coordinators have been using the system to:

- Update information about sampled schools and districts with sampled schools in their state;
- Enter the school participation status for each sampled school grade;
- Introduce substitute schools as replacements for original schools that have refused to participate;
- Indicate the enrollment for each sampled grade;
- Note whether the list of eligible students has been received for the grade;
- Schedule specific times for each assessment, and, if necessary, change the designated assessment date for a session;
- Designate the address to which all NAEP assessment materials should be sent;
- Designate an Assessment Administrator (AA) for each school;
- Run reports to review information in the system about sampled schools;
- Generate mail merge files from which labels and letters to districts, schools, and AAs and specialized reports can be produced using your own word-processor or spreadsheet, and
- Transmit information to the NAEP office on a weekly basis.

As the state supervisor, you will be using the same system. However, this version has additional information and fields for your use. The additional information includes:

- Whether the school has been selected to be monitored;
- Which session should be dropped if necessary; and
- Two additional reports to help you monitor the sampling, QCM assignments, and the status of the Quality Control Forms.

The additional fields will allow you to:

- Draw the sample of students in each cooperating school;
- Record which QCM will be assigned to each school;
- Indicate when you have edited the QC Form and the date it is mailed to Westat;
- Record the Federal Express airbill numbers and dates the assessment materials were shipped; and
- Print out reports to assist you in monitoring the information that you have entered.

This guide will give you a brief introduction to the SCS as well as how you will use those features of the system designed for state supervisors.

## **C.2 Starting the Program**

We recommend that you use the AC adapter whenever possible to save the computer's battery. If you want to use the external mouse, BE SURE THAT THE MOUSE IS PLUGGED IN BEFORE TURNING ON THE COMPUTER.



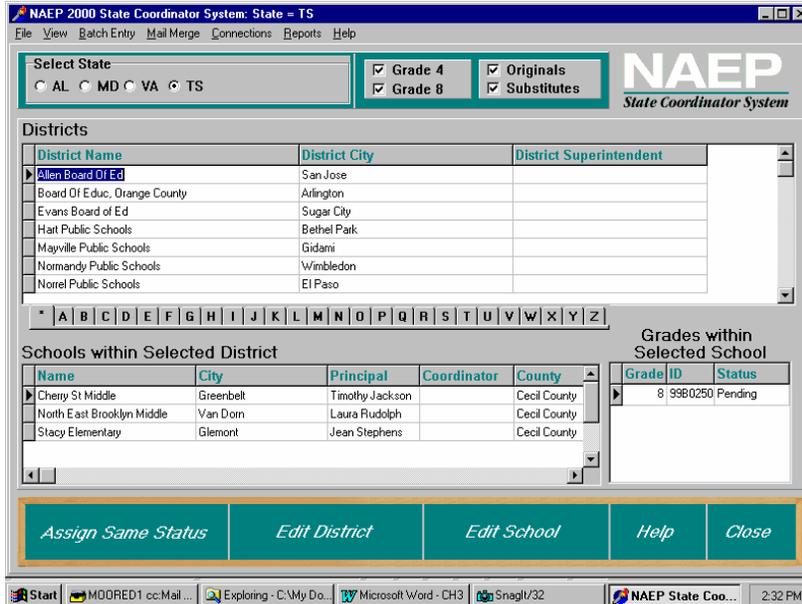
After the computer goes through its internal check, it will load Windows95 and take you to the Desktop screen.

Double click on the NAEP2K icon to start the State Coordinator System.

It may take a minute or so for the SCS and the databases to be loaded. The main screen of the system is called the View and is described in Section 3.

### C.3 Basic Features of the System

#### C.3.1 The View or Main Screen



The View for the SCS contains:

- A menu bar from which you will make selections.
- The dataset which has been selected -- your state or practice test data
- The “View” that you used in your last session with the system (Districts, Schools, User IDs, or NAEP IDs).

When you access the SCS for the first time, you will see the View as presented above – showing the list of districts from which you may make a selection. If you change the View, for example, to be that of the list of schools and then you exit the system, the View you will see when you access the system the next time will be that of the list of schools. Since most of your work in the SCS will involve working with the school data, the “main screen” concept has been replaced in this version of the SCS with the View.

Across the top of the View is the menu bar, common to Windows applications. Remember that most of these features were designed to assist the state coordinator. The features of the system are outlined and briefly explained below. Instructions for using the routines that you will use are given in the sections specified.

<b>File</b>	<b>View</b>	<b>Batch Entry</b>	<b>Mail Merge</b>	<b>Connections</b>	<b>Reports</b>	<b>Help</b>
Assign Shipping Addresses Exit	Districts Schools User IDs NAEP IDs	User ID Status Codes SLF Status Enrollment Assessment Date & Time Training Session Airbill Information QCM Information	(Goes directly to Mail Merge function)	Transmit and Retrieve Create Data File Process Data File	(Goes directly to report menu screen.)	Version Help

### **C.3.1.1 File**

*Assign Shipping Addresses.* Allowed “global” assignment of shipping addresses for NAEP materials to principals or assessment administrators.

*Exit.* You should choose this to close the SCS before shutting down the computer (or select *Close* at the bottom right of the screen). (Section 3.9)

### **C.3.1.2 View**

*Districts.* State coordinators updated district information as necessary.

*Schools* will present you with a list of sampled schools from which you can select one school and then move to its school edit form which consists of five pages: (Section 4)

- **School Information.** General information about the school including name, address, principal, and test director.
- **Grade Information.** The sampled grade(s) and fields for the school’s participation status, receipt of student lists, grade enrollment, drawing the student sample, and recording when the assessment materials were shipped;
- **Session Information.** Assessment dates for the sessions were recorded here. You will record the initials of the assigned QCM, note when the QCF has been edited, and the date the QCF has been sent to Westat;
- **AA Information.** The name and address of the Assessment Administrator for the school; and
- **Shipping Information.** Information for NAEP materials.

*User IDs.* Allowed the state coordinator to see a list of schools sorted by a unique, state ID if one was entered in the User ID field.

*NAEP IDs* presents you with a list of the schools sorted by their NAEP ID number. A search function allows you to search by NAEP ID number. (Note that schools selected for more than one grade level will be listed multiple times, since each grade level has a unique NAEP school identification number.)

### **C.3.1.3 Batch Entry**

This feature allows one to make entries for several schools by working from a list of schools rather than going to each school file individually. The options available to the state coordinators were: User ID, Status Codes, SLF Status, Enrollment, and Assessment Time and Date.

Three additional options have been added to your system: (Section 5)

- *Training Session.* Enter the training session number for each school's AAs.
- *Airbill Information.* Enter the Federal Express airbill number and date the materials were shipped to Iowa. and
- *QCM Information.* Enter QCM initials for each session in each school, verify the edit check on the QCF has been performed, and the date the QCF was mailed to Westat.

### **C.3.1.4 Mail Merge**

This feature permits the state coordinator to create electronic files that can then be used with a word-processing system to create personalized letters and address labels. This feature can also be used to create specialized "reports" that can be read by a spreadsheet application such as Excel.

You can also use this feature to create your own reports and view them. (Section 6)

### **C.3.1.5 Connections**

*Transmit and Retrieve.* The option you will use with the NAEP laptop computer to send data to NAEP electronically via modem will be Transmit and Retrieve. Updates might also be downloaded at the same time. If necessary, you will be instructed to select Retrieve Only and data will be downloaded to your NAEP laptop computer with no corresponding upload of data. (Section 7)

*Create Data File.* This procedure can be used to create a back up of your state's data to be stored on a diskette. State coordinators who could not transmit electronically could use this option to store the state's data on a diskette that was then sent to Westat or copied onto their desktop computer and sent attached to an e-mail message.

*Process Data File.* If necessary, an updated data file could be sent to the state coordinator attached to an e-mail message.

### **C.3.1.6 Reports**

Five reports were available to help the state coordinator monitor the progress of assessment preparations. Reports can be customized by setting filters and changing the way information is sorted. Reports can be generated for viewing and/or printing.

Two additional reports have been added to the system to assist you keep track of the progress of student sampling (Report 6) and assignment of QCMs and status of the QCFs. (Section 8)

### **C.3.1.7 Help**

*Version.* This will give the SCS version number.

*Help.* Click to see reminders of how to use the system (based on information from these instructions).

### C.3.2 Selecting the State or Test Data

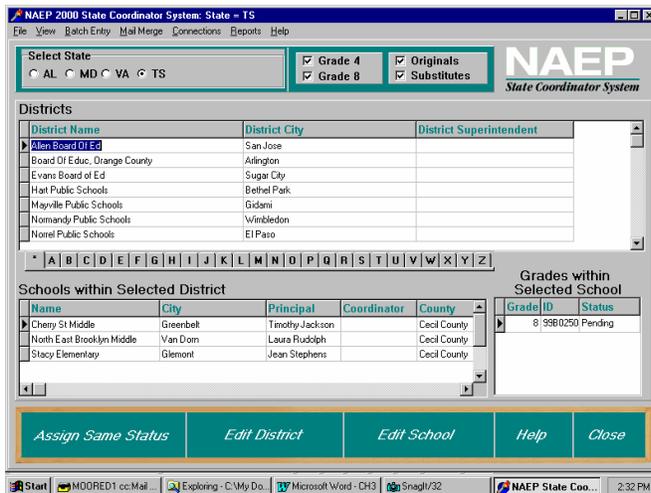
Your system is loaded with two sets of data: 1) the sampled schools in your state and their districts, and 2) a set of fictitious schools and districts which are called the test data.

You should always select the test data when you are practicing with the system, especially as you become familiar with the editing techniques to be sure that no changes are made to your state's data.

To remind you that you are working with the test data, instead of your state's abbreviation, TS will be displayed at the top of the screen.

### C.3.3 Using the Views to Select Districts or Schools

The Views are designed to give you quick access to the school districts and the sampled schools working with lists based on district names, school names, user IDs, or NAEP IDs. Except for the grade and school type filters (explained below), none of the fields displayed in the Views can be edited. The district View (the default) is shown below.



Click on the scroll bar beside the list of names to scroll down one screen listing.

Access the district's edit screen by either double clicking on the district name or, with the name of the district highlighted, click on the Edit District button.

Access a school's edit screen in a similar way (double click on the school name or click on Edit School).

Click on an alpha tab under the list of districts to see a list of districts beginning with that letter. Click on the first tab (with the asterisk) to return to the list of all districts.

The View that you are using when you exit the system will become the default view and will be displayed the next time you access the system.

REMINDER: If you click on a school's status or disposition (for example) on this screen, even though it becomes highlighted you cannot change it here. All fields are "read only". You must go to the school's or district's edit screen to make any changes or corrections.

### C.3.4 Restricting (Filtering) the List of Districts or Schools

When you access the SCS, all active schools and their districts are listed in the View. If you want to restrict the list to include only the schools and districts for a particular grade level or school type (originals or substitutes), you can easily do so as discussed below.



#### C.3.4.1 Grade Selection

If you want to restrict the list to include only the schools with one grade level, click on the grade NOT wanted (since the default is for both grades to be selected for viewing). For example, to see only the fourth-grade schools, click on the box next to grade 8 (or click on the word "grade 8") to delete the check mark.

**NOTE:** Schools sampled for both grades will continue to be displayed even if you restrict the list to one grade level.

#### C.3.4.2 Originals or Substitutes

If substitute schools have been activated, it will be possible to see only the substitute schools or only the originally sampled schools. Since the default is for all active schools to be displayed, both of these options are checked.

Restrict the list to the substitute schools by clicking on Originals. This will eliminate them from the currently displayed list.

Substitute schools will be easily recognizable in the list of all active schools since their names will appear in full capital letters.

### **C.3.6 General Editing Information**

When the mouse pointer is over a field and it changes to an I-beam, this indicates that when you click on this field (placing the cursor in that location), you can enter or edit information. Note that when you place the mouse pointer over the name of a school (or any of the other school-related fields) in the school selection screen, the pointer DOES NOT change to an I-beam. You cannot edit any of these fields on the school selection screen.

When a school or district edit screen first appears, the first field will be highlighted by default. YOU CAN MOVE FROM FIELD TO FIELD BY PRESSING THE TAB KEY. Go directly to a field by moving the mouse pointer to the field and clicking once.

When you enter data, it will be in insert mode. All characters that you type will be inserted.

If the entire contents of a field are highlighted and you begin to type, you will delete the entire contents of the field and enter new data. You can replace the original contents of the field by pressing the Esc key BEFORE you move the cursor to another field.

To CHANGE ONE NUMBER in an address, use the following steps:

- Place the I-beam to the left of the number to be changed.
- Click the left mouse button to place the cursor to the left of the number;
- Press the Delete key to delete the number; and
- Type the correct number.

Similarly, you can CORRECT THE SPELLING of a person's name or of an address by placing the cursor to the left of the characters needing to be replaced and press the delete key to delete the characters. Then, type in the correct letters.

To REPLACE A WHOLE WORD and enter a correct word (an entire principal last name, for example), place the pointer on the word (it will turn into an I-beam) and double click. This will highlight the entire word. As you begin to type, the word will be deleted and replaced with what you type. As

noted above, if you make a mistake and want to replace the word deleted, press the Esc key before you move the cursor out of the field.

To REPLACE TWO OR MORE WORDS, use the following steps:

- Click to the left (or right) of the words and hold the mouse button down as you drag across and highlight the words to be replaced; and
- With the words highlighted, begin typing the new text.

In the above procedures (replacing one or more words), if you want to delete the word(s), after highlighting the word(s), press the Delete key.

There is an option at the bottom of every page labeled *Cancel*. Clicking on this will reset the information in every field on that screen to what it was before you made any changes.

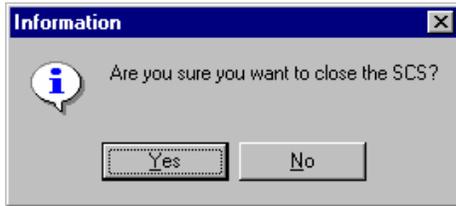
### **C.3.8 Assignment of Status Codes**

Initially, the status codes were set to Pending for all originally sampled schools in your state. The codes that were available to the state coordinator are displayed in Exhibit C-1.

Exhibit C-1. NAEP participation status codes

<b>NAEP PARTICIPATION STATUS CODES</b>	
<b>CODE</b>	<b>EXPLANATION</b>
Pending	The school has not been contacted (though you may have spoken with the district and are awaiting information about the school).
Cooperating	The school will definitely participate in the assessment.
Interim Refusal	The school has indicated that they do not wish to participate, but there is a possibility that they will agree.
School Refusal	The school has said that they will definitely NOT participate in the assessment. Once this status code has been assigned it cannot be changed.
School by District Refusal	The school district has refused for this one school to participate. Other sampled schools in the district will cooperate. Once this status code has been assigned it cannot be changed.
District Refusal	The district has refused to allow any of its sampled schools to participate. Once this status code has been assigned it cannot be changed.
Closed	This school has officially closed.
Has Grade, No Students	This school has the sampled grade, but no eligible students.
No Sampled Grade	This school does not contain the sampled grade.
Not a Regular School	This school does not offer a traditional academic or comprehensive educational program to the general student population. Examples of such ineligible schools would be Special Education Schools, Vocational schools, and Alternative Schools.

### C.3.9 Exiting the SCS



You should always exit the State Coordinator System by selecting File, Exit or by clicking on *Close* at the bottom of a View. As a fail safe, a small dialog box opens and asks you if you are sure that you want to close the application.

Since Yes is the default, you can press the Enter key to select this.

If you are ready to turn the computer off, it is a good idea to double check the Task Bar to see if there are any other applications open that you need to shut down.

To turn the computer off, click on Start on the Task Bar and move up to and click on Shut Down.

The Shut Down Windows dialog box appears as fail-safe. Since shutting down the computer is the default, you can press the enter key to say Yes.



If you are using the NAEP laptop, the computer will turn itself off.

## C.4 Selecting a School

### C.4.1 Purpose

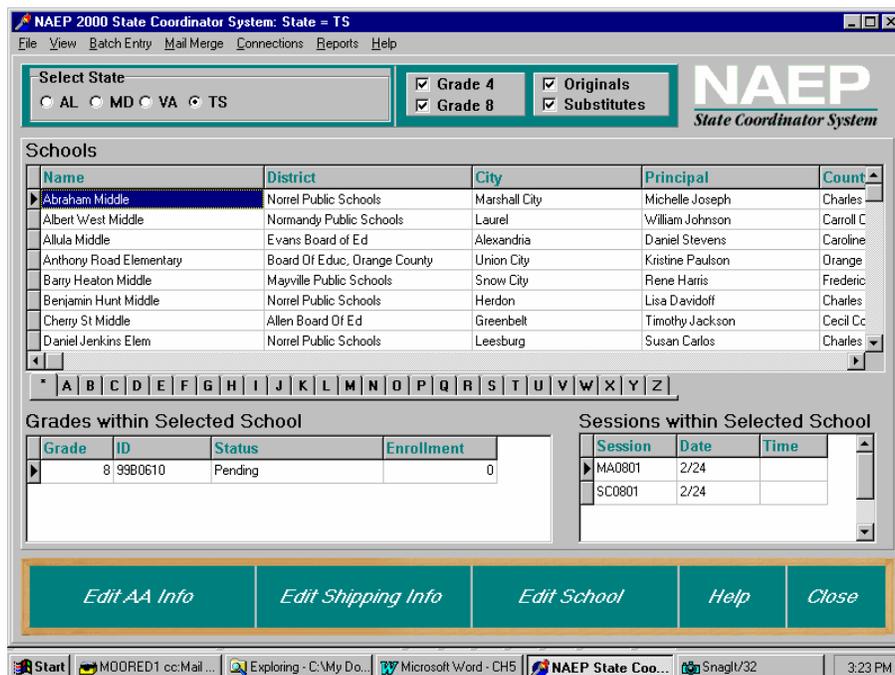
Use the Schools View to quickly select a school so you can draw the sample of students or make updates to the QCM and QCF information. Once a school is selected, the School Edit Screen appears. This form is divided into five pages as indicated by the tabs at the top of the form. You can move from one page to the other by clicking on a tab.

## C.4.2 Calling Up the School Edit Screen

There are several ways that you can access the information on a school. You can select a school:

- In a particular district from within the District View by double clicking on the school's name and go directly to the school's screen; or
- From a list of all active schools (main menu View, Schools); or
- By its NAEP ID number from View on the main menu

If you select View, Schools, the following View will appear:



You can locate a school by:

- Clicking on an alpha tab to get a list of all schools beginning with that letter; or
- Clicking on the scroll bar on the right side of the list (or press the Page Down key) to drop down one window at a time; or
- Clicking on the name of one of the schools and then, pressing the Down Arrow key to move down the list one line at a time.

### C.4.3 NAEP ID

A NAEP ID View is also available if you want to list the schools by their NAEP ID number. Remember, however, that the NAEP ID is assigned by sampled grade. Schools selected for both grade 4 and 8 will have two NAEP IDs and, thus, be listed twice. This View will allow searching for a NAEP ID number to facilitate locating a particular school.

### C.4.4 School Information

The School Information page is shown below.

The screenshot shows a web-based form titled "SchoolEditForm" with a blue header and a teal background. The form is divided into several sections for data entry. At the top, it displays "District Name: Norrel Public Schools" and "Grade 4 ID: 9980610" and "Grade 8 ID: 9980610". Below this, there are fields for "School Name" (Abraham Middle), "School Phone" (999)555-1234, "Fax" ( ) - , and "School Coordinator Email". The "School Address" section includes "1230 Vivian Adams Dr", "County" (Charles County), and a "Year Round" checkbox. The "Additional School Address Line" is empty. The "School Principal" is Michelle Joseph, and the "% Off Track" is 0. The "School City" is Marshall City, and the "State" is TS. The "School Coordinator" field is empty. The "User ID" field is empty. The "ZIP" is 12345-1234, and the "School Coordinator Phone" is ( ) - . The "Area" is 6. There are also fields for "Comments/Special Instructions" and "Accommodations: Yes". At the bottom of the form, there are navigation buttons: "All Pages" (with "OK", "Cancel", "Help" sub-buttons) and "School Page" (with "Cancel" sub-button). The Windows taskbar at the bottom shows the Start button, several open applications (MODRED1 cc:Mail..., Exploring - C:\My Do..., Microsoft Word - CH5, NAEP State Co..., SnagIt/32), and the system clock showing 3:26 PM.

The state coordinator could update the school information on the school as needed.

## C.4.5 The Grade Information Page

The screenshot shows a software interface for school information. At the top, there are tabs for School Information, Grade Information, Session Information, AA Information, and Shipping Information. The main area is divided into several sections: School Name (Allula Middle), District Name (Evans Board of Ed), Grade 4 ID, Grade 8 ID, and User ID. Below this, there are fields for Original/Substitute, Substitute Available, Monitor Status, Sess. Orig. Sched, and Session to Drop if Necessary. The Enrollment Data section shows Grade Enrollment (154), Estimated (0), Actual (0), and Status (Pending). The Sampling Information section includes Sampling Date, Number on SLF (0), and Number Sampled (0). The Shipment Information section has three rows for Airbill Number and Airbill Date. At the bottom, there are buttons for All Pages, OK, Cancel, Help, and Grade 8 Page.

Identifying information on this page includes:

- The school name;
- The district name;
- The NAEP ID number for sampled grade(s);
- The User ID (if entered by the state coordinator);
- Whether this is an original school, and if there is a substitute; and
- The estimated grade enrollment.

There are two tabs on this page, one for each of the potentially sampled grades. If there is only one sampled grade in the school, the page under the other tab will be blank. The state coordinator was requested to record information about the following for the school's sampled grade(s):

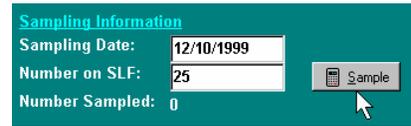
- The participation status of the selected grade in the school,
- The actual number of students in the selected grade; and
- Receipt of the list of eligible students (SLF) from the school.

Your version of the SCS has more information on this page than the state coordinator's. You can see the school's monitor status as well as which session will be dropped if necessary. In addition, there are additional fields for you to use during the assessment field period.

- Up to three Federal Express airbill numbers and shipping dates can be entered for each sampled grade.
- Fields for entering the sampling date and number of eligible students on the SLF.
- Selecting the Sample button will result in the list of selected line numbers and a record of the total number sampled being displayed at the bottom of the screen.

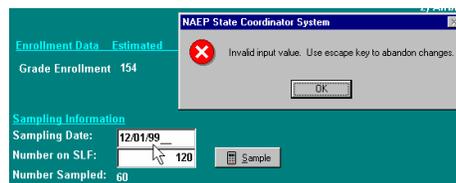
## C.4.6 Sampling

After you have verified that the SLF is complete, enter the date and the number of students listed on the SLF (or equivalent) and click on the Sample button.



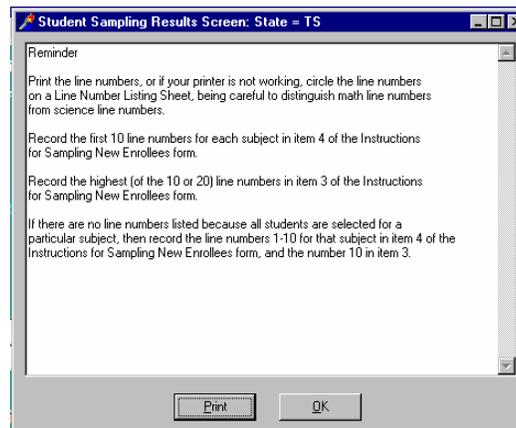
The screenshot shows a teal-colored form titled "Sampling Information". It contains three input fields: "Sampling Date:" with the value "12/10/1999", "Number on SLF:" with the value "25", and "Number Sampled:" with the value "0". To the right of the "Number on SLF:" field is a button labeled "Sample" with a printer icon.

**A word of caution.** You must enter four digits for the year. If you do not, you will get the following error message (which is not entirely self-explanatory) – “Invalid input value. Use escape key to abandon changes”.



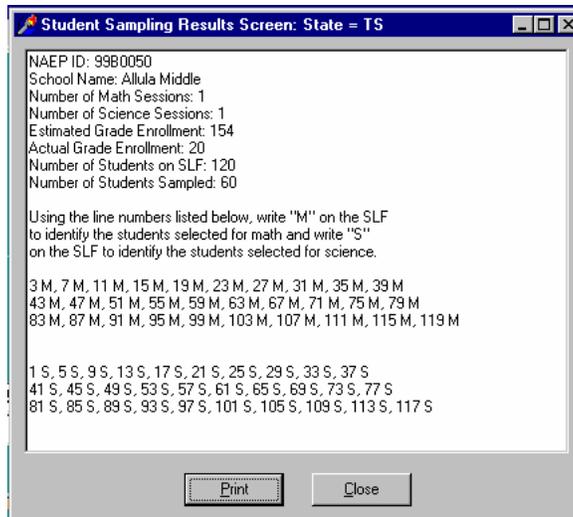
Click on the OK button, move the pointer back onto the date field, and correct the date. You do not need to press the escape key.

A reminder note is displayed after you click on the Sample button as shown below.



This window displays the reminders of the steps that must be completed when the computer displays the line numbers for the selected students. Print this screen to use as a reference, and be sure to complete these steps for each school.

Click on the OK button to close this window and go to the window that will show the sample for the school. An example of this window is shown below.

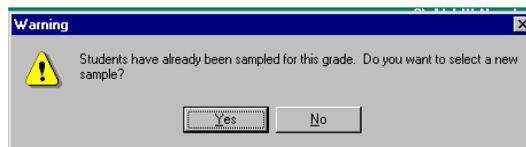


If your printer is working, be sure to print this so that you have a copy to refer to as you sample.

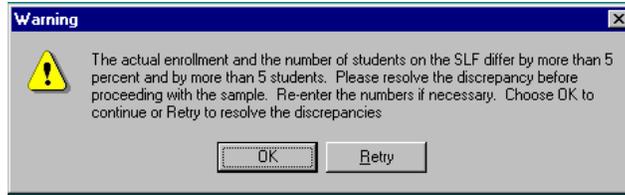
If all students are selected and assigned to one session, you will receive a message such as reproduced below along with all of the identifying information shown at the top of the sampling result window above.

Assess all students in mathematics. There will be no science session.

If you have selected the sample for a school and click on the Sample button again, the system will warn you with the following window.



Respond Yes if you made an error or did not print the line numbers the first time and you wish to select a new sample or start over again. If you select a new sample, the students listed on the Administration Schedule must be those in the new sample.



This reminder will appear if the number of students on the SLF differs by more than five percent and by more than five students. You should double-check your entries and investigate the difference between the number of students you counted on the SLF and the actual enrollment as entered by the state coordinator. Select Retry if you wish to revise the entries (the number of students) or choose OK if you are certain the entries are correct. If you need time to resolve the discrepancy, and wish to return to this school to select the sample at another time, select Retry and OK on the next screen.



**Sampling Information**

Sampling Date: 12/1/1999

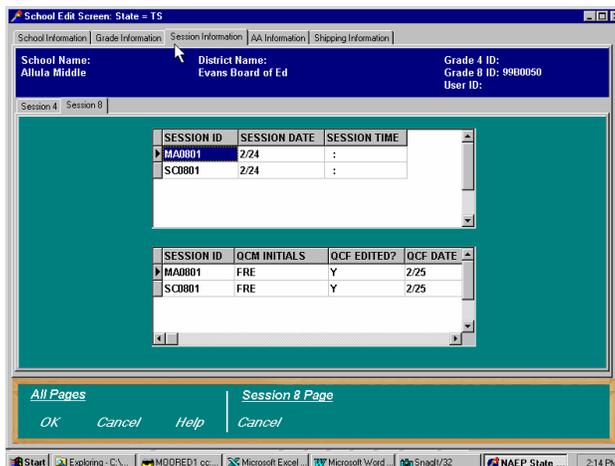
Number on SLF: 120

Number Sampled: 60

When the sampling is completed, the Sampling Information section of the Grade Information Page will display the results in terms of the number of students sampled.

### C.4.7 Session Information

Assessment scheduling information is recorded on the Session Information page. Click on the Session Information tab at the top of the School Edit Screen.



The school's name, district name, NAEP ID number, and, if recorded, the User ID are displayed at the top of the screen.

Each session scheduled for the school is listed along with the assessment date. (See Session ID explanation below.)

The bottom half of the screen contains fields for you to enter the initials of the QC Monitor assigned to the school and for you to note when you have edited the QC Form and sent it to Westat. This information can also be entered using the Batch Entry option. (See Section 5)

Each sampled grade's sessions are listed on a separate tab (labeled Session 4 and Session 8).

#### **C.4.7.1 Session ID**

The sessions assigned to a school are identified by unique NAEP Session IDs. The first two letters of the ID indicate the subject:

- MA -- mathematics; and
- SC -- science.

The grade level is next (04 or 08) followed by a sequential numbering of the sessions within subject type and grade in a school.

#### **C.4.7.2 Session Date**

A suggested assessment date for each session was entered in the SCS before it was sent to the state coordinator. Any changes made to the assessment dates should have been discussed with the field manager before they were made in the SCS.

#### **C.4.7.3 Session Time**

The times for the sessions could be entered as hours and minutes or simply as morning or afternoon sessions by entering AM or PM.

#### **C.4.8 Assessment Administrator and NAEP Shipping Information**

The state coordinator entered the name and address of the school's Assessment Administrator (or lead AA if there is more than one) and the number of AAs assigned to the school in the AA Information page. S/he also entered the information needed for shipping the NAEP materials to the school in the Shipping information page.

#### **C.4.9 Close School Edit Screen**

To close the entire School Edit Screen (School, Grade, Session, AA, and Shipping Information screens), click on OK under All Pages at the bottom of the screen. You should use this way to leave this section to be sure that your entries are saved. Clicking on OK will take you back to the View from which you came to the School Edit Screen.

Notice that each of the pages give you the option of canceling what you have entered for that page only, or canceling changes to all of the pages in the School Edit Screen.

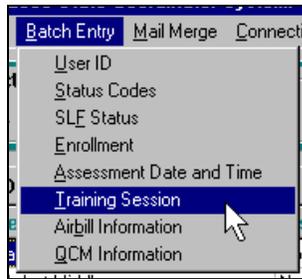
In a system such as this, you should get in the habit of always using one of the options provided on the screen as a way of closing a window rather than using the X button at the top right. If you click on the X button, your changes may not be saved.

#### **C.5 Batch Entries**

This option allows you to make a "batch" of similar entries by working down a list of schools. This can be a time-saver, because it eliminates the need for calling up school screens individually.

The first five options were used by the state coordinators. The last three, which were not part of the system the state coordinators used, allow you to quickly:

- Assign training session numbers for the AAs in each school.
- Record the airbill number and date the assessment materials were shipped to Iowa.
- Assign QCMs to each school and report on the status of the QC forms for each school.



When you click on Batch Entry menu option, a drop down menu of options appears.

Click on the option you want to select.

### C.5.1 **Sorting the List**

Initially, the Batch Entry screens are sorted by school district. At the bottom of each of the Batch Entry screens is a series of sort buttons that will allow you to sort by multiple columns, if you want to

### C.5.2 **Procedures for Making Entries in Batch Mode**

To make entries in the batch mode:

- Click on the row where you want to make your entry.
- Make your entry.
- To move down one row, press either the down arrow key or the Tab key.
- To move down one full screen, either press the Page Down key or click on the scroll bar on the right.
- When you have completed your entries, click on Close at the bottom right of the screen to store your entries and return to the previous View.

### C.5.3 Training Session

District Name	School Name	School County	Training Sess
Allen Board Of Ed	Cherry St Middle	Cecil County	2
Allen Board Of Ed	North East Brooklyn Middle	Cecil County	2
Allen Board Of Ed	Stacy Elementary	Cecil County	0
Board Of Educ. Orange County	Anthony Road Elementary	Orange County	0
Board Of Educ. Orange County	Springfield Road Elementary	Orange County	0
DURANGO COUNTY BOARD OF ED	RHODE ISLAND AVE SCHOOL	Wilcomco County	
Evans Board of Ed	Allia Middle	Caroline County	0
Evans Board of Ed	Marion City Elementary	Caroline County	0
HARDLUCK COUNTY PUBLIC SCHLS	CHURCH CREEK ELEMENTARY	Hartford County	
HOWARD SHAW PUBLIC SCHOOLS	FORESTGLEN ELEMENTARY	Howard County	
HOWARD SHAW PUBLIC SCHOOLS	MURRAY HILL MIDDLE	Howard County	
Hart Public Schools	East Town Middle	Calvert County	0
Hart Public Schools	Franklin Middle	Calvert County	0
Hart Public Schools	Palm Point Middle	Calvert County	0
Hart Public Schools	Parson Elementary	Calvert County	0
Hart Public Schools	Patrick Elementary	Calvert County	0
MILLERS CITY PUBLIC SCHOOLS	CITY RISE MIDDLE	Baltimore County	
MILLERS CITY PUBLIC SCHOOLS	LAYMON CARLOS ELEMENTARY	Baltimore County	
Mayville Public Schools	Bary Heaton Middle	Fredrick County	0
Mayville Public Schools	Douglas Elementary	Fredrick County	0
Mayville Public Schools	EDWARD MARK ELEMENTARY	Fredrick County	0
Mayville Public Schools	Jackson City Elementary	Fredrick County	0
Mayville Public Schools	Mickleton Middle School	Fredrick County	0
Mayville Public Schools	Middletown Middle	Fredrick County	0

This list displays all selected schools and activated substitutes. To enter a training session number, click on the line with the school's name in the last column on the right and enter the session number.

Use the tab key or down arrow to quickly move to the next line down the list.

Click on the *Close* button in the lower right of the screen to close this screen and return to the previous View.

### C.5.4 Airbill Information

This list is a grade-level list. Thus, schools selected for both grades will be listed twice.

While the Grade Information page provides three fields per grade for entering this information, there is only one field per grade here.

Enter the airbill number and press the tab key to move to the Date Sent field.

District Name	School Name	Grade	Airbill	Date Sent
Allen Board Of Ed	Cherry St Middle	8		
Allen Board Of Ed	North East Brooklyn Middle	8		
Allen Board Of Ed	Stacy Elementary	4		
Board Of Educ. Orange County	Anthony Road Elementary	4		
Board Of Educ. Orange County	Springfield Road Elementary	4		
DURANGO COUNTY BOARD OF ED	RHODE ISLAND AVE SCHOOL	4		
Evans Board of Ed	Allia Middle	8		
Evans Board of Ed	Marion City Elementary	4		
HARDLUCK COUNTY PUBLIC SCHLS	CHURCH CREEK ELEMENTARY	4		
HOWARD SHAW PUBLIC SCHOOLS	FORESTGLEN ELEMENTARY	4		
HOWARD SHAW PUBLIC SCHOOLS	MURRAY HILL MIDDLE	8		
Hart Public Schools	East Town Middle	8		
Hart Public Schools	Franklin Middle	8		
Hart Public Schools	Palm Point Middle	8		
Hart Public Schools	Parson Elementary	4		
Hart Public Schools	Patrick Elementary	4		
MILLERS CITY PUBLIC SCHOOLS	CITY RISE MIDDLE	8		
MILLERS CITY PUBLIC SCHOOLS	LAYMON CARLOS ELEMENTARY	4		
Mayville Public Schools	Bary Heaton Middle	8		
Mayville Public Schools	Douglas Elementary	4		
Mayville Public Schools	EDWARD MARK ELEMENTARY	4		
Mayville Public Schools	Jackson City Elementary	4		
Mayville Public Schools	Mickleton Middle School	8		
Mayville Public Schools	Middletown Middle	8		

## C.5.5 QCM Information

District Name	School Name	Session ID	Initials	Edit Check	Date Sent
Allen Board Of Ed	Cherry St Middle	MA0801	abe	Y	2/11
Allen Board Of Ed	Cherry St Middle	SC0801		N	/
Allen Board Of Ed	North East Brooklyn Middle	MA0801		N	/
Allen Board Of Ed	North East Brooklyn Middle	SC0801		N	/
Allen Board Of Ed	Stacy Elementary	SC0401		N	/
Allen Board Of Ed	Stacy Elementary	MA0401		N	/
Board Of Educ, Orange County	Anthony Road Elementary	MA0401		N	/
Board Of Educ, Orange County	Anthony Road Elementary	SC0401		N	/
Board Of Educ, Orange County	Springfield Road Elementary	MA0401		N	/
Board Of Educ, Orange County	Springfield Road Elementary	SC0401		N	/
DURANGO COUNTY BOARD OF ED	RHODE ISLAND AVE SCHOOL	SC0401		N	/
DURANGO COUNTY BOARD OF ED	RHODE ISLAND AVE SCHOOL	MA0401		N	/
Evans Board of Ed	Aljula Middle	MA0801	FRE	Y	2/25
Evans Board of Ed	Aljula Middle	SC0801	FRE	Y	2/25
Evans Board of Ed	Malton City Elementary	MA0401		N	/
Evans Board of Ed	Malton City Elementary	SC0401		N	/
HARDLUCK COUNTY PUBLIC SCHLS	CHURCH CREEK ELEMENTARY	MA0401		N	/
HARDLUCK COUNTY PUBLIC SCHLS	CHURCH CREEK ELEMENTARY	SC0401		N	/
HOWARD SHAW PUBLIC SCHOOLS	FORESTGLEN ELEMENTARY	SC0401		N	/
HOWARD SHAW PUBLIC SCHOOLS	FORESTGLEN ELEMENTARY	MA0401		N	/
HOWARD SHAW PUBLIC SCHOOLS	MURRAY HILL MIDDLE	SC0801		N	/
HOWARD SHAW PUBLIC SCHOOLS	MURRAY HILL MIDDLE	MA0801		N	/
Hart Public Schools	East Town Middle	MA0801		N	/
Hart Public Schools	East Town Middle	SC0801		N	/

For each cooperating school, you will enter the initials of the QCM assigned in the column labeled Initials.

Change the N to a Y to note that you have edited the QC Form for the school and record the date it is mailed to Westat in the Date Sent column.

## C.6 Mail Merge

The Mail Merge function was developed to assist state coordinators in preparing mailing labels, customized letters, and generate their own reports. Using this section of the SCS, an electronic file is created that can be used with a word processor to generate individualized letters or used with a spreadsheet application to generate specialized reports.

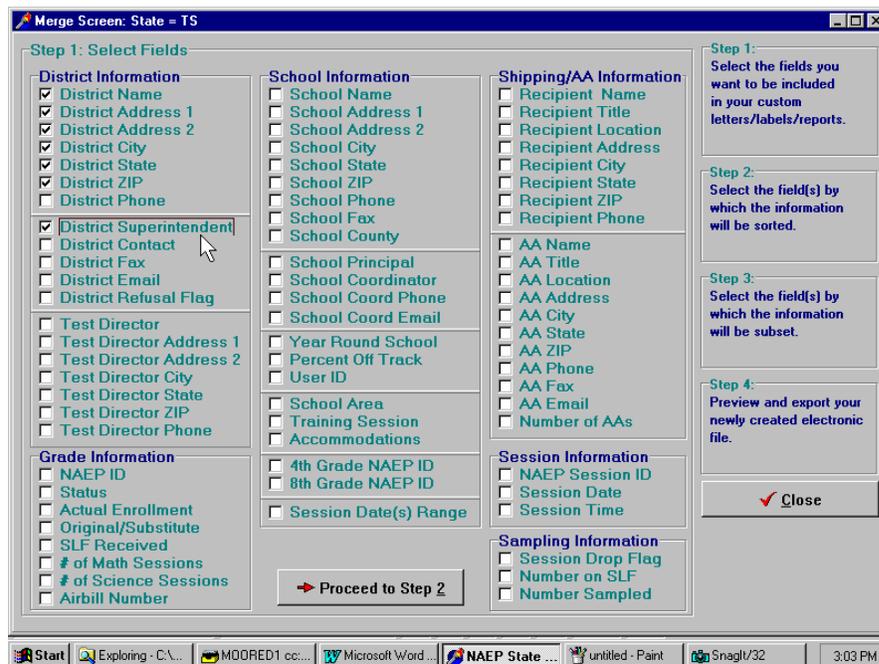
You can also use this function if you want to look at reports you generate yourself. There is no direct print out option in this function. As you will see below, you can view the report, but the file that is created is meant to be loaded into a spreadsheet application such as Excel, which is not on your laptop. However, you can view the report to see what information you have updated in your system. A few examples will help explain this function.

The first example below comes from the state coordinator instructions for using the SCS. It is included here solely to walk you through the steps involved in creating the mail merge file. It is followed by an example of how you, as the state supervisor, might use this mail merge feature to create a report.

## C.6.1 Example #1: Producing a File for District Mailing Labels and Letters

In this example, you want to create a file so that you can print labels addressed to district superintendents and for the initial notification letter. To produce the file that you will need, select Mail Merge from the Menu line in one of the Views and proceed with the following steps.

### Step 1. Select Fields



As it notes on the right of this screen, in Step 1 you will select the fields you want to be included. You will do this by clicking on the name of the field or the small box in front of it.

For this mail out, we will select District Superintendent, District Name, District Address (1 and 2 to be sure that we have complete addresses), and District City, State, and ZIP. After clicking on each of these fields, click on the button labeled Proceed to Step 2 at the bottom of the screen. (Since the number 2 is underlined on the button, pressing the Alt and 2 keys would be the same as clicking on the button.)

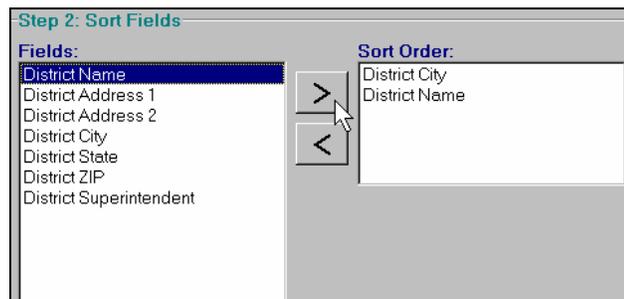
## Step 2. Sort Fields

In this step you will select the field(s) by which the information will be sorted. If you want to be sure that the labels are sorted by district name (alphabetically, that is), then you would select this as the sort order. You can have multiple sort orders if needed.

For this example, we will sort the labels and letters by the name of the city and the district name within the city (if there are more than one district in a city).

First, put the focus of the computer on the first sort field by clicking on District City in the list under Fields (on the left of the screen). Next, click on the button with the right arrow (➤) to indicate that you want to “send” that field into the box labeled “Sort Order”.

The second sort order will be district name within city, so click on District Name and then the right arrow to place this field in the Sort Order box as well.



If you make a mistake, or change your mind after moving a field from the list of fields to the Sort Order list, highlight the field in the Sort Order list and click on the left (←) arrow to delete it from the Sort Order list.

When your Sort Order is correctly set up, click on the Proceed to Step 3 button.

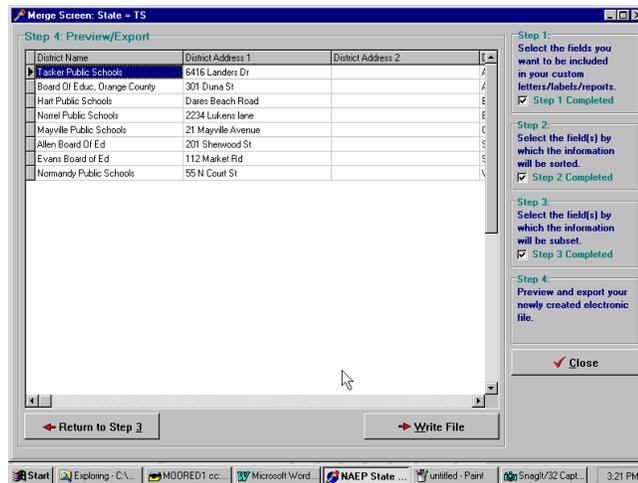
## Step 3. Subset File

In this step you will indicate if you want to subset the information. Do you want to send letters to SOME of the districts, or do you want to send letters to ALL of the districts that have sampled

schools? Since this example was to produce a file so that you can send letters to every district, you do not need to subset the information. Later, we will show an example in which the list will be subset.

Click on the Proceed to Step 4 button.

#### Step 4. Preview/Export



This is the list from which your labels and letters will eventually be generated. (There are only eight districts in the Test Data set.) The list (the data in all of the fields) will be saved in a format that your word-processor should be able to read (not in columns as you see here; the columns are just for your benefit). The file that is created is called a comma-delimited file. Each field is enclosed by quotation marks and commas separate the fields. This is the most common format for mail-merge files.

In this step you can view the results of your efforts in the proceeding steps before you actually create the electronic file. Do not worry if not all of a district name can be seen. This column can be made wider on this screen if you want. Move your pointer to the dark line separating the first two columns at the top of the columns. It is just to the left of the heading in the second column. When your pointer is right on the line, it will turn into a two-headed arrow that looks something like this  $\leftarrow||\rightarrow$  (only smaller). This indicates that you can change the width of the first column. Click and drag the line to the right and watch the column get wider.

You can scroll to the right and back to the left of the columns by clicking on the scroll bar at the bottom of the window. Likewise, you can scroll down and up the list by clicking on the scroll bar on the right.

When you scroll to the extreme right of your list, you will notice that the name of the superintendent is in the last column. When the word-processing system is used to format the labels, the superintendent field will be listed first resulting in the superintendents' names being at the top of the mailing labels when they are printed. Therefore, the order in which the fields appear in your electronic file will not matter here or in subsequent examples.

If you want to move a column, you can do so by clicking on the column header and dragging it to the left.

When you are sure that this is the list that you want to use for your labels, click on the button labeled Write File.



A dialog box will appear giving you the opportunity to name the file and save it. In the field labeled “File name”, enter a name that you will remember and associate with your district mailing label file, such as District Mailing Labels. It is not necessary to enter anything in the field under this labeled “Save as type”. The system will take care of this for you and add the extension CSV to the name of your file as you will see in the next dialog box. You can change the location of the file, but we will leave it in the Docs folder. Click on save.



The next dialog box that appears shows you exactly where the file that you have created is stored. In this case it is located in C:\WESTAT\SCS\DOCS. The complete name of the file is also shown: District Mailing Labels.csv.

You should make note of where you file is located so that you can find it again to use with your word processor or to move it to a diskette, if you need to.

This is the end of Example #1. As noted above, it is included to show you how you work through the steps involved. The last step, Step 4, shows, in some detail, how you can view the information shown on the screen even though it might appear that you can't see everything. It also shows how you can change the column widths and move columns if you want to so that you can better see the data. This can be very useful since data will often be off to the right out of view on these reports.

Now let's look at an example of how you might be able to use this feature to create a "report".

### **C.6.2 Example #2: Creating a report to display how many AAs will attend each training session.**

#### **Step 1. Select Fields**

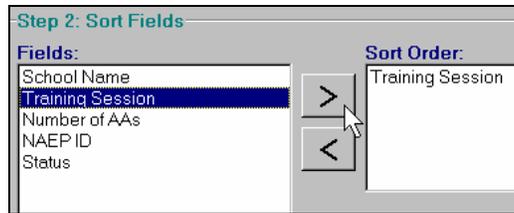
Select the following fields to create the report:

- NAEP ID
- Status
- School Name
- Training Session
- Number of AAs

Click on Proceed to Step 2.

#### **Step 2. Sort Fields**

You will want to sort your report on the training session numbers. As illustrated below, click on Training Session in the Fields window and then on the right arrow. If you want your list further sorted by numbers of AAs or by school name, you can select either of these (or both).

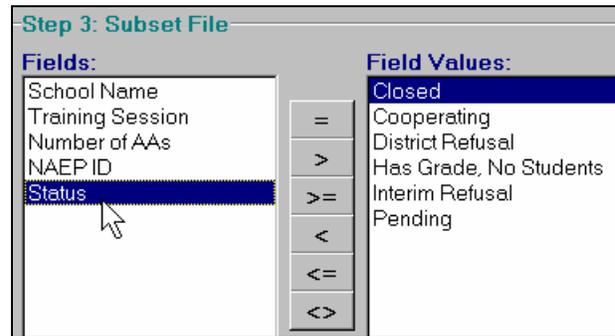


Click on the Proceed to Step 3 button.

### Step 3. Subset Fields

Since you only want to see this list for cooperating and pending schools, we will subset (or filter) the list to only show us those.

In this step, when you click on Status within the Fields window, all of the status codes (or Field Values) are displayed in the window on the right. Likewise, if you were to click on School Name, all of the schools in this region would be displayed.

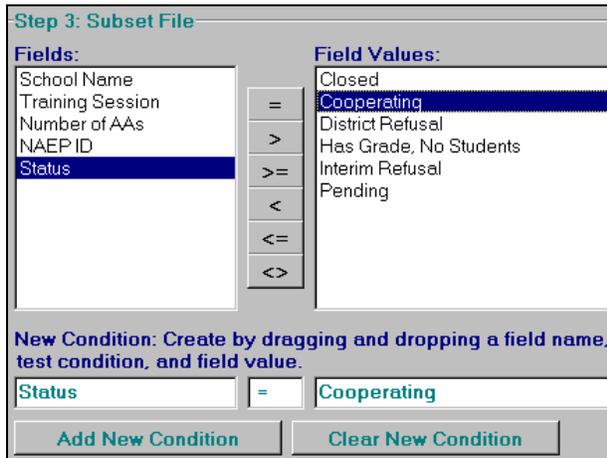


The buttons between the two small windows are available for you to create the “conditions” you are seeking. They are briefly explained below:

- = Equals
- > Greater than (can be used with numbers and alpha lists)
- >= Greater than or equal to (sometimes shown as  $\geq$ )
- < Less than
- <= Less than or equal to (sometimes shown as  $\leq$ )
- <> Not equal to.

In our report, we will want the Status to be equal to Cooperating and Pending. Note the statement under these two windows:

New Condition: Create by dragging and dropping a field name, test condition, and field value.

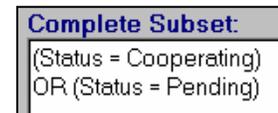


To subset the file, first click on the name of the first field by which the file will be subset (Status) and drag this field name down to the small window immediately below the list of fields. Next, click on the equals sign since we want the Field Value for Status to be (or to equal) Cooperating. Then, click and drag Cooperating down to the window immediately below the Field Value window.

At this point, we have created a “condition” and we need to add it to the window below labeled “Complete Subset”. Clicking on the button labeled Add New Condition will format the condition properly and move it into the window as shown here.



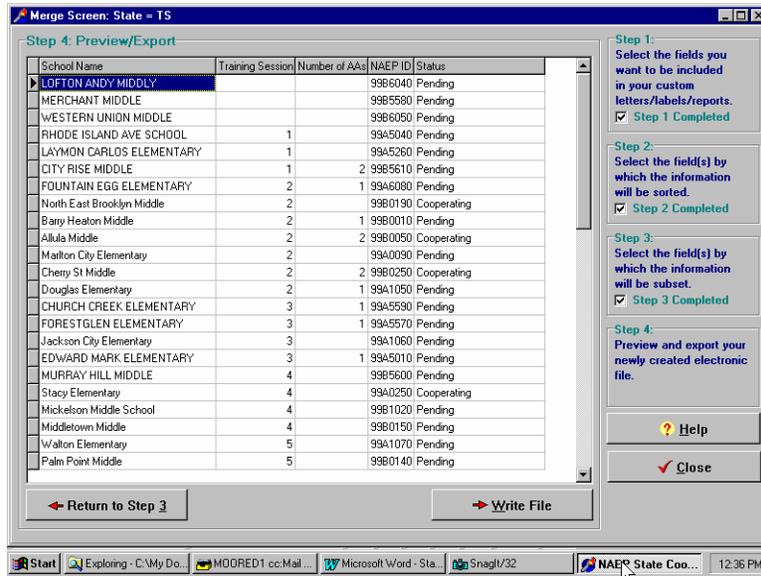
Since we also want the list to contain pending schools, you should create a second condition. Click and drag Status down as you did before and then click on the equals sign. Next, click and drag Pending down. Finally, click on the Add New Condition button and you should have both conditions displayed as your “Complete Subset” as shown here.



Click on the Proceed to Step 4 button.

## Step 4. Preview/Export

The actual list of schools and session numbers that you see will obviously depend on what you have entered in your system prior to running this. The example below will show you what your screen might look like.



You can scroll up and down the list by clicking on the scroll bar on the right.

## Other Report Capabilities

The following were among the suggestions provided in the instructions for state coordinators as additional reports that they might find useful. You might find these useful as well.

- If you want to see a list of schools in your state that have been selected for both grades 4 and 8, you could select the following list of fields: District Name, School Name, fourth grade NAEP ID, and eighth grade NAEP ID.
- In Step 3, the subset will be fourth grade NAEP ID  $\geq$  the first ID listed in the Field Values and eighth grade NAEP ID  $\geq$  also the first ID listed. This will give you any school that has an ID for both grades 4 and 8, which will occur rarely except in some states.
- You could see a list of the schools selected for only one of the subjects being assessed by selecting the school name field and the fields # of Math Sessions and #of Science Sessions. When you get to Step 3, you can subset the data as follows: (# of Math

Sessions  $\geq 1$ ) and (#of Science Sessions = 0). This would give you those few schools with only math being assessed.

- The schools with more than 1 session in math or science would be of interest. These schools might well need more than one assessment administrator. These schools can easily be identified with the following. Select the following fields: School Name, # of Math Sessions, and # of Science Sessions. Sub set as follows (Step 4): (#of Math Sessions  $> 1$ ). If you added # of Science Sessions  $> 1$ , the system will place the condition of AND between the two fields, meaning that the system will look for schools that have both more than 1 math session AND more than 1 science session.

When you are in Step 3 and click on # of Math Sessions in the list of fields, it will show you the full range of possible numbers in the Field Values window. So, if there are no schools with more than one math session, you will not see the number 2 as a value in this list. You can do this for the number of science sessions as well, of course. If neither has a value available greater than one, this will answer your question. If one of the subjects does have a value greater than one, you could search for that subject only to see which school(s) have the larger number of sessions.

## C.7 Connections

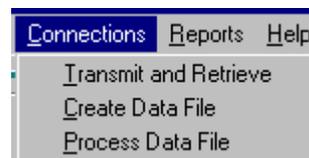
### C.7.1 Purpose

The main purpose in this menu option is to send your up-dated data files to the NAEP office electronically via the computer's modem

As a secondary feature, you can create a back-up copy of your data files and store it on diskette. This is highly recommended.

When you select this menu option, the drop down menu offers you three choices:

- Transmit and Retrieve;
- Create Data File; and
- Process Data Only.



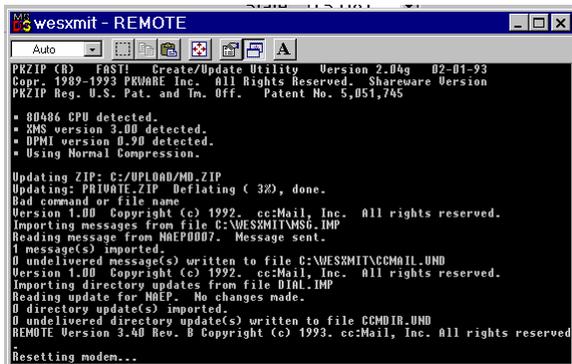
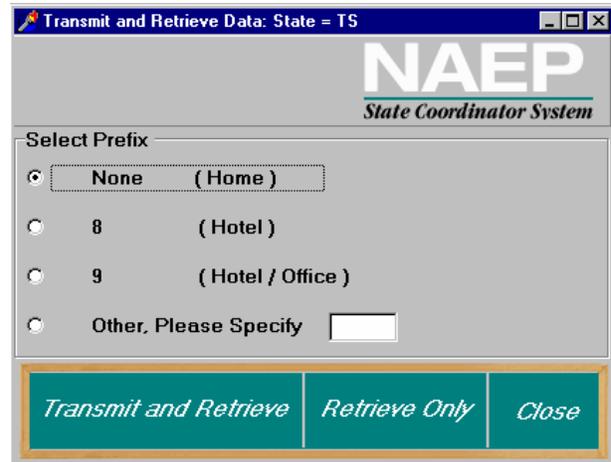
## C.7.2 Transmit and Retrieve Data

Each week, you will send an updated dataset to NAEP. This information will then be sent by the office to the NAEP Field Managers to keep them up to date on the progress of work in the schools. While this process will only involve your sending in data, if it is necessary for data to be sent to you, it can be done during the same transmission and with no additional operations on your part.

To initiate this process, first, be sure that the telephone cord provided with your computer is plugged in. Then, click on the main screen menu Connections, Transmit and Retrieve. The system will put your SCS “on hold” and a dialog box will appear.

If you need to add an 8 or 9 to the telephone number to call from your office, click on the appropriate number. (A pause has also been added to the system so that when you select the 8 or 9, the system will pause a couple of seconds before continuing to dial the toll free number to NAEP.)

If you need to add any other prefixes to your dialing routine, enter these in the field labeled “Other (please specify)”. (An example might be \*70 to disable call waiting.) Next, click on the *Transmit and Retrieve* button.



The application will take over at this point and a window will appear on your screen showing that the system is preparing your state’s data files for transmission. The first thing it does is to compress the files so that their size is much reduced. This means a shorter transmission time.

We know that you will not be able to read most of the information appearing on your screen during this preparation phase. However, it is helpful to be able to see that something IS happening.

When the modem is turned on and begins to dial, you should hear it through the computer's speaker. If you DO NOT hear these sounds, this does not necessarily mean that the transmission will not go through. Continue watching the screen to see if it appears to be connecting to the NAEP office and transmitting data. As it transmits, there should be a number at the bottom of the screen counting down.

At the end of the transmission, a message will be displayed in the window indicating that the transmission is complete and directing you to exit this part of the system and return to the SCS. The message you will see is:

SUCCESS: Transmission Completed.  
Press any key to continue.

To close the transmission window, press any key on the keyboard, as instructed. After you transmit, you can continue with your work on the SCS, or close the SCS and turn the computer off.

Occasionally, you may receive a message indicating that the transmission was not successful. In this case, one of the following error messages will be displayed:

ERROR: RIMPORT Error Encountered.  
Please contact Home Office for further assistance

Or, you might see:

ERROR: Failed to Connect to Home Office  
Please try again later. If problem persists,  
please contact Home Office for further assistance.

If you see either of these messages, you should wait a few minutes and try again. If you encounter repeated failed attempts in transmitting (do not try more than three times), make a note of the error message that you have received and call the NAEP help desk. The toll free number is 1-888-826-6607.

### C.7.3 Retrieve Only

If it is necessary for NAEP to send you an updated data set, you will be notified to connect to the office and download the dataset. In this case, you will select Connection, Transmit and Retrieve and follow the same procedures as outlined above for selecting the dialing prefix. To start the communication process, click on the *Retrieve Only* button at the bottom of the pop-up window.

The dataset which you will receive will be automatically added to your system after it is copied (or downloaded) from NAEP.

**NOTE:** Due to the power consumption during data transmission, you should not attempt this operation while running the laptop computer on its battery. Be sure that it is plugged into an AC outlet before beginning this process.

### C.7.4 Create Data File

Using this menu option will permit you to create an electronic file of your state's database. Originally, this option was developed for those state coordinators who could not transmit directly to Westat. Using this option, they could create a file that they could send attached to an e-mail message. This option can also be used to create a back up copy of your state's database as a precaution against problems with your computer's hard drive or system crash.

The default is for the file that is created to be stored on a diskette in the computer's A drive. Insert a diskette before you begin the following procedures. (If you forget to do so, you will be reminded by the system.)

With a 3.5 inch diskette in the A drive, select Create Data File from the Connections drop down menu. The computer will check to be sure that there is a disk in the A drive and this pop up window will appear.



Click on the Save button to accept the default settings. The file name should not be changed.



After the file has been saved, you will be reminded of the file's name and location by this pop up window.

Copies of data files made as backup copies of your data can be stored on 3.5 inch diskettes. Be sure to clearly label the diskette. You may create back-up diskettes as often as you like. At a minimum, it is recommended that you back up your data once a week. It is also a good idea to alternate between two diskettes as you back up.

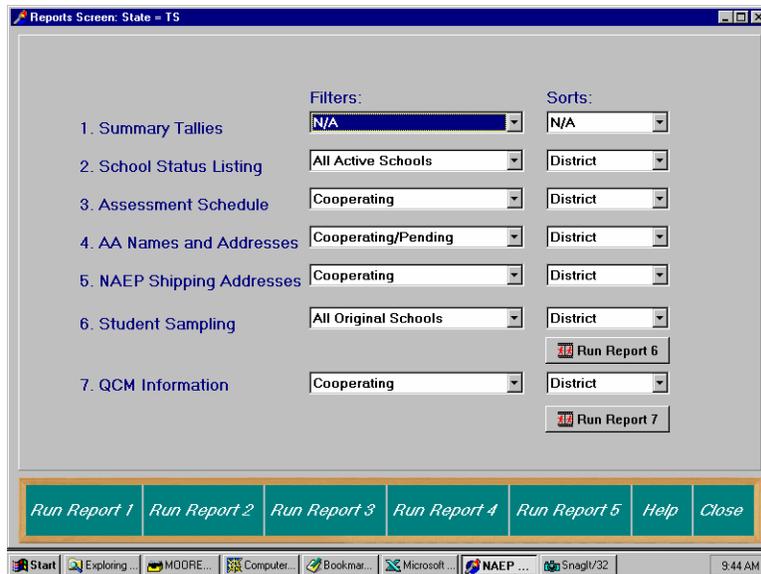
#### **C.7.5 Process Data File**

If it is necessary for the NAEP office to send you an electronic file (to update the SCS, for example), you will use this routine to load it into the State Coordinator System. At the Connections drop down menu, select Process Data File and follow the instructions.

### **C.8 Reports**

#### **C.8.1 Purpose**

Clicking on Reports on the main menu will take you directly to the list of reports that are available. Filter and sort options are available for all except the first, summary report. While Reports 1-5 were originally developed to assist the state coordinators as they recruited schools, you might find them of interest as well. Reports 6 and 7 were developed for state supervisors use and were not on the state coordinator system.



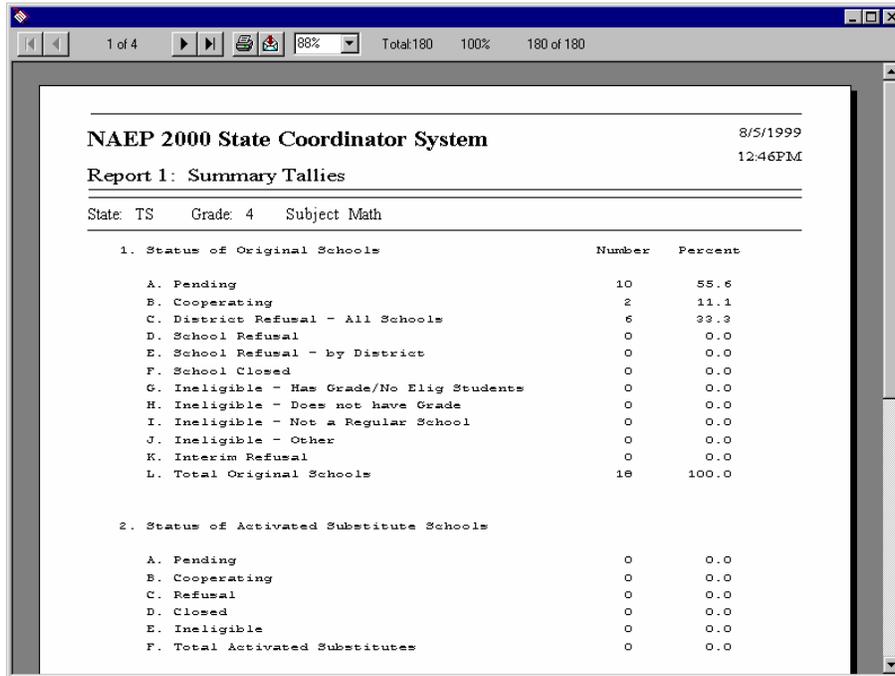
To run a report, click on the button with the corresponding report's number. If you want to select a filter and/or sort option, click on the down arrow on the right end of the filter or sort window. This will bring up the options available. Click on your choice with the mouse.

After you press the run button, the report will be run and displayed on the screen. After viewing the report, you can print all or part of the report (before you close the screen view).

After viewing the report on the screen, return to the report menu by clicking on the X in the upper right corner of the screen.

## C.8.2 Viewing and Printing Reports

Below is an example of what Report 1 might look like on your computer screen. It is produced by a separate application called by the SCS.



NAEP 2000 State Coordinator System			8/5/1999
Report 1: Summary Tallies			12:46PM
State: TS Grade: 4 Subject Math			
1. Status of Original Schools			Number Percent
A. Pending	10	55.6	
B. Cooperating	2	11.1	
C. District Refusal - All Schools	6	33.3	
D. School Refusal	0	0.0	
E. School Refusal - by District	0	0.0	
F. School Closed	0	0.0	
G. Ineligible - Has Grade/No Elig Students	0	0.0	
H. Ineligible - Does not have Grade	0	0.0	
I. Ineligible - Not a Regular School	0	0.0	
J. Ineligible - Other	0	0.0	
K. Interim Refusal	0	0.0	
L. Total Original Schools	18	100.0	
2. Status of Activated Substitute Schools			Number Percent
A. Pending	0	0.0	
B. Cooperating	0	0.0	
C. Refusal	0	0.0	
D. Closed	0	0.0	
E. Ineligible	0	0.0	
F. Total Activated Substitutes	0	0.0	

You can scroll up and down one page by clicking on the scroll bar on the right. To move to page 2 of the report, use the arrow at the top left of the screen. (See below.)

These are the viewing and printing buttons that you see at the top left of your screen. They are explained in the following sections.



- ↑ View settings for a page.
- ↑ Opens the Export dialog box.
- ↑ Print report.

### C.8.2.1 View Settings

The default setting for viewing a report has been set to 88 percent. This allows you to see the full width of the page. Click on the down arrow button to the right of this small window to reveal several options available for viewing the page.

### C.8.2.2 Exporting a Report

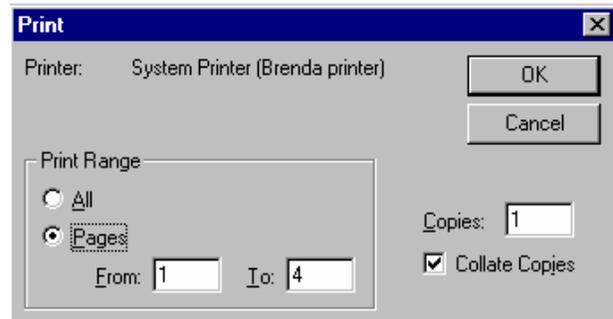
Selecting this option results in the Export dialog box opening. While the reports can be saved as separate files, due to the formatting of the reports, the headers will not be exported with the data. This option is not recommended.

### C.8.2.3 Printing the Report

Before you print the report, you should notice the top of the screen where it tells you how many pages there are in the report. When you first look at a multi-page report, it will say that you are viewing page 1 of 1+. To see how many pages there are in total, press the button with the right arrow and line to jump to the end of the report.  Now, the system will know and display how many pages there are to be printed. For report 1, the 1 of 1+ should change to 4 of 4 when you press this button.

When you press the Print button, the Print dialog box appears.

To print only one page or a selected range of pages, enter the page numbers that you wish to print in the boxes labeled From and To.



To print the entire report, press the Enter key since All is the default and the OK button is highlighted.

The printer type displayed at the top of this box will differ from that shown above when you make this selection. It will be set to the type of printer supplied with your system.

NOTE: If you want to print the report, you should do so before you leave the report (exit from that screen). The reports are NOT saved automatically. If you want to print a report or look at a report again after you leave the report, you will need to run it again.

### C.8.3 Moving Among Report Pages



If your report is more than one page long, click on the button at the top left of the screen to move to another page.

In the middle of the arrow buttons, the current page number is displayed. If you want to move to the next page, click on the right facing arrow. Click on the right arrow with a bar to jump to the last page. This will also set the page counter so that you will know how many total pages there are to the report. After you have left page one, click on the left arrow to move to the previous page and the left arrow with bar to jump to the first page.

NOTE: In this application, you cannot scroll from one page to another by clicking on the scroll bar on the right of the screen as you can in many other applications.

### C.8.4 Filters and Sorts

Filter and sorting options make it possible to generate a number of variations on four of the five reports.

**Filter:** The setting of a report filter allows you to restrict the report to records of specific interest, such as only original schools or only cooperating schools.

**Sorts:** You have the capability of sorting the report output in a variety of ways, such as by district, county, or school.

Since Report 1 is a summary report, there are no filter or sort options available. The options available for the reports vary by report and are discussed in the appropriate sections below.

Filters and sorts will not affect the column ordering of the reports.

### C.8.5 Report 1: Summary Tallies

This report (Exhibit C-2) provides summary numbers on the status of the recruitment activities for all sampled schools in your state, one page per grade and subject. This report summarizes the participation status of all originally sampled schools as well as the status of activated substitute schools. Data are provided for each grade and subject level on three pages:

- Page 1: Grade 4 mathematics
- Page 2: Grade 4 Science
- Page 3: Grade 8 mathematics
- Page 4: Grade 8 science

NAEP 2000 State Coordinator System			8/5/1999
Report 1: Summary Tallies			12:46PM
State:	TS	Grade:	4
Subject:	Math		
1. Status of Original Schools			
	Number	Percent	
A. Pending	10	55.6	
B. Cooperating	2	11.1	
C. District Refusal - All Schools	6	32.3	
D. School Refusal	0	0.0	
E. School Refusal - by District	0	0.0	
F. School Closed	0	0.0	
G. Ineligible - Has Grade/No Elig Students	0	0.0	
H. Ineligible - Does not have Grade	0	0.0	
I. Ineligible - Not a Regular School	0	0.0	
J. Ineligible - Other	0	0.0	
K. Interim Refusal	0	0.0	
L. Total Original Schools	18	100.0	
2. Status of Activated Substitute Schools			
A. Pending	0	0.0	
B. Cooperating	0	0.0	
C. Refusal	0	0.0	
D. Closed	0	0.0	
E. Ineligible	0	0.0	
F. Total Activated Substitutes	0	0.0	

Each page provides a breakdown of the participation status for sampled grades including weighted and unweighted response rates and indicates the progress you have made in scheduling assessment sessions, entering enrollment information, receiving Student Listing Forms, designating AAs, and specifying NAEP shipping addresses.

Schools identified as Interim Refusals are counted as refusals in the response rates for this report.

Exhibit C-2. Example of Report 1

<b>NAEP 2000 State Coordinator System</b>		8/5/1999	
<b>Report 1: Summary Tallies</b>		12:46PM	
<b>State TS</b>	<b>Grade 4</b>	<b>Subject Math</b>	
1. Status of Original Schools		Number	Percent
A.	Pending	10	55.6
B.	Cooperating	2	11.1
C.	District Refusal - All Schools	6	33.3
D.	School Refusal	0	0.0
E.	School Refusal - by District	0	0.0
F.	School Closed	0	0.0
G.	Ineligible - Has Grade/No Elig Students	0	0.0
H.	Ineligible - Does not have Grade	0	0.0
I.	Ineligible - Not a Regular School	0	0.0
J.	Ineligible - Other	0	0.0
K.	Interim Refusal	0	0.0
L.	Total Original Schools	18	100.0
2. Status of Activated Substitute Schools			
A.	Pending	0	0.0
B.	Cooperating	0	0.0
C.	Refusal	0	0.0
D.	Closed	0	0.0
E.	Ineligible	0	0.0
F.	Total Activated Substitutes	0	0.0
3. All School Summary			
A.	Total Pending Schools	10	
B.	Total Cooperating Schools	2	
C.	Unweighted Response Rate Before Substitution	11.1	
D.	Unweighted Response Rate After Substitution	11.1	
E.	Weighted Response Rate Before Substitution	9.2	
F.	Weighted Response Rate After Substitution	9.2	
G.	Original Refusals Without Substitutes	0	
4. Status of Other Activities (Cooperating Schools Only)			
A.	Total Cooperating Schools (% of Originals)	2	11.1
B.	Enrollment Information Entered	0	0.0
C.	Student Listing Form Returned	0	0.0
D.	Session Scheduled	2	100.0
E.	Shipment Name Entered	2	100.0
F.	AA Designated	1	50.0

NOTE: If your state has schools sampled for multiple grades, these schools will be tallied separately on the individual pages of this report. Accordingly, summing the corresponding entries across grades will yield totals higher than the number of sampled schools in your state.

## **C.8.6 Report 2: School Status Listing**

### **C.8.6.1 Purpose**

This report (see Exhibit C-3) is useful as a general reference for reviewing information about sampled schools. A variety of filters and sorting options (described below) are available.

In your version of this report as well as the others, the column headed “User Info” will contain the area number to which the school is assigned (A: 6, for example) and whether the school is monitored (M: 0 = not monitored; M: 1 = monitored).

To access the filter and sort options, click on the down arrow next to the appropriate box.

Exhibit C-3. Example of Report #2

<b>NAEP 2000 State Coordinator System</b>							8/5/1999	
<b>Report 2: School Status Listing for TS Schools</b>							12:51PM	
Filter: All Active Schools				Sort: District				
School Name	User Info	NAEP ID	Status	Enroll	Sess Date	SLF Sent	AA Name	Ship Name
<b>Allen Board Of Ed</b>								
Cherry St Middle		99B0250	District Refusal	0	2/22	Y	Y	Y
North East Brooklyn Middle		99B0190	District Refusal	0	2/17	Y		Y
Stacy Elementary		99A0250	District Refusal	0	2/23	Y		Y
<b>Board Of Educ, Orange County</b>								
Anthony Road Elementary		99A0170	Cooperating	0	2/24	N	Y	Y
Springfield Road Elementary		99A0190	Cooperating	0	2/01	N		Y
<b>DURANGO COUNTY BOARD OF ED</b>								
RHODE ISLAND AVE SCHOOL		99A5040	Pending	0		N		
<b>Evans Board of Ed</b>								
Allula Middle		99B0050	Pending	0	2/24	N		Y
Marlton City Elementary		99A0090	Pending	0	2/01	N		Y
<b>HARDLUCK COUNTY PUBLIC SCHLS</b>								
CHURCH CREEK ELEMENTARY		99A5590	Pending	0		N		
<b>Hart Public Schools</b>								
East Town Middle		99B0130	Pending	0	2/16	N		Y
Franklin Middle		99B0120	Pending	0	2/22	N		Y
Palm Point Middle		99B0140	Pending	0	2/15	N		Y
Parson Elementary		99A0120	Pending	0	2/17	N		Y
Patrick Elementary		99A0160	Pending	0	2/23	N		Y
<b>HOWARD SHAW PUBLIC SCHOOLS</b>								
FORESTGLEN ELEMENTARY		99A5570	Pending	0		N		
MURRAY HILL MIDDLE		99B5600	Pending	0		N		
<b>Mayville Public Schools</b>								
Barry Heaton Middle		99B0010	School Refusal	0	2/17	N	Y	Y
Douglas Elementary		99A1050	Pending	0	2/23	N		Y
EDWARD MARK ELEMENTARY		99A5010	Pending	0		N		

### C.8.6.2 Report Filters

The filter options for Report 2 are:

<b>Filter</b>	<b>Effect on Report</b>
All Active	All schools in the original sample plus substitutes which are currently active will be listed.
All Original	All schools in the original sample will be listed (i.e., status is not Inactive or Retired).
Active Substitutes	All substitutes which have been activated by the refusal of original schools will be listed.
Cooperating Schools	All original and substitute schools with a status of cooperating will be listed.
Pending Schools	All original and substitute schools with a status of pending will be listed.
Cooperating/Pending	All original and substitute schools with a status of cooperating or pending will be listed.
Refusal Schools	All original and substitute schools with refusals at the district-level, school-level, or districts refusing for a specific school will be listed.
Cooperating, Missing Info.	All cooperating schools with missing information will be listed.

Use the Cooperating, Missing Info filter to quickly identify:

- Schools with no assessment date, indicating the predesignated date has been deleted and not updated;
- Schools with an “N” for the Student Listing Form, indicating it has not been received;
- Schools with a “0” for enrollment, indicating that it has not been entered;
- Schools with an “N” for the Ship Name, indicating that shipping information has not been entered for the school; and/or
- School with a “N” in the AA Name column, indicating that an AA has not been named for this school.

### C.8.6.3 Report Sorting Options

Report #2 may be sorted in any of the following ways to meet a specific requirement:

Sort	Effect on Report
District	Schools are listed in alphabetical order under district header lines. Districts appear in alphabetical order.
County	Schools are listed in alphabetical order under county header lines. Counties appear in alphabetical order.
School	Schools are listed in alphabetical order (no header line).
Status	Schools are listed in alphabetical order under status code header lines.
Date	Assessment date. Schools are listed in alphabetical order under assessment date header lines.
Area/Date	Schools are listed in order of area within the state and assessment date within area.
NAEP ID	Schools are listed in order of their NAEP ID number.
User Info.	Schools are listed in order of the User ID or other coding entered in this field.
Training Sessions	Schools are listed in order of the training sessions.

**NOTE:** This is a grade-level report. Schools sampled for both fourth and eighth grades will be listed twice on this report.

### C.8.7 Report 3: Assessment Schedule

This report is useful for reviewing the assessment schedule at the session level. The filter selections restrict you to displaying cooperating schools. (See Exhibit C-4.)

**NOTE:** This is a session-level report. If two sessions for a school are scheduled on different dates, they will appear independently on the report when sorted by assessment date.

Exhibit C-4. Example of Report #3

<b>NAEP 2000 State Coordinator System</b>							8/5/1999
<b>Report 3: Assessment Schedule Listing for TS Schools</b>							12:52PM
Filter: Cooperating/Pending Schools				Sort: District			
School Name	User Info	NAEP ID	Session	Date	Time	AA Name	
<b>Board Of Educ, Orange County</b>							
Anthony Road Elementary		99A0170	MA0401	2/24		Glenna Glendale	
Anthony Road Elementary		99A0170	SC0401	2/24		Glenna Glendale	
Springfield Road Elementary		99A0190	MA0401	2/01			
Springfield Road Elementary		99A0190	SC0401	2/01			
<b>DURANGO COUNTY BOARD OF ED</b>							
RHODE ISLAND AVE SCHOOL		99A5040	MA0401				
RHODE ISLAND AVE SCHOOL		99A5040	SC0401				
<b>Evans Board of Ed</b>							
Allula Middle		99B0050	MA0801	2/24			
Allula Middle		99B0050	SC0801	2/24			
Marlton City Elementary		99A0090	MA0401	2/01			
Marlton City Elementary		99A0090	SC0401	2/01			
<b>HARDLUCK COUNTY PUBLIC SCHLS</b>							
CHURCH CREEK ELEMENTARY		99A5590	MA0401				
CHURCH CREEK ELEMENTARY		99A5590	SC0401				
<b>Hart Public Schools</b>							
East Town Middle		99B0130	MA0801	2/16			
East Town Middle		99B0130	SC0801	2/16			
Franklin Middle		99B0120	MA0801	2/22			
Franklin Middle		99B0120	SC0801	2/22			
Palm Point Middle		99B0140	MA0801	2/15			
Palm Point Middle		99B0140	SC0801	2/15			

### C.8.7.1 Report Filters

Any of the following filters may be selected to restrict the output of this report:

<b>Filter</b>	<b>Effect on Report</b>
Cooperating	All original and substitute schools with a status of cooperating will be listed.
Cooperating/Pending	All cooperating schools and pending originals will be listed.
Cooperating, Missing Date	All cooperating schools missing one or more session dates will be listed.
Cooperating, Missing AA	All cooperating schools without a designated Assessment Administrator will be listed.
Cooperating, Missing Shipping	All cooperating schools without NAEP shipping information will be listed.

### C.8.7.2 Report Sorting Options

Report #3 may be sorted in any of the following ways:

Sort	Effect on Report
District	Sessions are listed in school order under district header lines. Districts appear in alphabetical order.
County	Sessions are listed in school order under county header lines. Counties appear in alphabetical order.
School	Sessions are listed in school order (no header line).
Date	Assessment date. Sessions are listed in school order under assessment date header lines.
NAEP ID	Schools are listed in order of their NAEP ID number.
User Info.	Schools are listed in order of the User ID or other coding entered in this field.
Area	Schools are listed in the order of the area within the state to which they have been assigned.
Area/Date	Schools are listed in order of area within the state and assessment date within area.
Training Sessions	Schools are listed in order of the training sessions.

### C.8.8 Report 4: AA Names and Addresses

This report (see Exhibit C-5) lists the names and addresses of AAs that you have assigned to cooperating schools. For each AA assigned, the following information is provided:

- Based on entries made, the AA's name, title, location, and address.
- The school the AA is associated with. If the AA has been assigned to two or more schools, his/her name will appear for each school.
- The User ID assigned to the school, if any; and
- The NAEP ID assigned to the school.

Exhibit C-5. Example of Report #4

<b>NAEP 2000 State Coordinator System</b>				8/5/1999
<b>Report 4: AA Name and Address Listing for TS Schools</b>				12:56PM
Filter: Cooperating/Pending Schools		Sort: District		
School Name	User Info	NAEP ID	AA Name and Address	
<b>Board Of Educ, Orange County</b>				
Anthony Road Elementary		99A0170	Glenna Glendale 301 Anthony Rd Union City, TS 12345-	
Springfield Road Elementary		99A0190	Mary Burton 309 Roosevelt Ave Wheaton, TS 12345-1234	
<b>DURANGO COUNTY BOARD OF ED</b>				
RHODE ISLAND AVE SCHOOL		99A5040		
<b>Evans Board of Ed</b>				
Allula Middle		99B0050	Sue Smith 253 Richardson Ave Alexandria, TS 12345-1234	
Marlton City Elementary		99A0090		
<b>HARDLUCK COUNTY PUBLIC SCHLS</b>				
CHURCH CREEK ELEMENTARY		99A5590		
<b>Hart Public Schools</b>				
East Town Middle		99B0130		
Franklin Middle		99B0120		
Palm Point Middle		99B0140		

### C.8.8.1 Report Filters

Any of the following filters may be selected to restrict the output of this report.

<b>Filter</b>	<b>Effect on Report</b>
Cooperating/Pending	All original and substitute schools with a status of pending cooperating will be listed.
Cooperating	All original and substitute schools with a status of cooperating will be listed.
Cooperating, With AA	All cooperating schools with a designated AA will be listed.
Cooperating, Without AA	All cooperating schools without a designated AA will be listed.

### 8.8.2 Report Sorting Options

<b>Sort</b>	<b>Effect on Report</b>
District	Sessions are listed in school order under district header lines. Districts appear in alphabetical order.
County	Sessions are listed in school order under county header lines. Counties appear in alphabetical order.
School	Sessions are listed in school order (no header line).
NAEP ID	Schools are listed in order of their NAEP ID number.
User Info.	Schools are listed in order of the User ID or other coding entered in this field.
AA Name	Assessment Administrator name. Schools are listed sorted by AA names.
Training Session	School are listed in the order of the training sessions to which the AAs have been assigned.

### **C.8.9 Report 5: NAEP Shipping Addresses**

This report (see Exhibit C-6) lists the NAEP shipping addresses that the state coordinator has assigned for cooperating schools

If a school is conducting multiple sessions, materials for all sessions are shipped to the designated address.

#### **C.8.9.1 Report Filters**

Any of the following filters may be selected to restrict the output of this report.

<b>Filter</b>	<b>Effect on Report</b>
Cooperating	All original and substitute schools with a status of cooperating will be listed.
Cooperating/Pending	All original and substitute schools with a status of cooperating or pending will be listed.
Cooperating, With Address	Only cooperating schools with a designated shipping address will be listed.
Cooperating, Without Address	Only cooperating schools without a designated shipping address will be listed.

Exhibit C-6. Example of Report #5

<b>NAEP 2000 State Coordinator System</b>		8/5/1999
<b>Report 5: NAEP Materials Shipment Listing for TS Schools</b>		12:57PM
Filter: Cooperating/Pending Schools		Sort: District
School Name	User Info	NAEP ID Shipping Name and Address
<b>Board Of Educ, Orange County</b>		
Anthony Road Elementary		99A0170 Kristine Paulson 301 Anthony Rd Union City, TS 12345-
Springfield Road Elementary		99A0190 Jennifer Jose 309 Roosevelt Ave Wheaton, TS 12345-1234
<b>DURANGO COUNTY BOARD OF ED</b>		
RHODE ISLAND AVE SCHOOL		99A5040
<b>Evans Board of Ed</b>		
Allula Middle		99B0050 Daniel Stevens 253 Richardson Ave Alexandria, TS 12345-1234
Marlton City Elementary		99A0090 Pamela Adams 625 North Main St Marlboro, TS 12345-1234
<b>HARDLUCK COUNTY PUBLIC SCHLS</b>		
CHURCH CREEK ELEMENTARY		99A5590
<b>Hart Public Schools</b>		
East Town Middle		99B0130 Sarah Evans 933 Truman Ave Glemont, TS 12345-1234
Franklin Middle		99B0120 Deborah Ericson 4356 Solomons Island Rd Prince Luis, TS 12345-1234
Palm Point Middle		99B0140 Randy Bolton 1475 South King Hwy Huntington, TS 12345-1234
Parson Elementary		99A0120 Stella Evans 113 Hagerstown Rd Vienna, TS 12345-1234

### C.8.9.2 Report Sorting Options

Sort	Effect on Report
District	Sessions are listed in school order under district header lines. Districts appear in alphabetical order.
County	Sessions are listed in school order under county header lines. Counties appear in alphabetical order.
School	Sessions are listed in school order (no header line).
NAEP ID	Schools are listed in NAEP ID order.
User Info.	Schools are listed in the order of the ID you have assigned..
Training Sessions	Schools are listed in order of the training sessions.

### C.8.10 Report 6: Student Sampling Report

This report (see Exhibit C-7) will help you to keep up to date on the schools that have been sampled. It includes columns for school name, ID, and status. In addition, the following are included:

- Sess Date – the assessment date recorded for each session
- SLF Sent – whether the school has received the list of eligible students (SLF)
- SLF Num – the number of students on the SLF
- Samp Num – the number of students selected for the assessment by session.

Exhibit C-7. Report 6: Student Sampling Report

<b>NAEP 2000 State Coordinator System</b>							10/14/1999	
<b>Report 6: Student Sampling Report for TS Schools</b>							3:18PM	
Filter: All Original Schools				Sort: District				
School Name	User Info	NAEP ID	Status	Sess Date	SLF Sent	SLF Num	Samp Num	
<b>Allen Board Of Ed</b>								
Cherry St Middle	A: 6 M: 0	99B0250	Cooperating	2/22	Y	224	60	
North East Brooklyn Middle	A: 6 M: 0	99B0190	Cooperating	2/17	Y	234	60	
Stacy Elementary	A: 6 M: 0	99A0250	Cooperating	2/23	N	0	0	
<b>Board Of Educ, Orange County</b>								
Anthony Road Elementary	A: 7 M: 0	99A0170	Closed	2/24	N	0	0	
Springfield Road Elementary	A: 7 M: 0	99A0190	Has Grade, No Students	2/01	N	0	0	
<b>Evans Board of Ed</b>								
Allula Middle	A: 6 M: 0	99B0050	Cooperating	2/24	Y	120	60	
Marlton City Elementary	A: 6 M: 0	99A0090	Pending	2/01	N	0	0	
<b>Hart Public Schools</b>								
East Town Middle	A: 6 M: 0	99B0130	Interim Refusal	2/16	N	0	0	
Franklin Middle	A: 6 M: 0	99B0120	Pending	2/22	N	0	0	
Palm Point Middle	A: 6 M: 0	99B0140	Pending	2/15	N	0	0	
Parson Elementary	A: 6 M: 0	99A0120	Pending	2/17	N	0	0	
Patrick Elementary	A: 6 M: 0	99A0160	Pending	2/23	N	0	0	
<b>Mayville Public Schools</b>								
Barry Heaton Middle	A: 6 M: 0	99B0010	Pending	2/17	N	25	25	
Douglas Elementary	A: 6 M: 0	99A1050	Pending	2/23	N	0	0	
Jackson City Elementary	A: 6 M: 0	99A1060	Pending	2/16	N	0	0	
Mickelson Middle School	A: 6 M: 0	99B1020	Pending	2/22	N	0	0	
Middletown Middle	A: 1 M: 1	99B0150	Pending	2/07	N	0	0	
Walton Elementary	A: 6 M: 0	99A1070	Pending	2/10	N	0	0	
<b>Normandy Public Schools</b>								
Albert West Middle	A: 6 M: 0	99B0290	Interim Refusal	2/08	N	0	0	
Eldersburg Elementary	A: 2 M: 1	99A0180	Pending	2/15	N	0	0	
Hill Park Middle	A: 2 M: 1	99B0180	Pending	2/14	N	0	0	
Hillside Elementary	A: 6 M: 0	99A0150	Pending	2/10	N	0	0	

### C.8.10.1 Report Filters

Any of the following filters may be selected:

<b>Filter</b>	<b>Effect on Report</b>
All Original Schools	All schools in the original sample will be listed (i.e., status is not Inactive or Retired).
Active Substitutes	All substitutes that have been activated by the refusal of original schools will be listed.
Cooperating Schools	All original and substitute schools with a status of cooperating will be listed.
Pending Schools	All original and substitute schools with a status of pending will be listed.
Cooperating/Pending	All original and substitute schools with a status of cooperating or pending will be listed.
Refusal Schools	All original and substitute schools with refusals at the district-level, school-level, or districts refusing for a specific school will be listed.
Cooperating, Missing Info.	All cooperating schools with missing information (SLF received, SLF number, and/or sample number) will be listed.

### C.8.10.2 Report Sorting Options

Report 6 may be sorted in any of the following ways to meet a specific requirement:

<b>Sort</b>	<b>Effect on Report</b>
District	Schools are listed in alphabetical order under district header lines. Districts appear in alphabetical order.
County	Schools are listed in alphabetical order under county header lines. Counties appear in alphabetical order.
School	Schools are listed in alphabetical order (no header line).
Status	Schools are listed in alphabetical order under status code header lines.
Date	Assessment date. Schools are listed in alphabetical order under assessment date header lines.
Area/Date	Schools are listed in order of area within the state and assessment date within area.
NAEP ID	Schools are listed in order of their NAEP ID number.
User Info.	Schools are listed in order of the User ID or other coding entered in this field.
Training Sessions	Schools are listed in order of the training sessions.

### **C.8.10.2.1 Report 7: QCM Information**

This report is useful for reviewing the assignment of QC Monitors for each school and your activity regarding the QC Forms for each school (edited and mailed). (See Exhibit C-8.) It includes columns that display the QCM initials, whether you have edited the QC Form, and when the QCF has been sent to Westat.

### **C.8.10.3 Report Filters**

While there are other filter options, those you will most likely use are:

<b>Filter</b>	<b>Effect on Report</b>
Cooperating	All original and substitute schools with a status of cooperating will be listed.
Cooperating/Pending	All cooperating schools and pending originals will be listed.

Exhibit 8. Report 7: QCM Information

<b>NAEP 2000 State Coordinator System</b>						10/14/1999
<b>Report 7: QCM Information Listing for TS Schools</b>						3:19PM
Filter: Cooperating/Pending Schools			Sort: School Name			
School Name	User Info	NAEP ID	Session	QCM Initials	Booklet Checked	Date Sent to Westat
Allula Middle	A: 6 M: 0	99B0050	MA0801	FRE	Y	2/25
Allula Middle	A: 6 M: 0	99B0050	SC0801	FRE	Y	2/25
Barry Heaton Middle	A: 6 M: 0	99B0010	SC0801		N	
Cherry St Middle	A: 6 M: 0	99B0250	MA0801	ABE	Y	2/11
Cherry St Middle	A: 6 M: 0	99B0250	SC0801	ABE	Y	2/11
CHURCH CREEK ELEMENTARY	A: 0 M: 0	99A5590	MA0401		N	
CHURCH CREEK ELEMENTARY	A: 0 M: 0	99A5590	SC0401		N	
CITY RISE MIDDLE	A: 0 M: 1	99B5610	MA0801		N	
CITY RISE MIDDLE	A: 0 M: 1	99B5610	SC0801		N	
Douglas Elementary	A: 6 M: 0	99A1050	MA0401		N	
Douglas Elementary	A: 6 M: 0	99A1050	SC0401		N	
EDWARD MARK ELEMENTARY	A: 0 M: 0	99A5010	SC0401		N	
Eldersburg Elementary	A: 2 M: 1	99A0180	MA0401		N	
Eldersburg Elementary	A: 2 M: 1	99A0180	SC0401		N	
FORESTGLEN ELEMENTARY	A: 0 M: 0	99A5570	MA0401		N	
FORESTGLEN ELEMENTARY	A: 0 M: 0	99A5570	SC0401		N	
FOUNTAIN EGG ELEMENTARY	A: 0 M: 0	99A6080	MA0401		N	
FOUNTAIN EGG ELEMENTARY	A: 0 M: 0	99A6080	SC0401		N	
Franklin Middle	A: 6 M: 0	99B0120	MA0801		N	
Franklin Middle	A: 6 M: 0	99B0120	SC0801		N	
Hill Park Middle	A: 2 M: 1	99B0180	MA0801		N	
Hill Park Middle	A: 2 M: 1	99B0180	SC0801		N	
Hillside Elementary	A: 6 M: 0	99A0150	MA0401		N	
Hillside Elementary	A: 6 M: 0	99A0150	SC0401		N	
Jackson City Elementary	A: 6 M: 0	99A1060	MA0401		N	
Jackson City Elementary	A: 6 M: 0	99A1060	SC0401		N	
LAYMON CARLOS ELEMENTARY	A: 0 M: 0	99A5260	MA0401		N	
LAYMON CARLOS ELEMENTARY	A: 0 M: 0	99A5260	SC0401		N	
LOFTON ANDY MIDDLY	A: 0 M: 1	99B6040	MA0801		N	
LOFTON ANDY MIDDLY	A: 0 M: 1	99B6040	SC0801		N	
Marlton City Elementary	A: 6 M: 0	99A0090	MA0401		N	
Marlton City Elementary	A: 6 M: 0	99A0090	SC0401		N	

#### C.8.10.4 Report Sorting Options

Report 7 may be sorted in any of the following ways:

<b>Sort</b>	<b>Effect on Report</b>
District	Sessions are listed in school order under district header lines. Districts appear in alphabetical order.
County	Sessions are listed in school order under county header lines. Counties appear in alphabetical order.
School	Sessions are listed in school order (no header line).
Date	Assessment date. Sessions are listed in school order under assessment date header lines.
NAEP ID	Schools are listed in order of their NAEP ID number.
User Info.	Schools are listed in order of the User ID or other coding entered in this field.
Area	Schools are listed in the order of the area within the state to which they have been assigned.
Area/Date	Schools are listed in order of area within the state and assessment date within area.
Training Sessions	Schools are listed in order of the training sessions.