

# NATIONAL SUPERVISOR MANUAL



NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

# NAEP 2001



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## 1. INTRODUCTION AND OVERVIEW

### 1.1 Introduction to NAEP 2001

This manual is for assessment supervisors working on NAEP 2001. In 2001, we will conduct both the main NAEP and the field test for 2002 NAEP as part of the same study (see Exhibit 1-1). NAEP is sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education.

**Exhibit 1-1. The 2001 NAEP Assessment**

|                             | <b>Students Assessed</b> | <b>Subjects</b>                  | <b>Assessment Time Period</b> |
|-----------------------------|--------------------------|----------------------------------|-------------------------------|
| <b>2001 Main NAEP</b>       | Grades 4, 8, 12          | U.S. History and World Geography | January 2 – March 23          |
| <b>2002 NAEP Field Test</b> | Grades 4, 8, 12          | Reading and Writing              | January 2 – March 16          |

### 1.2 Summary Background of the National Assessment of Educational Progress (NAEP)

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

Planning and development of the National Assessment of Educational Progress began in 1964 with the appointment by the Carnegie Foundation of an Exploratory Committee on Assessing the

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

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

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

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

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

are not directly related to the appraisal of educational performance, achievements, and traditional demographic reporting variables, or to the fair and accurate presentation of such information.”

NAEP procedures guarantee the anonymity of participants, as **no student names are permanently recorded on the assessment booklets**. The results of the national assessment are reported on the national level and by region of the country, not by school district, school, or individual student. Only group statistics are reported, broken down by gender, race/ethnicity, and a host of variables that illuminate students’ instructional experiences.

In addition to the national assessments, Congress authorized the expansion of NAEP to permit reporting at the state level in 1988. States volunteered for the trial assessment component and assumed responsibility for data collection. The trial assessment component of NAEP surveyed eighth-grade mathematics in 1990 and various subjects since then (Exhibit 1-2). The next state NAEP assessment is scheduled for 2002.

In preparation for a NAEP assessment, a field test is conducted in the previous year to pretest questions with regard to new test items, materials, and procedures. In 2001, both national and field test components of NAEP will be taking place in the same schools; they are described in greater detail later in this chapter.

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

### **1.3 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. The learning areas assessed are shown in Exhibit 1-2. Reading, writing, math, and science have been surveyed most frequently.

**Exhibit 1-2. Assessment Timetable<sup>1</sup>**

| Assessment Year | School Year | Learning Area   | Special Assessments               |
|-----------------|-------------|---|-----------------------------------|
| 01              | 1969-70     | Science    Citizenship    Writing   |                                   |
| 02              | 1970-71     | Reading                      Literature                                   |                                   |
| 03              | 1971-72     | Music                      Social Studies                                 |                                   |
| 04              | 1972-73     | Science                      Mathematics                                  |                                   |
| 05              | 1973-74     | Writing            Career and Occupational Development                    |                                   |
| 06              | 1974-75     | Reading                      Art  | Basic Skills                      |
| 07              | 1975-76     | Citizenship/Social Studies  | Basic Mathematics                 |
| 08              | 1976-77     | Science    Adult Assessment (Health, Energy, Reading & Science)           | Basic Life Skills                 |
| 09              | 1977-78     | Mathematics            Consumer Skills                                    |                                   |
| 10              | 1978-79     | Writing            Art            Music                                   |                                   |
| 11              | 1979-80     | Reading/Literature  |                                   |
| 13              | 1981-82     | Mathematics            Citizenship/Social Studies                         |                                   |
| 15 <sup>1</sup> | 1983-84     | Writing/Reading   |                                   |
| 17              | 1985-86     | Mathematics    Reading    Science<br>U.S. History    Literature           | Computer Competence               |
| 19              | 1987-88     | Mathematics    Reading    Science<br>Writing          Geography    Civics |                                   |
| 21              | 1989-90     | Mathematics            Reading<br>Writing                  Science        | State Level Mathematics           |
| 23              | 1991-92     | Mathematics    Writing            Reading                                 | State Level Mathematics & Reading |
| 25              | 1993-94     | Reading            History            Geography                           | State Level Reading               |
| 27              | 1995-96     | Mathematics            Science  | State Level Mathematics & Science |
| 29              | 1997-98     | Reading            Writing            Civics                              | State Level Reading & Writing     |
| 30              | 1998-99     | Reading            Mathematics    Science<br>Writing                      |                                   |
| 31              | 1999-2000   | Reading            Mathematics    Science                                 | State Level Mathematics & Science |
| 32              | 2000-2001   | History            Geography  | Math Online                       |

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

The 2001 national assessment will be conducted in a sample of approximately 1,200 public and nonpublic schools located in 94 geographic areas called primary sampling units (PSUs) throughout the United States. The PSUs were selected by Westat to represent the nation as a whole. The 2001 assessments will be conducted from January through March. There will be an oversample of some minority and SD/LEP students in selected schools.

The 2001 main assessment will consist of a U.S. history and world geography test, while the field test will consist of reading and writing. Both assessments will take place in the fourth, eighth, and twelfth grades. The field test will be conducted in a subsample of the main NAEP schools. Up to 100 students (total for main and field test) will be selected per school in sessions of about 25 students each when there is no oversample. Based on past experience, large schools in the oversample may have up to 145 students.

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.

For the first time this year the scheduling supervisor collected student lists from some schools in an electronic file form at the time the school agreed to cooperate. For these schools, the Westat home office has already done the sampling and produced Administration Schedules with pre-printed student information. The schools that sent advance electronic student files will require a follow-up pre-assessment visit about two weeks prior to assessment date to do supplemental sampling and to conduct other pre-assessment activities.

The remaining schools will be sampled in the traditional way where the assessment supervisor pays an initial visit to 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 will ship the completed materials to NCS Pearson.

The 2001 Main/FT assessment will consist of two session types, U.S. history/world geography (main) and reading/writing (field test) at the fourth-, eighth-, and twelfth-grade levels. The assessments will last for 90 minutes. Schools may keep 10 world atlases from the geography assessment as a “thank-you gift” for participating in NAEP and they may also keep the writing brochures.

Various accommodations will be offered at all grade levels including large print, extended time, read aloud (except in reading session), small group, one-on-one, and scribe accommodations (except in writing session).

Teachers of selected students (fourth and eighth grades only), and the school principal (for all three grades) will be asked to complete a questionnaire about their teaching habits, and about school characteristics, respectively. There is also a questionnaire about SD/LEP students that the teachers most knowledgeable about the sampled SD/LEP student will be asked to complete (for students selected for U.S. history/world geography only). This year, teachers and principals will have the option of completing the questionnaire online or manually. Each teacher should be given a hard copy questionnaire, but they can choose to complete it online instead.

In 2001, there is a new procedure put in place where schools are sent an e-mail from the Westat home office at various stages of the study. The e-mail has a URL address that takes the school staff person to a site called *MySchool*. The site gives the person information about their specific school assessment - which sessions they have been selected for, how many sessions, the date of the assessment, the supervisors' contact name and e-mail address, among other information. This e-mail is automatically generated by the Westat home office through the cooperation codes on the Field Management System (FMS). The school receives the e-mails periodically - one after they sign on to the assessment, one about two weeks before pre-assessment day, one about a few days before the assessment, and the last, after the assessment. The *MySchool* website will be detailed in Chapter 2.

#### **1.4 The Security of Assessment Materials and Confidentiality Issues**

NAEP student data are confidential. Students' names are removed, at the school, from all completed assessment materials before they are shipped to NCS Pearson for processing. The project does not maintain permanent files of names of students. To further ensure confidentiality, students' names are removed from completed assessment booklets and questionnaires before they leave the school. NCES has strict confidentiality standards to ensure that no personally identifiable information is ever released to third parties. In order to protect the confidentiality of **all** NAEP materials, you must strictly observe the following rules and guidelines at all times.

### 1.4.1 Requests to See Assessment Booklets

Within the limits of staff and resources, NAEP will work with school administrators and parents who would like to see assessment booklets. A demonstration booklet that contains the background questions and sample items for each subject in the assessment will be included in the informational materials distributed to school officials along with a letter confirming assessment dates. Generally speaking, the assessment supervisor will take care of any requests from principals, teachers, and the parents of students to be assessed who wish to view the assessment materials. If these requests can not be handled on an informal basis, you should make arrangements to have a meeting, at which time any of these groups can view the materials. You may also remind interested school staff and parents or students that these materials are also available on the NAEP website at <http://nces.ed.gov/nationsreportcard>.

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

### 1.4.2 Requests from News Media

Superintendents or school principals may wish to publicize participation in NAEP, either in the local press or in a school newsletter. A press release explaining NAEP has been prepared (see Appendix A). If a district or school official requests a copy of the press release, note it on the School Control Form. Assessment supervisors can then provide copies when they make their pre-assessment visit. There is also the possibility that representatives of local news media will ask you for information about the national assessment and the local school's involvement. **All such inquires should be referred to school officials who are responsible for handing out any press releases.** If a reporter wants more information than is provided in the release, **refer them to the name and phone number on the press release. UNDER NO CIRCUMSTANCES ARE SUPERVISORS TO MAKE COMMENTS REGARDING THE NATIONAL ASSESSMENT FOR PUBLICATION OR BROADCAST.** This is to ensure that a uniform statement on the national assessment is being presented in all parts of the country.

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

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

Requests from state legislatures, school boards, or other community groups, should be directed to your field manager. The field manager may call upon the home office for support in responding to these requests. State officials, Westat, and/or ETS may hold a meeting with the concerned community members to discuss NAEP.

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

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

**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 videotape and photographs simulating the assessment, upon request.

NAEP field staff faced with the unannounced presence of film crews or reporters should reason with reporters, note the availability of the simulated photos and videotape, and explain the above-mentioned reasons media are not permitted to attend the NAEP sessions. Reporters should be referred to Steve Lazer at ETS (1-800-223-0267) for further information.

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

Chapter 2 provides an introduction to the schedule of project activities and your responsibilities and tasks as a NAEP supervisor. This chapter also describes your assignment of schools and the materials you will use to conduct the assessments. Finally, sections 2.13 – 2.15 outline the shipment of materials from NCS Pearson and Westat.

### 2.1 Contacts to Date with Districts and Schools

During the period from September to December 2000, 30 supervisors completed a number of tasks including securing cooperation and setting assessment schedules. This group is referred to as the scheduling supervisors.

The process of gaining cooperation of the schools selected for the 2001 NAEP assessments required a series of letters and contacts starting at the state and district level and concluding with individual schools. The table below summarizes the project activities for the 2001 assessment. (Boxes shaded in gray have already been completed.)

| <b>2000</b>                         |  |
|-------------------------------------|--|
| Late-August                         | Letter to state test directors from National Center of Education Statistics announcing 2001 NAEP.  |
| Early-September through mid-October | Westat sent the following materials to the state test director:<br><br>Cover letter;<br><br>Listing of districts/schools in state selected for NAEP;<br>and<br><br>Summary of Activities   |
| September 10-12                     | Scheduling supervisor training session.  |
| Mid-September                       | Westat sent the following materials to the District Superintendents encouraging participation in NAEP:<br>Cover letter;<br>Listing of schools in district selected for NAEP;<br>Summary of Activities;<br><i>MySchool</i> brochure<br>State endorsement letter, if one |

| <b>2000 (Continued)</b>       |   |
|-------------------------------|---|
| Mid-September - Late November | <p>NAEP scheduling supervisors made the following contacts for each school in their region:</p> <p>Contacted district Superintendents to review NAEP program and gained permission to contact selected schools;</p> <p>After district permission was granted, supervisors mailed informational materials to school Principals;</p> <p>Supervisor called school Principals after mailing was received to review NAEP program, secure cooperation, and identify school coordinator; and</p> <p>Supervisor then contacted school coordinator to review NAEP program in detail and set assessment date.</p> |
| Mid-September - Late November | Cooperating schools who gave an e-mail address to supervisors received <i>MySchool</i> e-mails from NAEP welcoming them to the assessment and giving them personalized information regarding the assessment   |
| Mid-September - Late November | <p>While gaining cooperation from schools, the NAEP scheduling supervisors performed the following tasks:</p> <p>Established a preliminary schedule of assessments for schools in each region;</p> <p>Had student lists sent to the Westat home office for sampling in some schools;</p> <p>Recorded school cooperation and schedule information in their FMS and on paper copies in school folder; and</p> <p>Contacted potential Exercise Administrators (EAs) to assist with conducting the assessments.</p>   |
| Late November                 | <p>Westat sent cooperating schools a confirmation packet which contained:</p> <p>Letter confirming the assessment date;</p> <p>Instructions for preparing student lists, if they had not already done so;</p> <p>Parental consent letters (if requested);</p> <p>Information for Principals; and</p> <p>Demonstration Books</p>   |
| December 2-6                  | Assessment supervisor training session  |
| December 11-15                | Receive materials, call first schools, contact EAs  |

| <b>2001</b>          |  |
|----------------------|--|
| January 2 – March 23 | <p>Assessment supervisor performs the following tasks:</p> <p>Call school coordinator to set up a pre-assessment visit date about two weeks prior to assessment date. At this time, review the requirements for preparation of student lists or supplemental sampling. Answer any questions the school coordinator has about the assessment or sampling visit;</p> <p>Train exercise administrators (EAs);</p> <p>At the pre-assessment visit, select the student samples (if filed electronically during the gaining cooperation phase then conduct the supplemental sample), list these students on the Administration Schedules and in the laptop, and prepare and distribute School, Teacher, and SD/LEP Questionnaires;</p> <p>On the assessment date, conduct the assessment sessions, complete the forms on paper and in the laptop, collect the questionnaires, and pack and ship all assessment materials to NCS Pearson;</p> <p>Enter assessment information into the Field Management System; and</p> <p>Report regularly to field manager.</p> |
| March 26-March 30    | Make-up Week   |

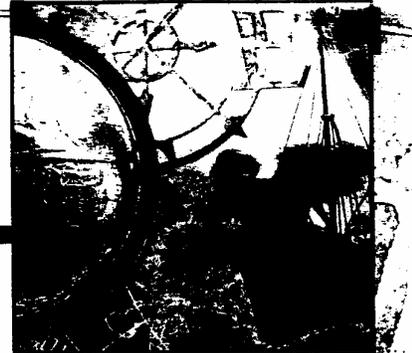
With approval from state test directors, the scheduling supervisors contacted districts, dioceses, and private schools in order to review the requirements of the 2001 NAEP assessments. During these conversations, scheduling supervisors reviewed in detail the school’s role in the assessment using the “Summary of NAEP Activities.”

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

The Summary of NAEP Activities is a two-page document (Exhibit 2-1) that briefly defines the NAEP program and the schools’ responsibilities in the assessment. This document was used in NAEP mailings.

# NAEP 2001

## SUMMARY OF ACTIVITIES



### 2001 National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a congressionally mandated project overseen by the National Center for Education Statistics, a branch of the U.S. Department of Education. Commonly known as the Nation's Report Card, NAEP has collected data since 1969 about what American school children know and can do in a variety of key subject areas. NAEP is the only ongoing study that tracks trends in student achievement at the elementary, middle, and high school levels.

Between January and March 2001, NAEP will assess students in grades 4, 8, and 12 in U.S. history, world geography, reading, and writing. All assessment materials will be provided by NAEP. As an expression of appreciation, participating schools will be given world atlases.

The participation of selected schools and students is vital to the success of NAEP 2001. This document provides a brief overview of assessment plans and the roles of participating schools and school staff. NAEP staff members will provide more detailed information when they contact schools in the fall to discuss the assessment.

### What are the responsibilities of the NAEP staff?

NAEP staff will perform the following tasks:

- Respond to questions from the school community throughout the assessment period;
- Work with the school to set a date between January and March 2001 for the assessments;
- Provide schools with instructions for preparing a file or list of grade-eligible students;
- Select a sample of students from a file or list prepared by the school or district;
- Prepare parent letters (if required by the school or district), and questionnaires for distribution;
- Bring all assessment materials to the school on the scheduled day;
- Conduct the assessments;
- Complete all assessment activities; and
- Provide NAEP reports when they are available.

### What is involved for schools?

- In most grade 4 schools, the sample will include all eligible students up to a maximum of about 60. For most schools at grades 8 and 12, the maximum will be about 100. Occasionally, the student sample will be larger.
- Each student will be assessed in only one of the four subjects. Students taking history or geography will be assessed in one session, and students taking reading or writing will be in another session.
- Assessments will take 90 minutes of each student's time.
- Questionnaires will be distributed to the principal, and in grades 4 and 8, questionnaires will be distributed to the History/Social Studies or Language Arts teachers of the sampled students. In all grades, teachers of selected students with disabilities (SD) and limited English proficiency (LEP) will also be given questionnaires.
- Schools are requested to designate a staff member, the school coordinator, to assist NAEP staff with in-school arrangements.

FOR MORE INFORMATION, VISIT THE NAEP WEBSITE AT: [HTTP://NCES.ED.GOV/NATIONSREPORTCARD](http://nces.ed.gov/nationsreportcard)

## Exhibit 2-1. Summary of NAEP Activities (Page 2 of 2)

### What are the school coordinator's responsibilities?

**1** Work with NAEP staff to select students to be assessed.

Soon after a NAEP representative contacts the school about the assessment, s/he will request an electronic file or list of the students in the grade being assessed. It should contain all grade-eligible students. It may be prepared by the school or district, whichever has the most up-to-date information on enrollment. NAEP staff will sample students from the file or list. In a visit to the school about two weeks before the assessment, in-school arrangements for the assessment will be finalized. All student names will always be kept confidential by NAEP staff. Individual student responses or scores are NEVER reported.

**2** For the sampled students:

- Provide information on the teacher of the subject in which the student will be assessed;
- Identify SD/LEP students. Then, determine how to include them in the assessment according to NAEP criteria; and
- Identify students participating in the Title I program and in the National School Lunch Program (NSLP).

**3** Arrange for suitable space for the assessment session(s) within the school.

**4** Distribute and collect assessment questionnaires.

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

- The School Questionnaire to be completed by the principal;
- Teacher Questionnaires for the History/Social Studies and/or Language Arts teachers of students being assessed in those subjects (4th and 8th grades only); and
- The SD/LEP Student Questionnaire for teachers of sampled SD or LEP students.

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

**5** Notify teachers and students about NAEP.

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

**6** Ensure that students attend the session.

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

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



FOR MORE INFORMATION, VISIT THE NAEP WEBSITE AT: [HTTP://NCES.ED.GOV/NATIONSREPORTCARD](http://nces.ed.gov/nationsreportcard)

The first column of the summary defines the program, the subjects to be assessed in 2001, and the students eligible to participate.

The next section outlines what the responsibilities of the NAEP supervisor and his/her staff will be. The emphasis in this section is to illustrate that most of the tasks involved with the assessment are completed by Westat staff. It also lists the other tasks that are completed by Westat staff:

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

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

- The national NAEP assessment period is from January 2, 2001 through March 23, 2001 with March 26 through March 30 being set aside for make-up sessions.
- In grades 8 and 12 up to approximately 100 students may be assessed (plus any that are selected for the oversample). In grade 4, the maximum will be about 60 (plus students selected for the oversample). The number of students selected is in proportion to the grade enrollment, therefore a small school will have a much smaller sample.
- Schools are most concerned about the amount of time a student is away from instructional activities. The assessment itself will require approximately 90 minutes to administer, including distribution and collection of materials.
- Questionnaires are distributed during the pre-assessment visit and are collected on assessment day. The teacher and school questionnaires can also be completed online this year. This year, there are five questionnaires NAEP will be using as appropriate:
  - Grade 4 Teacher Questionnaire (four versions);
  - Grade 8 History/Geography Teacher Questionnaire;
  - Grade 8 Reading/Writing Teacher Questionnaire;
  - Grade 4, 8, or 12 School Questionnaire (four versions at each grade); and
  - SD/LEP Questionnaire (for students selected for history/geography only).

- Teacher questionnaires are distributed during the pre-assessment visit and are collected on assessment day. A teacher that teaches the assessment subject to one or more assessed students will be asked to complete a questionnaire about his/her teaching practices. Two questionnaires will be distributed at grade 8 – one for the history/geography teacher and one for the reading/writing teacher.
- The principal or designee will be asked to complete a School Questionnaire about the school characteristics and policies.
- Knowledgeable school staff will be asked to complete a SD/LEP Questionnaire for each sampled history/geography student identified as having a disability (SD) or classified as Limited English Proficient (LEP).
- While the NAEP staff is responsible for most assessment activities, a school coordinator assists with in-school arrangements.

During the preliminary contacts with the school, a school coordinator should have been designated by the principal to facilitate the NAEP assessments in the schools. The school coordinator's responsibilities are listed next on the Summary of Activities. They consist of six tasks. The school coordinator should already have an accurate overview of what is expected during the assessment period based on information from this document and previous telephone contacts with the NAEP scheduler. As final confirmation before you contact the schools, a letter was sent to the school coordinator in early December confirming the assessment schedule and providing additional background material.

### 2.3 *MySchool Website*

This year, NAEP introduced *MySchool*, a brand new website for schools participating in the main and field test assessments (Technology-based assessment schools will not use this site). The site gives schools information about NAEP and specific details of the assessment in their school. The site contains four personalized web pages for each school to guide them through the four steps of the assessment administration process:

- **Step 1: NAEP 2001 Introduction-** a link to this page was e-mailed to schools once the school disposition changed from 00 (pending) to 02 (pending cooperation), 05 (initial refusal), or 11 (cooperating).
- **Step 2: Initial Visit-** a link to this page will be e-mailed to schools who are sampling the “traditional” way two weeks prior to the initial visit. Schools who are sampling the “new” way, received an e-mail in early October with information about the electronic file, and they will also receive an e-mail two weeks prior to the initial visit date.

- **Step 3: Assessment Day-** a link to this page will be e-mailed one week prior to the assessment date.
- **Step 4: Future Events-** a link to this page will be e-mailed within one week after the assessment.

Each e-mail will have a link to the current step and will contain the user name and password that needs to be entered to access the site.

The district of each participating school will be informed of the *MySchool* service and will have access to their school's site if they choose to.

An e-mail with a link to Step 1 was sent when the scheduling supervisor entered the e-mail address **and** changed the school's disposition code to 02, 05, or 11 in the FMS. Exhibit 2-2 shows an example of the email that was sent to cooperating schools. Thereafter, **only** cooperating schools will receive subsequent e-mails throughout the assessment period. Each e-mail will direct schools to a login page where they would enter their user name and password to gain access to their school page.

Most schools that are signed up for *MySchool* will have already received at least one of the e-mails associated with it. However, a school may just now decide that they want to sign up. If they are concerned about the personal information that appears in the website, assure them that the only specific information is school, principal, and school coordinator name, school address and phone number, enrollment in the selected grade, and the number and type of assessment sessions. The pages will also contain the date of the initial visit and the assessment. You should remind schools that the only users with access to their pages are the district (if requested), registered users from their school, and members of the NAEP staff. It is also important to let the schools know that all the information appearing on the page exists in current documents and publications we send to schools. The website is just another form of communication between schools and NAEP.

If school staff would like to see an example of the pages before registering, they can go to <http://nces.ed.gov/nationsreportcard/myschool> and click on a link at the login screen to see a demonstration of the site.

## Exhibit 2-2. Example of E-mail Sent to Cooperating Schools

Dear (School Name):

Thank you for participating in the 2001 National Assessment of Educational Progress!

By now, you've probably heard of *MySchool*, our brand new web-based tool to guide you through the NAEP administration process in your school. If you are looking for a quick way to get answers to your questions, or just want assessment information at your fingertips, this site is exactly what you are looking for!

Currently, you are in Step 1: NAEP 2001 Introduction. Periodically, you will receive emails with links to the current step of your personalized NAEP web page. The best part about each page is that you can see your school's unique information and can communicate with the NAEP staff via email, telephone, or live web chats. Every page will also contain a timeline of NAEP activities, frequently asked questions, and an opportunity to view or download NAEP publications.

You have already been pre-registered and you can access *MySchool* from any personal computer with an Internet connection. To get started, follow these easy steps:

1. Go to <http://www.nces.ed.gov/nationsreportcard/myschool/1b>
2. Type this information in the text boxes at the login screen:  
Login: jane\_doe99  
Password: your school's unique NAEP ID number—459-101-1

Bookmark this site now for easy access later!

If you have questions about using this site, please do not hesitate to call our helpdesk at 1-800-283-NAEP, or email us at [NAEPFR@Westat.com](mailto:NAEPFR@Westat.com).

Best Regards,

The National Assessment of Educational Progress

-----  
You have received this message because you are a member of the NCES *MySchool* Service. Click [here](#) to remove your name from this service or to change service options.  
-----

### 2.3.1 The *MySchool* Site and the FMS

This year, Westat is conducting the *MySchool* site as a “field test” to see how many schools access it and how often. We see this site being beneficial to schools in the future for both state and national NAEP. We will be monitoring the number of schools using the site throughout the assessment and encourage you to let us know of any feedback you hear from schools.

Certain fields in the *MySchool* site will come directly from the information you enter/update in the FMS (Exhibit 2-3). These fields are:

- *MySchool* Name
- School Coordinator
- Principal
- School Address
- Phone Number
- Enrollment
- Initial Visit Date and Time
- Assessment Date and Time

While most of this has already been done, there may be a few schools that are not complete. In those cases, it is **very important** that this information is entered accurately because the way it is entered is exactly how it will appear on the web page.

### 2.3.2 Your Access to the *MySchool* Site

You can access all of web pages for the schools in your region by visiting <http://nces.ed.gov/myschool/westat>. Enter your FMS user name and password at the login box and select the school name from the drop-down box.

## Exhibit 2-3. MySchool Step 2 Initial Visit Page

Welcome, Golden Springs Elem School

Current Step: 2 | NAEP Representative: Ed Ellis | School Coordinator: [test contact](#)

Step 1: NAEP 2001 Introduction >> Step 2: Initial Visit >> Step 3: Assessment Day >> Step 4: Future Events

### Reminder

Ed Ellis, the NAEP representative, will be arriving at 3:00 PM on Wednesday, November 08, 2000, to select the sample of students and discuss arrangements for the assessment. For this visit, please generate the list of all students in the 4th grade using the [Student Listing Form](#). (28.6K PDF file: requires Acrobat Reader)

### The Sampling Process

Some frequently asked questions about NAEP sampling.

[How is the student sample determined?](#)

[How does NAEP use the background data collected in the questionnaires?](#)

[What are the responsibilities of the NAEP staff during the initial visit?](#)

[What is involved for my school during the initial visit?](#)

[What do I need to do between the initial visit and assessment day?](#)

### Resources

View or download the [Summary of NAEP Activities](#) (175K PDF file: requires Adobe Acrobat Reader), a two-page document that briefly defines the NAEP program and the NAEP staff and school's responsibilities in the assessment.

Take a look at the [Timeline of Your School's Assessment](#) (121K PDF file: requires Adobe Acrobat Reader) for information about assessment activities and time involvement for schools participating in NAEP this year.

Look at the [Information for Principals](#) (474K PDF file: requires Adobe Acrobat Reader) to view answers to frequently asked questions about student background questions and NAEP confidentiality procedures.

View the [Demonstration Booklets](#) that contain student background questions and examples of the subject questions similar to those asked in the 2001 assessments.

[Parent Information Letters](#): view copies of the available NAEP parent letters.

### How Can We Help You?

We want to make the NAEP assessment in your school a positive experience for your staff and students. If you have questions, or need to get in touch with us for any reason, please choose one of the options below.

- ▶ Send an email to [Ed Ellis](#), your NAEP representative.
- ▶ Find [more information](#) about contacting NAEP.
- ▶ Register a new "My School" user.
- ▶ Report a [technical problem](#) or send [NAEP feedback](#) about the web site.

### Assessment Timeline

You are here

|                          |  |  |  |   |
|--------------------------|--|--|--|---|
| Agreement to Participate | The NAEP Representative Contacts the School Coordinator and works with the NAEP representative to set a date for the assessment. | NAEP Staff Visits School to Collect the Student Sample | NAEP Staff Contacts the School Coordinator to schedule the NAEP staff visit to the school. | After the Assessment at the end of the school year, you should receive the materials for your NAEP Storage Envelope and mail. |
|--------------------------|--|--|--|---|

Click to see timeline as a full-size view

### Chat

Ask questions and learn more about the sampling process and procedures for selecting schools and students in our featured chat:

How is the NAEP sample determined?  
Tuesday, at 3:30pm ET January 6, 2001

Keith Rust, the Westat Director of NAEP Sampling and Statistical Operations, will host a discussion on NAEP sampling methods.

### Your Information

Below is the information we have for your school's assessment. You can [update this information](#) if anything has changed.

|                              |   |
|------------------------------|---|
| School Name                  | Golden Springs Elem School              |
| Principal                    | Lloyd Miller                            |
| Address                      | 100 Feary Dr<br>Anniston, AL 36207-7084 |
| Phone Number                 | (256) 231-5050                          |
| Grade to be Assessed         | 4                                       |
| Disposition                  | Cooperating                             |
| Sessions to be conducted     |   |
| NAEP ID Number               | 237-181-1                               |
| Enrollment in selected grade | 0                                       |

### Online Questionnaires

This year, schools participating in the NAEP assessments have the option of completing the school and teacher questionnaires online, instead of on a paper copy. If you are asked to complete one of the questionnaires, your NAEP representative will give you a paper copy of the questionnaire with instructions for accessing the online version, if you choose to do so.

Please call 1-800-283-8237 (NAEP), if you have any questions about this procedure.

Access the questionnaires online by clicking one of the links below.

[NAEP Teacher Questionnaire](#)  
[NAEP School Questionnaire](#)

### Links of Interest

Below are some of our popular web tools located on the [Nation's Report Card](#) web site. Please browse the links below and use the BACK button at the top of your screen to return to this page.

Get more information about the NAEP 2001 national and field test assessment.

[NAEP Sample Questions Tool](#) allow you to view previous NAEP assessment questions, scoring guides, student responses, and data.

Access various free [NAEP publications](#) and download copies for your own use.

## 2.4 The Supervisor Log

The Supervisor Log is a listing of cooperating and pending schools in your region (as of mid-December), organized by district. It includes:

- **District Information:** District name, superintendent's name, address, and phone number.
- **School Information:** School name, principal's name, address, and phone number.
- **NAEP ID Number:** A unique seven-digit number that identifies the school.
- **Selected Students/Subjects/Time Period:** This identifies the grade to be assessed, the number and type of session, and the time period for the assessments.
- **Disposition Code:** Disposition codes are used to specify the participation status of the school. The log will only list schools that are cooperating (11), pending (00), school contacted, decision pending (02), or interim refusals (05). (Exhibit 2-4)
- **Pre-assessment Date:** You will enter the sampling date after you and the school coordinator agree upon a mutually convenient time, about two weeks prior to the assessment date.
- **Assessment/Makeup Date:** An assessment date will be recorded for all cooperating schools. This date should not be changed by NAEP unless requested by the school. Pending schools, of course, will not have an assessment date entered. If a makeup date needs to be scheduled, write that date in this column.
- **Shipment Date/Tracking Number:** After the assessment is completed, use this column to record: (a) the date you shipped the school's assessment materials back to NCS Pearson and (b) the tracking number of the package

An example of a Supervisor Log for public schools is presented in Exhibit 2-5.

## Exhibit 2-4. Disposition Codes

| <b>DISPOSITION CODES</b>               |  |
|--|--|
| <b>(00) PENDING</b>                    | Neither the school or the district has been contacted.   |
| <b>(02) SCHOOL CONTACTED, PENDING</b>  | The school has been contacted, but their decision is pending.  |
| <b>(11) COOPERATING</b>                | The school will participate in the assessment.   |
| <b>(05) INTERIM REFUSAL</b>            | The school has indicated that they do not wish to participate, but there is a possibility that they will agree.  |
| <b>(24) SCHOOL REFUSAL</b>             | The school has said that they will definitely not participate in the assessment.   |
| <b>(28) SCHOOL BY DISTRICT REFUSAL</b> | District Refusal for this school only - District refuses for only one of schools due to special circumstances. Other schools in the district will cooperate.   |
| <b>(22) DISTRICT REFUSAL</b>           | The district refuses for any of its sampled schools to participate.  |
| <b>(33) CLOSED</b>                     | The school has officially closed.  |
| <b>(31) NO ELIGIBLE STUDENTS</b>       | School has the sampled grade but no eligible students.   |
| <b>(32) NO GRADE</b>                   | School does not contain sampled grade.   |
| <b>(34) NOT REGULAR SCHOOL</b>         | <p>Not a regular school. Regular schools are those that offer traditional academic or comprehensive educational programs to the general student population at the elementary and secondary school level. Schools that are not considered regular schools include:</p> <ul style="list-style-type: none"><li>■ <b>Special Education Schools</b> - such as residential or hospital programs.</li><li>■ <b>Vocational Schools</b> - such as Cosmetology or Truck Driving schools where only these skills are taught. However, a vocational school that offers academic courses and awards a high school diploma would be considered a “regular” school.</li><li>■ <b>Alternative Schools</b> - such as evening high schools offering the GED.</li></ul> |

## Exhibit 2-5. Supervisor Log

| REGION: | SCHOOLS SELECTED FOR MAIN ASSESSMENT<br>SUPERVISOR'S LOG  | NAEP 2001 | PAGE 1   | DATE: November 7, 2000 | ASSMNT<br>DATE/<br>MAKEUP<br>DATE | SAMPLE<br>DATE | SHIP<br>DATE/<br>TRACK<br>NUM. |
|---------|---|-----------|--|------------------------|-----------------------------------|----------------|--------------------------------|
| 8       |   |           |  |                        |                                   |                |                                |
|         | <b>PUBLIC SCHOOL(S)</b>   |           |  |                        |                                   |                |                                |
|         | * ABC UNIFIED<br>RONALD BARNES<br>16700 MORWALK BLVD.<br>CERRITOS, CA. 90703-1838<br>(310) 926-5566                     | 485 315 1 | 12TH GRADE<br>JANUARY-MARCH<br>4-HIST/GEOG                 | 11                     | 02/21                             |                |                                |
|         | ARTESIA HIGH<br>YVONNE CONTRERAS<br>12108 F. DEL AMO BLVD.<br>LAKEWOOD, CA. 90715-1516<br>(562) 926-5566                |           |  |                        |                                   |                |                                |
|         | WHITNEY (GRETCHEN) HIGH<br>TOM BOCK<br>16800 SHOEMAKER AVE.<br>CERRITOS, CA. 90703-1244<br>(562) 926-5566               | 485 302 1 | 12TH GRADE<br>JANUARY-MARCH<br>3-HIST/GEOG<br>1-READ/WRITE | 11                     |                                   |                |                                |
|         | ALHAMBRA CITY HIGH<br>DR. MYRNA RIVERA<br>15 W. ALHAMBRA ROAD<br>ALHAMBRA, CA. 91802-2110<br>(626) 308-2200             | 485 310 1 | 12TH GRADE<br>JANUARY-MARCH<br>3-HIST/GEOG<br>1-READ/WRITE | 05                     |                                   |                |                                |
|         | ANTELOPE VALLEY UNION HIGH<br>ROBERT GIROLAMO<br>44811 NORTH SIERRA HWY.<br>LANCASTER, CA. 93534-3226<br>(661) 948-7655 | 485 307 1 | 12TH GRADE<br>JANUARY-MARCH<br>4-HIST/GEOG                 | 11                     | 02/07                             |                |                                |
|         | HIGHLAND HIGH<br>PAT IACCIANO<br>39055 25TH ST. WEST<br>PALMDALE, CA. 93551-4164<br>(805) 538-0304                      |           |  |                        |                                   |                |                                |
|         | QUARTZ HILL HIGH<br>BARBARA WILLIBRAND<br>6040 W. AVENUE L<br>QUARTZ HILL, CA. 93536-4501<br>(661) 718-3100             | 485 309 1 | 12TH GRADE<br>JANUARY-MARCH<br>4-HIST/GEOG                 | 11                     | 02/08                             | 02/08          |                                |
|         | CENTINELA VALLEY UNION HIGH<br>JULIAN LOPEZ<br>14901 S. INGLEWOOD AVE.<br>LAWNDALE, CA. 90260-1251<br>(310) 263-3200    | 485 319 1 | 12TH GRADE<br>JANUARY-MARCH<br>4-HIST/GEOG                 | 11                     | 02/27                             | 02/15<br>ELEC  |                                |

\* - DISTRICT HAS SCHOOL(S) IN BOTH MAIN AND TECHNOLOGY BASED ASSESSMENT SAMPLES

## 2.5 The NAEP ID

The national school ID is structured in the following way:

| <u>PSU</u> | <u>Grade</u> | <u>School</u> | <u>Type</u> |
|------------|--------------|---------------|-------------|
| XXX        | X            | XX            | X           |

First digit = geographic region:

- 1 = Northeast
- 2 = Southeast
- 3 = Central
- 4 = West

The second and third digits are sequential PSU selection numbers for schools in the four geographic regions. For schools in the special sample the second and third digits will be the FIPS state code.

Fourth digit = grade level

- 1 = Grade 4
- 2 = Grade 8
- 3 = Grade 12

Fifth and sixth digit = sequential school selection number (1-80)

Seventh digit = selection flag/school type

- 0 = Public – original
- 1 = Catholic – original
- 2 = Other Nonpublic – original
- 3 = Public – substitute
- 4 = Catholic – substitute
- 5 = Other Nonpublic – substitute

## **2.6 Importance of the School Coordinator**

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

## **2.7 NAEP Assessment Supervisors’ Responsibilities**

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

- To make sure that all arrangements for the assessments are set;
- To select the samples (or supplemental samples) of students to be assessed and to complete the Administration Schedule(s) listing these students;
- To prepare and distribute all assessment questionnaires to the appropriate school staff;
- To conduct the assessment sessions, collect the questionnaires, and pack and ship all assessment materials to NAEP;
- To complete paperwork and enter the data in the Field Management System for each school in your assignment; and
- To regularly report to your field manager.

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

## **2.8 Your Assignment of Schools**

Each supervisor will be assigned a region of two or more PSUs containing a total of approximately 25-30 schools. The assessment period begins on January 2 and must be completed by March 23. Please make every effort to complete field test sessions by March 16.

Region numbers have been assigned in such a way that they identify the type of assessment to be conducted. Region numbers for NAEP begin with 01 and go through 47.

## **2.9 School Folder**

At training, you will receive a School Folder for each participating school. The front of the folders have space for you to write information about the assessment. The scheduling supervisor for each region assembled the school folders as they made their scheduling calls. The following three sections describe the materials in the school folders that you will need to use for sampling students and conducting assessments. An example of a School Folder and its contents is given in Exhibit 2-6.

Exhibit 2-6. School Folder

School Name \_\_\_\_\_ School # \_\_\_\_\_

2001 MAINFT NAEP ASSESSMENTS

GRADE: \_\_\_\_\_ TRACKING NUMBER: \_\_\_\_\_  
 SCHOOL ADDRESS: \_\_\_\_\_ STUDENT LIST TYPE (Circle one): Electronic file Computer or manual list  
 SAMPLING DATE(S): \_\_\_\_\_  
 ASSESSMENT DATE(S): \_\_\_\_\_  
 QUESTIONNAIRES TO COLLECT: \_\_\_\_\_

| QUANTITY | TYPE                               |
|----------|------------------------------------|
| 1        | School Questionnaire               |
| _____    | SD/LEP Student Questionnaires      |
| _____    | Teacher Questionnaires (4, 8 only) |

SCHOOL COORDINATOR: \_\_\_\_\_  
 PHONE NUMBER: \_\_\_\_\_  
 FAX NUMBER: \_\_\_\_\_  
 E-MAIL: \_\_\_\_\_

**SESSIONS (Regular and Accommodations)**

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

**MAKE UP SESSIONS (Circle one) YES NO**

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

## **2.10 Receiving Electronic Files from Schools**

As mentioned previously in this manual, in some cases, the scheduling supervisor collected the student list from the schools in an electronic file form at the time the school agreed to cooperate. The files were received at the Westat home office and the home office did the sampling (and oversampling, if applicable).

A copy of the student list was printed out and sent to the scheduling supervisor and should be in the school folder. The assessment supervisor will need this list as part of his/her initial (pre-assessment) visit to the school. This visit will take place to do the supplemental sample and to conduct other pre-assessment activities. The supplemental sample will be described in detail in Chapter 4.

The selected student list was also sent to NCS Pearson allowing them to pre-print the Administration Schedules with the student information.

## **2.11 The School Control Form**

You will receive a School Control Form (SCF) for each school in your assignment. It is the document that describes the assessment activities for which the school has been selected. It is also the document upon which critical information about the assessment was recorded. The SCF is shown as Exhibit 2-7.

In general, the first third of the SCF contains the School, District and Principal's name and address information. Also shown are the ID numbers of the school, the estimated number of students to be assessed, and the grade selected. The SCF also indicates whether the school has been sampled for assessments in more than one grade.

## Exhibit 2-7. School Control Form

=====

2001 NAEP SCHOOL CONTROL FORM

=====

|                                     |                            |
|-------------------------------------|----------------------------|
| SCHOOL ID #: 491 103 1              | SUPERVISOR REGION : 2      |
|                                     | ASSESSMENT TYPE : NATIONAL |
|                                     | ACCOM. FOR NATIONAL: YES   |
| SCHOOL NAME: JEFFERSON ELEM. SCHOOL | PRINCIPAL: SHIRLEY BEATY   |
| ADDRESS: 615 N 2ND ST               | PHONE: (541) 327-3337      |
| JEFFERSON, OR 97352-9708            |                            |
| GRADE: 4                            |                            |
| ESTIMATED # TO BE ASSESSED: 60      | ESTIMATED # OF SESSIONS: 2 |
| SESSION TYPES: 2-HISTORY/GEOGRAPHY  |                            |

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

=====

- A. SCHOOL COORDINATOR'S NAME: \_\_\_\_\_  
 COORDINATOR'S EMAIL: \_\_\_\_\_
- B. ACTUAL GRADE ENROLLMENT: \_\_\_\_\_
- C. IS THIS A YEAR ROUND SCHOOL? Y/N IF YES, PERCENT OF STUDENTS IN GRADE 4  
 OFF TRACK AT ANY TIME: \_\_\_\_\_ %.
- D. ASSESSMENT DATE(S): \_\_\_\_\_ ASSESSMENT TIME: \_\_\_\_\_  
 PREASSESSMENT DATE(S): \_\_\_\_\_ PREASSESSMENT TIME: \_\_\_\_\_
- E. ARRANGEMENTS FOR ASSESSMENT: \_\_\_\_\_
- F. SAMPLING WILL BE DONE (CHECK ONE):  
 \_\_\_\_\_ FROM ELECTRONIC DATA FILE PROVIDED BY OCTOBER 27  
 \_\_\_\_\_ FROM HARDCOPY LIST PROVIDED ABOUT 2 WEEKS BEFORE ASSESSMENT
- IF ELECTRONIC FILE, NAME AND TELEPHONE  
 NUMBER OF PERSON PRODUCING FILE: \_\_\_\_\_
- G. COMMENTS: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- H. IF PARENTAL CONSENT LETTERS ARE REQUIRED BY SCHOOL, INDICATE QUANTITY:  
 NUMBER FOR ALL ELIGIBLES OR NUMBER FOR SAMPLED STUDENTS
- |           |           |
|-----------|-----------|
| #1: _____ | #2: _____ |
| #3: _____ | #4: _____ |
| #5: _____ | #6: _____ |
- SPANISH LETTER 1: \_\_\_\_\_ DATE REQUIRED: \_\_\_\_\_  
 SPANISH LETTER 2: \_\_\_\_\_

In detail, the information on the form gives assessment arrangements the scheduling supervisor made with the school coordinator during the introductory meeting telephone calls. These items are as follows:

- A. **School Coordinator's Name** - The school coordinator's name is in this space. If the school coordinator is the principal, it is the principal's name. If the school coordinator is reached at a phone number other than the school phone number, that is entered. There is also space here to enter the school coordinator's e-mail address.
- B. **Expected Enrollment in Grade** - The number of grade-eligible students that we anticipate will be preprinted here. The scheduling supervisor should have entered the actual number of students in the selected grade in the second space.
- C. **Year-Round Schools** - If the school district has a "year-round" schedule, this is indicated by a "Y" (for Yes) and the percentage of students in the selected grade who would be off-track at any one time is also entered here.
- D. **Initial Visit (Pre-assessment) and Assessment Date** - A specific initial (pre-assessment) visit date is usually not scheduled. Rather, the school coordinator is informed that the NAEP assessment supervisor will call in mid-December or early January to set an initial (pre-assessment) visit. The coordinator should have been informed that this initial visit takes place one to two weeks before the assessment. Only if the school coordinator wants to schedule a specific initial visit (pre-assessment) date should a date be entered there. A **specific assessment date**, however, should be scheduled and recorded here.
- E. **Arrangements for Assessment** - This space includes any other information about the school that the supervisor needs to be aware of. This space may also expand on how sampling will be done or any special arrangements needed for the session.
- F. **List Information** - There is space here to show whether the sampling will be done by sending an electronic file in the fall or the "traditional" way by a computer-generated or manual list about two weeks before the assessment date.
- G. **Comments** - There is space here for other comments.
- H. **Parental Consent Letters** - If a school coordinator indicates that parental letters will be required, the type of letter, the quantity and date needed at the school is entered here. The scheduling supervisor took care of the need for a parental letter by sending the school coordinator a copy of one of the letters so that the school can prepare their own, then this space is blank.

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

## 2.12 Other Forms in the School Folder

Along with the Supervisor Log and School Control Form, the following three forms will complete the school folder:

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

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

## 2.13 Laptop Computer

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

## 2.14 Shipment of Materials to Supervisors

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

| Supplies                             | From        | Ship Date                             |
|--------------------------------------|-------------|---------------------------------------|
| School Folders                       | Westat      | Distribute at training                |
| Session Assignment Forms             | Westat      | Loaded in computer sent ahead of time |
| Session, Sampling, and Bulk Supplies | NCS Pearson | By December 31, 2000                  |
| Bulk Supplies                        | Westat      | By December 31, 2000                  |

## 2.15 Materials from NCS Person

### 2.15.1 Sampling Materials from NCS Pearson

Among the supplies you will receive from NCS Pearson are the materials needed for the sampling visit. These materials will be shipped to you after training so that you can organize them prior to the start of your sampling visits. You will receive control documents for all of the schools in your region. These documents are briefly described below.

#### 2.15.1.1 The Administration Schedule

This document is the primary control document used to record information about each assessment. Each session has an Administration Schedule with pre-printed school and session-level information and preprinted assessment book ID numbers. For schools who sent in an electronic file of students during the gaining cooperation phase, the student information will also be pre-printed. You will use the Administration Schedule during your sampling visit to pre-assign booklets to the sampled students. Exhibit 2-8 shows an example of an Administration Schedule with its pre-printed information. Specific instructions for preparing an Administration Schedule are found in Chapter 4.

# Exhibit 2-8. Administration Schedule

**Race/Ethnicity Codes**

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

**National School Lunch Program**

1 = Student not eligible  
2 = Free lunch  
3 = Free lunch  
4 = Information not released  
5 = Released  
6 = School not participating

**For Use in Column "F":**  
Accommodations: YES

**For Use in Column "G":**  
Accommodations: YES

**ADMINISTRATION SCHEDULE** Page 1

School #: 999-299-1 Session Type: HIST/GEOG

School Name: KENNEDY MIDDLE SCH Grader: 08

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

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

Click if Makeup Held

This form must be completed in No. 2 pencil.

| Student Name        | Birth Date | Month | Day | Year | Accommodation | Booklet ID # | Teacher # | Period # | Admin. Code | Admin. Codes   |
|---------------------|------------|-------|-----|------|---------------|--------------|-----------|----------|-------------|--|
| 01 SMITH, JOHN      | 1 1 8      | 6     | 1   | 2    | 2             | 101 000001 0 |           |          | 1           | ASSESSED IN ORIGINAL   |
| 02 FILMORE, LISA    | 1 0 8      | 6     | 2   | 1    | 2             | 031 000002 1 |           |          | 2           | 10 = In session but late<br>11 = No responses in booklet<br>12 = In session but no response<br>13 = Session incomplete<br>14 = Other, specify on cover   |
| 03 MOORE, JUDY      | 0 9 8      | 6     | 2   | 1    | 2             | 102 000003 2 |           |          | 3           | ASSESSED IN MAKEUP   |
| 04 JOHNSON, DAVID   | 0 4 8      | 7     | 1   | 1    | 2             | 032 000004 3 |           |          | 4           | 20 = In session but late<br>21 = No responses in booklet<br>22 = In session but no response<br>23 = Session incomplete<br>24 = Other, specify on cover   |
| 05 CRUZ, EMMANUEL   | 0 6 8      | 7     | 1   | 3    | 2             | 103 000005 4 |           |          | 5           | ABSENT   |
| 06 MICHAELS, DEBRA  | 0 2 8      | 7     | 2   | 2    | 2             | 104 000006 5 |           |          | 6           | 40 = Temporary<br>41 = Chronic illness<br>42 = Chronic illness<br>43 = Chronic illness<br>44 = In school, did not attend<br>45 = Disruptive behavior<br>46 = Student refusal<br>47 = Student refusal<br>48 = Other, specify on cover |
| 07 JACOBS, SHAWNA   | 1 2 8      | 6     | 2   | 1    | 2             | 133 000007 6 |           |          | 7           | OTHER  |
| 08 NIELSON, ZACHARY | 0 5 8      | 7     | 1   | 2    | 2             | 033 000008 7 |           |          | 8           | 50 = Unassessed book (unused)<br>51 = Ineligible<br>52 = Ineligible<br>53 = Ineligible<br>54 = Ineligible<br>55 = Ineligible<br>56 = Not in sample   |
| 09 NGUYEN, CANH     | 0 8 8      | 6     | 1   | 4    | 2             | 049 000009 8 |           |          | 9           | REASONS FOR EXCLUSION  |
| 10 ROWELL, JENNIFER | 1 0 8      | 6     | 2   | 1    | 2             | 105 000010 9 |           |          | 10          | 60 = SD - Cannot be assessed<br>61 = SD - Cannot be assessed<br>62 = LEP - Cannot be assessed<br>63 = LEP - Required accom not offered<br>64 = LEP - Required accom not offered<br>65 = SDLEP - Required accom not offered           |
| 11 WAGLER, ANTHONY  | 0 7 8      | 7     | 1   | 1    | 2             | 034 000011 0 |           |          | 11          | ASSESSED WITH ACCOMMODATIONS   |
| 12 VOLKMAN, JULIE   | 0 5 8      | 7     | 2   | 2    | 2             | 106 000012 1 |           |          | 12          | 72 = Bilingual dictionary<br>73 = Bilingual dictionary<br>74 = Bilingual dictionary<br>75 = Bilingual dictionary<br>76 = Bilingual dictionary<br>77 = Bilingual dictionary<br>78 = Bilingual dictionary<br>79 = Bilingual dictionary |
| 13 BOOTH, PATRICK   | 1 1 8      | 6     | 1   | 1    | 2             | 035 000013 2 |           |          | 13          |  |
| 14 DRAYER, LEANNE   | 0 3 8      | 7     | 2   | 2    | 2             | 107 000014 3 |           |          | 14          |  |

### **2.15.1.2 Assessment Questionnaires**

For 2001, supervisors will prepare, distribute, and collect all assessment questionnaires. These will be distributed to teachers and school administrators at the time of sampling, and the completed documents will be picked up on assessment day. For the first time, teacher and school questionnaires can be completed online. This year, NAEP will be using five types of questionnaires:

- Grade 4 Teacher Questionnaire (four versions);
- Grade 8 History/Geography Teacher Questionnaire;
- Grade 8 Reading/Writing Teacher Questionnaire;
- Grade 4, 8, or 12 School Questionnaire (four versions at each grade); and
- SD/LEP Questionnaire (for students selected for history/geography only).

You will keep track of these documents on the Roster of Questionnaires. If a teacher or principal completes a questionnaire online, then this must be recorded on the Roster of Questionnaires, as well. (If the questionnaires are completed online, you do not have to collect the blank hard copy of the questionnaire from the principal or teacher.)

### **2.15.1.3 Roster of Questionnaires**

The purpose of the Roster of Questionnaires is to assist you in keeping track of the teachers and school staff to whom the questionnaires are distributed. There are three different versions of the roster, one for each grade. An example of the Grade 4 Roster is shown in Exhibit 2-9.

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

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

### **2.15.2 Session Materials/Bulk Supplies from NCS Pearson**

The other mailing you will be receiving from NCS Pearson will contain materials that are used in conducting the assessments. This will consist of bundles of assessment booklets and other session materials packed in individual session boxes and bulk supplies. These materials are described below.

#### **2.15.2.1 Bundles of Assessment Booklets**

The booklets for each session that you conduct will be packaged in separate session boxes. Assessment booklets will be shrink-wrapped in bundles of 11 and you will receive three per scheduled session. Packed with each bundle will be a numbered Bundle Slip listing session information and the first three digits of the booklet ID numbers contained in that particular bundle. The letter representing each ancillary item required for a booklet will be printed on the Bundle Slips, to help further with your preparation. Each Bundle Slip will have an ID number that matches one of those preprinted in the upper left corner of the Administration Schedule. For each session, be sure to check that the ID number on the Bundle Slips matches the bundle ID numbers on the Administration Schedule (Exhibit 2-10).



Exhibit 2-10. Administration Schedule with Bundle ID Numbers

**NAEP ASSESSMENT - GRADE 8**

**TYPE: HISTORY/GEOGRAPHY**

**BUNDLE # 3003**

**RULERS "R"  
WORLD ATLAS "A"**

111  
112  
133  
039 RA  
049 R  
113  
040 R  
114  
041 RA  
115  
116



00003003 - 1

+ |||||

00 0

**ADMINISTRATION SCHEDULE**

School #: 999-299-1  
 School Name: KENNEDY M...  
 Administrator's Name: ...  
 Original session schedule:  
 Day: ...  
 Time: ...  
 Location: ...

For Use in Column "F":  
 Bundle #'s  
 3001  
 3002  
 3003

For Use in Column "G":  
 Accommodations:  
 YES

| Student Name        | Month | Year | Birth Date |      |
|---------------------|-------|------|------------|------|
|                     |       |      | Month      | Year |
| 01 SMITH, JOHN      | 1     | 1    | 8          | 6    |
| 02 FILMORE, LISA    | 1     | 0    | 8          | 6    |
| 03 MOORE, JUDY      | 0     | 9    | 8          | 6    |
| 04 JOHNSON, DAVID   | 0     | 4    | 8          | 7    |
| 05 CRUZ, EMMANUEL   | 0     | 6    | 8          | 7    |
| 06 MICHAELS, DEBRA  | 0     | 2    | 8          | 7    |
| 07 JACOBS, SHAWNA   | 1     | 2    | 8          | 6    |
| 08 NIELSON, ZACHARY | 0     | 5    | 8          | 7    |
| 09 NGUYEN, CANH     | 0     | 8    | 8          | 6    |
| 10 ROWELL, JENNIFER | 1     | 0    | 8          | 6    |
| 11 WAGLER, ANTHONY  | 0     | 7    | 8          | 7    |
| 12 VOLKMAN, JULIE   | 0     | 5    | 8          | 7    |
| 13 BOOTH, PATRICK   | 1     | 1    | 8          | 6    |
| 14 DRAYER, LEANNE   | 1     | 0    | 3          | 8    |

In addition, your bulk shipment of supplies from NCS Pearson will contain extra bundles of 11 booklets each for each session type for each grade. To account for booklets used from your overage supply, you need only to record the 10-digit booklet ID number and student demographic data on the session Administration Schedule when a booklet is needed from this extra supply. In most cases, this will necessitate using a second Administration Schedule taken from your bulk supplies, since all 33 lines will be used on most Administration Schedules. The bulk shipment will also include bundles of accommodation booklets for read aloud accommodations in small groups. It is necessary to use these books whenever a session has more than one student who needs the booklet read aloud to him/her and there is only one administrator to conduct the special session.

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

#### **2.15.2.2 Assessment Booklets**

Each booklet contained within a bundle has an alphanumeric code in the upper right corner. Numerals identify the booklet number. Letters that precede the numeral identify the booklet type: G (geography), H (history), R (reading), and W (writing). The geography, writing, and reading (grade 12 only) will require the use of additional materials not contained in the booklets themselves. Letters that follow the numeral identify additional, or ancillary, materials to be handed out during the session.

Exhibit 2-11 shows an example Grade 4 booklet cover. Booklet G11RA is a geography booklet for which a student must receive a ruler designated by the letter R and an atlas designated by the letter A.

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

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

A summary of assessment booklet numbers by grade level, assessment types, and the materials required for each assessment type is shown in Exhibit 2-12.

Exhibit 2-11. Example Booklet Cover – Grade 4 - Geography

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



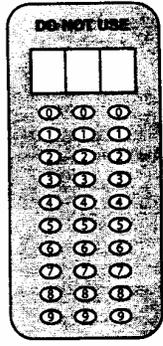
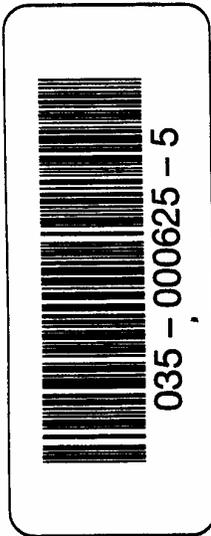
**2001**  
**Grade 4**

| SECTION |     |
|---------|-----|
| 1       | BGH |
| 2       | G7  |
| 3       | G8  |
| 4       | CG  |

**BOOK**  
**G35RA**



|                              |                      |                      |                      |                      |                      |
|------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| SCHOOL #                     |                      |                      |                      |                      |                      |
| <input type="text"/>         | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| TOTAL TIME for ACCOMMODATION |                      |                      | ADMIN CODE           |                      |                      |
| <input type="text"/>         | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |



PLACE LABEL HERE

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0756. The time required to complete this information collection is estimated to average 100 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Information Management and Compliance Division, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4651.

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**Exhibit 2-12. Summary of Assessment Booklets**

| <b>GRADE</b> | <b>SUBJECT</b> | <b>BOOKLET NUMBERS</b>   | <b>ADDITIONAL MATERIALS</b>                    |
|--------------|----------------|--|--|
| 4            | History        | H101-1118  | None   |
|              | Geography      | G31R-G33R; G34RA-G35RA; G36R-G38R; G39RA; G40R; G41RA; G42R-G43R; G44RA; G45R-G46R; G47RA; G48R      | R = Ruler<br>A = Atlas                         |
|              | Reading        | R1   | None   |
|              | Writing        | W201A  | A = Writing brochure A                         |
| 8            | History        | H101-H133  | None   |
|              | Geography      | G31R-G33R; G34RA-G35RA; G36R-G38R; G39RA; G40R; G41RA; G42R-G43R; G44RA; G45R-G46R; G47RA; G48R-G49R | R = Ruler<br>A = Atlas                         |
|              | Reading        | R1   | None   |
|              | Writing        | W201B-W202B  | B = Writing brochure B                         |
| 12           | History        | H101-H133  | None   |
|              | Geography      | G31R-G33R; G34RA-G35RA; G36R-G38R; G39RA; G40R; G41RA; G42R-G43R; G44RA; G45R-G46R; G47RA; G48R-G49R | R = Ruler<br>A = Atlas                         |
|              | Reading        | R1FP   | F = Social Security Form<br>P = Metro Pamphlet |
|              | Writing        | W201D  | D = Writing brochure D                         |

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

### **2.15.2.3 Ancillary Materials**

Geography sessions will require materials that will be used in conjunction with the assessments. As stated earlier, the manipulatives used in geography will be the atlas (A) and the ruler (R) at all three grades. Grades twelve will be the only grade that has reading manipulatives. These are in the form of the Social Security Form Application Instructions (designated by the letter F on the booklet) and the Metro Pamphlet (designated by the letter P). The writing sessions will have a Writing Brochure at grades 4, 8, and 12 (designated by the letters A, B, and D respectively).

Exhibit 2-13 shows an example of the Session Packing List that will be included in each box of session materials.

Each shipment to a supervisor will contain a Master Packing List in Box 1 of the shipment (see Exhibit 2-14). This document will list in sequential order, by Box #, the boxes for each school session included in the shipment. Also, each box will include a separate Packing List. You will need to inspect these boxes and identify any missing materials as soon as possible. If any materials are missing, NCS Pearson should be notified immediately so that a supplemental shipment can be arranged. Exhibit 2-15 shows ancillary materials.

### **2.15.3 Bulk Supplies from NCS Pearson**

There is a limited number of remaining materials that you will need from NCS Pearson. These items will all be packed in bulk, that is, not packed for specific sessions that you are to conduct. Exhibit 2-16 shows the NCS Pearson Bulk Supply List that will be included in your shipment.

**Exhibit 2-13. Session Packing List**

**Ship To:** Lincoln High

|         |            |
|---------|------------|
| Seq#    | 2          |
| Method: | UPS        |
| Date:   | 12/20/2000 |

NAEP School#: 101-301-1

Session Type: History/Geography

Grade: 12

Session #: HG1201

Assessment Date: 02/06/2001

Accom: YES

| Qty | Units          | Inventory # | Description                                |
|-----|----------------|-------------|--|
| 3   | Bundle(s)      | NA02100036  | *Gr12 History/Geo Spiral - (40001 - 40003) |
| 2   | Bndls of<br>10 | NA00000325  | Rulers                                     |
| 33  | Each           | NA02100068  | Student ID Labels                          |
| 1   | Each           | UPSARS      | UPS ARS 2-day Return Labels                |

**Exhibit 2-14. NCS Pearson Master Packing List**

**Ship  
To:  
SUPER  
VISOR  
ONE**

**REGION # 1**

**Page: 1**

**Method: UPS**

**Date: 12/18/2000**

| <b>School #</b> | <b>School Name</b>    | <b>Session</b>    | <b>Session #</b> | <b>Seq. #</b> | <b>Box #</b> |
|-----------------|-----------------------|-------------------|------------------|---------------|--------------|
| 999-199-1       | Washington Elementary | History/Geography | HG0401           | 00001         | _____        |
| 999-199-1       | Washington Elementary | Reading/Writing   | RW0401           | 00002         | _____        |
| 999-198-1       | Roosevelt Elementary  | History/Geography | HG0401           | 00004         | _____        |
| 999-198-1       | Roosevelt Elementary  | Reading/Writing   | RW0401           | 00005         | _____        |
| 999-298-1       | Kennedy Middle        | History/Geography | HG0801           | 00006         | _____        |
| 999-299-1       | Lincoln Jr. High      | History/Geography | HG0801           | 00007         | _____        |
| 999-299-1       | Lincoln Jr. High      | Reading/Writing   | RW0801           | 00008         | _____        |
| 999-399-1       | Kennedy High School   | History/Geography | HG1201           | 00009         | _____        |
| 999-399-1       | Kennedy High School   | Reading/Writing   | RQ1201           | 00010         | _____        |

**Exhibit 2-15. Ancillary Materials**

| <b>Grade</b> | <b>Subject</b>  | <b>Ancillary Material</b>                       |
|--------------|-----------------|---|
| 4            | World Geography | Atlas (A) and Ruler (R)                         |
|              | U.S. History    | None  |
|              | Reading         | None  |
|              | Writing         | Writing Brochure (A)                            |
| 8            | World Geography | Atlas (A) and Ruler (R)                         |
|              | U.S. History    | None  |
|              | Reading         | None  |
|              | Writing         | Writing Brochure (B)                            |
| 12           | World Geography | Atlas (A) and Ruler (R)                         |
|              | U.S. History    | None  |
|              | Reading         | Social Security Form (F) and Metro Pamphlet (P) |
|              | Writing         | Writing Brochure (D)                            |

**Exhibit 2-16. NCS Pearson Bulk Supply List (Page 1 of 2)**

| <b>Qty.</b> | <b>Units</b> | <b>Inventory #</b> | <b>Description</b>                           |
|-------------|--------------|--------------------|--|
| 16          | Each         | NA00000018         | *AA Batteries                                |
| 200         | Each         | NA00000305         | Rubber bands                                 |
| 2           | Sets         | NA00000325         | *Rulers                                      |
| 50          | Each         | NA00000336         | *Supplemental Shipping Envelopes             |
| 3           | Roll(s)      | NA00000391         | *Sealing Tape Rolls                          |
| 1           | Each         | NA00000392         | *Tape<br>Dispenser                           |
| 6           | Each         | NA00002262         | *Digital Timer                               |
| 1,440       | Each         | NA00004300         | *#2 Pencils                                  |
| 6           | Each         | NA00006325         | *Laminated "Do Not Disturb" Signs            |
| 20          | Each         | NA00008000         | *Gr4 Writing Brochures "A"                   |
| 30          | Each         | NA00008001         | *Gr8 Writing Brochures "B"                   |
| 20          | Each         | NA00008002         | *Gr12 Writing Brochures "D"                  |
| 10          | Each         | NA00009999         | USPS Express Mail Return Labels              |
| 20          | Bundle(s)    | NA02000063         | World Atlas                                  |
| 10          | Each         | NA02100001         | Administration Schedules - Blank             |
| 5           | Each         | NA02100002         | Gr4 Roster of Questionnaires - blank         |
| 5           | Each         | NA02100003         | Gr8 Roster of Questionnaires - blank         |
| 5           | Each         | NA02100004         | Gr12 Roster of Questionnaires - blank        |
| 20          | Each         | NA02100005         | Supplemental SD/LEP Roster                   |
| 17          | Each         | NA02100017         | *S.S. Card Instructions                      |
| 17          | Each         | NA02100018         | *Guide to Metro-Fares/Passes                 |
| 20          | Each         | NA02100069         | Materials Request Form                       |
| 25          | Each         | NA02100070         | UPS ARS Fax Form                             |
| 3           | Bundle(s)    | NA02100027         | Gr4 Teacher Questionnaires                   |
| 2           | Bundle(s)    | NA02100028         | Gr8 History/Geography Teacher Questionnaires |
| 2           | Bundle(s)    | NA02100029         | Gr8 Language Arts Teacher Questionnaires     |
| 1           | Bundle(s)    | NA02100030         | Gr4 School<br>Questionnaires                 |
| 1           | Bundle(s)    | NA02100031         | Gr8 School<br>Questionnaires                 |
| 1           | Bundle(s)    | NA02100032         | Gr12 School<br>Questionnaires                |
| 6           | Bundle(s)    | NA02100033         | SD/LEP Questionnaire                         |
| 3           | Bundle(s)    | NA02100034         | *Gr4 History/Geo Spiral (10001 - 10003)      |
| 3           | Bundle(s)    | NA02100035         | *Gr8 History/Geo Spiral (20001 - 20003)      |
| 3           | Bundle(s)    | NA02100036         | *Gr12 History/Geo Spiral (30001 - 30003)     |
| 3           | Bundle(s)    | NA02100037         | *Gr4 Read/Writing Spiral (40001 - 40003)     |

**Exhibit 2-16. NCS Pearson Bulk Supply List (Page 2 of 2)**

| <b>Qty.</b> | <b>Units</b>                 | <b>Inventory #</b> | <b>Description</b>                        |
|-------------|------------------------------|--------------------|---|
| 3           | Bundle(s)                    | NA02100038         | *Gr8 Read/Writing Spiral (50001 - 50003)  |
| 3           | Bundle(s)                    | NA02100039         | *Gr12 Read/Writing Spiral (60001 - 60003) |
| 1           | Bundle(s)                    | NA02100040         | *Gr4 G31R Read Aloud Bndl (00001)         |
| 1           | Bundle(s)                    | NA02100041         | *Gr4 G33R Read Aloud Bndl (00002)         |
| 1           | Bundle(s)                    | NA02100042         | *Gr4 G36R Read Aloud Bndl (00003)         |
| 1           | Bundle(s)                    | NA02100043         | *Gr8 G31R Read Aloud Bndl (00004)         |
| 1           | Bundle(s)                    | NA02100044         | *Gr8 G33R Read Aloud Bndl (00005)         |
| 1           | Bundle(s)                    | NA02100045         | *Gr8 G36R Read Aloud Bndl (00006)         |
| 1           | Bundle(s)                    | NA02100046         | *Gr8 G49R Read Aloud Bndl (00007)         |
| 1           | Bundle(s)                    | NA02100047         | *Gr12 G31R Read Aloud Bndl (00008)        |
| 1           | Bundle(s)                    | NA02100048         | *Gr12 G33R Read Aloud Bndl (00009)        |
| 1           | Bundle(s)                    | NA02100049         | *Gr12 G36R Read Aloud Bndl (00010)        |
| 1           | Bundle(s)                    | NA02100050         | *Gr12 G49R Read Aloud Bndl (00011)        |
| 1           | Bundle(s)                    | NA02100051         | *Gr4 H101 Read Aloud Bndl (00012)         |
| 1           | Bundle(s)                    | NA02100052         | *Gr4 H103 Read Aloud Bndl (00013)         |
| 1           | Bundle(s)                    | NA02100053         | *Gr4 H105 Read Aloud Bndl (00014)         |
| 1           | Bundle(s)                    | NA02100054         | *Gr8 H101 Read Aloud Bndl (00015)         |
| 1           | Bundle(s)                    | NA02100055         | *Gr8 H103 Read Aloud Bndl (00016)         |
| 1           | Bundle(s)                    | NA02100056         | *Gr8 H105 Read Aloud Bndl (00017)         |
| 1           | Bundle(s)                    | NA02100057         | *Gr8 H107 Read Aloud Bndl (00018)         |
| 1           | Bundle(s)                    | NA02100058         | *Gr8 H133 Read Aloud Bndl (00019)         |
| 1           | Bundle(s)                    | NA02100059         | *Gr12 H101 Read Aloud Bndl (00020)        |
| 1           | Bundle(s)                    | NA02100060         | *Gr12 H103 Read Aloud Bndl (00021)        |
| 1           | Bundle(s)                    | NA02100061         | *Gr12 H105 Read Aloud Bndl (00022)        |
| 1           | Bundle(s)                    | NA02100062         | *Gr12 H107 Read Aloud Bndl (00023)        |
| 1           | Bundle(s)                    | NA02100063         | *Gr12 H133 Read Aloud Bndl (00024)        |
| 1           | Bundle(s)                    | NA02100065         | *Gr8 W201B Read Aloud Bndl (00025)        |
| 1           | Bundle(s)                    | NA02100066         | *Gr8 W202B Read Aloud Bndl (00026)        |
|             | <b>*Items to be returned</b> |                    |   |

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

**Additional supplies can be ordered from NCS Pearson as needed by calling 1-888-627-6237 (1-888-NCS PEARSON-NAEP). All e-mail requests for NCS Pearson can be sent directly to [NCSNAEP@NCS.com](mailto:NCSNAEP@NCS.com) and you should cc: your field manager. Please include number of needed items, the date needed, and the address for delivery. If needed by the next day, phone in with request. Cut-off time for next day delivery is 3:30pm CST.**

## 2.16 Materials from Westat

As stated earlier, school folders containing Supervisor logs, School Control Form, Records of Contact, and copies of the student list (if filed electronically) for each school in your region, will be given out at training. The following supplies will be shipped to you immediately following training:

- Publications:
  - NAEP Brochure
  - Summary of NAEP Activities
  - Information for Principals
  - Demonstration Booklets - 3 types – one per grade
  - NAEP Web Site Publications
  - *MySchool* Brochure
  - Other Recent NAEP Publications
- Sampling Materials:
  - Instructions for Preparing Student Lists
  - Supplemental Listing Forms
  - NAEP Storage Envelopes
  - Inclusion Criteria
  - Supervisor Checklist
  - Special Situation Form
  - Teacher Notification Letters
  - Post-it® Notes
  - Student Appreciation Certificates
  - Press Release
  - Parent Letter #1
  - Parent Letter #2

- Assessment Materials:
  - Session Scripts
  - “Destroy by” Postcard
  - Session Debriefing Forms
  - School Debriefing Forms
  
- EA Materials:
  - EA Manual
  - EA Training Scripts
  - Personnel Packets
  - Pay Rates
  - EA Identification Badge
  - EA Assessment Information Forms
  - Post Assessment EA Exercises
  - Classroom Management Video
  
- Administrative Materials
  - Supervisor T&E’s and Envelopes
  - Trip Expense Report
  - Blank School Folders
  - FedEx Supplies
  - NAEP Envelopes
  - Pencil Sharpener
  - Stapler

The bulk materials from Westat will contain a Bulk Supply Packing List in Box 1 of the shipment (Exhibit 2-17). There will be space on the packing list for you to mark each item as you inventory it. Please inspect each box carefully. If you are missing materials, e-mail your field manager with your request.

**Exhibit 2-17. Westat Bulk Supply Packing List (Page 1 of 2)**

**Bulk Supplies List for National NAEP 2001  
Assessment Supervisors from Westat**

| <u>Materials</u>   | <u># per Sup.</u> |
|--|-------------------|
| <b>Publications/Incentives:</b>                                  |                   |
| What is NAEP? Brochure   | 30                |
| Summary of NAEP Activities                                       | 30                |
| Information for Principals                                       | 30                |
| H/G Demonstration Booklets - 12 <sup>th</sup> grade              | 10                |
| H/G Demonstration Booklets - 8 <sup>th</sup> grade               | 10                |
| H/G Demonstration Booklets - 4 <sup>th</sup> grade               | 10                |
| R/W Demonstration Booklets - 12 <sup>th</sup> grade              | 10                |
| R/W Demonstration Booklets - 8 <sup>th</sup> grade               | 10                |
| R/W Demonstration Booklets - 4 <sup>th</sup> grade               | 10                |
| The NAEP Guide   | 30                |
| NAEP Website Brochure  | 30                |
| <i>MySchool Brochure</i>   | 30                |
| History Frameworks   | 10                |
| Geography Frameworks   | 10                |
| Reading Frameworks   | 5                 |
| Writing Frameworks   | 5                 |
| Multiple Challenges  | 30                |
| <b>Sampling and Assessment Forms:</b>                            |                   |
| Line Number Listing Forms  | 10                |
| Student Listing Form with Instructions (4 <sup>th</sup> )        | 10                |
| Student Listing Form with Instructions (8 <sup>th</sup> )        | 10                |
| Student Listing Form with Instructions (12 <sup>th</sup> )       | 10                |
| New Enrollee Listing Form  | 10                |
| NAEP Storage Envelopes   | 30                |
| “Destroy by” Postcard  | 30                |
| Inclusion Criteria   | 30                |
| Supervisor Checklist   | 30                |
| Special Situation Form   | 10                |
| School Worksheet   | 30                |
| Teacher Notification Letters                                     | 60                |
| Post-it Notes  | 10                |
| Student Appreciation Certificates (blue -reading/writing)        | 5                 |
| Student Appreciation Certificates (green -<br>history/geography) | 60                |
| Press Release  | 5                 |
| Parent Letter #1   | 10                |
| Parent Letter #2   | 10                |
| Parent Letter #3   | 10                |
| Parent Letter #4   | 10                |
| Parent Letter #5   | 10                |
| Parent Letter #6   | 10                |
| Parent Letter #7   | 10                |
| Parent Letter Sp#1   | 10                |

**Exhibit 2-17. Westat Bulk Supply Packing List (Page 2 of 2)**

| <b><u>Materials</u></b>                    | <b><u># per Sup.</u></b> |
|--|--------------------------|
| Parent Letter Sp#2                         | 10                       |
| Session Scripts                            | 10                       |
| <b>EA Materials:</b>                       |                          |
| EA Manuals                                 | 10                       |
| EA Training Script                         | 2                        |
| Post Assessment EA Exercise                | 10                       |
| Personnel Packets                          | 5                        |
| EA Identification Badges                   | 10                       |
| EA Assessment Information Forms            | 10                       |
| Classroom Management Video                 | 2                        |
| <b>Administrative and Other Materials:</b> |                          |
| Supervisor T&Es and Envelopes              | 12                       |
| Interviewer T&Es                           | 60                       |
| Trip Expense Reports                       | 10                       |
| FedEx Supplies                             | 10                       |
| Pencil Sharpener                           | 1                        |
| Stapler                                    | 1                        |

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

**If your need is urgent- you may e-mail Joe Otter or call the NAEP line at Westat (800-283-6237) for supply requests.**

### 3. EXERCISE ADMINISTRATORS

#### 3.1 Exercise Administrators Recruited for Your Region

You will supervise a team of Exercise Administrators (EAs) in each of the PSUs in your region. The responsibilities of EAs include:

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

Information about EAs recruited in each PSU will be included in a folder, which will be handed out at training. The scheduling supervisors who gained the cooperation of your NAEP schools, were assigned the task of recruiting a sufficient number of EAs for each PSU, without formally hiring any EAs. Although the supervisors were asked to provide you with an adequate number of EA candidates who are available during the field period, we wanted to leave the final hiring decisions to the supervisors who will have to work with those staff.

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

EA candidates should be provided with a copy of the EA Manual and told to read it before they are trained on the computer or in person. Thus, the material in the computer and on the script will serve as a review rather than an introduction to the material. You will also be provided with a video that presents information on classroom management as well as one that prepares EAs for the administration of the assessment.

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

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

### **3.1.1 Supervision of EAs**

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

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

### **3.1.2 Using EAs Effectively**

In each PSU, a lead EA should be identified. The lead EA should accompany you on sampling visits to large schools. This will provide an opportunity for the school to become familiar with a person other than yourself. The presence of an additional trained person will further reassure the school of our efficiency, expedite the sampling process, and reduce the amount of time spent in the school. This is especially helpful should you need to conduct a makeup session in the school on a day when you have activities scheduled at another school. (In this instance, you should assign your lead EA to conduct the makeup while you supervise originally scheduled sessions at another school.)

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

The number of EAs hired for a given area varies depending on the assessment workload and schedule. EA assignments should accommodate the scheduling in each PSU in your area. Remember that in addition to conducting the sessions, EAs should be available to assist you with sampling activities, including preparing NAEP Student Appreciation Certificates, Assessment Notification Letters for Teachers, and questionnaires for distribution.

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

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

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

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

Make sure that EAs understand their scheduled assignments and that you expect them to arrive at the school on assessment day no later than one hour before the first session is scheduled to begin. You must provide clear instructions on where and at what time you will meet at the school, how you will notify them in case of a school closing due to inclement weather, what session you expect them to conduct in the school, and specific directions to the school. An EA Assessment Information Form has been developed for this purpose (Exhibit 3-1). You will complete one form for each EA assigned to conduct a session in a school. On the form you will record:

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

### **3.2 Hiring EAs**

Although the EAs were recruited in the fall, they were not formally hired. It will be your responsibility to hire the EAs and complete the paperwork. Since EAs will be employees of Westat, they must complete employment forms, which will be part of your supervisor supplies. The forms that are required will vary depending on whether or not the candidate has worked for Westat in the past. Exhibits of several of these forms (as noted below) are given at the end of this chapter.

**Exhibit 3-1. EA Assessment Information Form**

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

EA: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Region: \_\_\_\_\_

**EA'S ASSESSMENT INFORMATION**

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

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

\_\_\_\_\_

PHONE #: \_\_\_\_\_

SCHOOL COORDINATOR: \_\_\_\_\_

ASSESSMENT DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

SESSION TYPE: \_\_\_\_\_ ROOM: \_\_\_\_\_

DIRECTIONS TO SCHOOL: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PARKING: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

OTHER INFORMATION (when and where to meet supervisor, arrival time, etc.): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**\*\*\*REMEMBER – ARRIVE ONE HOUR BEFORE ASSESSMENT TIME\*\*\***

### 3.2.1 New Westat Employees

All new employees must complete the following forms:

- **Westat Application Form** (Supervisor fills in bottom of last page – “For Office Use:”) – (Exhibit 3-2)
- **Westat Fieldworker Agreement Form** (“Provisions for Employment as Exercise Administrator”; give EA two copies – one to be signed and kept, the other signed and all pages returned.)
- **Westat Field Employee Personnel Form** (Three-part NCR form; EA completes top half; verify that all three copies are legible, print your name in Section B as supervisor, and return all three copies intact so that the office can complete the bottom half of form.)-(Exhibit 3-3).
- **Federal Income Tax Form W-4** (Completed, filled out and signed.)
- **State Income Tax Form** (Either the state’s own form or a generic form supplied by Westat; if state does not have income tax, a generic state form must still be completed stating that.)
- **Employment Eligibility Verification, Form I-9** (Supervisor must complete Section 2, record document information and sign form; submit photocopies of documents – one from Col. A or one from each Col. B and Col. C; please read back of form carefully, especially instructions for completing Section 2.) (Exhibit 3-4).
- **Fingerprint Form** (This must be completed for all employees who have not been fingerprinted for Westat in the last six months.)



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

**6. SURVEY RESEARCH EXPERIENCE (NON-WESTAT)**

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

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

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

| Employer | Employer's Address | Supervisor | Supervisor's Phone Number |
|----------|--------------------|------------|---------------------------|
|          |                    |            |                           |
|          |                    |            |                           |
|          |                    |            |                           |
|          |                    |            |                           |
|          |                    |            |                           |

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

**7. OTHER EMPLOYMENT**

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

| Organization Name | Address | Dates<br>(Month/Year) |    | Job Title/Work<br>Performed | Supervisor |
|-------------------|---------|-----------------------|----|-----------------------------|------------|
|                   |         | From                  | To |                             |            |
|                   |         |                       |    |                             |            |
|                   |         |                       |    |                             |            |
|                   |         |                       |    |                             |            |
|                   |         |                       |    |                             |            |
|                   |         |                       |    |                             |            |

**8. FOREIGN LANGUAGES**

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

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

**9. AVAILABILITY**

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

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

Is there any time when you would consistently be unavailable?  YES  NO (Specify) \_\_\_\_\_

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

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

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

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

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

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

**10. REFERENCES**

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

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

**11. SPECIAL CONDITIONS**

Have you ever been convicted of a felony?       YES       NO

**12. SIGNATURE**

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

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

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

**13. FOR FIELD RECRUITER'S USE:**

Arrange interview:       YES       NO

Remarks \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ Interviewer \_\_\_\_\_ Date \_\_\_\_\_

Hired:       YES       NO      Intended Date of Employment: \_\_\_\_\_

Job Title: \_\_\_\_\_ By \_\_\_\_\_ Name/Title \_\_\_\_\_ Date \_\_\_\_\_

**Exhibit 3-3. Westat Field Employee Personnel Form**

**Field Employee Personnel Form**

**WESTAT**

An Employee-Owned Research Corporation

**A. Completed by Field Employee**

Name \_\_\_\_\_

Address \_\_\_\_\_  
Street City State Zip

County \_\_\_\_\_

Social Security No. \_\_\_\_\_

Home Phone No. \_\_\_\_\_  
Area Code

Birthdate \_\_\_\_\_

Vietnam-Era Veteran  Yes  No

Have you previously worked for Westat?  
 Yes  No

In case of emergency, contact:

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone No. \_\_\_\_\_

Relationship \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone No. \_\_\_\_\_

Relationship \_\_\_\_\_

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

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

Supervisor \_\_\_\_\_

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

Type of Pay:

Interviewer Base Rate

Special Rate

Supervisor Rate

Type of Assignment: (CHECK ALL THAT APPLY)

Lister

Interviewer

Medical Abstractor

Supervisor

Assistant Supervisor

Other Medical Personnel (SPECIFY)

Type of Time Sheet:

Interviewer

Supervisor

Other (SPECIFY AND BRIEFLY DESCRIBE POSITION)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Copies: WHITE - Accounting

Yellow - Field Files

PINK - Project Files

**Exhibit 3-4. Employment Eligibility Verification, Form I-9 (Page 1 of 3)**

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

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

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

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

|   |       |  |                                |
|---|-------|--|--------------------------------|
| Print Name: Last  | First | Middle Initial   | Maiden Name                    |
| Address (Street Name and Number)  |       | Apt. #   | Date of Birth (month/day/year) |
| City  | State | Zip Code   | Social Security #              |
| I am aware that federal law provides for imprisonment and/or fines for false statements or use of false documents in connection with the completion of this form. |       | I attest, under penalty of perjury, that I am (check one of the following):<br><input type="checkbox"/> A citizen or national of the United States<br><input type="checkbox"/> A Lawful Permanent Resident (Alien # A _____)<br><input type="checkbox"/> An alien authorized to work until ____/____/____ (Alien # or Admission # _____) |                                |
| Employee's Signature  |       |  | Date (month/day/year)          |

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

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

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

| List A                                   | OR        | List B         | AND | List C         |
|--|-----------|----------------|-----|----------------|
| Document title: _____                    | <b>  </b> | _____          |     | _____          |
| Issuing authority: _____                 |           | _____          |     | _____          |
| Document #: _____                        |           | _____          |     | _____          |
| Expiration Date (if any): ____/____/____ |           | ____/____/____ |     | ____/____/____ |
| Document #: _____                        |           | _____          |     | _____          |
| Expiration Date (if any): ____/____/____ |           | _____          |     | _____          |

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

|   |            |                       |
|---|------------|-----------------------|
| Signature of Employer or Authorized Representative      | Print Name | Title                 |
| Business or Organization Name                           |            | Date (month/day/year) |
| Address (Street Name and Number, City, State, Zip Code) |            |                       |

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

|  |  |
|--|--|
| A. New Name (if applicable)  | B. Date of rehire (month/day/year) (if applicable) |
| C. If employee's previous grant of work authorization has expired, provide the information below for the document that establishes current employment eligibility. |  |
| Document Title: _____  | Document #: _____                                  |
| Expiration Date (if any): ____/____/____   |  |

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

|  |                       |
|--|-----------------------|
| Signature of Employer or Authorized Representative | Date (month/day/year) |
|--|-----------------------|

## Exhibit 3-4. Employment Eligibility Verification, Form I-9 (Page 2 of 3)

U.S. Department of Justice  
Immigration and Naturalization Service

OMB No. 1115-0136  
Employment Eligibility Verification

### INSTRUCTIONS

PLEASE READ ALL INSTRUCTIONS CAREFULLY BEFORE COMPLETING THIS FORM.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**LISTS OF ACCEPTABLE DOCUMENTS**

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

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

### 3.2.2 Former Westat Employees

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

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

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

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

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

## 4. SAMPLING ACTIVITIES

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

### 4.1 Call to School Coordinator

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

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

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

Unless the school requested a specific date, your School Control Form will not indicate a sample date or may reflect only **the suggested week** for the sampling visit. It is strongly recommended that you allow **two weeks**, between the completion of the sampling and the assessment date. By allowing ample time between sampling and the assessments in each school, sufficient time is available to solve any sampling-related problems. In addition, schools often need a week or two to notify teachers and students

(and sometimes, parents) about the assessment, and to allow for distribution and completion of questionnaires. **All** questionnaires should be completed by assessment day and shipped back to NCS Pearson with the other assessment materials.

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

It is important to review the activities that will take place during the visit, the amount of time you expect to be at the school, and how the school should prepare for the visit. During the visit, make sure that the coordinator understands how many sessions are scheduled, the session types, how the sample will be drawn, how many students we hope to assess in the school, and the space requirements. Also, discuss with the school coordinator how students' eligibility status in the National School Lunch Program (NSLP) and Title I<sup>2</sup> programs may be most easily obtained.

Review the requirements for preparing the student list from which you will sample and answer any questions the coordinator may have regarding the assessment or sampling. Most questions at this stage will probably concern the school's role in preparing the student lists. Regarding the Student Listing Form preparations, schools that did not send in an electronic file should be reminded and urged to provide information on the race/ethnicity and SD/LEP status of **all** students when preparing the forms, because you will need that information for the oversampling of students in many schools.

## **4.2 The Initial Visit**

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

- At grades 4 and 8, teacher questionnaires must be prepared.
- Most private schools are small and may be scheduled for only one session, assessing all eligible students. Frequently these students will have the same subject area teacher, facilitating the task of preparing teacher questionnaires. It is our experience

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<sup>2</sup> The Title I program (formerly Chapter 1) is the largest federally supported program in education. Its purpose is to assist economically and educationally disadvantaged students to achieve academically at the level of their peers.

that several small private schools can be sampled in one day if they are in close geographical proximity.

- A full day should be allowed for large (several hundred eligible students) eighth and twelfth grade schools that have not sent in an electronic file.

#### **4.2.1 Preparing for the Initial Visit**

Before the initial visit, make sure that you have enough of the documents and forms you will need for that school. For example, check to be sure that you have the correct Administration Schedule(s) for that school, a School Questionnaire for the grade(s) being assessed, sufficient quantities of SD/LEP Student Questionnaires, Teacher Questionnaires, NAEP Teacher Letters, NAEP Student Appreciation Certificates, the appropriate SD/LEP criteria, and Assessment Notification Letters for Teachers.

Phone the school coordinator a day or two before the initial visit to confirm the arrangements and to ensure that the school is ready for your arrival.

#### **4.2.2 Arrival at the School**

At training, you will be provided with a NAEP Identification Badge. **Any time you (or your EAs) are in a school, you must be sure to wear this badge.** In some schools, security has been significantly increased both upon entry and once in the school, so be sure that NAEP staff wear their badge at all times. Even in schools where security is not an issue, it is a courtesy to wear the ID badge so that school staff and students can be reassured of the purpose of your visit.

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

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

administration's commitment to NAEP. The presence of a school official is also extremely beneficial from the perspective of classroom control.

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

In some situations where more than one session of the same type is scheduled to be conducted simultaneously (for example, two history/geography sessions), the school may request that one large session be held. This may be done **only if** the sessions are of **exactly** the same type; for example, history/geography cannot be combined with reading/writing. Therefore, exact space requirements will be known only after the number of sessions to be held in the school has been determined and discussed with the school coordinator during your initial visit.

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

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

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

School Name: \_\_\_\_\_ NAEP School ID \_\_\_\_\_

School Coordinator: \_\_\_\_\_

Assessment Locations:

Session # \_\_\_\_\_ Location: \_\_\_\_\_ Time \_\_\_\_\_

Session # \_\_\_\_\_ Location: \_\_\_\_\_ Time \_\_\_\_\_

Session # \_\_\_\_\_ Location: \_\_\_\_\_ Time \_\_\_\_\_

Time schedule of class periods? \_\_\_\_\_

How to obtain teacher names for questionnaires? \_\_\_\_\_

How to determine time/period student has particular class? \_\_\_\_\_

Who will identify the students who may be excluded? \_\_\_\_\_

Any accommodations for students? \_\_\_\_\_

Any separate accommodations sessions required? \_\_\_\_\_

Who will complete the School Questionnaire? \_\_\_\_\_

How to notify students of assessment? \_\_\_\_\_

    Student Appreciation Certificates \_\_\_\_\_

    Teacher Notification Letters? (Give copy) \_\_\_\_\_

    Parental information necessary? \_\_\_\_\_

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

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

How to handle:

    Latecomers? \_\_\_\_\_

    Persistently disruptive students? \_\_\_\_\_

    Do classrooms have emergency call button? \_\_\_\_\_

    Students who may become ill during assessment? \_\_\_\_\_

    Dismissal of students after assessment? \_\_\_\_\_

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

Pre/post assessment location for NAEP staff to work? \_\_\_\_\_

How to obtain info about school cancellation? \_\_\_\_\_

Where to park? \_\_\_\_\_

What school entrance to use on assessment day? \_\_\_\_\_

## 4.3 Student Sample Selection

### 4.3.1 Overview

One of your most important duties as a NAEP supervisor is to select the student sample for each school. This is so because if the samples of students are not drawn to the statisticians' specifications, then the data collected will not be nationally representative nor provide data required for the analysis plan. This year, schools had the option of submitting an electronic file in October that allowed Westat to sample students from the home office. The file contained all grade eligible students, along with birth dates, sex, race, and SD/LEP information. Although this preliminary sampling should save time, there are some new responsibilities regarding this procedure that will be discussed later in this chapter.

The sampling program in your laptop will guide you through three different types of sampling as you complete your assignment. You will never do all three for one school. You will either do the first two steps, in schools that did not send an electronic file, or just the last one in schools sampled electronically in the fall (see below).

- In all schools that did not elect to participate in the electronic sampling option, you will draw the **original sample of selected students** from a hard copy list of eligible students prepared by the school.
- In those same schools you will draw an **oversample of students from special populations** if the original sample did not take all eligible students on the list.
- For those schools that elected to participate in electronic sampling, the original and oversamples have already been selected; however, you are responsible for drawing a **supplemental sample** from a list of students who enrolled after the electronic sampling file was submitted to NAEP so that all students will have a chance to be selected for the assessment.

The student-sampling program in the Field Management System will guide you in selecting the sample(s) appropriate for your schools.

First, consult the FMS to see if an electronic file was submitted to Westat for sampling in October. If so, you will skip to section 4.3.5 to the instructions for drawing a sample of new enrollees. If the school has not been sampled, follow these instructions to draw the original sample and the oversample:

The student sampling should be performed using the Student Listing Form (SLF), or a computerized listing of students prepared by the school. A separate SLF has been developed for each of the three grade levels in NAEP, and examples may be found in Appendix E. Exhibit 4-2 shows an SLF for grade 8. It is not required that the schools use the SLF to compile the names of the students in the selected grade. Instead, they may use the directions on the back of the form to compile a computerized list. During your telephone conversation with the school coordinator the week before sampling is scheduled, confirm that the SLF or a comparable list has been prepared according to the NAEP specifications. SLFs were mailed to the schools in December 2000, along with the school confirmation letter.

The first important piece of information that is collected on the SLF is the total enrollment for the selected grade. There is space on the SLF above the student list where this information should have been recorded by the school coordinator. However, if the school has produced its own list, it is possible that this could have been overlooked, so it is important for you to check for that information and compare it with the number of students listed. You should also check the total number of students on the list against the enrollment total entered in the FMS. During scheduling, the supervisor asked for the enrollment at the targeted grade and entered that on the Student Control Form and in the FMS. That number should be compared against the number of students listed on the SLF to determine whether some student's names may have been omitted from the list. You will need to discuss any discrepancy greater than 5% with the school coordinator before proceeding with the sampling.

If there are more names on the list than expected, you should check whether or not the school is part of a school system that has year-round schools. This is occurring more frequently in schools, and it is very important information for statistical purposes, so it should not be overlooked. If the school is a year-round school, you must find out the **percentage** of students in the selected grade who will be off-track (that is, not in school) at the time of the assessment. If a year-round school has listed students from all tracks on the SLF, you will need to arrange for a new list of just those students who will be on track on the scheduled assessment date. If it is not possible to print a new list, you will need to manually line through those students not on track before beginning the sampling process.



## Exhibit 4-2. Student Listing Form - Back Page (Page 2 of 2)

### 2001 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.

The SLF provides instructions for listing information you will need for drawing the sample of students to be assessed. **We ask for several data items for each student in the grade.** The first, of course, is each student's name. Then, we ask the schools to provide the birth date (month and year only) for each student listed, in order to distinguish between students with the same name. In addition, we ask the school to indicate **race/ethnicity** for each student, and whether each listed student is classified as having a **disability (SD) or is limited English proficient (LEP)**. This information is necessary for the **oversampling of SD/LEP and minority** students in some schools (discussed later in this chapter). When you call the school before sampling, remind the school coordinator that this information is necessary for the SLF. Experience has shown that race/ethnicity is usually included on most lists that schools provide, but the SD or LEP information is not necessarily provided automatically by the school. It will be important to remind the school to include race, SD, and LEP information on the list in your pre-sampling phone call.

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

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

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

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

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

When you are sure that you have a complete and up-to-date Student Listing Form for the school, you will access the student sampling program on your laptop and select the school to be sampled by name or ID. The program will guide you through each sampling step for a specific school. It will begin with instructions for numbering the list and entering the total into the program. You will print out the first page of the Session Assignment Form and mark the original sample for each of the session types. Except for schools where all students are selected in the original sample, the program will then direct you to renumber the list for the SD/LEP oversample. In 25 percent of the schools, the program will ask you to include certain minority students in the oversample. The program will prompt you if the SD/LEP and/or minority oversamples should be included in the sampling. You will then print out page 2 of the Session Assignment Form and mark the oversample on the Student Listing form. The final step prompts you to enter the data for the sampled students on the appropriate electronic and hard copy versions of the Administration Schedule. A review of the student sampling program begins below and continues through page 4-25. Each step will be shown using a screenshot, and followed by a description of that specific step.

### 4.3.2 Student Sampling Program

Find the Student Data System icon on your laptop's desktop. Double click on the icon and allow the Student Sampling Program to activate. The first screen will be a welcome screen and will read, "NAEP 2000 Student Data System. Updating Database...please wait." After the program finishes its updates, the next screen to appear will be a list of schools and ID numbers on the top half and session information on the bottom half (Exhibit 4-3). Select the school to be sampled by clicking on either the name or ID number of that school. Then click on the Student Sampling button. If the next screen says: "The primary sample has been selected for this school," then skip to section 4.3.5. If the next screen says: "No sampling work has been completed for this school," follow these directions:

**Exhibit 4-3. Student Sampling Program's First Page—School Grid and Session Information.**

The screenshot displays the NAEP 2000 Student Data System interface. It features a menu bar with 'File', 'Records', 'Reports', and 'Help'. Below the menu is a toolbar with icons for file operations. The main window is divided into two sections:

**Listing of School Information**

| ID      | SchoolName                 | City        | State | Number Sampled | Grade |
|---------|----------------------------|-------------|-------|----------------|-------|
| 4781011 | Lincoln Elementary School  | Rexburg     | ID    | 68             | 4     |
| 4782011 | Sandcreek Middle School    | Idaho Falls | ID    | 0              | 8     |
| 4782014 | MADISON JUNIOR HIGH SCHOOL | Rexburg     | ID    | 0              | 8     |
| 4783011 | Hillcrest High School      | Idaho Falls | ID    | 0              | 12    |
| 4783014 | MADISON SENIOR HIGH SCHOOL | Rexburg     | ID    | 0              | 12    |
| 4783021 | Skyline Senior High School | Idaho Falls | ID    | 0              | 12    |
| 4781011 | Star Elementary School     | Star        | ID    | 0              | 4     |

Below the school grid is a navigation bar showing 'Record 1 of 173' and a keyboard layout for filtering records by letter (A-Z) and number (0-9).

**Listing of Session Information By Grade**

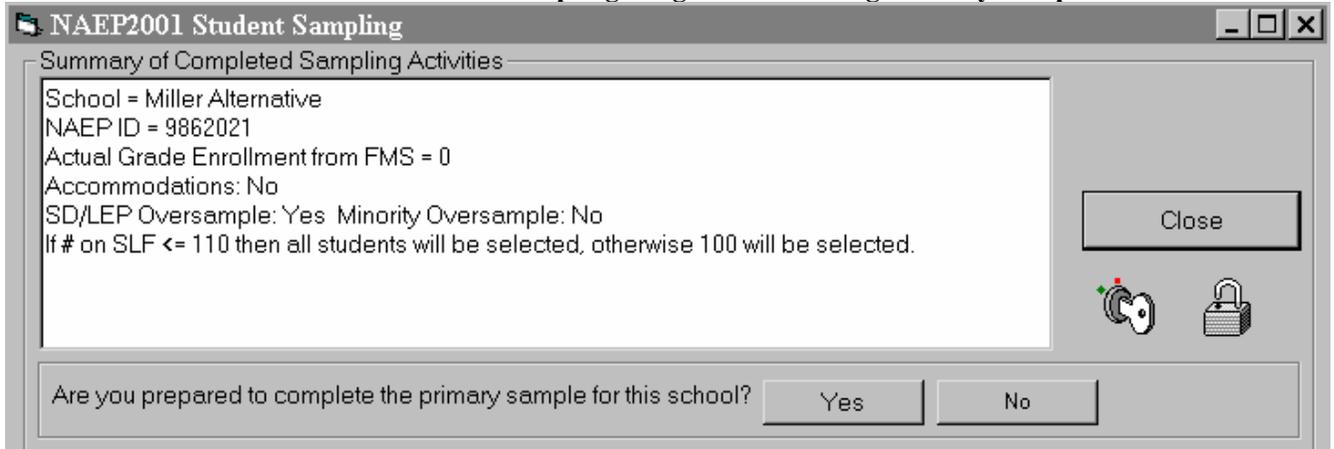
| Session ID | SES_PP1 | SES_PP2 | Make | Req | Ses | Tot | Ses | WQ | Ses | TBA | Ses | Arcd | Ses | Abs | Ses | E |
|------------|---------|---------|------|-----|-----|-----|-----|----|-----|-----|-----|------|-----|-----|-----|---|
| HG0401     | 0       | 0       | 0    | 0   | 0   | 0   | 0   | 0  | 0   | 0   | 0   | 0    | 0   | 0   | 0   | 0 |
| HG0402     | 0       | 0       | 0    | 0   | 0   | 0   | 0   | 0  | 0   | 0   | 0   | 0    | 0   | 0   | 0   | 0 |

At the bottom of the window, there are buttons for 'View/Edit Student Records', 'Print Admin Schedule', and 'Student Sampling'.

### 4.3.3 Schools That Have Never Been Sampled

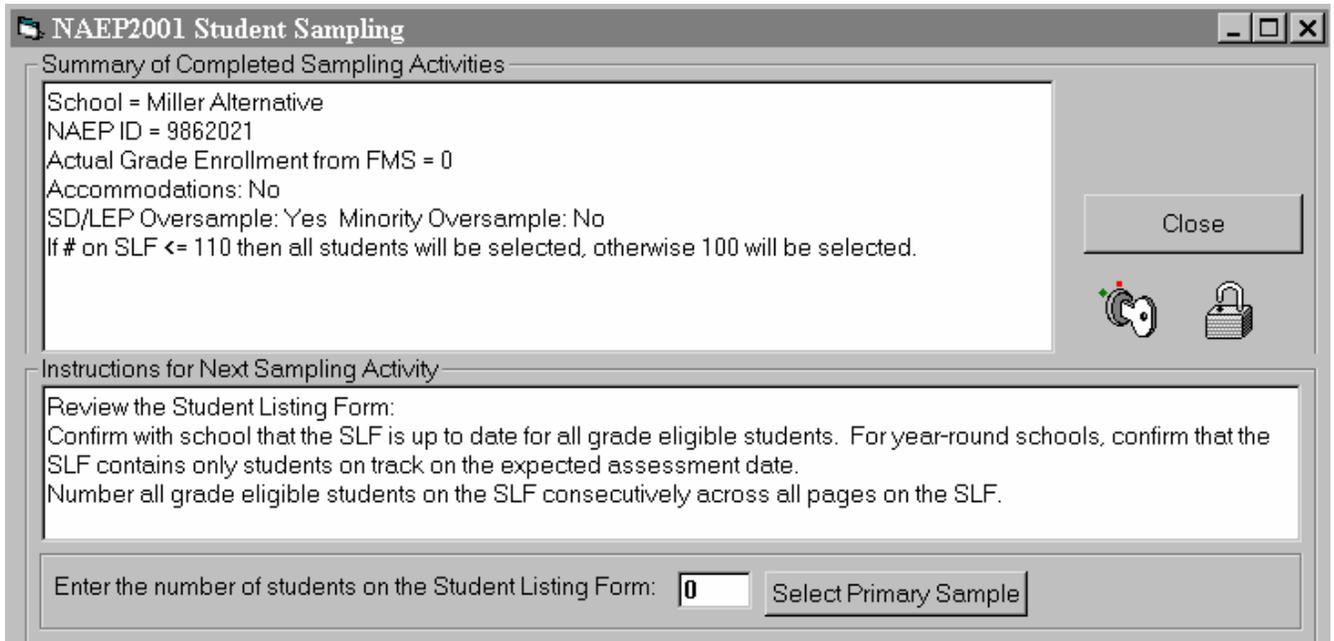
This section of the sampling program begins the step-by-step process for drawing the original sample. The instructions for completing each step appear on screen and remain there until you are ready to move to the next step (Exhibit 4-4). The first tasks are to review the student listing form and number the list of eligible students. When you have finished these tasks, you will return to the computer and enter the total number of eligible students into the sampling program.

**Exhibit 4-4. Student Sampling Program—Selecting Primary Sample.**



The screenshot shows a window titled "NAEP2001 Student Sampling". The main area is titled "Summary of Completed Sampling Activities" and contains the following text: "School = Miller Alternative", "NAEP ID = 9862021", "Actual Grade Enrollment from FMS = 0", "Accommodations: No", "SD/LEP Oversample: Yes Minority Oversample: No", and "If # on SLF <= 110 then all students will be selected, otherwise 100 will be selected." To the right of this text is a "Close" button and two icons: a speaker and a padlock. At the bottom of the window, there is a question: "Are you prepared to complete the primary sample for this school?" with "Yes" and "No" buttons.

Click "Yes" to move to the next step.



The screenshot shows the same window as above, but with a new section titled "Instructions for Next Sampling Activity". This section contains the following text: "Review the Student Listing Form:", "Confirm with school that the SLF is up to date for all grade eligible students. For year-round schools, confirm that the SLF contains only students on track on the expected assessment date.", and "Number all grade eligible students on the SLF consecutively across all pages on the SLF." Below this text is a text input field containing the number "0" and a "Select Primary Sample" button.

Enter the number of students on the SLF and click "Select Primary Sample."

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

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

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

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

Eligible students who have been inadvertently omitted from the list should be added at the end of the list. For students who should be deleted from the list, draw a line through columns A and B (i.e., student's name and birth date) on the SLF.

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

Review the information recorded in Columns A and B of all pages of the SLF for completeness and legibility. Compare the number of students in the grade as recorded at the top of the SLF with the number listed. Check the birthdates. In an eighth-grade assessment, for example, most students would have birthdates in 1987. There will probably be some students in the eighth grade with birthdates in 1986 or even 1985, and possibly a few with birthdates in 1988.

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

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

Consecutively number every grade eligible student in the column labeled "Line #" on the SLF (Exhibit 4-5). Do not number entries that have been lined out because the student is ineligible, no longer in school, or a duplicate. Also, do not number lines left blank on the SLF.

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

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

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

**Exhibit 4-5. Student Listing Form with Line Numbers Entered**

**2001 NAEP ASSESSMENT  
Student Listing Form - Grade 8**

School Name: Miller Alternative Prepared by: Principal Harvey  
 Address: 123 Main St. Date: 1/20/2001  
Naep, USA Total Enrollment in Grade 8: 134

For year-round schools only: Percentage of grade 8 enrollment off-track: None %  
 (NOTE: Do not list below students who are off-track.)

**DIRECTIONS:** PLEASE COMPLETE COLUMNS A AND B FOR EVERY STUDENT IN GRADE 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      |                           |      | B                        | C                     |     |               |                         |                 |                  | 1                 | 2                              |
| First  | Student's Name<br>Initial | Last | Birth Date<br>Month/Year | Home Room/<br>Locator | Sex | Race/<br>Eth. | (X)<br>IF<br>TITLE<br>I | (X)<br>IF<br>SD | (X)<br>IF<br>LEP | Line #            | Selected for<br>(Session Type) |
| Tim    | Adams                     |      | 03/87                    |                       | M   | 2             |                         | X               |                  | 1                 |                                |
| David  | Allen                     |      | 01/86                    |                       | M   | 1             |                         |                 |                  | 2                 |                                |
| Alice  | Baker                     |      | 11/85                    |                       | F   | 2             |                         |                 |                  | 3                 |                                |
| Donald | Bull                      |      | 02/87                    |                       | M   | 1             |                         | X               |                  | 4                 |                                |
| Ginger | Callahan                  |      | 05/87                    |                       | F   | 1             |                         |                 |                  | 5                 |                                |
| Troy   | Davis                     |      | 07/87                    |                       | M   | 2             |                         |                 |                  | 6                 |                                |
| David  | Douglas                   |      | 12/87                    |                       | M   | 1             |                         |                 |                  | 7                 |                                |
| Elaine | Espinosa                  |      | 02/86                    |                       | F   | 3             |                         |                 | X                | 8                 |                                |
| Kelley | Funk                      |      | 03/88                    |                       | F   | 2             |                         |                 |                  | 9                 |                                |
| Amanda | Fuller                    |      | 09/87                    |                       | F   | 3             |                         |                 | X                | 10                |                                |
| Mary   | Gayner                    |      | 11/86                    |                       | F   | 1             |                         | X               |                  | 11                |                                |
| Sarah  | Gill                      |      | 06/87                    |                       | F   | 1             |                         |                 |                  | 12                |                                |
| Chad   | Grayson                   |      | 07/87                    |                       | M   | 4             |                         |                 |                  | 13                |                                |
| Sarah  | Hall                      |      | 10/86                    |                       | F   | 2             |                         |                 |                  | 14                |                                |
| John   | Hanks                     |      | 08/87                    |                       | M   | 1             |                         |                 |                  | 15                |                                |
| Chris  | Harvey                    |      | 01/87                    |                       | M   | 2             |                         | X               | X                | 16                |                                |

There are two basic errors that could be made:

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

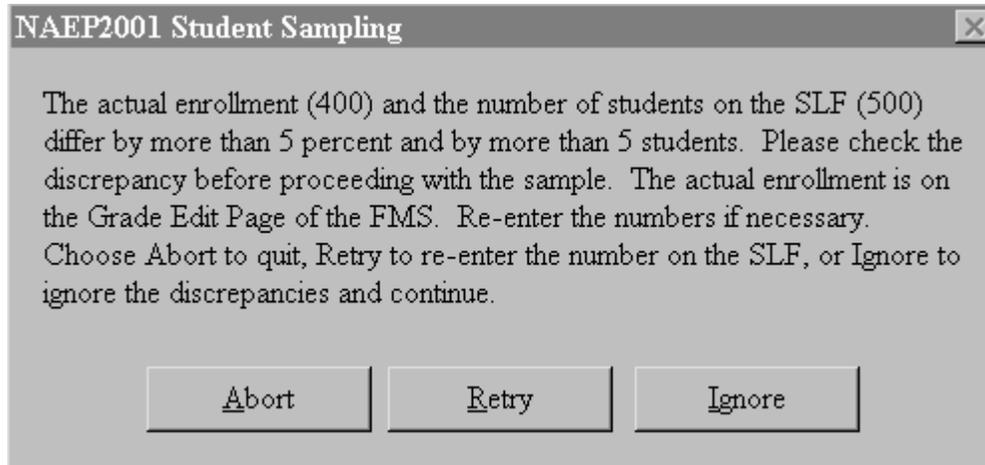
| <u>Line #</u>          | <u>Student Name</u> | <u>Birth Date</u> |
|------------------------|---------------------|-------------------|
| 1                      | Omar Allen          | 6/87              |
| 2                      | Chris Archer        | 6/87              |
| 3                      | Tyler W. Bailey     | 2/87              |
| 4                      | Cathy J. Block      | 8/86              |
| 6                      | Betty O. Boice      | 10/88             |
| 7                      | Thomas Bonnie       | 9/87              |
| 8                      | Greg Campbell       | 4/87              |
| 9                      | Angela Collins      | 5/87              |
| 10                     | Nicole Crosby       | 12/88             |
| <b>5</b> <del>11</del> | David Eagen         | 11/87             |

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

|                        |                 |       |
|------------------------|-----------------|-------|
| 1                      | Omar Allen      | 6/87  |
| 2                      | Chris Archer    | 6/87  |
| 3                      | Tyler W. Bailey | 2/87  |
| <b>10</b> <del>3</del> | Cathy J. Block  | 8/86  |
| 4                      | Betty O. Boice  | 10/88 |
| 5                      | Thomas Bonnie   | 9/87  |
| 6                      | Greg Campbell   | 4/87  |
| 7                      | Angela Collins  | 5/87  |
| 8                      | Nicole Crosby   | 12/88 |
| 9                      | David Eagen     | 11/87 |

Before producing the sampling line numbers, the computer may give you a warning that the number entered from the SLF differs “too much” from the enrollment number already entered in the computer (Exhibit 4-6). The sampling program expects the enrollment to be within 5% of the enrollment figure entered into the FMS by the scheduling supervisor. Therefore, there may be rare instances when changes have occurred in the school population, and the total number of grade eligible students on the list does not compare closely to the actual enrollment.

#### Exhibit 4-6. Student Sampling Program—Warning Message.



Warning message if there is more than a 5% difference in the number you entered and the number students entered in the FMS.

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

- Are all grade-eligible students listed regardless of birthdate?
- Are any students listed more than once? (For example, if the school produced its list in several “pieces,” do any names appear on more than one list?)
- Do any accidental gaps or repetitions remain in the numbering of eligible students?
- Has the school included special education students, SD students, and limited English proficient students?
- Can the school coordinator explain the discrepancy in total number of students between the fall of 2000 and now?

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

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

The student sampling program will now select the original sample and display the selected line numbers for the session types assigned to the school. After a few seconds, a Session Assignment Form for the school will appear on the screen with all the information you need to mark the original sample on the Student Listing Form (Exhibit 4-7). You should choose the option for printing page 1 of the SAF.

**Exhibit 4-7. Line Numbers from Original Sample.**

**NAEP2001 Student Sampling**

Summary of Completed Sampling Activities

School = Miller Alternative  
NAEP ID = 9862021  
Actual Grade Enrollment from FMS = 0  
Accommodations: No  
SD/LEP Oversample: Yes Minority Oversample: No  
If # on SLF <= 110 then all students will be selected, otherwise 100 will be selected.

Close

Instructions for Next Sampling Activity

Review the Student Listing Form:  
Confirm with school that the SLF is up to date for all grade eligible students. For year-round schools, confirm that the SLF contains only students on track on the expected assessment date.  
Number all grade eligible students on the SLF consecutively across all pages on the SLF.

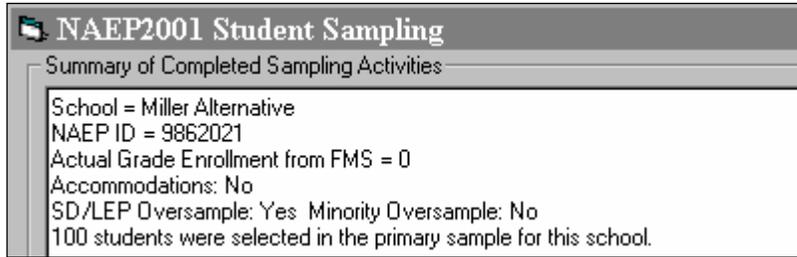
Students Selected via the Primary Sample

| History/Geography:   | Reading/Writing:                          |
|--|---|
| 2, 4, 7, 9, 12, 14, 17, 19, 22, 24<br>27, 29, 32, 34, 37, 39, 42, 44, 47, 49<br>52, 54, 57, 59, 62, 64, 67, 69, 72, 74<br>77, 79, 82, 84, 87, 89, 92, 94, 97, 99<br>102, 104, 107, 109, 112, 114, 117, 119, 122, 124<br>127, 129, 132, 134, 137, 139, 142, 144, 147, 149<br>152, 154, 157, 159, 162, 164, 167, 169, 172, 174<br>177, 179, 182, 184, 187, 189, 192, 194, 197, 199<br>202, 204, 207, 209, 212, 214, 217, 219, 222, 224<br>227, 229, 232, 234, 237, 239, 242, 244, 247, 249 | No Students Selected for Reading/Writing. |

Print Page One

The form used for providing the information you will use to mark the sample on the student listing form is called the Session Assignment Form. The header on this form provides complete information about the school and the sessions for which it has been selected (Exhibit 4-8).

#### Exhibit 4-8. Session Assignment Form Header



The image shows a screenshot of a software window titled "NAEP2001 Student Sampling". Below the title bar is a section labeled "Summary of Completed Sampling Activities". The text within this section reads: "School = Miller Alternative", "NAEP ID = 9862021", "Actual Grade Enrollment from FMS = 0", "Accommodations: No", "SD/LEP Oversample: Yes Minority Oversample: No", and "100 students were selected in the primary sample for this school."

A school may be assigned to one or both of two different session types. All schools (except 5) will have at least one session of History/Geography as part of the 2001 National Assessment. In addition, 25 percent of the schools will have a reading/writing session assigned as part of the field test for 2002.

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

HG      for History/Geography  
RW      for Reading/Writing

Most supervisors find it easier to designate all selected students for one session type before going on to the next type, that is, to designate all students chosen for history/geography (“HG”) before going on to the students selected for reading/writing (“RW”), and so on. Continue designating the selected students for each session type specified on the SAF. An example showing the selection of students for history/geography is given in Exhibit 4-9.

If a student is sampled for a particular session type (e.g., history/geography), s/he may attend **any session of that same type**. Once you know the total number of students selected for multiple sessions **of the same type**, consult with the school coordinator to discuss the school’s preference in grouping these students.

**Exhibit 4-9. SLF with Sample Selected for History/Geography**

Page 1 of 8

**2001 NAEP ASSESSMENT  
Student Listing Form - Grade 8**

School Name: Miller Alternative Prepared by: Principal Harvey  
 Address: 123 Main St. Date: 1/20/2001  
Naep, USA Total Enrollment in Grade 8: 134

For year-round schools only: Percentage of grade 8 enrollment off-track: None %  
 (NOTE: Do not list below students who are off-track.)

**DIRECTIONS:** PLEASE COMPLETE COLUMNS A AND B FOR EVERY STUDENT IN GRADE 8.  
 Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. Complete instructions and information about providing computer-generated lists are on the other side of this page.

| A<br>Student's Name |         | B<br>Birth Date | C                     |     |               |                         |                 |                  | FOR SAMPLING ONLY |   |    |    |
|---------------------|---------|-----------------|-----------------------|-----|---------------|-------------------------|-----------------|------------------|-------------------|---|----|----|
|                     |         |                 | Home Room/<br>Locator | Sex | Race/<br>Eth. | (X)<br>IF<br>TITLE<br>I | (X)<br>IF<br>SD | (X)<br>IF<br>LEP | 1<br>Line<br>#    | 2<br>Selected<br>for<br>(Session<br>Type) |    |    |
| First               | Initial | Last            | Month/Year            |     |               |                         |                 |                  |                   |   |    |    |
| Tim                 |         | Adams           | 03/87                 |     | M             | 2                       |                 |                  | X                 |   | 1  |    |
| David               |         | Allen           | 01/86                 |     | M             | 1                       |                 |                  |                   |   | 2  | HG |
| Alice               |         | Baker           | 11/85                 |     | F             | 2                       |                 |                  |                   |   | 3  |    |
| Donald              |         | Bull            | 02/87                 |     | M             | 1                       |                 |                  | X                 |   | 4  | HG |
| Ginger              |         | Callahan        | 05/87                 |     | F             | 1                       |                 |                  |                   |   | 5  |    |
| Troy                |         | Davis           | 07/87                 |     | M             | 2                       |                 |                  |                   |   | 6  |    |
| David               |         | Douglas         | 12/87                 |     | M             | 1                       |                 |                  |                   |   | 7  | HG |
| Elaine              |         | Espinosa        | 02/86                 |     | F             | 3                       |                 |                  |                   | X   | 8  |    |
| Kelley              |         | Funk            | 03/88                 |     | F             | 2                       |                 |                  |                   |   | 9  | HG |
| Amanda              |         | Fuller          | 09/87                 |     | F             | 3                       |                 |                  |                   | X   | 10 |    |
| Mary                |         | Gayner          | 11/86                 |     | F             | 1                       |                 |                  | X                 |   | 11 |    |
| Sarah               |         | Gill            | 06/87                 |     | F             | 1                       |                 |                  |                   |   | 12 | HG |
| Chad                |         | Grayson         | 07/87                 |     | M             | 4                       |                 |                  |                   |   | 13 |    |
| Sarah               |         | Hall            | 10/86                 |     | F             | 2                       |                 |                  |                   |   | 14 | HG |
| John                |         | Hanks           | 08/87                 |     | M             | 1                       |                 |                  |                   |   | 15 |    |
| Chris               |         | Harvey          | 01/87                 |     | M             | 2                       |                 |                  | X                 | X   | 16 |    |

#### 4.3.4 Oversampling Procedures

In all schools except those designated as take-all, the FMS will direct you to oversample SD and LEP students. In some schools with a low minority population, the FMS will direct you to extend the oversample for Black and Hispanic students as well. After you run the program to select students for the oversample, you will then add the selected students to the sample(s) for the appropriate session(s) specified on the SAF (Exhibit 4-10).

**Exhibit 4-10. Student Sampling Program—Selecting the Oversample**

The screenshot shows a window titled "NAEP2001 Student Sampling". The main area is titled "Summary of Completed Sampling Activities" and contains the following text: "School = Miller Alternative", "NAEP ID = 9862021", "Actual Grade Enrollment from FMS = 0", "Accommodations: No", "SD/LEP Oversample: Yes", "Minority Oversample: No", and "100 students were selected in the primary sample for this school." To the right of this text are two buttons: "Reprint Primary" and "Close". Below the text area are two icons: a speaker with a red dot and a padlock. At the bottom of the window, there is a question: "Are you prepared to complete the oversample for this school?" with two buttons: "Yes" and "No".

Click "Yes" to proceed.

The screenshot shows the same window as above, but with the "Instructions for Next Sampling Activity" section visible. This section contains the text: "Review the Student Listing Form:", "Using a different colored pencil and beginning with line number 1, renumber any students with an SD or LEP classification of 1 who were not selected in the primary sample." Below this text is a text input field with the number "0" entered, and a button labeled "Select Oversample". The "Reprint Primary" and "Close" buttons are still visible on the right side of the window.

Enter the number of students eligible for the oversample (highest number is second color) and click "Select Oversample."

The FMS will first direct you to renumber all **remaining not sampled students who are either SD or LEP**. The purpose for renumbering the SD or LEP students is to give them another opportunity to fall into the sample. Therefore, it is critical that you follow the directions exactly. It may be helpful for you to highlight either the selected students or the remaining students before you begin the renumbering. Using a different color pencil from that used for the primary sample to mark the oversample may also be helpful. Renumber the first student with “1” and continue sequentially until all remaining SD or LEP students have been renumbered. Do not number any of these groups separately.

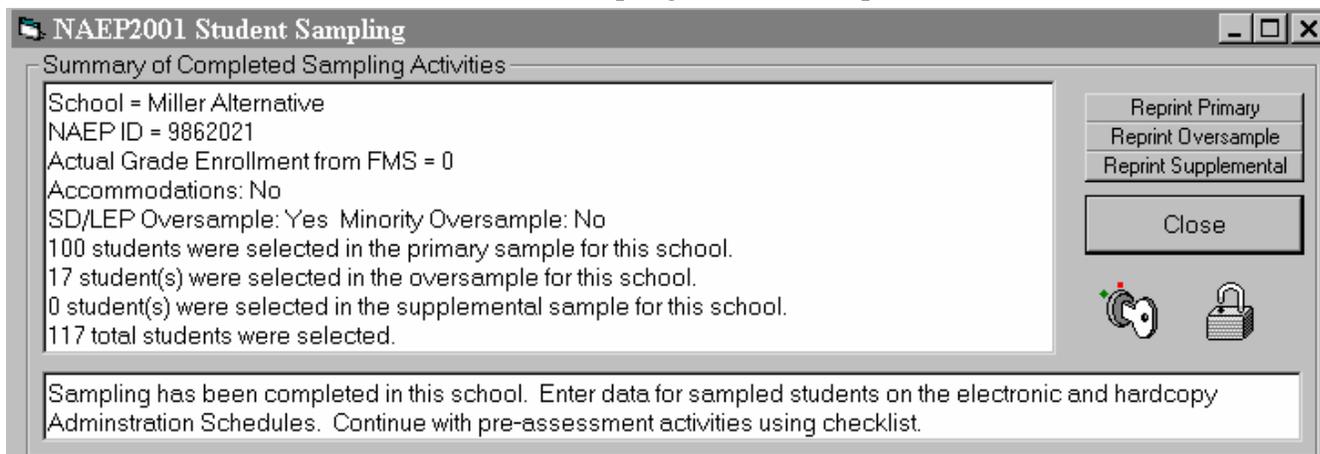
If the school has also been designated for the minority oversample, you will be directed to return to the beginning of the Student Listing Form and continue your renumbering, starting with the next sequential number, for all **remaining not sampled students with Race/Ethnicity codes of 2 or 3**. Again, you are giving these students another opportunity to fall into the sample. Double-check that you have renumbered the students accurately. It is important to remember that you are NOT starting over with your numbering; you are **continuing the numbering begun with the SD/LEP oversample**.

You will then enter the total number of SD/LEP and minority students eligible for the oversample into the FMS. The program will specify any additional line numbers selected for the sample and assign them to the appropriate session type. You will print page 2 of the SAF, mark the additional sample on the SLF by entering “HGO” or “RWO” as appropriate next to the names whose “new” line numbers are specified on the SAF, and add the selected names to the appropriate Administration Schedules. When adding the oversampled students to the electronic Administration Schedule, be sure to use the “new” line numbers for the renumbered SD/LEP or minority students, not the line numbers used for the original sample in the school.

It is important to note that most schools will have the oversample for SD/LEP students only. This SD/LEP oversampling occurs in all NAEP schools where you have not taken all students in the original sample; and in some schools, the oversampling will **also** involve the minority students. The FMS Student Sampling Program will direct you to include minority students when appropriate. **NOTE: You must run the sampling program for all schools, even if you know it will select all students because the enrollment is low.**

The final screen in the student-sampling program informs you that sampling has been completed and that you should now enter data for sampled students on electronic and hard copy administration schedules and continue with the remaining pre-assessment activities (Exhibit 4-11).

**Exhibit 4-11. Sampling has been Completed.**



#### **4.3.5 Schools that submitted an Electronic File and the Supplemental Sample**

If the sampling is done during your initial visit there is no need for a supplemental sample because the list of eligible students you have is current and up-to-date. However, if the school submitted an electronic student data file in October, it is necessary to take a supplemental sample of students who have arrived at the school since the file was sent.

A New Enrollee Listing Form was sent to schools that sent in an electronic file in the fall. The purpose of the New Enrollee Listing Form is to keep track of all students who enrolled in the selected grade after the master list was prepared so that these students have a chance of selection for the assessment.<sup>3</sup> This form should be kept at the school. If the school does not have the New Enrollee Listing Form, the Supervisor can provide one.

You will also receive the Instructions for Sampling New Enrollees at training. This form (shown on the next page) will show the date, if known, that the master list of students was created. Students in the selected grade who enrolled after that date should be listed on the New Enrollee Listing form.

<sup>3</sup> In year-round schools, any fourth or eighth graders who will be off-track on the assessment date should not be included on the New Enrollee Listing Form.

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

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

The sampling program is finished at this point. Please follow the sampling checklist to complete the remaining sampling tasks. You can find this checklist at the end of the chapter.

Exhibit 4-12. New Enrollee Listing Form

School Name: Miller Alternative  
School ID: 986-202-1

**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 Oct. 12, 2000.  
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. After sampling is completed, copy the sampled student's name(s) and birth date(s) onto the Administration Schedule and complete the required demographic information.

#### 4.4 Preparing the Administration Schedule(s)

The next step after selecting students for the assessment is to prepare the Administration Schedule for each session. In the 2001 main NAEP assessment, all eligible students in a school will be sampled up to a maximum of about 110 students in the designated grade.

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

Assessing students in large groups does raise several concerns:

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

##### 4.4.1 Not-in-Sample Students

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

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

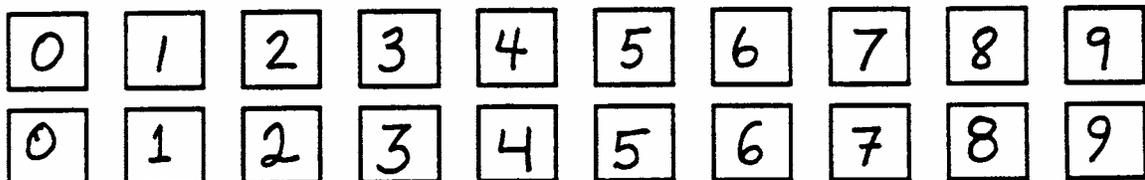
The NIS students may be assigned to any session(s) at your (and the school's) convenience, **as long as you have sufficient materials and will not deplete your bulk supplies.** You must add the students' names and booklet ID numbers to the Administration Schedule(s), then assign the appropriate Administration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

#### 4.4.2 Guidelines for Completing Control Documents

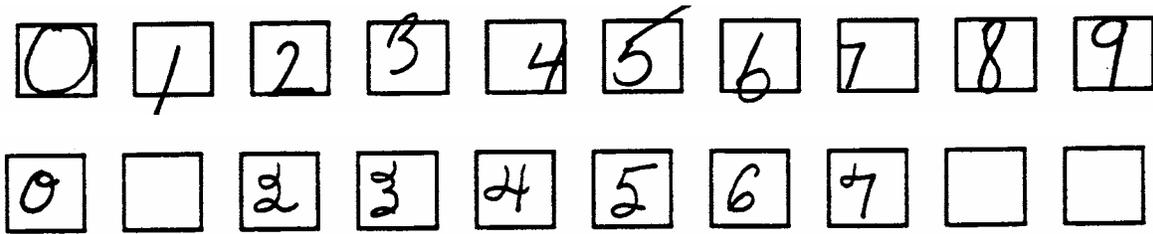
Since the Administration Schedule as well as other control documents are machine-scannable, it is very important that **only a No. 2 pencil be used** and any information entered is printed neatly and cleanly within the boxes. Numbers should be written clearly and **should not touch the sides of the shaded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

1. When entering characters on the Administration Schedule (in columns other than the "Student Name" column that will be detached after the assessment), print the characters in the middle or center of the box with white space on all sides.
2. Numerals entered in multi-column blocks should be right-justified. Zero-filling is necessary.
3. Erase completely and clearly to correct entries. Do not cross out or strike through numbers entered incorrectly.

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



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



#### 4.4.3 Pre-printed Administration Schedules

We are moving toward using technology more in some of the supervisor's tasks. Eventually, this will reduce clerical burden. Since this is an operational assessment in 2001, we must keep records both ways; the hand-written entries on the Administration Schedule and the computer entries on the electronic Administration Schedule.

For schools that submitted an electronic student data file (about 25%), you will have pre-printed administration schedules. These documents will have the student name, birth date, sex, and race on them, but may have some categories missing. If any information is missing, such as homeroom locator or School Lunch Program indicator, please hand-write this information on the Administration Schedule. If there are any errors or you need to make corrections, please put a single line through the incorrect information and clearly write the correct information nearby.

Whether or not a school has a pre-printed Administration Schedule, Exercise Administrators will need to enter all information on the Administration Schedule into their laptop. If the school did not submit an electronic file, you will need to enter everything that is on the hand-written Administration Schedule. If the school did submit an electronic file, you will only need to enter the information you wrote on the pre-printed Administration Schedule. It is best to do this at the school with the help of the Exercise Administrators, however this may also be completed at home.

#### 4.4.4 After Identifying the Sample

As mentioned, the Administration Schedule is the central document that will be used **before, during, and after** the assessment to keep track of the selected students. As previously discussed, the middle top box of the Administration Schedule will be preprinted with the school's name, NAEP ID number, grade, and session type. The session number will be preprinted in the upper right corner of the document. The first two

alpha characters designate the session type. The next 2 digits indicate the grade-eligible sample for that session (i.e., 04, 08, 12); the last two digits indicate a sequential session number (e.g., 01, 02, 03, etc.). The following indicates the session designations for the main NAEP sample:

HG = History/Geography

RW = Reading/Writing

You must fill in the day, date, time, and location of the assessment session. You will also enter the name of the EA who will conduct the session.

The next step is to list the students selected for that particular session. **Carefully transfer the information for each student assigned to that session from the student list. Since the booklet ID numbers are preprinted for a particular session, you must use the correct Administration Schedule for the selected session type.** If there is more than one session scheduled of a particular type, begin with the Administration Schedule for session “01” and use them sequentially.

Copy the student’s name, homeroom, birth date, and sex onto the Administration Schedule. Use the Race/Ethnicity Codes in the upper left-hand corner to fill in the “Race/Ethnicity” column. Fill in the ovals in the appropriate columns for any student who is classified as having a disability (SD) or being limited English proficient (LEP), or equivalent classification, or who is enrolled in a Title I program if the information is recorded on the SLF. You will also need to assign a code as noted on the top left corner of the Administration Schedule to indicate each sampled student’s eligibility in the National School Lunch Program (NSLP).<sup>4</sup> Information concerning students’ eligibility in NSLP or participation in a Title I program may be obtained at the conclusion of the sampling visit before leaving the school. Exhibit 4-13 illustrates an Administration Schedule completed to this point.

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

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

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

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<sup>4</sup> Congress now requires NAEP to report on the socioeconomic status (SES) of students. The National School Lunch Program has been authorized to support this effort.



When you have completed the task on the hard copy Administration Schedule, then you should enter the same data in the electronic version in your laptop. Finally, to ensure no entry errors, print a copy of the electronic Administration Schedule and have an Exercise Administrator proof it against the hard copy Administration Schedule.

**NOTE:** In schools that were sampled from an electronic file in the fall, the names and other information will already be printed on the Administration Schedule. You should add any students selected in the supplemental sample (of new enrollees). Then check that all remaining demographic data is entered. If not, obtain this from school records. In some cases, information was not available in the fall but is expected to be available at the pre-assessment visit. If a school coordinator indicates that any preprinted information has changed or is incorrect, make changes on the hard copy Administration Schedule and also make corrections to the student file in your laptop.

#### **4.5 Preparing Removable Labels**

- Those of you who have worked on NAEP before may remember using Post-it notes. This year the filed Management System will allow you to print removable labels, using sheet provided in your bulk materials, that correspond with each Administration Schedule and list each student's name and 10-digit assessment booklet ID number. The system saves time and will look more professional than the hand-written Post-it notes. Since student names are never written on assessment booklets, the removable labels are used in the same way as Post-it notes to make sure that each booklet is assigned to the correct student. They are affixed to the booklet cover prior to the session, and removed and destroyed after the session.
- For those schools submitting files for electronic sampling, you will receive corresponding pre-printed labels along with the pre-printed Administration Schedules in the school folder. An example of the label appears below.

### Exhibit 4-14. Pre-printed Labels

|                           |   |                           |   |                           |   |
|---------------------------|---|---------------------------|---|---------------------------|---|
| 999-299-1<br>133 000034 0 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 01 | 999-299-1<br>042 000035 1 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 02 | 999-299-1<br>117 000037 3 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 03 |
| 999-299-1<br>117 000037 3 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 04 | 999-299-1<br>043 000038 4 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 05 | 999-299-1<br>118 000039 5 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 06 |
| 999-299-1<br>044 000040 6 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 07 | 999-299-1<br>119 000041 7 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 08 | 999-299-1<br>120 000042 8 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 09 |
| 999-299-1<br>133 000043 9 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 10 | 999-299-1<br>045 000044 0 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 11 | 999-299-1<br>049 000045 1 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 12 |
| 999-299-1<br>121 000046 2 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 13 | 999-299-1<br>046 000047 3 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 14 | 999-299-1<br>122 000048 4 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 15 |
| 999-299-1<br>047 000049 5 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 16 | 999-299-1<br>123 000050 6 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 17 | 999-299-1<br>124 000051 7 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 18 |
| 999-299-1<br>133 000052 8 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 19 | 999-299-1<br>048 000053 9 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 20 | 999-299-1<br>049 000054 0 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 21 |
| 999-299-1<br>125 000055 1 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 22 | 999-299-1<br>031 000056 2 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 23 | 999-299-1<br>126 000057 4 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 24 |
| 999-299-1<br>032 000058 5 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 25 | 999-299-1<br>127 000059 6 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 26 | 999-299-1<br>128 000060 7 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 27 |
| 999-299-1<br>133 000061 8 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 28 | 999-299-1<br>033 000062 9 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 29 | 999-299-1<br>049 000063 0 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 30 |
| 999-299-1<br>129 000064 1 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 31 | 999-299-1<br>034 000065 2 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 32 | 999-299-1<br>130 000066 3 | HG0802<br>SEQ#00001<br>ADMIN. SCHED. LINE# 33 |
|                           |   |                           |   |                           |   |

## **5. OTHER PRE-ASSESSMENT ACTIVITIES**

### **5.1 Overview**

In addition to sampling, there are other pre-assessment activities that you must do - make sure space for the assessment is adequate, determine which students are to be included and which need to be accommodated, prepare questionnaires, and determine school's plan for notification of teachers, parents and students. After training, but before the assessment date, the tasks detailed in this chapter must be accomplished for each school in your assignment.

### **5.2 Who Are Students with Disabilities?**

Students with disabilities are students who need specially designed instruction to meet their learning goals. Students with disabilities should be viewed as students first, then as students with disabilities. In most ways they will be more like their non-disabled peers than different from them. They are likely to be non-exceptional in all characteristics other than those related to their disability.

About one in ten students nationwide has a disability; approximately 5.5 million students in the United States receive special education. These students range from those with mild to those with severe disabilities, from those with physical to cognitive disabilities. Federal law currently recognizes 13 disability categories including autism, deaf-blindness, deafness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, emotional disturbance, learning disability, speech or language impairment, traumatic brain injury, and visual impairment. Some students may have more than one disability although they may be labeled as primarily having a "learning disability"; for example, a student with a learning disability may also have a speech or language impairment. Labeling of students with disabilities, that is, calling a student learning disabled, speech impaired, mentally retarded, and the like is becoming less common; as a result, some students will not be specifically classified in their student files. However, the various disability labels tend to be used by teachers, counselors, and other school people out of habit. When discussing these students, therefore, it is best to refer to them as students with disabilities or exceptional students. Although school staff may use the word "handicapped", the preferred terminology is "special needs student" or "student with a disability."

The Individuals with Disabilities Education Act (IDEA) is the federal legislation that guarantees a free appropriate public education to all students ages 3 through 21 with disabilities; you may hear this legislation referred to by its previous name, the Education of the Handicapped Act (EHA), or the key public law associated with special education, P.L. 94-142. States determine whether students are in need of special education and use diverse terminology to refer to students with disabilities. Some use terms such as learning handicapped, socially maladjusted, educable mentally retarded, physically impaired, etc. All of these students will have an IEP, an Individualized Education Plan, that guides their special education instruction.

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

### **5.3 Who are Limited English Proficient Students?**

Students designated as Limited English Proficient (LEP) are a growing proportion of the student population in the U.S. Although only about 2 percent of the students sampled for NAEP nationwide are classified as limited English proficient, this percentage varies widely from state to state. There is no common operational definition used by states to identify LEP students. The variation between states in how they define LEP means that a student could be considered LEP in one state and not in another. A term that is sometimes used is “English Language Learner” (ELL) recognizing that these students are in the process of acquiring English language skills and knowledge. Unlike disabilities, which usually are permanent, limited English proficiency is considered to be a transitional state. At some point, the student will no longer be LEP, or at least will be able to receive instruction and be assessed entirely in English.

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

language, others have received some or all instructions in English, and others have poor skills and experiences in both English and their native language.

#### **5.4 The NAEP Design - Preserving Trend while Expanding NAEP's Inclusiveness**

The national assessment is designed to measure “what American students in a particular grade or of a particular age know and can do in a variety of subjects taught in school.” The intent has always been to assess and report on all American students. To report on how all American students in a particular grade are doing, NAEP should include all students in the grade regardless of whether they are performing at grade level. As described in previous chapters, all students enrolled in the assessment grade are to be listed on the Student Listing Forms; therefore all students in the grade are eligible to be sampled and all sampled students are eligible to be included in the assessment.

However, since NAEP is timed and administered in English to students in classroom-size sessions, NAEP's procedures have always recognized that there is a small subset of students who cannot participate in large-scale assessments like NAEP, either because of a severe disability or because of very limited English proficiency. NAEP's procedures have included criteria to be used by school staff to determine which students should be included and school staff have always made the final decision regarding including students in the assessment.

With the passage of the Individuals with Disabilities Education Act and the Improving America's Schools Act, there has been increasing emphasis for schools to provide a free appropriate education for all students and to include all students in all aspects of education, by accommodating students with special needs.

In 2001 NAEP accommodations will be permitted in half of all of the schools assessed. To be able to evaluate the differences in results that occur when students are assessed with accommodations, in the other half of schools, accommodations will not be permitted.

There will be two places where you can check to determine whether a school that you will be assessing has accommodations: the School Control Form and the FMS.

## 5.5 Determining Who Should be Assessed

### 5.5.1 Overview of the Process

Regardless of whether a session includes accommodations or not, there are common steps in the process of determining which students should be assessed. These steps are outlined below:

1. If the information has not already been recorded on the Administration Schedule, fill in a “1” in the column labeled “If SD” for any student who has a disability; that is, has an Individualized Education Plan (IEP), or equivalent classification, for reasons other than being gifted and talented. In the “If LEP” column, a “1” should be filled in for any student classified as limited English proficient by the school. Make sure that the school coordinator understands that we want all students with a disability or an IEP (or equivalent) or classified as LEP to be identified regardless of whether they will be assessed.
2. Prepare a SD/LEP Student Questionnaire, which should be completed by a knowledgeable school staff member, for **every** student identified as SD or LEP on the Administration Schedule, **regardless** of whether they will participate in the assessment. (Described in more detail later in the chapter)
3. The next step is for the appropriate school personnel to determine if any of the students identified as SD or LEP cannot participate in the assessment based on the criteria described on the instruction sheet. As indicated, whenever there is doubt about whether to include a student, the student should be included.
4. Once school staff have identified students who cannot participate in the assessment, this should be indicated by lining through the student’s name and locator information on the Administration Schedule. None of the information beyond the perforation on the Administration Schedule should be lined through. Then, in the column labeled “Administration Code” the reason for excluding the student from the assessment should be coded using the appropriate two-digit code as follows:

| <u>Code</u> | <u>Reason for exclusion</u>                 |
|-------------|---|
| 60          | SD - Cannot be assessed                     |
| 61          | SD - Required accommodation not offered     |
| 62          | LEP - Cannot be assessed                    |
| 63          | LEP - Required accommodation not offered    |
| 64          | SD/LEP - Cannot be assessed                 |
| 65          | SD/LEP - Required accommodation not offered |

### **5.5.2 Using the Criteria**

After you have prepared the Administration Schedules listing the students sampled for each session, you will give them to the school coordinator along with the appropriate version of “Criteria for Including Students with Disabilities and Students with Limited English Proficiency in NAEP Assessments” (Exhibits 5-1 and 5-2). In addition, for sessions in which accommodations are offered, you should use a yellow version with “Yes” printed in the upper right corner below the grade. If accommodations are not offered, you will use the blue version, which will be printed with a “No.”

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

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

**Exhibit 5-1. Criteria for Including Students with Disabilities and Students with Limited English Proficiency in NAEP Assessments (Accommodations Offered) – Page 1 of 2**

2001 NAEP

YES

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

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

**1. Students with Disabilities**

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

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

**2. Students with Limited English Proficiency**

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

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

**3. Consult with School Staff**

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

- Students with disabilities: Questions 3 and 8 through 13.
- Students with limited English proficiency: Questions 15 and 19 through 21.

**WHEN THERE IS DOUBT, INCLUDE THE STUDENT.**

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

**Exhibit 5-1. Criteria for Including Students with Disabilities and Students with Limited English Proficiency in NAEP Assessments (Criteria) – Page 2 of 2**

2001 NAEP

YES

**FURTHER EXPLANATION FOR LEP STUDENTS**

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

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

**ACCOMMODATIONS MOST FREQUENTLY OFFERED BY NAEP**

| <b>History/Geography Sessions</b>  | <b>Writing Sessions</b>  | <b>Reading Sessions</b>  |
|--|--|--|
| ■ Bilingual dictionary   | ■ Bilingual dictionary   | ■ Large-print booklet  |
| ■ Large-print booklet  | ■ Large-print booklet  | ■ Extended time in regular session   |
| ■ Extended time in regular session   | ■ Extended time in regular session   | ■ Small group  |
| ■ Read aloud in regular session  | ■ Read aloud in regular session  | ■ One-on-one   |
| ■ Small group  | ■ Small group  | ■ Scribe or use of computer – used to record answers   |
| ■ One-on-one   | ■ One-on-one   | ■ Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment |
| ■ Scribe or use of computer – used to record answers   | ■ Use of computer  |  |
| ■ Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment | ■ Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment |  |

**Exhibit 5-2. Criteria for Including Students with Disabilities and Students with Limited English Proficiency in NAEP Assessments (Accommodations Not Offered) – Page 1 of 2**

2001 NAEP

NO

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

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

**1. Students with Disabilities**

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

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

**2. Students with Limited English Proficiency**

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

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

**3. Consult with School Staff**

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

- Students with disabilities: Questions 3 and 8 through 13.
- Students with limited English proficiency: Questions 15 and 19 through 21.

**WHEN THERE IS DOUBT, INCLUDE THE STUDENT.  
SEE BACK FOR FURTHER EXPLANATION**

**Exhibit 5-2. Criteria for Including Students with Disabilities and Students with Limited English Proficiency in NAEP Assessments (Criteria) – Page 2 of 2**

2001 NAEP

NO

**FURTHER EXPLANATION FOR LEP STUDENTS**

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

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

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

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

In a session for which accommodations are not offered, if there is not time to finish this review during the pre-assessment visit, you can discuss the steps in the process with the school coordinator, leaving it up to him/her to line through the names of excluded students and enter the appropriate “reason for exclusion code” on the Administration Schedule. Since no special accommodations sessions will need to be scheduled, there will not be any impact on your schedule if these decisions are not made during the sampling visit. The cardinal rule regarding who to include is “When in doubt, include the student.” You should also point out to school coordinators that the criteria identify the questions in the SD/LEP Questionnaire that pertain to the decision as to which students can be included in the assessment. Therefore, if there is no opportunity to discuss a student with the appropriate staff, the information provided in the questionnaire can guide this determination.

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

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

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

For students with IEPs (or the equivalent) and who are to be assessed in sessions offering accommodations, question 8 asks whether any accommodations or adaptations are used for achievement testing for the student (Exhibit 5-3.) If the answer is “YES” questions 9-12 asks which ones are used for achievement testing. This combination of questions identifies the **only students who may receive accommodations/adaptations** and the specific accommodations or adaptations they may receive. Note that the list of accommodations in Q9-12 is quite extensive and include some things that NAEP **does not** provide.

For Limited English Proficient (LEP) students, the relevant questions are 15 and 19-21. (Exhibit 5-4). Question 15 asks for how many years, including the current year, the student has been receiving academic instruction primarily in English. If the answer is 3 years or more, the student is to be included in the assessment without any accommodation or adaptation. If the answer is less than 3 years or “I don’t know,” then questions 19 to 21 determine whether the student could participate in the assessment, and, if so, the accommodations or adaptations that are used for achievement testing with the student. Only students classified as LEP, who have received instruction primarily in English for less than 3 years, may be accommodated. Note however that the language accommodations that are offered by NAEP are limited.



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

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

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

VB138425

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

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

VB138426

- A Response in Braille
- B Response in sign language
- C Oral responses
- D Pointing to answers
- E Tape recording of answers
- F Use of computer to respond
- G Use of typewriter to respond
- H Use of calculator including talking or Braille calculators

- I Use of template to
- J Use of large mark
- K Other (specify) \_\_\_\_\_

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

VB138427

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

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

VB138428

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

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

VB138429

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

XGH-SDLEP

**SECTION B: LIMITED ENGLISH PROFICIENT STUDENTS**

Complete this section if the student is classified as limited English proficient according to school records.

14. What is this student's first or native language?

VB334430

- A Spanish
- B Other language (specify) \_\_\_\_\_

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

VB334431

- A Student does not receive academic instruction primarily in English.
- B 1 year
- C 2 years
- D 3 years
- E 4 years or more
- F I don't know.

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

VB334432

- A 0%
- B 1-24%
- C 25-49%
- D 50-99%
- E 100%



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

If the student is in grade 4 or 8, answer question 17. If the student is in grade 12, skip to question 18.

17. For a student in grade 4 or 8: What grade level of instruction is this student currently receiving in social studies? VB314243

- A This student is currently not receiving instruction in social studies. → Skip to Question 19
- B At or above grade level → Skip to Question 19
- C One year below grade level → Skip to Question 19
- D Two or more years below grade level → Skip to Question 19
- E I don't know. → Skip to Question 19

18. For a student in grade 12: What grade level of instruction has this student received in social studies in the last three years? VB314244

- A This student has not received social studies instruction.
- B High school level
- C Middle school/junior high level
- D Lower than middle school level
- E I don't know.

19. Are any accommodations or adaptations used for district or statewide achievement testing for this student? VB314245

A Yes, tested with accommodations or adaptations → Go to Question 20

B No, tested without accommodations

C IEP states that student cannot take tests (students classified as SD).

20. If your answer to question 19 is "Yes," which accommodations or adaptations are used for district or statewide achievement testing with this student? (Fill in all ovals that apply.)

- A Native language version of test
- B Bilingual version of test
- C Word lists or glossaries
- D Bilingual dictionary
- E Help from a native speaker in interpreting directions and questions
- F Directions read aloud in English
- G Questions read aloud in English
- H Extended time
- I Other (specify) \_\_\_\_\_

21. How would this student most appropriately participate in the NAEP history or geography assessment? VB314247

- A English version without accommodations or adaptations
- B English version with accommodations or adaptations
- C Native language version or bilingual version with or without accommodations or adaptations
- D This student would not participate.

## 5.6 Providing Accommodations and Adaptations

### 5.6.1 Overview

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

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

### 5.6.2 Accommodations Allowed by NAEP

The following table shows the full-range of accommodations offered by NAEP in 2001, and the specific session types in which they are permitted. Please note that although the reading/writing session is combined, there are some accommodations that can be used only with one booklet or the other, so they are separated out on this chart.

| Accommodation                                      | Permitted in session type |         |                       |
|--|---------------------------|---------|-----------------------|
|  | Reading                   | Writing | History/<br>Geography |
| Bilingual dictionary                               | No                        | Yes     | Yes                   |
| Large-print booklet<br>(school-provided equipment) | Yes                       | Yes     | Yes                   |
| Extended time in regular session                   | Yes                       | Yes     | Yes                   |
| Read aloud in regular session                      | No                        | Yes     | Yes                   |
| Small-group administration                         | Yes                       | Yes     | Yes                   |
| One-on-one   | Yes                       | Yes     | Yes                   |
| Scribe or use of computer                          | Yes                       | No      | Yes                   |
| Other, specify                                     | Yes                       | Yes     | Yes                   |

These accommodations are defined as follows:

**Bilingual dictionary** – LEP students may bring their own copies of a bilingual dictionary to the session.

**Large-print booklet** – If a student’s IEP stipulates that s/he should be assessed with a large-print booklet, you will enlarge a specific booklet using the school’s copying machine (see Chapter 6 for booklet details).

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

Students for whom extended time is the primary accommodation may be assessed within the regular assessment session. If so, they will be told that they can take longer to finish the assessment and can return to sections they have not finished at any time. The only limitation on extended time is that the time allocated for a particular section of the booklet cannot be more than three times the length of the regular section.<sup>5</sup>

In all instances in which students are given extended time, the total number of minutes that they took for the cognitive sections **MUST** be recorded on the booklet cover.

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

**Small group sessions** - These sessions will be conducted for students who have difficulty in a large group setting. If there are at least 5 students requiring one of these adaptations, a separate session is recommended.

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<sup>5</sup> It is very unlikely that students will require much more time than the regular session because of the difficulty of the items and because NAEP is not “speeded.”

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

**Scribe or use of computer** – If a student’s IEP requires the use of a scribe or computer for recording answers under regular testing situations, it will be allowed for the NAEP assessment. However, the student will not be allowed to use the spell-check function on the computer. Use of a scribe is not allowed with the writing booklet, but a student may use the computer to compose his/her essay.

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

### **5.6.3 Organizing Accommodation Sessions**

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

The type of setting you will need for separate accommodated sessions will depend upon the number of students to be assessed. In most cases, you should be able to use a much smaller space than will be used for the “regular” assessment. If the school regularly provides these types of accommodations, they probably already have a suitable space designated for that use. Once you have determined the number of students who will be assessed separately, discuss the situation with the School Coordinator. If any of your assessments are to be conducted in rooms other than regular classrooms, you should see the room while you

are there for your sampling visit. In this way, you can determine whether the space is adequate, and, if not, discuss the situation further with the coordinator.

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

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

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

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

## 5.7 Preparing Questionnaires

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

**Teacher Questionnaires:** The Teacher Questionnaire is intended to survey the teaching practices of teachers of sampled students in history/geography and reading/writing -- at grades 4 and 8 only. For the first time this year, this questionnaire can be completed by the teachers online or in the traditional booklet format. There are four versions of the grade 4 teacher questionnaires and two versions of the grade 8 teacher questionnaires. The teacher questionnaires are blue at grade 4 and brown at grade 8.

**School Questionnaire:** The School Questionnaire is designed to gather information about the school's instructional programs, school staffing, and school demographics. The school questionnaire can also be completed online or in the traditional booklet. There are four versions of the school questionnaire per grade- A,B,C, and D. The school questionnaires are blue at grade 4, brown at grade 8, and gray at grade 12. The questionnaires will be bundled in alphabetical order and they should be given to schools in order as you assess them.

**SD/LEP Questionnaire:** The SD/LEP Questionnaire should be completed by a knowledgeable staff member for each sampled student identified as SD or classified as LEP (Limited English Proficient). The SD/LEP Questionnaire is distributed to teachers of SD/LEP students who were selected for history/geography sessions only (not reading/writing sessions).

To assist you in keeping track of the school staff to whom the questionnaires are distributed and when they are returned, you will complete the Rosters of Questionnaires. At grade 12 the roster keeps track of both the SD/LEP Student Questionnaires and the School Questionnaire (Exhibit 5-5). At grades 4 and 8, the roster also keeps track of Teacher Questionnaires (Exhibit 5-6). The rosters are blue at grade 4, brown at grade 8, and gray at grade 12.

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

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



# Exhibit 5-6. Grade 8 Roster of Questionnaires

**NAEP 2001 - Grade 8**  
Roster of Questionnaires  
(School, SD/LEP, and Teacher Questionnaire Tracking Form)

**The Nation's Report Card**

SCHOOL #:

SCHOOL NAME:

CITY/STATE:

**I. School Questionnaire**

Questionnaire ID #  08

Completed Electronically: Yes  No

**II. SD/LEP Questionnaire**

Student Booklet ID #

SD/LEP Questionnaire ID # (Barcode ID # on SD/LEP cover)  095 -

Returned: Yes  No

Completed Electronically: Yes  No

**III. Teacher Questionnaire**

SCHOOL #:

**Instructions for Preparing SD/LEP Questionnaires**

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

I. Write the student's name and the name of the school staff member most knowledgeable about the

| Teacher's Name | HISTORY/GEOGRAPHY Teacher Questionnaire ID # |    | LANGUAGE ARTS Teacher Questionnaire ID # |    | Returned              |                       | Completed Electronically |
|----------------|--|----|--|----|-----------------------|-----------------------|--------------------------|
|                | Yes  | No | Yes                                      | No | Yes                   | No                    |                          |
| 01             | 071 -  |    | 072 -                                    |    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 02             | 071 -  |    | 072 -                                    |    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 03             | 071 -  |    | 072 -                                    |    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 04             | 071 -  |    | 072 -                                    |    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 05             | 071 -  |    | 072 -                                    |    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 06             | 071 -  |    | 072 -                                    |    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 07             | 071 -  |    | 072 -                                    |    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 08             | 071 -  |    | 072 -                                    |    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 09             | 071 -  |    | 072 -                                    |    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 10             | 071 -  |    | 072 -                                    |    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 11             | 071 -  |    | 072 -                                    |    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 12             | 071 -  |    | 072 -                                    |    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 13             | 071 -  |    | 072 -                                    |    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 14             | 071 -  |    | 072 -                                    |    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 15             | 071 -  |    | 072 -                                    |    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 16             | 071 -  |    | 072 -                                    |    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 17             | 071 -  |    | 072 -                                    |    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |

**IV. Teacher Questionnaire**

Completed Electronically: Yes  No

**Instructions for Preparing SD/LEP Questionnaires**

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

I. Write the student's name and the name of the school staff member most knowledgeable about the

NCS Use Only

NAEP 2001 - Grade 8  
Roster of Questionnaires  
U.S. Department of Education

## **5.8 Preparation of Teacher Questionnaires**

For grades 4 and 8, teachers of students selected for any assessment will be asked to fill out teacher questionnaires. Teachers are asked to complete the questionnaires in order that teacher instructional practices can be linked to student achievement data. As NAEP supervisor, you are responsible for preparing and distributing these questionnaires. You may wish to ask an EA to assist with this task during the sampling visit.

There are four versions of the combined history/geography and reading/writing teacher questionnaires at grade 4 and one version of the history/geography questionnaire at grade 8 and one version of the reading/writing at grade 8.

At the fourth grade, a teacher who teaches both history/geography and reading/writing to being students assessed in each of these subjects will be asked to fill out **two** subject area sections of the questionnaire. At the eighth grade, if a teacher teaches both history/geography and reading/writing to students assessed in each of these areas, the teacher will be asked to fill out the history/geography questionnaire **only**. As mentioned previously, the Roster of Questionnaires (See Exhibit 5-6) is used to keep track of the teacher questionnaires at each school. Be sure to use the proper Roster for the grade level to be assessed.

The process of identifying the appropriate teachers to complete the Teacher Questionnaires and preparing these questionnaires for distribution is described on the following pages. A fourth grade school in which history/geography and reading writing sessions are being conducted is used as an example throughout the step-by-step discussion that follows.

### **5.8.1 Example of How to Prepare Teacher Questionnaires for Grade 4**

Begin with the Administration Schedule for the history/geography assessment. You will get a Roster pre-printed with school number, school name and city/state for each school in you're first session box.

1. Look up the name of the first student's history/geography teacher in the records (except excluded, withdrawn, ineligible, or "not in sample" students).

For most fourth graders, you will simply need to ask the school coordinator for the name of the student's classroom teacher since most teachers at the fourth grade level teach intact classrooms in all or most subjects. However, some students may have a class with a specialist, or with a teacher who teaches history/geography (social studies) to several different classes. If a student has more than one history/geography teacher, select the primary one. If it is difficult to determine which teacher is the primary teacher, then select the teacher responsible for assigning the student's grade in history/geography.

2. Record the teacher's name on the first line of Part III of the Roster of Questionnaires and fill in the oval under the column labeled "His/Geog" as shown below.

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

4. Taking a Teacher Questionnaire, record on the Roster, in the column labeled "Teacher Questionnaire ID No.," the last seven digits of the ID # from the questionnaire you will give to this first teacher.

The first two digits of the questionnaire ID number are pre-printed. Write the remaining seven digits in the boxes provided on the Roster.

5. On the front cover of the Teacher Questionnaire, record the NAEP School ID # and the Teacher # from the Roster of Questionnaires. Write the teacher's name on a removable label and affix it to the front cover of the questionnaire. As with all NAEP documents, the name of the respondent must be removed before the questionnaire leaves the school.

6. Continue with the next student to be assessed, recording teacher name and filling in the oval under the column "History/Geography" on the Roster, recording Teacher # on the Administration Schedule, and filling out the front cover of the Questionnaire.

A) If this student has the same history/geography teacher as the first student, use "01", the Teacher # already assigned to that teacher. The questionnaire has already been prepared.

B) If this student has a different teacher for history/geography, that teacher is assigned teacher code "02" and you will prepare a new questionnaire.

Prepare Teacher Questionnaires for the history/geography teacher of each student to be assessed.

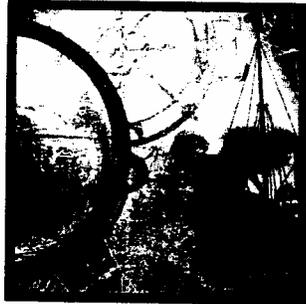
7. Repeat this process with the Administration Schedule for each assessment session scheduled for this school.

If there is more than one assessment session (including other history/geography session types) in the school, you will repeat this process with the Administration Schedule for the next session. If a reading/writing session is also scheduled, it is likely that, as in the case of an intact class, the teachers already recorded on the Roster for history/geography will teach reading/writing to some of the sampled students. If this is the case, use the teacher number already assigned to these teachers, fill in the oval under “Read/Writ” on the Roster of Questionnaires. An example of a prepared Teacher Questionnaire is shown in Exhibit 5-7.

If the teacher of a student in a history/geography or reading/writing session is **not** already listed on the Roster of Questionnaires, add that teacher to the Roster, using the next available teacher code number, and prepare a new questionnaire. In many grade 4 schools, one classroom teacher will teach all subjects.

On each teacher questionnaire, you must attach the Online Teacher Questionnaire Note, which gives teachers the instructions on how to fill out the questionnaire teacher online. Before you give the questionnaire to the teachers, the removable note must be filled in with the appropriate school and booklet numbers (Exhibit 5-8). In order to sign on to the online questionnaire, the teacher must go to [anrigweb.chauncey.com:7001/neapteacher](http://anrigweb.chauncey.com:7001/neapteacher). They must use lower-case letters to key in this URL and they must NOT key in “www” before entering the URL. The teachers may also get to the website through the *Myschool* link. After they go to the site, the initial screen will ask them to enter their 10-digit booklet number, their 7-digit school number and their 2-digit teacher number. The second screen gives them instructions on how to fill out the online questionnaire (Exhibit 5-9).

Exhibit 5-7. Grade 4 Teacher Questionnaire



2001  
Grade 4  
Teacher **B**  
Questionnaire

Q-062



SCHOOL #

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|

TEACHER #

|  |  |
|--|--|
|  |  |
|--|--|

Use a #2 pencil to complete this questionnaire.

Return the completed questionnaire to the  
NAEP School Coordinator by \_\_\_\_\_.

DO NOT USE

|   |   |   |
|---|---|---|
|   |   |   |
| 0 | 0 | 0 |
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |
| 5 | 5 | 5 |
| 6 | 6 | 6 |
| 7 | 7 | 7 |
| 8 | 8 | 8 |
| 9 | 9 | 9 |

ADMIN USE ONLY

|   |   |   |
|---|---|---|
|   |   |   |
| 0 | 0 | 0 |
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |
| 5 | 5 | 5 |
| 6 | 6 | 6 |
| 7 | 7 | 7 |
| 8 | 8 | 8 |
| 9 | 9 | 9 |

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A project of the Office of Educational Research and Improvement. This report is authorized by law (PL 103-382, 20 U.S.C. §9010). While you are not required to respond, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1850-0758 • Approval Expires 10/31/2002 • Parts 1, 2 & 3 OMB No. 1850-0628 • Approval Expires 10/31/2003 • Part 4 Mark Reflex® by MCS EM-000001-001-1:654321 Printed in U.S.A.



Exhibit 5-8. Online Teacher Questionnaire Note



Dear \_\_\_\_\_ :

Thank you for taking the time to complete this important NAEP questionnaire. If you wish to complete the questionnaire online instead of on a paper copy, please go to the following website:  
<http://anrigweb.chauncey.com:7001/naepteacher>  
(Note: Do not type “www.” and all letters *must* be in lowercase).

You can also access the online questionnaire by going to your “My School” web page and clicking on the teacher questionnaire link.

If you choose to complete this questionnaire online, you will need to type in the following information at the login screen:

**Your 10-digit booklet ID number is:** \_\_\_\_\_

**Your 7-digit school ID number is:** \_\_\_\_\_

**Your teacher ID number is:** \_\_\_\_\_

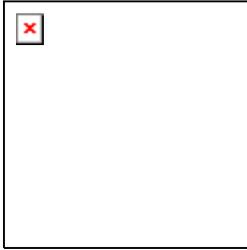
Please complete the questionnaire (either hard copy or online) by:

\_\_\_\_\_ / \_\_\_\_\_ /2001

We appreciate your help!

Your NAEP Representative

**Exhibit 5-9. Initial screen for online teacher questionnaire DRAFT (Page 1 of 2)  
Top of Form 1**



**THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)  
2001 ON-LINE TEACHER QUESTIONNAIRE**

**PLEASE ENTER YOUR 10 - DIGIT BOOKLET ID#**  -  -

(Your booklet ID number is located on the left side of the cover of the paper version of this NAEP Questionnaire. It's the 3 digit - 6 digit - 1 digit number series below the bar code.)

**PLEASE ENTER YOUR 7 - DIGIT SCHOOL ID#**

(Your school ID number is located on the upper right side of the paper version of this NAEP Questionnaire.)

**PLEASE ENTER YOUR 2 - DIGIT TEACHER ID#**

(Your teacher ID number is located on the upper right side of the paper version of your NAEP Teacher Questionnaire.)

---

**BACKGROUND INFORMATION**

During the 2000-2001 school year, a sample of students across the country, including some of your students, will participate in the National Assessment of Educational Progress (NAEP). This current assessment focuses on achievement in U.S. history, world geography, reading, and writing. To investigate the relationship between students achievement and various school, teacher, and home factors, NAEP is also collecting information from schools and teachers. For 2000-2001 we are also making a special effort to find out about computer technology in the schools and teachers professional development

If you have any questions regarding this questionnaire, please call 800 283-6237.

**Exhibit 5-9. Second screen for online teacher questionnaire DRAFT (Page 2 of 2)**

**INTRODUCTION**

This questionnaire collects information about teachers’ backgrounds and instructional practices as they relate to students selected for the assessment. Since you teach history, geography, social studies, reading, and/or writing to one or more students selected for the assessment, you are being asked to answer questions about these students’ classes.

**INSTRUCTIONS**

You may complete this questionnaire in one or more sessions. If you take a break, you must use the same ID information to return to the questionnaire. **Please remember to click on the submit button to save your responses before you exit the questionnaire**, regardless of whether you complete it in one or more sessions.

You will be prompted to key in information, select options from a drop down box, or choose one or more answers from a list of options. You will be instructed to use skip cues to advance through the questionnaire, when applicable. Using the skip patterns will save you time.

Use your mouse or the Page Up or Page Down keys to scroll through the questionnaire. **Do not use the Tab key or the up and down arrows to move through the document because it may change your answer choices to previous questions.** It’s best to view the questionnaire in a full-screen format.

This questionnaire contains four parts. Click on Part I in the box below to begin the questionnaire. Then click on each remaining parts to complete the questionnaire.

| SECTION   | STATUS                              |
|---|-------------------------------------|
| Part I: Background, Education, and Training                         | (if time permits, add this Feature) |
| Part 2: Computer Resources and Technical Assistance in Your School  |                                     |
| Part 3: Classroom Organization and Social Studies Instruction       |                                     |
| Part 4: as appropriate for version of grade 4 teacher questionnaire |                                     |

We realize you are very busy; however, we urge you to complete the questionnaire as carefully as possible. The information that you provide will be kept confidential.

**THANK YOU VERY MUCH!**

OMB information goes here in smaller (but legible) font.

### 5.8.2 Teacher Questionnaires for Grade 8

The process of preparing Teacher Questionnaires for Grades 8 involves recording period number for the classes that the identified teachers teach plus the other steps described for the fourth grade. In addition, separate questionnaires must be prepared for **each subject** area for which a teacher should respond. For grade 8, you should **always** record the class period number when the student takes this subject in the column labeled “Period #” on the Administration Schedule **and** on the front cover of the teacher questionnaire under the box labeled “Class Period”. In addition, record the name of this particular class on the front cover of the questionnaire under “Class Name” to help the teacher know what the class of interest is. “Period #” and “Class Name” are important pieces of information used to identify distinct classes taught by the same teacher.

The example in Exhibit 5-10 shows a Grade 8 Administration Schedule, Roster of Questionnaires, and a teacher questionnaire cover for the first student in a history/geography session. Remember, if a particular teacher teaches both history/geography and reading/writing to selected students s/he will only be asked to complete the history/geography questionnaire.

Exhibit 5-10. Example of Grade 8 Administration Schedule, Roster, and Teacher Questionnaire

Form must be completed in No. 2 pencil.

Trace/Ethnicity Codes  
 White not Hispanic  
 Black not Hispanic  
 Hispanic Heritage  
 Asian/Pacific Islander  
 American Indian

National School Lunch Program  
 1 - Student not eligible  
 2 - Reduced price lunch  
 3 - Free lunch  
 4 - Information not available

ADMINISTRATION SCHEDULE Page 1  
 School #: 999-299-1 Session Type: HIST/GEOG

The Nation's

# Original Sample  
 # New Enrollee Sample  
 Total in Sample  
 # Withdrawn & Ineligible (Admin. Codes 51 & 55)  
 # Excluded (Admin. Codes 60-65)  
 TO BE ASSESSED

# Absent  
 # Assessed (Original Sample)  
 # Assessed (Makeup Sample)  
 TOTAL ASSESSED

Session Number: HQ0000



## U.S. History and 2001 World Geography Grade 8 Teacher Questionnaire

Q-071

SCHOOL #      TEACHER #  
 999 299 1      01

Use a #2 pencil to complete this questionnaire.  
 Return the completed questionnaire to the  
 NAEP School Coordinator by 2/21

DO NOT USE      ADMIN USE ONLY

The Nation's Report Card

Use a #2 pencil to complete this questionnaire.

Return the completed questionnaire to the NAEP School Coordinator by 2/21

Please provide the requested information for:

| Class Period | Grid Oval  | Class Name          |
|--------------|--|---------------------|
| 01           | <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 | Social Studies      |
| 02           | <input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 | Social Studies      |
| 03           | <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 | Advanced Soc. Stud. |
|              | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9            |                     |
|              | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9            |                     |
|              | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9            |                     |
|              | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9            |                     |

071 - 040865 - 9

| I. Teacher Questionnaire |   | III. Teacher Questionnaire |                          |                          |   |    |                          |     |    |                          |          |                          |                          |                          |
|--------------------------|---|----------------------------|--------------------------|--------------------------|---|----|--------------------------|-----|----|--------------------------|----------|--------------------------|--------------------------|--------------------------|
| Teacher's Name           | HISTORY/GEOGRAPHY<br>Teacher Questionnaire ID # | Returned                   |                          |                          | LANGUAGE ARTS<br>Teacher Questionnaire ID # |    |                          |     |    |                          | Returned |                          |                          |                          |
|                          |   | Yes                        | No                       | Completed Electronically | Yes   | No | Completed Electronically | Yes | No | Completed Electronically |          |                          |                          |                          |
| Mrs. Smith               | 01 071-1234567                                  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | 072-  |    |                          |     |    |                          |          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mrs. Jones               | 02 071-1234568                                  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | 072-  |    |                          |     |    |                          |          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                          | 03 071-   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | 072-  |    |                          |     |    |                          |          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                          | 04 071  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | 072-  |    |                          |     |    |                          |          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                          | 05  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | 072-  |    |                          |     |    |                          |          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                          |   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | 072-  |    |                          |     |    |                          |          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### **5.8.3 Guidelines for Identifying Appropriate Teacher Questionnaire Respondents**

Usually, for fourth grade, the student’s classroom teacher will be asked to complete the Teacher Questionnaire because s/he teaches all subjects to one class. For eighth grade, the student’s teacher in the subject of the assessment will be assigned a questionnaire in that subject. In any grade, if the student has more than one teacher for a particular subject, select the primary teacher or the teacher responsible for assigning the student’s grade in that subject. Please pay special attention to who the appropriate teacher is. The appropriate teacher of students taking the history/geography session may be the social studies teacher, the civics teacher, or a similar title, not necessarily the history teacher.

At Grade 8, a student being assessed in a particular subject area may not be currently taking a class in that subject. In this case, you will enter “99” in the column labeled “Teacher #” and “99” in “Per #” on the Administration Schedule to indicate that there is no appropriate teacher to complete the Teacher Questionnaire.

After the Questionnaires have been prepared, you should give them to the school coordinator to distribute. Teachers should be asked to complete the questionnaires by the time you return to conduct the assessments. As completed Teacher Questionnaires are returned, fill in the ovals in the “Returned” column on the Roster. You should plan your pre-assessment visit so that questionnaire respondents have enough time to complete the questionnaires by assessment day. As part of your assessment reminder call to the school coordinator, discuss the importance of having all assessment questionnaires completed and returned by assessment day. Remember that teacher questionnaires can be completed online this year. The teacher only has to complete the questionnaire one way or the other - either online or on hard copy.

### **5.9 School Questionnaire**

The School Questionnaire is designed to collect information about the school staff and instructional programs. It is to be completed by the principal or someone designated by the principal. The NAEP school identification number must be recorded on the front cover of the questionnaire.

The ten-digit identification number from the lower left-hand corner of the questionnaire should be recorded on the Roster of Questionnaires. (An example is shown below). The 2-digit prefix for the School Questionnaire should be recorded as follows for each grade:

| <u>Questionnaire ID No. Prefix</u> |     |
|------------------------------------|-----|
| Grade 4:                           | 08- |
| Grade 8:                           | 08- |
| Grade 12:                          | 09- |

You must attach the Online School Questionnaire Note to each of the school questionnaires. Make sure you have filled out the information on this note completely before you give it to the school principal (Exhibit 5-11). The first screen of the online version of the school questionnaire is the same as the teacher questionnaire, except that it does not ask for the 2-digit teacher number.

#### **5.10 SD/LEP Student Questionnaire**

For every student identified on a History/Geography Administration Schedule as SD or LEP an SD/LEP Student Questionnaire must be filled out by the student’s teacher or other knowledgeable staff member. The SD/LEP Questionnaire should **not** be completed for withdrawn, ineligible, and not-in-sample students classified as SD and/or LEP, students who are “Gifted and Talented,” or SD/LEP students taking the reading/writing assessment. **Questionnaires should be prepared for all other sampled students regardless of whether they will be assessed.** This process is described on the following pages.

##### Step 1: Complete SD/LEP Questionnaire Cover

Before handing the SD/LEP Student Questionnaire to the teacher or staff member, complete the SD/LEP questionnaire cover. On the Administration Schedule for each session, locate the SD/LEP students. Beginning with the first student identified, write “Teacher of” and the student’s name on a removable label and place it in on blank space on the front cover of the questionnaire. Put the date the teacher needs to return the questionnaire to the school coordinator (usually one day prior to assessment date). Fill in the school’s NAEP identification number. Using the information on the Administration Schedule, record on the questionnaire front cover the student’s grade, birth date, and sex, and race/ethnicity; a “Y” (yes) or “N” (no) to designate whether the student is SD and/or is classified as an LEP, and the student booklet ID #. Exhibit 5-12 illustrates this procedure.

Exhibit 5-11. Online School Questionnaire Note



Dear \_\_\_\_\_:

Thank you for taking the time to complete this important NAEP questionnaire. If you wish to complete the questionnaire online instead of on a paper copy, please go to the following website:  
<http://anrigweb.chauncey.com:7001/naepteacher>  
(Note: Do not type “www.” and all letters *must* be in lowercase).

You can also access the online questionnaire by going to your “My School” web page and clicking on the teacher questionnaire link.

If you choose to complete this questionnaire online, you will need to type in the following information at the login screen:

**Your 10-digit booklet ID number is:** \_\_\_\_\_

**Your 7-digit school ID number is:** \_\_\_\_\_

Please complete the questionnaire (either hard copy or online) by:

\_\_\_\_\_ / \_\_\_\_\_ /**2001**

We appreciate your help!

Your NAEP Representative

Exhibit 5-12. Completed SD/LEP Questionnaire Cover

Admin Schedule Line # 01 from Session # 01

# 2001 SD/LEP Questionnaire

Q-095

Use a #2 pencil to complete this questionnaire.

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

If Student with a Disability (SD): 2, 3-7  
 If Limited English Proficient (LEP): 2, 8-10  
 Return to NAEP School Coordinator by 1/24

PAGES

2, 3-7

2, 8-10

SCHOOL #

999 299 1

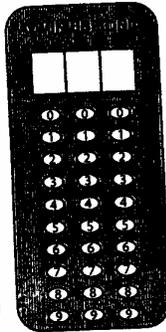
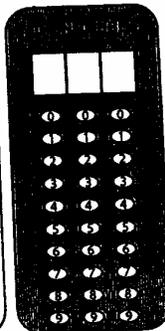
| Grade | Birth Date |      | Sex                    | R/E | SD     | LEP    |
|-------|------------|------|------------------------|-----|--------|--------|
| 03    | 11         | 1986 | 1                      | 2   | Y      | N      |
|       | Month      | Year | 1 = Male<br>2 = Female |     | Y<br>N | Y<br>N |
| 0     | 0          | 0    | 7                      | 0   |        |        |
| 1     | 1          | 1    | 8                      | 1   | 2      | N      |
| 2     | 2          | 2    | 9                      | 2   | 3      |        |
| 3     | 3          | 3    |                        | 3   | 4      |        |
| 4     | 4          | 4    |                        | 4   | 5      |        |
| 5     | 5          | 5    |                        | 5   | 6      |        |
| 6     | 6          | 6    |                        | 6   |        |        |
| 7     | 7          | 7    |                        | 7   |        |        |
| 8     | 8          | 8    |                        | 8   |        |        |
| 9     | 9          | 9    |                        | 9   |        |        |

Student Booklet ID  
 (from column K or L on Administration Schedule)

101 0000010



To: Mrs Francis  
 with regard to  
 John Smith



According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0758. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to Information Management and Compliance Division, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4651.

A project of the Office of Educational Research and Improvement. This report is authorized by law (P.L. 103-382, 20 U.S.C. §9010). While you are not required to respond, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1850-0758 • Approval Expires 10/31/2002  
 Mark Reflex® by MCS EM-Quorum-001-1000000 Printed in U.S.A.



Step 2: Record SD/LEP Student Questionnaire Cover ID Number on the  
Roster of Questionnaires for SD/LEP Student Questionnaires

The Roster of Questionnaires for SD/LEP students is used to keep track of these questionnaires within the school. In the column labeled “SD/LEP Questionnaire ID No.” record the SD/LEP Questionnaire number of the first student with this designation onto this Roster of Questionnaires. The 3-digit prefix 095- will be pre-printed on the Roster so you need only record the last 7 digits of the Questionnaire Booklet ID number. Then, using the Administration Schedule, record the ten-digit ID number of the assessment booklet pre-assigned to that student on the Roster in the column labeled “Booklet ID No.” Finally, record on the roster the student’s name and the name of the staff person to whom the questionnaire was given. **Do not forget to enter the school’s name and ID number on the roster if it is not preprinted** (Exhibit 5-13).

Continue this process for the remaining SD/LEP students.

Exhibit 5-13. Administration Schedule, SD/LEP Roster, and SD/LEP Questionnaire Cover

Form must be completed in No. 2 pencil.

|   |  |  |  |   |  |
|---|--|--|--|---|--|
| <b>Face/Ethnicity Codes</b><br>- White not Hispanic<br>- Black not Hispanic<br>- Hispanic Heritage<br>- Asian/Pacific Islander<br>- American Indian/Alaskan Native<br>- Other | <b>National School Lunch Program</b><br>1 = Student not eligible<br>2 = Reduced price lunch<br>3 = Free lunch<br>4 = Information not available<br>5 = Released<br>6 = School not participating | <b>ADMINISTRATION SCHEDULE</b> Page 1<br>School #: 999-299-1 Session Type: HIST/GEOG<br>School Name: KENNEDY MIDDLE SCH Grade: 08<br>Administrator's Name: _____<br>Original session scheduled for: _____ Day/Date: _____<br>Day/Date: _____<br>Time: _____<br>Location: _____ | 2001 Administration Schedule<br>Grid # _____<br>Makeup Held _____<br>Makeup Date _____ | # Original Sample _____<br># New Enrollee Sample _____<br>Total In Sample _____<br># Withdrawn & Ineligible (Admin. Codes 51 & 55) _____<br># Excluded (Admin. Codes 60-65) _____<br>TO BE ASSESSED _____ | # Absent _____<br># Assessed (Original Session) _____<br># Assessed (Makeup Session) _____<br>TOTAL ASSESSED _____<br>Session Number _____ |
|---|--|--|--|---|--|

| Student Name | Grade | Birth Date | Sex | R/E | SD | LEP | Original Booklet ID # | Accommodation Booklet ID # | Teacher # | Period # | Admin. Code | Admin. Code |
|--------------|-------|------------|-----|-----|----|-----|-----------------------|----------------------------|-----------|----------|-------------|-------------|
| John Smith   | 08    | 11/1986    | M   | 2   | Y  | N   | 133 000034 0          |                            |           |          |             |             |



**2001 SD/LEP Questionnaire**

Q-095

Use a #2 pencil to complete this questionnaire.

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

If Student with a Disability (SD): PAGES 2, 3-7  
 If Limited English Proficient (LEP): 2, 8-10  
 Return to NAEP School Coordinator by 1/24

SCHOOL # **999 299 1**

| Grade | Birth Date | Sex | R/E | SD                     | LEP   |
|-------|------------|-----|-----|------------------------|-------|
| 08    | 11/1986    | M   | 2   | Y                      | N     |
| 0     | 0          | 0   | 0   | 1 = Male<br>2 = Female | 1 Y Y |
| 1     | 1          | 1   | 1   | 8 1                    | 2 N N |
| 2     | 2          | 2   | 2   | 9 2                    | 3     |
| 3     | 3          | 3   | 3   | 0 3                    | 4     |
| 4     | 4          | 4   | 4   | 1 4                    | 5     |
| 5     | 5          | 5   | 5   | 2 5                    | 6     |

To: Mrs Francis with regard to John Smith

| Admin. Code           | Admin. Code                  |
|-----------------------|------------------------------|
| ASSESSED BY ORIGINAL  | ASSESSED BY MAKEUP           |
| ASSENT                | OTHER                        |
| REASONS FOR EXCLUSION | ASSESSED WITH ACCOMMODATIONS |

This form must be completed in No. 2 pencil.

NAEP 2001 - Grade 8 Roster of Questionnaires (School, SD/LEP, and Teacher Questionnaire Tracking Form)

SCHOOL #: **999** SCHOOL NAME: **Ke** CITY/STATE: **Ge**

|   |   |
|---|---|
| I. School Questionnaire<br>Questionnaire ID # 08 - - - - -<br>(Barcode ID # on Cover) | Returned: Yes <input type="radio"/> No <input type="radio"/> Completed Electronically <input type="radio"/> |
| II. SD/LEP Questionnaire*<br>Student's Name: John Smith Distributed To: Ms. Francis   | Returned: Yes <input type="radio"/> No <input type="radio"/>  |

| Student's Name | Distributed To (Staff Name) | Student Booklet ID # (Column "K" or "L" on Admin. Schedule) | SD/LEP Questionnaire ID # (Barcode ID # on SD/LEP cover) | Returned Yes          | Returned No           | Instruct SD/LEI                          |
|----------------|-----------------------------|---|--|-----------------------|-----------------------|--|
| John Smith     | Ms. Francis                 | 133-000034-0  | 095-004800-0   | <input type="radio"/> | <input type="radio"/> | For each student on class list follow... |
|                |                             |   | 095-   | <input type="radio"/> | <input type="radio"/> | 1. Write name...                         |
|                |                             |   | 095-   | <input type="radio"/> | <input type="radio"/> |  |
|                |                             |   | 095-   | <input type="radio"/> | <input type="radio"/> |  |

### Step 3: Distribute SD/LEP Student Questionnaires

Distribute the questionnaires to staff knowledgeable about the SD/LEP students and arrange to collect them the day of the assessment.

#### 5.11 Distribute Questionnaire and Record on Roster

After you have prepared the School Questionnaires, give them to the school principal or staff person s/he designates. Remind him/her that they must be completed using a No. 2 pencil only. As completed questionnaires are returned to you, fill in the ovals in the last column on the Roster. Be careful not to fill in the oval for any questionnaires left behind at the school.

You should attempt to collect all completed questionnaires on assessment day. If there are any outstanding questionnaires from a school and you will be in the PSU for the next few days, send an EA back to the school to collect the completed questionnaires. Remember that the school questionnaires can be completed online this year. If the questionnaire is not returned to you because it has been completed online, that is okay. Make sure the “completed electronically” bubble is filled in on the Roster of Questionnaires.

If any outstanding questionnaires must be left behind at the school, a postage-paid envelope (included in your bulk supplies) must be left with the coordinator so that the completed questionnaires can be returned directly to NCS Pearson. On the Roster of Questionnaires, complete the “No” oval in the “Returned” column for any unreturned questionnaires (except for those completed online). Be sure to include a copy of the Roster of Questionnaires **without names** in the postage-paid shipping envelope before leaving the school.

## 5.12 Other In-School Preparations

### 5.12.1 Notification of Students and Teachers

In December, parent notification letters were mailed to the schools that requested them. It is also important that selected students and their teachers are informed about the assessment session. It is critical that during the sampling visit you discuss with the school coordinator the best way of informing students and teachers about the assessment. Unless a student response rate of 90 percent is attained across like session types, make-up sessions will have to be scheduled. This generally means that in a session of 30 students, the absence of only 3 students will necessitate a make-up session. Therefore, you should work closely with the school coordinator to ensure that every student sampled for NAEP is in attendance the day of the assessment.

Your supplies will include **Student Appreciation Certificates** - green for history/geography sessions and blue for reading/writing sessions (Exhibit 5-14) and **Assessment Notification Letters for Teachers** (Exhibit 5-15). The Assessment Notification Letter for Teachers briefly explains NAEP and can be accompanied by a list of students or a set of Student Appreciation Certificates. At the fourth grade where students change classes infrequently, the Assessment Notification Letter accompanied by a list of students usually is sufficient to inform teachers of the students sampled for the assessment.

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

Exhibit 5-14. Student Appreciation Certificate

*Certificate of Appreciation*

THE NATION'S  
REPORT  
CARD 

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

*for participating in the*  
*National Assessment of Educational Progress*

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

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

**Exhibit 5-15. Assessment Notification Letters for Teachers**

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

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

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

SUBJECT: National Assessment of Educational Progress

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

Your district and school were selected to participate in NAEP 2001. We have selected students and developed an assessment schedule in collaboration with the school. Each assessment session will take about 90 minutes. The assessments are scheduled for:

| SESSION | DATE  | TIME  | LOCATION |
|---------|-------|-------|----------|
| _____   | _____ | _____ | _____    |
| _____   | _____ | _____ | _____    |
| _____   | _____ | _____ | _____    |
| _____   | _____ | _____ | _____    |

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

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

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

Thank you very much for your cooperation.

/bkp  
Attachment

The NAEP brochure may be sent home with parent notification letters and/or with the Student Appreciation Certificates, if requested by the school.

### **5.12.2 Preparing Removable Labels**

Since student names are never written on assessment booklets, as described in chapter 4, removable labels are used to make sure that each booklet is assigned to the correct student. These labels are to be affixed to the booklet cover in the designated area prior to the session, and removed and destroyed after the session.

For schools that were sampled electronically in the fall, these labels will be preprinted with student name, line number, booklet number, and school number on salmon-colored labels and provided in your session boxes. For all other schools, these same salmon-colored labels will be preprinted except for the student's name and in your session boxes, as well. You can fill in the student name by hand on these labels. You will also have the ability to run these labels on your laptop from the electronic Administration Schedule that you create. You can do this while at the school for the sampling visit. On assessment day, you will affix the labels to the booklets.

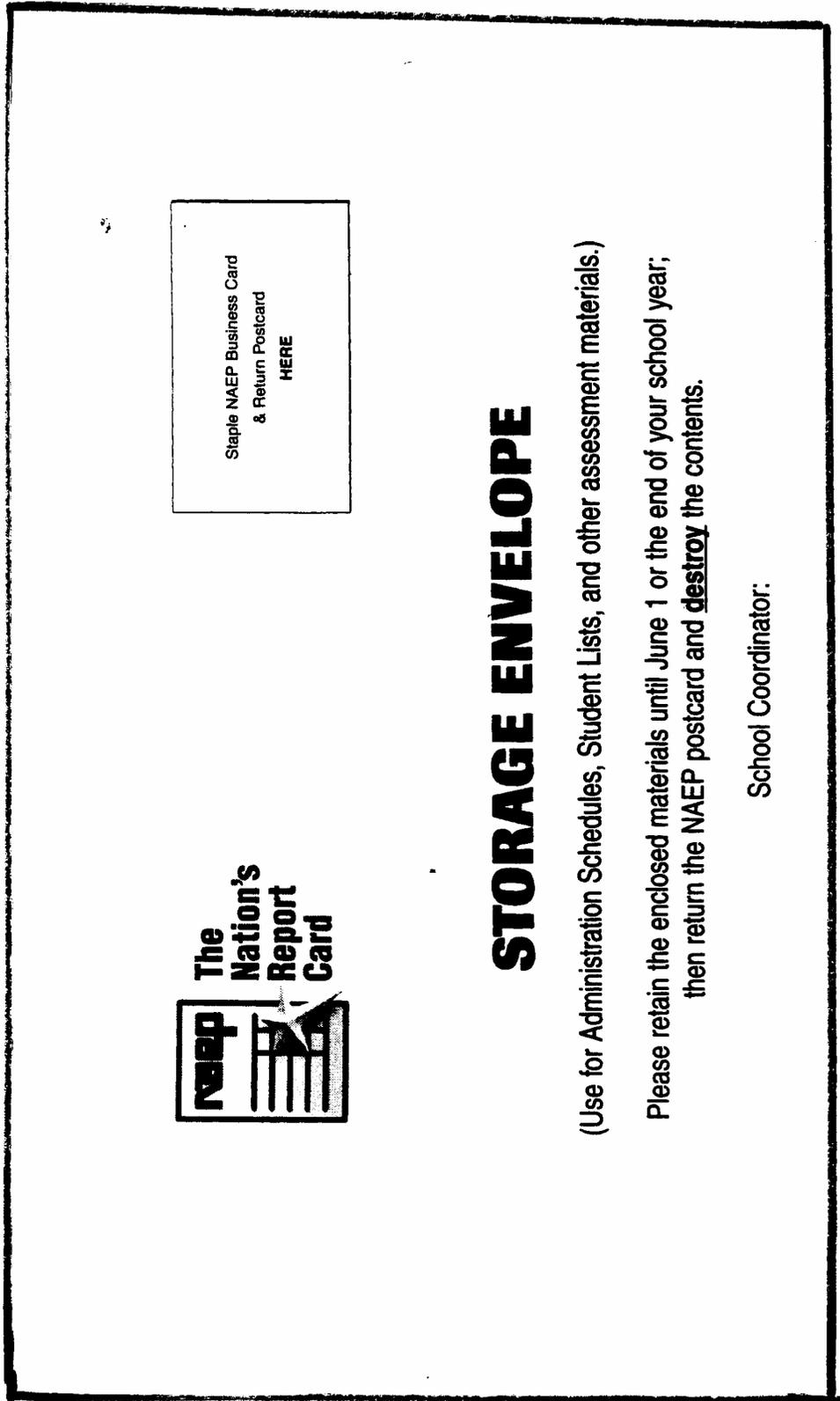
If you prepare the labels before assessment day, leave them at the school with the Administration Schedule and Rosters in the NAEP Storage Envelope until assessment day.

### **5.12.3 Completion of Sampling Activities**

After all sampling and questionnaire preparation activities have been completed, you will place the original list of students, Administration Schedule(s), removable labels, and all Rosters in the **NAEP Storage Envelope** (Exhibit 5-16) and give it to the school coordinator to hold until assessment day.

**Be sure you know with whom and where this envelope is being kept as you will need to retrieve it in order to conduct your assessments.**

Exhibit 5-16. NAEP Storage Envelope



## 6. CONDUCTING THE ASSESSMENT

This chapter describes procedures for conducting assessment sessions. Since supervisors will act as EAs in some sessions, relevant information from the EA manual has been repeated in this chapter.

### 6.1 Preparing for the School's Assessment

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

- If it has been more than a week since you visited the school to draw the sample or the supplemental sample, you should call the school coordinator a few days before the assessment. The purpose of this phone call is to confirm the date and time, to review the assessment activities, and to make sure that student and teacher notification procedures are in place.
- Review the materials in the school folder for the school to ensure that you bring the correct materials for the sessions scheduled to be conducted.
- Double-check that you have the correct box(es) of materials from NCS Pearson for the school as well as any additional required materials that you will need.
- Make sure that you have the session scripts.

**If additional materials are needed, call NCS Pearson at 1-800-627-6237 no later than 3:00 pm Central Standard Time (CST) for overnight delivery.**

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

- On the day of the assessment you and your EAs should **plan to arrive at the school at least one hour before the first session is scheduled to begin.**
- Be sure that both you and your EAs wear your NAEP Identification Badges while at the school.
- When you arrive at the school, you must first check in at the school office, identify yourself and introduce your EAs, and explain why you are there.

- Then, locate the school coordinator to obtain the Administration Schedules (kept in the NAEP Storage Envelope) and signed parental consent forms, if required. If concurrent sessions are being conducted, you will need to photocopy one set of the session Administration Schedules for each person conducting a session.
- Make sure that you know how and at what time the school wants students to be returned to their classes at the end of the session.
- Obtain instructions on how to handle persistently disruptive students, students who become ill during the session, and students who arrive after the session has begun.

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

**For Each Session**

- Bundles of booklets
- Script
- Timer
- Removable labels
- No. 2 Pencils
- “Testing in Progress-Do Not Disturb” sign

**Additional Materials: History/Geography Sessions**

- Atlases
- Rulers

**Additional Materials: Reading/Writing Sessions**

- SS Application Instructions Form (12<sup>th</sup> grade)
- Metro pamphlet (12<sup>th</sup> grade)
- Writing brochures

You should use the time before the session as efficiently as possible. Efficiency, organization, and preparedness will also allow ample time for EAs (as well as yourself) to prepare the booklets for distribution, to set up the assessment room, and for you to better deal with any last minute “crises” that may arise.

In preparing for the session, make sure that the booklets are for the correct grade level and session type. **Never use booklets for any session type other than the one specified on the Administration Schedule.**

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

On assessment day, you (and/or your EAs) will affix the removable labels to the appropriate session booklets as described below. This will help you distribute booklets to the correct students.

1. Using the removable labels and the Administration Schedule, begin with the first student listed on the Administration Schedule. Open the first bundle and affix the label bearing the student's name and booklet ID number to the cover of the first booklet in the stack.
2. After you affix the label, check the Administration Code on the Administration Schedule. If, in the column labeled "Admin. code" a code in the 60s (Excluded), "51" (Withdrawn), "55" (Ineligible), "56" (Not in Sample), or "47" (Parent Refusal), has been recorded, write the Admin Code on the label and set the booklet aside. (If the student has been excluded, a single line should already be drawn through the student's name. The line should not extend past the perforation.)
3. Repeat this procedure for each student whose name is listed on the Administration Schedule. All other booklets, as they are prepared, should be stacked face down to keep them in Administration Schedule order.
4. Then, band together the booklets that were set aside for any excluded, withdrawn, ineligible, Not in Sample (NIS) students, or refusals. These should be kept banded together (i.e., separated from) but remain with the bundle of booklets for the session.
5. Turn over the stack of booklets to be used in the session.

If you have not previously done so, place any additional materials required for each booklet (as noted on the following pages) either inside the front cover of the booklet, or set them aside for distribution with the booklets.

6. Then, band the booklets together and place the session Administration Schedule on top of the stack. Booklets are now ready for distribution.

## **6.4 Preparing Other Assessment Materials**

The 2001 assessments require the use of materials not in the booklets themselves. The booklets that use ancillary materials will be indicated by a letter code next to the booklet number. These materials and their letter code are discussed below.

### **6.4.1 Materials for History/Geography Sessions**

The geography assessments use rulers (R) and atlases (A) at all three grades. All of the booklets at all three grades use a ruler, while only some will also require the atlas. There are no ancillary materials for the history assessments.

### **6.4.2 Materials for Reading/Writing Sessions**

For the readings assessments there are two ancillary materials at the twelfth grade for one of the booklets- the Social Security Form (F) and the Metro Pamphlet (P). For the writing assessments there is a writing brochure at grade 4 (A), grade 8 (B), and grade 12 (D) for some of the booklets.

### **6.4.3 No. 2 Pencils**

Only No. 2 pencils should be used by students to record their responses in the assessment booklets. As booklets are distributed, a sharpened No. 2 pencil will be handed to each student. Extra pencils should be kept at the front of the room in case a student requires another pencil. Assessed students may keep their pencil at the end of the session.

## **6.5 Professional Attire**

Professional behavior and dress is required at any time you are working in a school. In her book, **Successful Subbing**, Carol Fuery talks about the notion that, as we live in a progressively visual world, in about 10 seconds students can form an expectation about your ability to handle a class, based solely on your appearance. Clothing is one of the most important aspects in effectively taking charge of a classroom and establishing authority. Suggested attire for women is a suit, tailored dress with a blazer, or a

blazer and a skirt. For men, a suit and tie or dress trousers with a sports jacket and tie is appropriate. The colors that have proven themselves best for establishing authority are navy blue, maroon, gray, and black.

In other words, the more conservative you dress without looking overly stuffy, the better. A word about shoes -- particularly for women. Low-heeled, comfortable shoes are preferred. Also, make sure that the heels on your shoes are properly maintained to avoid making excess noise as you walk around the room. Experienced NAEP staff tend to walk slightly on their tip-toes to minimize the amount of noise and to remain as inconspicuous as possible while monitoring a session.

## **6.6 Preparing the Assessment Room**

When you arrive at the room you will be using for the assessment, check to make sure there are enough desks for the number of students in the session; if not, notify the school coordinator. Make sure that you may erase the chalkboards if appropriate to do so, and if possible, conceal all school materials that may assist students (e.g., world maps in a history/geography session). Then, set out the supplies you will use for the session. It is also a good idea to know how to call the principal's office from the classroom in the event of an emergency.

It is important that the desks be arranged so that all students can readily be seen by you and likewise, you can readily see each student. If at all possible, avoid having students face potential sources of distraction such as windows, doorways, etc., and if you can help it, do not seat students facing each other.

## **6.7 Students Arrival at the Assessment Room**

Your presence as an authority figure should be exercised once the students begin to arrive. Your effectiveness as an administrator will be predicated largely on your ability to convey to the students what is expected of them immediately upon their arrival at the testing room. Remember that organization and preparedness is the key to effective classroom management.

Once the room has been properly arranged, make sure that you have the booklets and other assessment materials ready for the session and that you are confident of how they will be distributed.

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

Your ability to impart an air of, as one researcher calls it, “with-it-ness” (Cangelosi, 1988, p.16) is critical. You must be aware of **everything** that is going on in the classroom. As an example, you may be able to demonstrate your awareness of class dynamics by either separating, or seating near you, students who have made it obvious upon their arrival that they are especially likely to cause disruption. The manner in which you carry yourself, the use of direct eye contact, and facial expressions all communicate confidence and that you intend to be taken seriously. By focusing your eyes directly on individual students, you communicate interest in them and assign an importance to the task in which they are engaged. Also, smiling at a student when you’ve caught his or her eye conveys an interest in them as an individual and facilitates an atmosphere of respect and cooperation.

One way to establish your authority immediately is to stand close to the door as students arrive. If the students come in singly or in small groups, check off the students’ names as they enter. **However, do not create a line of students waiting to enter the classroom -- this will annoy the school staff!** If the students come too quickly, you can at least take the opportunity to seat students where you want them, separating potential troublemakers.

Several different types of sessions may be conducted at any one time in any one school. Each student was sampled to attend a particular session type and **should** attend a session of that type. In schools with multiple sessions conducted concurrently, all session administrators should have copies of the Administration Schedules for all sessions.

Following the assessment, you will need to determine the appropriate Administration Code for each of the selected students. If you are not sure how to code “Admin. code” for a particular student, document the circumstances on the front cover of the student’s assessment booklet and assign an Administration code using your best judgment. For a more detailed discussion of Administration Codes, see Chapter 7.

At this time, you will be able to identify any students who have withdrawn since the sample was drawn. Be sure to set aside both booklets that have been pre-assigned to those students. **Remember, do not distribute the booklets designated for excluded, withdrawn, or ineligible students or for refusals.**

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

Before beginning the script, instruct students to place all of their **belongings directly under their desks**. It is important that the aisles not be obstructed to allow you mobility through the classroom. At any given moment you should be able to quickly get to every student. Appendix E includes a discussion of classroom management techniques for each grade level assessed.

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

After all students have been checked in and seated, you will conduct the session by following the appropriate script for the grade level and session type. **Each session type has a different script.** There are differences from script to script in wording, in procedures, and in the materials required.

You and your EAs should be thoroughly familiar with each session script and be able to read each script **fluently**. The script should be read **word for word (but with expression)** to make sure that all sessions of that type are administered the same throughout the country. The sections of the script common to all assessment types are discussed below.

### **6.8.1 Introduction**

All scripts begin by introducing you and the National Assessment and by giving a quick overview of the session.

## 6.8.2 Booklet Distribution

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

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

OR

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

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

**If you are distributing booklets by calling each student individually by Administration Schedule order, you would do so at this point in the script.**

Record the attendance status of each student by entering a checkmark for present, "A" for absent, or "W" for withdrawn in the "Admin. Use Only" column on the Administration Schedule. For students who are absent or found to be either withdrawn or ineligible on assessment day, enter an "A", "W", or "I" on the removable label affixed to that student's booklet. Then, place his/her booklet to the side to avoid handing it to the wrong student. (These cases would be in addition to any booklets you may have already set aside for students determined to be withdrawn, ineligible, or excluded immediately after sampling.) **At the conclusion of the assessment**, you will enter the appropriate Administration Code for each student in the column labeled "Admin. Code."

Booklet distribution is an opportune time to demonstrate your expectations of the students' behavior and to establish a proactive (as opposed to reactive) demeanor in the classroom. You should use this opportunity to your advantage by being well-organized, well-prepared, and by working quickly and efficiently to exercise your authority and control of the classroom.

Do not waste time! The booklet distribution process, no matter how large the session size, should take no more than 10 minutes.

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

### **6.8.3 Booklet Cover Coding**

This year, there is very little required information on the booklet cover to reduce burden. The school ID can be filled in during the pre-assessment visit or after the assessment is over. The administration code will be filled in during the post-assessment work.

### **6.8.4 Booklet Directions**

The instructions for using the assessment booklets are presented on the first two pages of each assessment booklet and are reprinted in your script, which instructs you to read these aloud to students. **NOTE:** In all sessions, no student may be admitted once you have begun reading the booklet directions. Any students who arrive after this point should be asked to return to their classroom and will be counted as absent.

### **6.8.5 Student Background Sections**

Each assessment booklet contains blocks of general background questions and subject area background questions.

The general student background will appear at the beginning of the history and geography booklets, prior to the cognitive blocks, with a computer background questionnaire presented after the cognitive blocks. The general student background will appear at the beginning of the reading booklets, prior to the cognitive blocks, with a reading background questionnaire presented after the cognitive blocks. The general student background will appear at the beginning of the writing booklets, prior to the cognitive blocks, with a writing background questionnaire presented after the cognitive blocks.

You will read aloud all of the general background questions to the fourth graders in all sessions. The script will contain the questions that you are to read aloud. In grades 8 and 12 for the U.S. history/world geography sessions, you will read aloud Question 1 and then time the rest of the section.

If any students have questions during the general background section or the study area background section, you may assist the student in understanding the question only by referring to the question-by-question specifications (**QxQs**) for the appropriate grade level. The QxQs are included as a separate section in the session scripts.

### 6.8.6 Subject Area Section

The timing of the booklet sections varies with grade and session type. The session script provides instructions for each section. The timing of the sections of the US History and world geography booklets are shown here.

|                          |  |   |
|--------------------------|--|---|
| Section 1:               | General Background Questions                     | Read aloud – grade 4<br>5 minutes – grade 8<br>5 minutes – grade 12 |
| Section 2:               | US History Geography Cognitive Block             | 25 minutes  |
| Section 3:               | US History Geography Cognitive Block             | 25 minutes  |
| OR<br><i>Section 2/3</i> | <i>U.S. History or geography Cognitive Block</i> | <i>50 minutes – grades 8 and 12</i>                                 |
| Section 4:               | Computer Background Questions                    | 10 minutes – grade 4<br>8 minutes – grade 8<br>8 minutes – grade 8  |

The timing of the sections of the reading and writing field test booklets are shown here:

|            |   |   |
|------------|---|---|
| Section 1: | General Background Questions            | Read aloud – grade 4<br>5 minutes – grade 8<br>5 minutes – grade 12 |
| Section 2: | Reading or Writing Cognitive Block      | 25 minutes  |
| Section 3: | Reading or Writing Cognitive Block      | 25 minutes  |
| Section 4: | Reading or Writing Background Questions | 10 minutes – grade 4<br>8 minutes – grade 8<br>8 minutes – grade 12 |

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

## 6.9 Monitoring the Session

During the session, it is your responsibility to ensure that students are working in the correct booklet section. The only way this can be adequately accomplished is by quietly walking up and down the aisles during the session. Studies have shown that the closer the physical proximity of the teacher to the student, the more likely that the student will be on-task. You should continually move through the classroom during the section (a good reason why the aisles need to be unobstructed!). On occasion, stand at the rear of the room so you can observe students inconspicuously.

Since only a few students in a session may be using the same booklet, the possibility of collusion among students is reduced. However, it is important to discourage **any** such attempts by continually walking up and down the aisles during the session. At the same time, you will check that students are working in the correct booklet section and not either behind or ahead of where they should be.

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

### 6.9.1 General Rules for Supervising Sessions

1. Except for the general and subject-specific background questions, you may not answer any questions about booklet items once the students have begun working. Only in the background questions may you assist students in understanding questions.

Question-by-question specifications (QxQs) for each grade level are presented in the session scripts. They are to be referred to in helping students understand the intent of a question in the background section. The purpose of the QxQs is to allow supervisors/EAs to respond to these questions in a standardized manner.

- Questions asked during the background sections should be answered individually. In the script, you tell students to raise their hands if they have questions. You will then go to their desk to respond individually to the questions. Only if several students ask the same question should the entire class be advised of the question and answer.
- For all other sections of the assessment, you may not provide any specific information, answers or instructions about any item, or assist in reading or spelling. The best response to such a request is, "I'm sorry, I can't answer any questions. Just do the best you can."
- Once the students have begun working on the cognitive sections of the booklet, you may only provide assistance in showing **how** and **where** to record answers.

2. As students are working, you should walk around the room to see that they are working in the appropriate section of the booklet. If a student finishes a section early, you should encourage him/her to go back and review the work **in that section only**.
3. Since the completed booklets will be scored by machine, students may use only No. 2 pencils to record answers.
  - For multiple-choice questions, ovals must be completely filled in with heavy marks. There should be no unintentional stray marks in ovals.
  - Erasures must be complete and neat. For constructed-response items, students may make corrections by crossing-out words rather than erasing if they chose to do so.
  - Booklets should never be folded or bent. Do NOT put paper clips or permanent gummed labels on the booklets.
4. In the event a student is either missing an ancillary material, replace it with another provided in your supplies.
5. Be sure that the fourth-grade students have gone to the bathroom before the session begins!
6. Students should leave the session only in an emergency situation.
  - If a student leaves and returns, record on the booklet cover the section number when the student left, the section number when the student returned, and the reason the student left the session. Remember to assign the appropriate Admin Code for this student.
  - If a student cannot complete the session (e.g., he or she has become ill), collect the booklet and other materials and record on the booklet cover the reason the student left the session.
  - Occasionally a student may request to leave the session before it is over for reasons other than illness or needing to go to the lavatory: he or she may need to be someplace else in the school (such as sports practice or a class activity) and feel concerned about being late. If a student asks to leave, but is not refusing to participate, try to determine the reason for the request. Make an effort to persuade the student to remain in the session and give an estimate of the remaining time required to finish.
  - Students who are concerned about being late for other activities may be told to explain to their teachers that they have been participating in NAEP, and that the teacher can contact the school coordinator for verification. You may consider writing a “To Whom it May Concern” note on a NAEP Student Appreciation Certificate for the student to take to their next activity. However, students who will miss transportation if they remain in the session may be excused.

- A student may be asked to leave the session by a teacher or school official. If this occurs, quietly try to determine the reason the student is being asked to leave and, if possible, try to obtain permission for the student to complete the session.
  - If the student has completed the booklet and has been allowed to leave before the end of the session, it is not necessary to make a notation on the booklet cover.
7. Students are not required to participate in the assessment; however, all students should be encouraged to do so. If a student refuses to participate, tell the student that his or her answers are very important because they represent many other students across the nation. Explain that the results will have no effect on their grade. Encourage the student to begin or complete the booklet and to make their best possible effort to answer the questions. If the student continues to refuse, collect the booklet and materials and instruct him/her to return to class. Remember to note “Student Refusal” on the booklet front cover.
  8. If a student discovers a defective booklet after beginning to work, replace the booklet with another booklet of the same number if possible. Record the new booklet ID number on the front cover of the defective booklet and vice versa on the Administration Schedule and write a brief note on the original booklet cover explaining the problem.  
  
If a booklet of the same number is not available and the defect is, for instance, one page missing in only one section, have the student continue in the defective booklet. When the booklets are collected, be sure to write a note on the front cover explaining the problem.
  9. Note on the front cover any other unusual circumstances regarding the assessment of a student.

### **6.9.2 Problem Situations**

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

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

Off-task behavior should be dealt with directly and without overreacting in a calm, but firm tone of voice (Emmer et al. 1984, p. 100).

- **If a student is working on the wrong section of the booklet**, you could say something like “You should be working on Section 2 now”. Continue to stand near the student until you see that he or she is working on the correct section. Oftentimes a gentle reminder of the correct section will suffice as an effective prompt.
- **If the behavior is of a more disruptive nature, such as sustained loud talking or rudeness:** Walk calmly to the student’s desk, and firmly, yet quietly, inform the student that the behavior is unacceptable. Sometimes the use of a gesture such as a finger to the lips or a headshake is enough to prompt appropriate on-task behavior; sometimes it is not. If not, be sure to convey the inappropriateness of the behavior in a positive manner by saying something like. “I’m sure you don’t mean to be rude, but you are disturbing the rest of the class.” If necessary, add, “I would really appreciate it if you would help me out and save your conversation until this session is finished.” Continue to stand near the student’s desk. When appropriate behavior is demonstrated, approach the student and **thank him or her for being cooperative**. The encounter should be brief, positive, and respectful.
- **If the disruptive behavior persists**, you must take care not to exacerbate the problem and disturb others who are trying to work. **REMAIN CALM. TAKE TWO DEEP BREATHS. THEN, ACT.** Remember, focus on the behavior, not on the student. Again, the use of direct eye contact and physical proximity to the student cannot be overemphasized.

However, it **may** sometimes be necessary to seek the immediate assistance of school personnel. If you feel that the situation is becoming out of control, don’t be afraid to use the principal’s office call button and ask for assistance!

- **If a student becomes ill during the session:** In the unlikely event that this should occur, remain calm and seek assistance from school personnel. Remember that this is an extremely embarrassing situation for the student so make every effort not to add to the student’s discomfort and handle the matter with as little disruption as possible. **Be sure to note the disruption on the student’s booklet.**
- **If a student becomes emotionally upset during the session:** Occasionally, a student, particularly in the lower grades, may feel so overwhelmed that he or she will begin to cry. Be understanding, but do not reinforce this behavior by giving the child excessive attention or sympathy. You might suggest that the student skip the question that is bothering him/her, and suggest that s/he may think of the answer later. Also, telling the student that we don’t expect them to know everything may lessen their anxiety.
- It may be helpful to ask a friendly classmate to accompany him/her to get a drink of water. If the crying is seriously disruptive, seek assistance from school personnel. **Remember to note the incident on the student’s booklet.**

It is equally important to recognize that not every inappropriate behavior warrants a response from you. For example, whispering can safely be ignored if it is of short duration. It is best to respond immediately and decisively to a behavior if it becomes disruptive or to ignore it completely if you determine it is not consequential.

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

## **6.10 Concluding the Session**

At the end of the session, collect **all** materials except the No. 2 pencils that students may keep, thank the students, and dismiss them according to the school's preference. If time allows, you should call the students by name (in Administration Schedule order) to bring their booklets and assessment materials to you so that you can check the booklet ID number once again.

In large sessions or if time is not sufficient for students to individually return their booklets to you, instruct the students to place any additional assessment materials they may have inside the front cover of the booklet and to then pass their booklets to the end of their row for collection. Count the booklets. When you are satisfied you have received all booklets and materials that you distributed, thank the students and release them according to the school's preference.

If time is particularly short, you may stand at the door and release a student after s/he gives you a booklet (and any other assessment materials). **You must account for all booklets and assessment materials.**

Regardless of the collection procedure you choose, you must strive to maintain control of the classroom since students will be anxious to leave once the assessment is over.

## 6.11 Conducting Sessions with Accommodations

When you encounter students with disabilities, discuss with the school coordinator the nature of each child's disability and then consult Appendix F for a brief description of the disability and suggestions for working with these students in testing situations. If the opportunity presents itself, find out how the teacher works with the child. Some additional procedures are needed to accommodate these students in a testing situation, but many are similar to those you will use with other students. It is unlikely that you will be testing children with severe cognitive or physical disabilities; their IEPs will probably specify that they should not participate in assessments such as NAEP or they may not have achieved the requisite reading skills needed to participate.

Suggestions for working with special needs students include:

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

## **6.12 Accommodations in 2001 NAEP**

The accommodations available in 2001 NAEP are bilingual dictionary (not with reading booklet), large-print book, extended time in regular session, read aloud in regular session (do not use with reading booklet), small group, one-on-one, scribe or use of computer (do not use with writing booklet) and “other.” A summary chart of the accommodations for NAEP 2001 can be found in Exhibit 6-1. The only time that a special accommodation booklet is to be assigned to a student is for the large print accommodation (specific books have been selected in advance for enlargement; see Exhibit 6-2) or the read aloud in small group accommodation. In small group read aloud sessions, separate sessions should be held by subject area and the booklets assigned should be taken from your bulk supplies. The selection of a booklet for a small group read aloud session should be determined by the sixth digit in the seven-digit school identification number (Exhibit 6-2). (Please note that in one-on-one read aloud sessions, the student should use his/her originally assigned booklet.) In all other accommodation cases other than the ones described above, the student requiring an accommodation will use the original booklet assigned to him/her.

**Exhibit 6.1. Summary Chart of Accommodations (Page 1 of 2)**

**Summary of Accommodations for NAEP 2001 (Main Assessment and Field Test)**

|    |                 |      |  |   |  |
|----|-----------------|------|--|---|--|
| 4  | Reading/Writing | None | <ul style="list-style-type: none"> <li>a. Bilingual Dictionary</li> <li>b. Large-print</li> <li>c. Extended time in regular session</li> <li>d. Read aloud in regular session</li> <li>e. Small group</li> <li>f. One-on-one</li> <li>g. Scribe or use of computer</li> <li>h. Other*</li> </ul> | <ul style="list-style-type: none"> <li>a. Supplied by school; no definitions</li> <li>b. Booklet R001 and W201 provided for enlargement</li> <li>c. Students use assigned booklets</li> <li>d. Reading passages cannot be read aloud; Students use assigned booklets**</li> <li>e. Students use assigned booklets</li> <li>f. Students use assigned booklets</li> <li>g. Scribes cannot be used for Writing; Students use assigned booklets</li> <li>h. As typically encountered in school</li> </ul> | <ul style="list-style-type: none"> <li>a. 72</li> <li>b. 73</li> <li>c. 74</li> <li>d. 75</li> <li>e. 76</li> <li>f. 77</li> <li>g. 78</li> <li>h. 79</li> </ul> |
| 8  | Reading/Writing | None | <ul style="list-style-type: none"> <li>a. Bilingual Dictionary</li> <li>b. Large-print</li> <li>c. Extended time in regular session</li> <li>d. Read aloud in regular session</li> <li>e. Small group</li> <li>f. One-on-one</li> <li>g. Scribe or use of computer</li> <li>h. Other*</li> </ul> | <ul style="list-style-type: none"> <li>a. Supplied by school; no definitions</li> <li>b. Booklet R001 and W201 provided for enlargement</li> <li>c. Students use assigned booklets</li> <li>d. Reading passages cannot be read aloud; Students use assigned booklets**</li> <li>e. Students use assigned booklets</li> <li>f. Students use assigned booklets</li> <li>g. Scribes cannot be used for Writing; Students use assigned booklets</li> <li>h. As typically encountered in school</li> </ul> | <ul style="list-style-type: none"> <li>a. 72</li> <li>b. 73</li> <li>c. 74</li> <li>d. 75</li> <li>e. 76</li> <li>f. 77</li> <li>g. 78</li> <li>h. 79</li> </ul> |
| 12 | Reading/Writing | None | <ul style="list-style-type: none"> <li>a. Bilingual Dictionary</li> <li>b. Large-print</li> <li>c. Extended time in regular session</li> <li>d. Read aloud in regular session</li> <li>e. Small group</li> <li>f. One-on-one</li> <li>g. Scribe or use of computer</li> <li>h. Other*</li> </ul> | <ul style="list-style-type: none"> <li>a. Supplied by school; no definitions</li> <li>b. Booklet R001 and W201 provided for enlargement</li> <li>c. Students use assigned booklets</li> <li>d. Reading passages cannot be read aloud; Students use assigned booklets**</li> <li>e. Students use assigned booklets</li> <li>f. Students use assigned booklets</li> <li>g. Scribes cannot be used for Writing; Students use assigned booklets</li> <li>h. As typically encountered in school</li> </ul> | <ul style="list-style-type: none"> <li>a. 72</li> <li>b. 73</li> <li>c. 74</li> <li>d. 75</li> <li>e. 76</li> <li>f. 77</li> <li>g. 78</li> <li>h. 79</li> </ul> |

**NOTES:**

(\*) Other accommodations (such as earphones for hearing impaired, signers for the deaf, magnifying equipment, translators) will be allowed if provided by the school and specified in the student's IEP. Reading passages cannot be read aloud by a translator or computerized voicing device.

(\*\*) For one-on-one read aloud sessions, the student should be administered the booklet assigned. For small group read-aloud sessions, separate sessions should be held by subject area and the booklet assigned to the first student in the group (alphabetically) should be selected as the read-aloud booklet. For World Geography, booklets needing the atlas should not be selected for small group read-aloud sessions.

Exhibit 6.1. Summary Chart of Accommodations (Page 2 of 2)

Summary of Accommodations for NAEP 2001 (Main Assessment and Field Test)

| Grade | Session Type      | Additional Materials | Accommodations Offers               | Notes on Accommodations  | Admin. Codes |
|-------|-------------------|----------------------|-------------------------------------|--|--------------|
| 4     | History/Geography | Rulers<br>Atlases    | a. Bilingual Dictionary             | Supplied by school; no definitions<br>Booklet H103 and G31R provided for enlargement<br>Students use assigned booklets**<br>Students use assigned booklets**<br>Students use assigned booklets<br>Students use assigned booklets<br>Students use assigned booklets<br>As typically encountered in school | a. 72        |
|       |                   |                      | b. Large-print                      |  | b. 73        |
|       |                   |                      | c. Extended time in regular session |  | c. 74        |
|       |                   |                      | d. Read aloud in regular session    |  | d. 75        |
|       |                   |                      | e. Small group                      |  | e. 76        |
|       |                   |                      | f. One-on-one                       |  | f. 77        |
|       |                   |                      | g. Scribe or use of computer        |  | g. 78        |
|       |                   |                      | h. Other*                           |  | h. 79        |
| 8     | History/Geography | Rulers<br>Atlases    | a. Bilingual Dictionary             | Supplied by school; no definitions<br>Booklet H103 and G31R provided for enlargement<br>Students use assigned booklets<br>Students use assigned booklets**<br>Students use assigned booklets<br>Students use assigned booklets<br>Students use assigned booklets<br>As typically encountered in school   | a. 72        |
|       |                   |                      | b. Large-print                      |  | b. 73        |
|       |                   |                      | c. Extended time in regular session |  | c. 74        |
|       |                   |                      | d. Read aloud in regular session    |  | d. 75        |
|       |                   |                      | e. Small group                      |  | e. 76        |
|       |                   |                      | f. One-on-one                       |  | f. 77        |
|       |                   |                      | g. Scribe or use of computer        |  | g. 78        |
|       |                   |                      | h. Other*                           |  | h. 79        |
| 12    | History/Geography | Rulers<br>Atlases    | a. Bilingual Dictionary             | Supplied by school; no definitions<br>Booklet H104 and G45R provided for enlargement<br>Students use assigned booklets<br>Students use assigned booklets**<br>Students use assigned booklets<br>Students use assigned booklets<br>Students use assigned booklets<br>As typically encountered in school   | a. 72        |
|       |                   |                      | b. Large-print                      |  | b. 73        |
|       |                   |                      | c. Extended time in regular session |  | c. 74        |
|       |                   |                      | d. Read aloud in regular session    |  | d. 75        |
|       |                   |                      | e. Small group                      |  | e. 76        |
|       |                   |                      | f. One-on-one                       |  | f. 77        |
|       |                   |                      | g. Scribe or use of computer        |  | g. 78        |
|       |                   |                      | h. Other*                           |  | h. 79        |

Exhibit 6.2. Booklets to be used for small group read aloud sessions

Subset of Booklets for Small-Group Read Aloud Sessions

| US History      | World Geography | Reading | Writing |
|-----------------|-----------------|---------|---------|
| <b>Grade 4</b>  |                 |         |         |
| H101            | G31R            | N/A     | W201A   |
| H103            | G33R            |         |         |
| H105            | G36R            |         |         |
| <b>Grade 8</b>  |                 |         |         |
| H101            | G31R            | N/A     | W201B   |
| H103            | G33R            |         | W202B   |
| H105            | G36R            |         |         |
| H107            | G49R            |         |         |
| H133            |                 |         |         |
| <b>Grade 12</b> |                 |         |         |
| H101            | G31R            | N/A     | W201D   |
| H103            | G33R            |         |         |
| H105            | G36R            |         |         |
| H107            | G49R            |         |         |
| H133            |                 |         |         |

**NOTE: The reading aloud accommodation is not permitted for reading.**

### **6.13 Staffing for Sessions with Accommodations**

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

Since NAEP staff are unfamiliar to the students in the assessment, it will be important to build rapport with the students before beginning one-on-one, small group, and read-aloud accommodation sessions. Discuss the best ways to do this with the school coordinator, or if possible, each student's teacher. It may be that the teacher will come with the student to the assessment room and will introduce the EA, quietly explaining that the EA is there to help. Perhaps the EA could go to the student's classroom before the assessment begins. During the assessment, the EA needs to be alert to the student's needs without hovering or focusing entirely on that student. Whatever is done, we certainly do not want to do anything that will embarrass or single the student out in a negative way.

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

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

## 6.14 Using Scripts in Accommodation Sessions

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

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

The following are some guidelines for what is and is not allowed when conducting accommodation sessions. You may:

- Make minor modifications to the script to shorten or simplify the introductory statements.
- Encourage the student to review his/her answers upon completion.
- Answer student questions regarding the directions and the recording of answers.
- Allow the student to use accommodations/adaptations on the assessment if they have been deemed necessary.

You may not:

- Provide assistance on assessment items. Students may look for validation on certain items; you may not indicate verbally or non-verbally your recommendations. Instead you are encouraged to remind them to answer the questions to the best of their ability.
- Allow any student to use accommodations/adaptations on the assessment that are not indicated in his/her IEP, that are not approved by NAEP, or that are not normally used by the student during testing.

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

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

Small group and one-on-one sessions present another problem. Often, these students are accustomed to receiving acknowledgement when they have answered a question correctly. They will look to you and ask, “Is this the right one?” you cannot give any indication of what the right or wrong answer is. It will be tempting but of course we cannot help these students in this way any more than the other students. You may want to remind the student that you told him/her at the beginning of the session that you are not allowed to say if an answer is right or wrong. Encourage the student to record an answer and move on to the next question.

**6.15 Administration Codes - Assessed with Accommodations**

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

An additional item that is asked on the electronic version of the Administration Schedule is whether extended time was offered. This should always be filled in if a student’s IEP states that s/he must be offered extra time. You will be asked to record how much time was used (if extended time was offered) on both the electronic version of the Administration Schedule and on the booklet cover.

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

Please note that “read aloud” is a secondary accommodation for several of the accommodations codes listed above. If a student with accommodations has been assigned a reading booklet, “read aloud” cannot be offered in any accommodations session.

## REFERENCE LIST

References to classroom management in Chapter 6 and Appendix E are based on research literature from the following:

Cangelosi, James S., Classroom Management Strategies: **Gaining and Maintaining Students' Cooperation**, 1988, Longman, Inc., New York.

Emmer, E., Evertson, C., Sanford, J., Clements, B., and Worsham, M. **Classroom Management for Elementary Teachers**, 1984, Prentice-Hall, Inc., Englewood Cliffs.

Emmer, E., Evertson, C., Sanford, J., Clements, B., and Worsham, M. **Classroom Management for Secondary Teachers**, 1984, Prentice-Hall, Inc., Englewood Cliffs.

Zilber, S. Oral Presentation, NAEP Training Session, August, 1991, Crystal City, VA.

## 7. POST-ASSESSMENT ACTIVITIES

Immediately following an assessment session, you will be responsible for a variety of record-keeping tasks. These include reviewing the Administration Schedule with results of the session, checking the students' booklet cover coding, and packing and shipping completed assessment materials. This chapter details these activities.

### 7.1 Accounting for all Assessment Materials

If an EA conducted a session, the EA is responsible for returning to you all of the materials used to conduct the assessment in the school. You are then responsible for reviewing all assessment materials, checking to make sure that everything is complete and accounted for, and that the coding of information on the front of the booklets is done properly. **Every** NAEP booklet must be accounted for and returned to NCS Pearson; none will be left in schools or thrown away for any reason. NCS Pearson will keep a record of **every** booklet, including to whom it was sent and when it was returned. Each supervisor is responsible for making sure that every booklet assigned to him/her is returned in good condition to NCS Pearson. Only by maintaining rigid control over the booklets will a supervisor protect his/her accountability. The supervisor is responsible for reviewing, packing, and shipping materials back to NCS Pearson following each school's assessment.

### 7.2 Completion of Administration Schedules

After accounting for all materials used during the session, record on the Administration Schedule the appropriate Administration Codes in the columns labeled "Admin. Code." The codes are grouped according to student participation status. The codes and guidelines for using them are listed on the following pages.

### ASSESSED STUDENTS - ORIGINAL SESSION

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

### ASSESSED STUDENTS - MAKEUP SESSION

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

### ABSENT STUDENT CODES

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

### OTHER STUDENT CODES

- 51 = **Withdrawn**. Student has withdrawn from this school.
- 52 = **UNASSIGNED** booklet. Use this code for any booklet not used because the booklet was not assigned to a student.
- 55 = **Ineligible**. Use this code when you are told after the session begins that the student is not eligible for the assessment (e.g., foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.
- 56 = **“Not In Sample”** (NIS) student. Use this code for any student **not** selected in the sample, but assessed at the convenience of the school.

### REASONS FOR EXCLUSION

- 60 = **SD - Cannot be assessed** Student is SD and cannot be included in the session due to a disability.
- 61 = **SD - Required accommodations not offered** Student is SD and cannot be included in the session because required accommodations are not offered.
- 62 = **LEP - Cannot be assessed** Student is LEP and cannot be included in the session due limited English proficiency.
- 63 = **LEP - Required accommodations not offered** Student is LEP and cannot be included in the session because required accommodations are not offered.
- 64 = **SD/LEP - Required accommodations not offered** Student is both SD and LEP and cannot be included in the session because required accommodations are not offered.

As discussed in Chapter 5, you will enter the following codes on the separate Administration Schedule and booklet cover for students who are assessed with accommodations. These codes are listed on the Administration Schedule.

### ACCOMMODATION CODES

- 72 = **Bilingual dictionary** (Do not use with reading booklet.)
- 73 = **Large Print Booklet**
- 74 = **Extended Time in Regular Session**
- 75 = **Read Aloud in Regular Session** (Do not use with reading booklet.)
- 76 = **Small Group.** Extended time is assumed. Directions/questions read aloud is acceptable.
- 77 = **One-on-One.** Extended time is assumed. Assistance in recording answers and reading aloud directions/questions is acceptable.
- 78 = **Scribe or use of computer** (Do not use with writing booklet.) Extended time is assumed.
- 79 = **Other, specify on booklet cover.**

These codes must be assigned accurately. At the conclusion of the assessment, if it has not been done so already, you will obtain from the school coordinator, information concerning the reasons for any student's absence from the session(s). Also, EAs must notify you of any situations involving students who have withdrawn or been excluded since the Administration Schedule was prepared.

### 7.3 The Summary Box on the Administration Schedule

Any changes in the number of withdrawn and excluded students must be reflected in the summary information at the top of Page 1 of the Administration Schedule. Please note that summary of information is calculated for you in the electronic version of the Administration Schedule in the laptop this year. If for some reason, you are having problems with your laptop, the summary of information can be calculated as written below:

To complete the Administration Schedule summary of information box:

- Put the number in the original sample on the # **Original Sample** line. If this was a school that sampled electronically in the fall, it would be the original sample count from that time. If the school was sampled during the pre-assessment visit, it would be that sample count.
- On the # **New Enrollee Sample** line you will put the number of new enrollees from the New Enrollee Listing Form. This only applies to schools that were sampled electronically in the fall. If the school was sampled during the pre-assessment visit, this line should be blank.
- Add the first two lines to come up with the **Total in Sample**.
- On the # **Withdrawn and Ineligible** line, enter the total number of selected students who have withdrawn from school between the time of sampling and the actual assessment **and** any students listed on the Administration Schedule, but who have been found to be **ineligible**. (For example, foreign exchange student, or not in correct grade.)
- In the boxes labeled # **Excluded** enter the total number of selected students who were excluded from the assessment by the school according to the appropriate criteria.
- Compute the # **TO BE ASSESSED** by subtracting the # **Withdrawn and Ineligible** line and the # **Excluded** line from the **Total in Sample** line.
- On the # **Absent** line enter the total number of students who were to be assessed but who did not participate in the assessment session at all. This includes students who reported to the session but refused to participate (either before the session or in the session, **but before receiving a booklet**) and students who arrived at the session too late to participate. It **does not** include withdrawn or excluded students.

- On the line labeled **# Assessed (Original Session)** enter the actual number of sampled students who were present for the assessment and received a booklet.\* Students who attended the session and received a booklet but did not record any answers are included in this category. This number should equal the **TO BE ASSESSED** line minus the **# Absent** line.
- If a makeup session is to be held, wait until after the makeup to finish filling out the Administration Schedule. Then enter the number of students assessed on the line labeled **# Assessed (Makeup Session)**.
- After both the original and makeup sessions have been held, on the line labeled **TOTAL ASSESSED**, enter the total number of eligible students who were actually assessed in the original and makeup sessions. This number **equals # Assessed (Original Session) plus # Assessed (Makeup Session)**.

Double check that the number of students marked as absent, withdrawn, ineligible, and excluded is accurately reflected at the top of the Administration Schedule. For accounting purposes, if a sampled student is later identified as ineligible (that is, not grade-eligible or perhaps a foreign exchange student), add that student to the **# withdrawn & ineligible** line. However, note that any student marked as “NIS” is **not** included in the summary counts. Unused session booklets (e.g., unassigned booklets with an Administration code of “52”) will not be processed by NCS Pearson.

The only information you will need to code on NIS and ineligible students’ booklet covers after the session is an Administration code of “56” and “55” respectively, in the columns labeled “Admin. Code”. It is your responsibility as supervisor to double-check all the necessary items on the Administration Schedule. Exhibit 7-1 shows a completed Administration Schedule.

Occasionally, a school will ask that some students be included in the assessment event though they were not sampled. Typical examples of students who would be considered “Not in Sample” include any student who has not been sampled but the school asks to be assessed because only a few students in a grade were not selected. In this case, you will add the students’ names to the bottom of the Administration Schedule. Since no information about these students is required, their birthdate, grade, etc., do not have to be recorded in the Administration Schedule. In the columns labeled “Admin. Code” on the Administration Schedule, enter “56” for “Not in Sample”.

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\* Rarely, a student who is not in the sample may be included for the school’s convenience. These students are not included in the assessment summary counts on the Administration Schedule. Their booklets receive an administration code of “56” (NIS). If an assessed student is determined later to have been ineligible, the counts for “# Withdrawn/ineligible,” “TO BE ASSESSED,” and “# Assessed” should be changed and the booklet given an administration code of “55.”

Exhibit 7-1. Completed Administration Schedules

This form must be completed in No. 2 pencil.

**Race/Ethnicity Codes**  
 1 = White, not Hispanic  
 2 = Black, not Hispanic  
 3 = Hispanic Heritage  
 4 = Asian/Pacific Islander  
 5 = Alaska Native  
 6 = Other

**For Use in Column "T"**  
 Bundle #'s  
 3004  
 3009  
 3006

**For Use in Column "Q"**  
 Accommodations:  
 YES

**ADMINISTRATION SCHEDULE** Page 1  
 School #: 986-2021 Session Type: HISTGEOG  
 School Name: Miller Alternative Grade: 08  
 Administrator's Name: \_\_\_\_\_

**2001 Administration Schedule**  
 Card # \_\_\_\_\_ Message Held \_\_\_\_\_  
 Makeup Date: 2/17

**The Nation's Report Card**

Original session scheduled for: Day/Date: 8/17 Time: 8:00 a.m. Location: 181  
 Makeup session scheduled for: Day/Date: 2/17 Time: \_\_\_\_\_ Location: \_\_\_\_\_

**ADMINISTRATION SCHEDULE**

| Student Name      | Birth Date | Month | Day | Year | Sex | Grade | Room | School Lunch | LEP | Original Booklet ID # | Accommodation Booklet ID # | Admin. Code | Assessed In Column |
|-------------------|------------|-------|-----|------|-----|-------|------|--------------|-----|-----------------------|----------------------------|-------------|--------------------|
| 01 David Allen    | 01         | 08    | 06  | 11   | Z   | 1     | 2    | 2            | 1   | 133 000034 0          |                            | 1           | 1                  |
| 02 Donald Bull    | 02         | 08    | 07  | 11   | Z   | 1     | 2    | 2            | 1   | 042 000035 1          |                            | 1           | 1                  |
| 03 David Douglas  | 03         | 08    | 07  | 11   | Z   | 2     | 2    | 2            | 2   | 049 000036 2          |                            | 2           | 1                  |
| 04 Kelley Funk    | 04         | 08    | 08  | 11   | Z   | 2     | 2    | 2            | 2   | 117 000037 3          |                            | 2           | 1                  |
| 05 Sarah Gill     | 05         | 08    | 07  | 11   | Z   | 2     | 2    | 2            | 2   | 043 000038 4          |                            | 2           | 1                  |
| 06 Sarah Hall     | 06         | 08    | 06  | 11   | Z   | 2     | 2    | 2            | 2   | 118 000039 5          |                            | 2           | 1                  |
| 07 Gerri Igo      | 07         | 08    | 07  | 11   | 1   | 1     | 1    | 1            | 1   | 044 000040 6          |                            | 1           | 4                  |
| 08 Tony Iowa      | 08         | 08    | 06  | 11   | Z   | 2     | 2    | 2            | 2   | 119 000041 7          |                            | 1           | 1                  |
| 09 Alton Jones    | 09         | 08    | 07  | 11   | Z   | 2     | 2    | 2            | 2   | 120 000042 8          |                            | 3           | 1                  |
| 10 Joe Krantz     | 10         | 08    | 06  | 11   | Z   | 2     | 2    | 2            | 2   | 133 000043 9          |                            | 1           | 4                  |
| 11 Kay Lange      | 11         | 08    | 07  | 11   | Z   | 2     | 2    | 2            | 2   | 045 000044 0          |                            | 1           | 1                  |
| 12 George Luckett | 12         | 08    | 07  | 11   | Z   | 2     | 2    | 2            | 1   | 049 000045 1          |                            | 2           | 1                  |
| 13 James Mason    | 13         | 08    | 07  | 11   | Z   | 2     | 2    | 2            | 1   | 121 000046 2          |                            | 2           | 1                  |
| 14 Tara Moore     | 14         | 08    | 05  | 11   | Z   | 2     | 2    | 2            | 2   | 046 000047 3          |                            | 1           | 1                  |

**Summary:**  
 # Original Sample: 33  
 # New Enrollee Sample: 33  
 Total In Sample: 2  
 # Withdrawn & Ineligible (Admin. Codes 51 & 55): 1  
 # Excluded (Admin. Codes 80-85): 1  
 TOTAL ASSESSED: 30  
 Session Number: 27  
 Absent: 4  
 Assessed (Original Session): 26  
 Assessed (Makeup Session): 1

**ASSIGNED IN COLUMN**  
 01 = In session all time  
 02 = No response in booklet  
 03 = In session part time  
 04 = Other, specify on cover  
 05 = Other, specify on cover  
 06 = Other, specify on cover  
 07 = Other, specify on cover  
 08 = Other, specify on cover  
 09 = Other, specify on cover  
 10 = Other, specify on cover  
 11 = Other, specify on cover  
 12 = Other, specify on cover  
 13 = Other, specify on cover  
 14 = Other, specify on cover  
 15 = Other, specify on cover  
 16 = Other, specify on cover  
 17 = Other, specify on cover  
 18 = Other, specify on cover  
 19 = Other, specify on cover  
 20 = Other, specify on cover  
 21 = Other, specify on cover  
 22 = Other, specify on cover  
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 92 = Other, specify on cover  
 93 = Other, specify on cover  
 94 = Other, specify on cover  
 95 = Other, specify on cover  
 96 = Other, specify on cover  
 97 = Other, specify on cover  
 98 = Other, specify on cover  
 99 = Other, specify on cover  
 100 = Other, specify on cover

These students will **not** be counted in the number **TO BE ASSESSED** and you should **not** count them in the number that were assessed at the top of the Administration Schedule. The number in this box reflects sampled students only.

#### **7.4 Electronic Administration Schedule**

For 2001 NAEP, supervisors are asked to record the Administration Schedule information in the electronic version in your laptops. For schools that were sampled during the fall, the Administration Schedule will already be completed on your laptop - it will look very similar to the pre-printed Administration Schedule that you received. For schools that were sampled during the pre-assessment visit, the Administration Schedule for a particular school will be blank except for school name and, grade, and booklet IDs.

In both cases, you are asked to fully complete the information on the electronic Administration Schedule. **It is very important that you or a trusted EA with good keying skills fill this out accurately. It is THE document that is going to be used at NCS Pearson for recording purposes.** In the near future, we hope to do away with the paper copy of the Administration Schedule completely, but it will be used as an important back-up document this year, so the information **must** be filled out completely and accurately in both places.

The electronic Administration Schedule should be relatively easy to fill out. The students' names will have to be typed, but the rest of the document can be keyed using drop down boxes. There will be some range and consistency checks, which will help catch any keying errors. The information that is keyed here will compute the summary box information for you. You do not have to compute the summary box information manually this year. As stated earlier, the electronic Administration Schedule asks whether extended time was offered. This should always be filled in if a student's IEP states that s/he must be offered extra time. Again, you will be asked to record how much time was used (if extended time was offered) on both the electronic Administration Schedule and on the booklet cover.

An example of the electronic Administration Schedule appears in Exhibit 7-2. After you have completed filling in all of the information on the electronic Administration Schedule, you must print out a copy of it using your printer. First, use it to proof against the hard copy Administration Schedule to verify that all entries are identical. Then this copy will go in the session boxes being sent to NCS Pearson. For detailed instructions on how to use the electronic Administration Schedule, see "The User's Guide for the Student Data Systems."

## Exhibit 7-2. Electronic Administration Schedule

Administration Schedule for Western Ave Elem

1 of 1+ 56% Total: 66 100% 66 of 206

**Race/Ethnicity C:**

1= Hispanic Hispanic  
2= Black and Hispanic  
3= Hispanic Heritage  
4= Asian Pacific Islander  
5= American Indian/Alaskan Native  
6= Other

For Use in Column "F"

**National School Lunch Program**

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

For Use in Column "G"

**ADMINISTRATION SCHEDULE** Page: 1

School: 0651231 Session Type: NG0001  
School Name: Western Ave Elem Grade: 4

2001 Administration

City: [ ]  
Makeup Date: [ ]

**The Nation's Report Card**

2001 Administration

City: [ ]  
Makeup Date: [ ]

# Original Sample

# New Enrollee Sample

Total in Remain

# Withdrawn & Ineligible (Admin. Criteria 6A, 6C)

# Excluded (Admin. Criteria 6A, 6A1)

TO BE ASSESSED

# Absent

# Assessed (Original Session)

# Assessed (Makeup)

TOTAL ASSESSED

Session Num

| Student Name           | Loc |    | MOR | YOB  | Sex | Race | Lunch | Title | RD | LEP | OrigBookletID | AssessBookletID | Teacher# | Box# | Admin Cd |
|------------------------|-----|----|-----|------|-----|------|-------|-------|----|-----|---------------|-----------------|----------|------|----------|
| ACEE, ALZATER          | 1E  | 1  | 2   | 1991 | 2   | 2    | 3     | 0     | 2  | 0   | 9851231001    |                 | 0        | 0    | 0        |
| ARGABRIGHT, LINDSEY M  | 202 | 2  | 5   | 1991 | 2   | 1    | 3     | 1     | 2  | 0   | 9851231002    |                 | 0        | 0    | 0        |
| BALAGUER, EMMANUEL E   | 202 | 3  | 6   | 1991 | 1   | 3    | 3     | 1     | 2  | 0   | 9851231003    |                 | 0        | 0    | 0        |
| BECK, TRACY            | 207 | 4  | 6   | 1989 | 2   | 1    | 3     | 1     | 2  | 0   | 9851231004    |                 | 0        | 0    | 0        |
| BELL, ERIN M           | 209 | 5  | 12  | 1990 | 2   | 1    | 0     | 0     | 2  | 2   | 9851231005    |                 | 0        | 0    | 0        |
| BOYKINS, JEREL         | 1E  | 6  | 6   | 1991 | 1   | 2    | 3     | 0     | 2  | 0   | 9851231006    |                 | 0        | 0    | 0        |
| BREUER, JAMES M        | 206 | 7  | 9   | 1990 | 1   | 1    | 1     | 1     | 2  | 0   | 9851231007    |                 | 0        | 0    | 0        |
| BROOKES-RIZZO, KATIE L | 202 | 8  | 3   | 1990 | 2   | 1    | 3     | 1     | 2  | 0   | 9851231008    |                 | 0        | 0    | 0        |
| BUTLER, CHRIS          | 1E  | 9  | 10  | 1990 | 2   | 2    | 3     | 0     | 2  | 0   | 9851231009    |                 | 0        | 0    | 0        |
| BUTLER, RAPHEL         | 1E  | 10 | 6   | 1990 | 1   | 2    | 3     | 0     | 2  | 0   | 9851231010    |                 | 0        | 0    | 0        |
| CALAPATY, JANINE A     | 206 | 11 | 2   | 1991 | 2   | 1    | 3     | 1     | 2  | 0   | 9851231011    |                 | 0        | 0    | 0        |
| CALLAHAN, BRITTANY     | 20  | 12 | 4   | 1990 | 2   | 2    | 3     | 0     | 2  | 0   | 9851231012    |                 | 0        | 0    | 0        |
| CLAY, RICARDO          | 21  | 13 | 6   | 1990 | 1   | 2    | 3     | 0     | 2  | 0   | 9851231013    |                 | 0        | 0    | 0        |
| COCHRANE, CAITLIN E    | 208 | 14 | 7   | 1990 | 2   | 1    | 0     | 0     | 2  | 2   | 9851231014    |                 | 0        | 0    | 0        |
| CSOVELAK, MARISSA L    | 203 | 15 | 1   | 1991 | 2   | 1    | 0     | 0     | 2  | 2   | 9851231015    |                 | 0        | 0    | 0        |

Start Exploring... Inbox - Mic Microsoft... Microsoft... NAEP 2001 Snagit Administrat... 12:46 PM

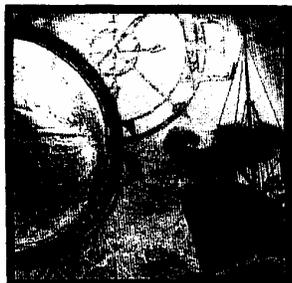
## 7.5 Booklet Cover Coding

There must be an assessment booklet for **every** student listed on the Administration Schedule. Most of the information to be coded on the booklets comes directly from the Administration Schedule. Therefore, all the session booklets should be sorted in the order in which they appear on the Administration Schedule. There should be one booklet for each selected student regardless of whether or not they were assessed. If the booklets were collected in the same order as they appear on the Administration Schedule, you will need to insert only the booklets for absent, excluded, ineligible, and withdrawn students.

There is minimal information to code on the booklet covers this year - only the school ID, the administration code, and if a student was offered extra time, the amount of time a student used. As you code information from the Administration Schedule, always confirm that the booklet ID number matches the identification number for that student on the Administration Schedule. Unused booklets need to be coded with a “52.” **NOTE:** If no booklets from an entire bundle for a particular session have been assigned to students and the bundle has **not** been opened, you do **not** need to open the bundle to write the code “52” on the booklets. However, code “52” **must** be entered on the Administration Schedule for each of these booklets. An example of a coded booklet cover is shown in Exhibit 7-3.

Exhibit 7-3. Coded Booklet Cover

Admin Schedule Line # 4



2001  
Grade 12

| SECTION |     |
|---------|-----|
| 1       | BGH |
| 2       | H3  |
| 3       | H7  |
| 4       | CH  |

BOOK  
H125



SCHOOL #

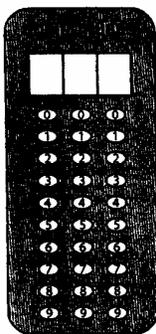
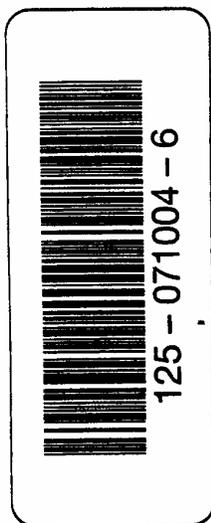
|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 9 | 9 | 9 | 2 | 0 | 3 | 1 |
|---|---|---|---|---|---|---|

ADMINISTRATION

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

ADMIN CODE

|   |   |
|---|---|
| 1 | 0 |
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According to the Paperwork Reduction Act of 1996, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0758. The time required to complete this information collection is estimated to average 100 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Information Management and Compliance Division, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4651.

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## 7.6 Make-Up Sessions

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

**If the attendance at a session is less than 90 percent as determined on the electronic Administration Schedule, a make-up session will have to be held.**

Once a make-up session is scheduled, record the day, date, time, and location in the box at the top of the Administration Schedule. If a make-up session is scheduled, retain all materials from the original session until the make-up session has been conducted. Then, ship all assessment materials in the original session box(es) to NCS Pearson using the appropriate shipping label (see Section 7.9).

## 7.7 Completing the Administration Schedule After a Make-up Session

You will use the original Administration Schedule for the make-up session. After the make up is held:

- Enter the administration code for participating students using as appropriate “Assessed in makeup” codes on the Administration Schedule and on the student’s booklet cover.
- Enter the number assessed on the line labeled # **Assessed (Makeup Session)** on the Administration Schedule.
- Compute the **TOTAL ASSESSED** on the Administration Schedule.
- Make the appropriate entries on both the Administration Schedule and on the student’s booklet cover in the columns labeled “Admin. Code” to reflect that the student was assessed.

Remember that the summary box information will be calculated for you in the electronic version of the Administration Schedule in the laptop. The instructions to calculate it manual is for backup in case the laptop is not working.

Using the information from the Administration Schedule, complete the covers of the booklets for absent students who did not attend either the original or make-up session.

## 7.8 Leaving the School

All NAEP materials must be removed from the school, even if you will return to the school the next day. **Never** leave any NAEP materials in the school overnight. At the end of the day's assignment, make sure that you account for all unused booklets (or bundles) **in their original wrapping** as well as completed booklets. Be sure you have also gathered your other supplies (timer and other assessment materials).

When you collect the questionnaires, be sure to remove the students' names from the front covers since NAEP does not want any materials with names to leave the school. Record the returned questionnaires on the Roster of Questionnaires for SD/LEP Student Questionnaires, by filling in the oval under "Yes" in the "Returned" column. Fill in the "No" oval in the "Returned" column for any questionnaires not returned in the booklet shipment. If a teacher tells you that s/he completed it online, you should mark off the "completed electronically" bubble on the Roster of Questionnaires. In this instance, the teacher does not have to return the blank teacher questionnaire.

In the event that questions or concerns about the assessment arise in the future, you will

- Make a set of copies of all pages of the **completed** Administration Schedules (including Administration Schedules for special accommodation sessions) and rosters to be left at the school in the NAEP Storage Envelope.
- Print out a copy of the Administration Schedule from the laptop and put it in the NAEP Storage Envelope.
- At the perforation, tear off the students' names from the original hard copy Administration Schedules and the teachers' names from the original Rosters and put them in the NAEP Storage Envelope.

- Place all name lists, along with the complete set of document copies in the NAEP Storage Envelope (see Exhibit 5-10) to be left at the school. **Names of students and teachers participating in NAEP must not leave the school.** The **original** documents (without names) will be mailed back to NCS Pearson with the other assessment materials from the school.
- Remove all labels from booklets and questionnaires and dispose of them at the school.

Then,

- On the NAEP Storage Envelope, record “June 1, 2001” as the date when the assessment materials are to be destroyed.
- Record the NAEP school ID on the “Destroy by . . .” postcard (Exhibit 7-4) and **staple it to the front of the NAEP Storage Envelope** along with your business card.

Exhibit 7-4. Destroy by . . . postcard

**THE NATION'S  
REPORT  
CARD**



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

As requested, the envelope containing the  
Administration Schedules, Student Lists,  
and other NAEP Assessment Materials  
was destroyed on:

\_\_\_\_\_

(Date)

Signed: \_\_\_\_\_

Title: \_\_\_\_\_

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

City: \_\_\_\_\_

State: \_\_\_\_\_



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



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

POSTAGE WILL BE PAID BY ADDRESSEE

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

713163  
GA W20



Give the NAEP Storage Envelope to the school coordinator and explain that the contents of the envelope should be retained until June 1, 2001. At that time, the contents should be destroyed and the “Destroy by . . .” postage-paid postcard completed and mailed. Suggest to the school coordinator that s/he write a reminder on his/her school calendar to complete this activity.

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

- Also, leave the School Appreciation Certificate and 10 atlases with either the school coordinator or the school principal as a token of appreciation from NAEP. (If the school staff are interested in the writing brochures, you may leave them also.)

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

## **7.9 Editing and Preparing Assessment Materials for Shipping**

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

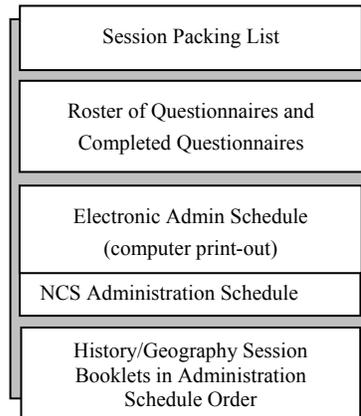
1. Double check that there is an assessment booklet for every booklet ID number listed on the Administration Schedule.
2. Verify that the required information from the Administration Schedule has been coded on the front cover of each booklet.
3. Double check that there is a coded SD/LEP Student Questionnaire for each student classified as SD or LEP.
4. Be sure that all unused booklets from the session are accounted for.

5. If a student did not attend an entire assessment session, make sure the circumstances are fully documented.
6. Compare the number of returned Teacher Questionnaires to the expected number listed on the Roster and make arrangements for collecting those that have not been returned. Remember that some of the questionnaires may have been completed online, and you do not have to get these back from the teachers.
7. Inspect the physical condition of each booklet, Administration Schedule, and Roster, making sure that any stray marks that would interfere with scanning have been erased.

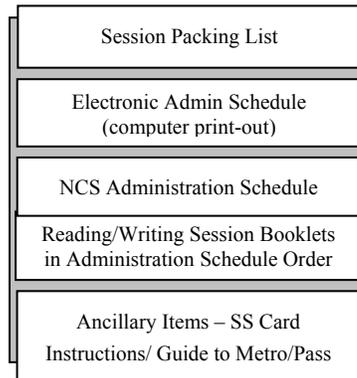
All assessment materials for a school should be repacked in the original box for shipping to NCS Pearson according to the diagram and instructions below.

### NAEP Return Shipment Instructions – Grade 12

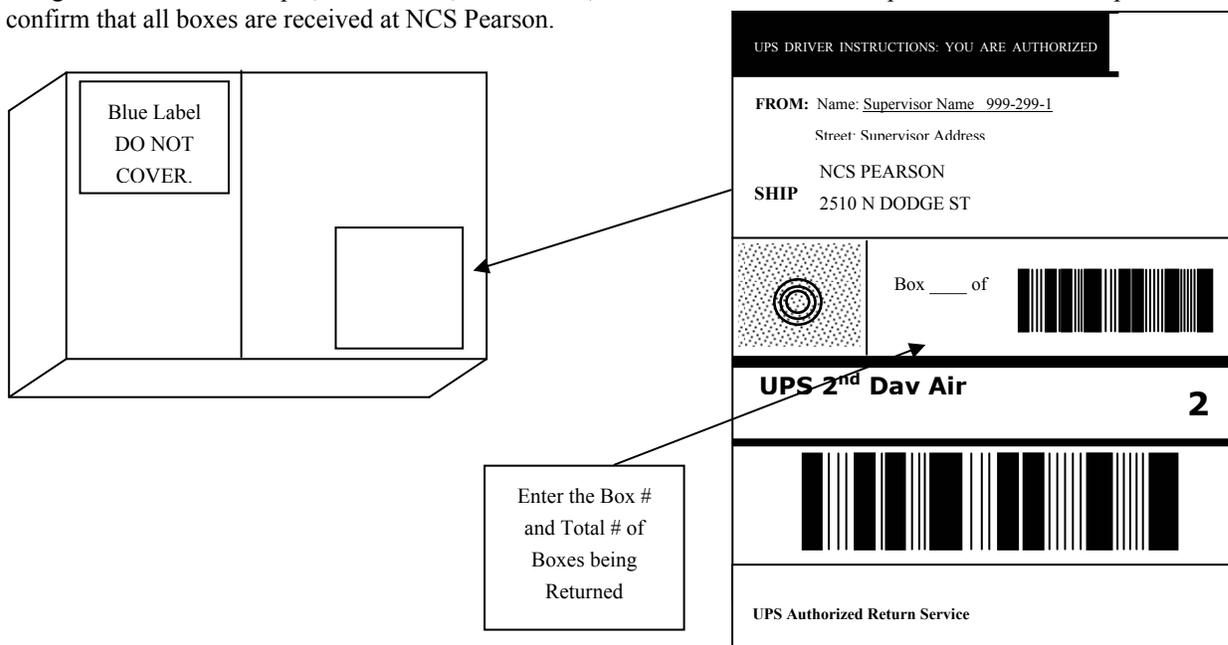
#### Box 1 History/Geography Session



#### Box 2 Reading/Writing Session



1. Using the boxes in which the materials were sent to you, place the materials back in their original box according to the layout shown in the diagram above.
2. Use the pillow pack for filler, then close (see instructions on box flaps) and seal the boxes.
3. Place the prepaid and preaddressed “UPS Authorized Return Service” (A.R.S. 2-day Return) label provided with each of your session materials, on each box being returned. *See diagram below.*
4. **Do not cover the blue label.** If the blue label becomes damaged, there is an extra label in with your session materials.
5. The A.R.S. label is scannable and cannot be photocopied. Do not make any alterations to the label except to mark the number of boxes. On the “Box \_\_\_ of \_\_\_” line, see diagram, fill in the number sequence of the boxes being returned. For example, BOX 1 of 2, BOX 2 of 2, etc. These numbers are important because it helps confirm that all boxes are received at NCS Pearson.



### Shipping Materials back to NCS Pearson:

- If the hotel or motel that you are staying out has regular UPS pickup, give the boxes to desk clerk to place with other pickups.
- If they **do not** have a regular pickup, there are two options:
  1. Take packages to UPS station, MailBoxes Etc., Office Depot, etc.
  2. Fax the “Pickup Request Form” using the following toll-free number: **1-877-899-3493**.  
(Do not call the UPS toll-free number listed in the phone book. The number above is for the Des Moines office in Iowa.)
- If additional assistance is needed, please call NCS Pearson at **1-888-627-6237** and arrangements will be made for you.

The following instructions should be followed for the history/geography sessions:

- On the bottom of the box, place all assessment booklets in Administration Schedule order (with the first bundle of booklets being on the top of the stack of booklets);
- Next, place the Administration Schedule(s);
- Then, put the electronic Administration Schedule;
- Next, all Rosters of Questionnaires; and completed questionnaires (Teacher, School and SD/LEP);
- At the top of the shipment, place the packing list.

For the reading/writing sessions:

- On the bottom of the box, place the ancillary items;
- Next, place all assessment booklets in Administration Schedule order (with the first bundle of booklets being on the top of the stack of booklets);
- Next, put the Administration Schedule(s);
- Then, place the electronic Administration Schedule;
- At the top of the shipment, place the packing list.

Close and seal the box using the tape provided by NAEP. Exhibit 7-5 shows an example of a pre-paid shipping label. Remember, DO NOT remove or obscure the bar codes or other information on the blue label that says “Important Materials for NAEP Assessment.” DO remove any other extraneous labels.

Supervisors will ship assessment booklets, forms, and questionnaires to NCS Pearson via UPS. If you are in an area that is not serviced by UPS, call NCS Pearson at 1-888-627-6237 for instructions. Be sure you obtain (and retain) a receipt for your shipment for tracking purposes. This receipt should go in the school folder.

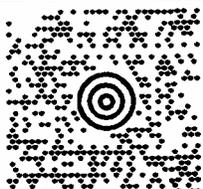
Exhibit 7-5. Shipping label

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

**A.R.S.**

FROM: Name: \_\_\_\_\_  
Street: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP Code: \_\_\_\_\_

**SHIP TO:** NATIONAL COMPUTER SYSTEMS  
2510 N DODGE ST  
IOWA CITY IA 52245



(420) SHIP TO POSTAL CODE

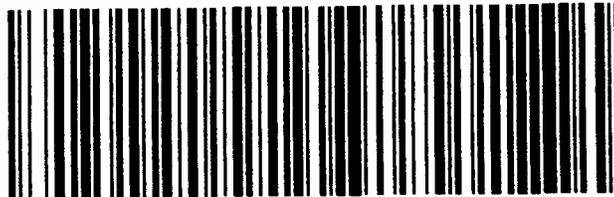


(420) 52245

**UPS 2nd Day Air<sup>®</sup>**

**2**

TRACKING #: 1Z 659 01W 38 1054 125 3



UPS Authorized Return Service<sup>™</sup>

02118612 12/98G

REF#: \_\_\_\_\_  
 2nd Day Air A.R.S. Tracking Number      REF #/DATE  
1Z 659 01W 38 1054 125 3

Since you will be shipping completed assessment materials by session back to NCS Pearson in the original session box(es), you must be careful not to cover up the blue inbound barcode label NCS Pearson has applied to the lower left corner of the box. This barcode allows for immediate receipt verification and update at NCS Pearson.

Supervisors **must** ship materials to NCS Pearson within 24 hours after all assessments in the school have been completed. **If a make-up session is scheduled**, retain all assessment materials until after the make-up is conducted and then ship all materials for that school at the same time.

### **7.9.1 Disposal of Additional Assessment Materials**

All materials distributed during the sessions must be collected and accounted for. Before leaving the school, **ONLY 10 atlases** and the used writing brochures may be offered to the school (There are just enough atlases for 10 per school. If more than 10 atlases are left at a school then some schools will not receive any). The other unused materials should be sent back to NCS Pearson.

### **7.10 Completion of Debriefing Form**

A School Debriefing Form should be completed by supervisors for each cooperating school in your assignment. An example of the debriefing form is presented in Exhibit 7-6.

## Exhibit 7-6. Debriefing Form

### 2001 NAEP SCHOOL DEBRIEFING FORM

School Name: \_\_\_\_\_ School ID #: \_\_\_\_\_

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

1. What session types were conducted at this school? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How would you describe the attitude of the school staff toward the NAEP assessments conducted in the school?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

If more than one, were they conducted:  Concurrently  Consecutively

4. Were you able to visit all sessions?  YES  NO

5. Did the EA(s) have any problems with: Student behavior  YES  NO  
Facilities  YES  NO  
Other, (SPECIFY) \_\_\_\_\_  YES  NO

If the answer is YES to any of the above, explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Were there any problems with the distribution of materials?  YES  NO

If YES, what were they: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 7.11 Quality Control and Observation

ETS and Westat home office staff will visit the supervisors occasionally while they are conducting assessments. These field visits provide an opportunity to observe how procedures such as the science kits are working and how assessments are being carried out, as well as how well EAs are trained and supervised. In addition to observing a session, the observer will:

- Determine if the student sample selection was correctly performed;
- Observe the administration of sessions;
- Conduct a quality check on how accurately certain data on assessed students were transferred from the Administration Schedule to the cover page of each completed booklet;
- Elicit from school officials any suggestions they might have for procedural changes that could make the school's role in National Assessment easier to carry out; and
- Determine if the assessment adversely affected school activities.

This quality check is an integral and necessary part of National Assessment's quality control program and is primarily designed to obtain an overall evaluation of how well the field procedures are being performed by all field staff and to guide corrective actions. The supervisor is, of course, responsible for implementing procedures properly in each school; therefore, any problems found during these quality checks will be discussed with the supervisor.

The supervisor is also responsible for communicating any problems with unobserved sessions, procedures, or materials to his/her field manager. Any significant problems should be reported immediately to the field manager, so that we are able to take action right away, before the problem intensifies.

## **7.12 Review of Assessment Materials Received by NCS Pearson**

In previous sections, we discussed the procedures the supervisors are to follow when editing booklets and shipping materials. When these materials get to NCS Pearson, receipt clerks will thoroughly review each shipment as it arrives. The clerks follow a standard set of specifications to determine if:

- Responses are recorded properly;
- ID numbers match those on the Administration Schedule;
- Entries on the cover of each completed booklet are admissible and correctly coded;
- All booklets are accounted for;
- Rosters are included;
- Both copies (paper and electronic version) of the Administration Schedule (without names) is included;
- The School Questionnaire, SD/LEP Student Questionnaires, and Teacher Questionnaires are transmitted as reflected on the roster; and
- The shipment is packed correctly.

If errors are detected which cannot be resolved at NCS Pearson the field manager will be notified and the supervisor will be called and asked to correct the errors (which can sometimes involve returning to the school). A memo on errors discovered will be sent to Westat by NCS Pearson. Errors will be discussed with the supervisor so that corrective action can be taken.

Westat will also receive daily reports on shipments received back from the field, so that supervisors who are not shipping promptly can be identified.

2000-2001 School Year

Dear Parent:

The National Assessment of Educational Progress (NAEP) is an ongoing study of what young Americans know and can do in various academic subjects taught in school. Sponsored by the National Center for Education Statistics under the U.S. Department of Education, NAEP will be given in about 1,200 schools throughout the country in 2001. Your child's school has been selected to participate in NAEP. The district superintendent and school principal have been fully informed of the study and have agreed to have the school participate.

This letter is to inform parents of all students in the grade we are sampling about the study. The selection of students for the study is random, and, if selected, participation in the program will not affect your child's grades or progress in school. NAEP is conducted by our staff **at no cost to the school**.

In 2001, NAEP will assess students' performance in U.S. history, world geography, reading, or writing at grades 4, 8, and 12. The assessment will take approximately 90 minutes of each student's time.

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

Visit the NAEP website at <http://nces.ed.gov/nationsreportcard> for more information about the 2001 assessment. In addition to the website, NAEP has developed a Demonstration Booklet that contains samples of the types of U.S. history, world geography, reading, and writing questions, as well as the general background questions, that students are asked. To see the Demonstration Booklet that NAEP has provided, please contact the school principal.

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

Sincerely,



Stephen Lazer  
NAEP Project Director

2000-2001 School Year

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NAEP Project Director

2000-2001 School Year

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This letter is to inform parents of all students in the grade we are sampling about the study. The selection of students for the study is random, and, if selected, participation in the program will not affect your child's grades or progress in school. NAEP is conducted by our staff **at no cost to the school**. Before we proceed with the study, we want to be sure you do not object to your child's participation.

In 2001, NAEP will assess students' performance in U.S. history, world geography, reading, or writing at grades 4, 8, and 12. The assessment will take approximately 90 minutes of each student's time.

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The National Assessment of Educational Progress is an important activity that keeps us, as parents, citizens, and educators, informed about what American students are learning. We want you to know that we appreciate the participation of each child who is selected. **If you object to your child's participation**, please complete and return the attached form to the school. Thank you for your time and consideration.

Sincerely,



Stephen Lazer  
NAEP Project Director

IF YOU DO NOT OBJECT TO YOUR CHILD'S PARTICIPATION,  
IT IS NOT NECESSARY TO RETURN THIS FORM TO THE SCHOOL.

I have been informed of the nature of the National Assessment of Educational Progress and **do not want my child to participate.**

Print Child's Name: \_\_\_\_\_  
Last First Middle

\_\_\_\_\_  
Parent's or Guardian's Signature Date

Dear Parent:

The National Assessment of Educational Progress (NAEP) is an ongoing study of what young Americans know and can do in various academic subjects taught in school. Sponsored by the National Center for Education Statistics under the U.S. Department of Education, NAEP will be given in about 1,200 schools throughout the country in 2001. The district superintendent and your school principal have been fully informed of the study and have agreed to have the school participate.

Since your child was among those randomly selected to participate in NAEP, the school has given us permission to contact you. NAEP is conducted by our staff **at no cost to the school**. Before we proceed with the study, we want to make sure you do not have any objection to your child's participation.

In 2001, NAEP will assess students' performance in U.S. history, world geography, reading, or writing at grades 4, 8, and 12. The assessment will take approximately 90 minutes of each student's time.

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2000-2001 School Year

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This letter is to inform parents of all students in the grade we are sampling about the study. The selection of students for the study is random, and before we proceed with the study, **we must have written permission** for your child to participate. If your child is selected, participation in the study will not affect your child's grades or progress in school. NAEP is conducted by our staff **at no cost to the school**.

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The National Assessment of Educational Progress is an important activity that keeps us, as parents, citizens, and educators, informed about what American students are learning. We appreciate the participation of each child who is selected. **Please return the attached permission form to the school the next school day.** Thank you for your time and consideration.

Sincerely,



Stephen Lazer  
NAEP Project Director

---

PARENTAL PERMISSION FORM -- PLEASE COMPLETE AND RETURN TO SCHOOL

I have been informed of the nature of the National Assessment of Educational Progress and:

- YES, I give my permission for my child to participate.
- NO, I do **not** give permission for my child to participate.

Print Child's Name: \_\_\_\_\_  
Last First Middle

\_\_\_\_\_  
Parent's or Guardian's Signature

\_\_\_\_\_  
Date

2000-2001 School Year

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Print Child's Name: \_\_\_\_\_  
Last First Middle

\_\_\_\_\_  
Parent's or Guardian's Signature

\_\_\_\_\_  
Date

IMPORTANT! PLEASE RETURN ON THE NEXT SCHOOL DAY

2000-2001 School Year

Dear Parent:

Recently we sent you a letter asking to include your child in the National Assessment of Educational Progress (NAEP) study. We would appreciate the opportunity to include your child in the study, but we have not received your permission. Please take a few minutes to read the information below and **return the attached form to the school.**

The National Assessment of Educational Progress (NAEP) is an ongoing study of what young Americans know and can do in various academic subjects taught in school. Sponsored by the National Center for Education Statistics under the U.S. Department of Education, NAEP will be given in about 1,200 schools throughout the country in 2001. The district superintendent and your school principal have been fully informed of the study and have agreed to have the school participate. NAEP is conducted by our staff **at no cost to the school.**

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- NO, I do **not** give permission for my child to participate.

Print Child's Name: \_\_\_\_\_  
Last First Middle

\_\_\_\_\_  
Parent's or Guardian's Signature

\_\_\_\_\_  
Date

Año Escolar 2000-2001

Estimados Padres:

La Evaluación Nacional de Progreso Educativo (NAEP) es una encuesta actual de lo que los jóvenes americanos saben y pueden hacer en diferentes materias académicas enseñadas en la escuela. Auspiciada por el Centro Nacional de Estadísticas de Educación bajo el Departamento de Educación de Estados Unidos, NAEP será dada en más o menos 1.200 escuelas en todo el país en el año 2001. La escuela de su niño ha sido seleccionada para participar en NAEP. El superintendente de distrito y el principal de la escuela han sido ampliamente informados de la encuesta y han accedido a que la escuela participe.

Esta carta es para informar a los padres de todos los estudiantes que están en los grados que estamos incluyendo en la muestra acerca de la encuesta. La selección de los estudiantes para la encuesta es al azar, y, si es seleccionado, la participación en el programa no afectará las notas o progreso de su niño en la escuela. NAEP es conducido por nuestro personal **sin costo para la escuela**.

En el año 2001, NAEP evaluará el rendimiento de los estudiantes en historia de Estados Unidos, geografía universal, lectura o escritura en los grados 4, 8, y 12. La evaluación tomará aproximadamente 90 minutos del tiempo de cada estudiante.

NAEP hace preguntas a los estudiantes acerca de temas de las materias y también acerca de sus antecedentes personales, experiencias en la escuela, y lo que los maestros enseñan en el salón de clases. Las respuestas de los estudiantes a estas preguntas de antecedentes personales permiten a NAEP reportar la información nacionalmente por el tipo de escuela, sexo, raza/etnicidad, énfasis de los maestro, y otros factores relacionados con la enseñanza. Las respuestas individuales o los puntajes de los estudiantes nunca son reportados.

Visite la red mundial de NAEP en: <http://nces.ed.gov/nationsreportcard> para mayor información acerca de la evaluación del 2001. En adición a la red mundial, NAEP ha desarrollado un Folleto de Demostración que contiene muestras de los tipos de preguntas de historia de Estados Unidos, geografía universal, lectura y escritura, así como de las preguntas de antecedentes personales generales, que se le preguntan a los estudiantes. Para ver el Folleto de Demostración que NAEP proporciona, por favor comuníquese con el principal de la escuela.

La Evaluación Nacional de Progreso Educativo es una importante actividad que nos mantiene a nosotros, como padres, ciudadanos, y educadores, informados acerca de lo que los estudiantes en américa están aprendiendo. Queremos que sepa que nosotros apreciamos la participación de cada estudiante que es elegido.

Sinceramente,



Stephen Lazer  
Director del Proyecto NAEP

Año Escolar 2000-2001

Estimados Padres:

La Evaluación Nacional de Progreso Educativo (NAEP) es una encuesta actual de lo que los jóvenes americanos saben y pueden hacer en diferentes materias académicas enseñadas en la escuela. Auspiciada por el Centro Nacional de Estadísticas de Educación bajo el Departamento de Educación de Estados Unidos, NAEP será dada en más o menos 1.200 escuelas en todo el país en el año 2001. La escuela de su niño ha sido seleccionada para participar en NAEP. El superintendente de distrito y el principal de la escuela han sido ampliamente informados de la encuesta y han accedido a que la escuela participe.

Esta carta es para informar a los padres de todos los estudiantes que fueron seleccionados al azar para participar acerca de la encuesta. La participación en el programa no afectará las notas o progreso de su niño en la escuela. NAEP es conducido por nuestro personal **sin costo para la escuela.**

En el año 2001, NAEP evaluará el rendimiento de los estudiantes en historia de Estados Unidos, geografía universal, lectura o escritura en los grados 4, 8, y 12. La evaluación tomará aproximadamente 90 minutos del tiempo de cada estudiante.

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Visite la red mundial de NAEP en: <http://nces.ed.gov/nationsreportcard> para mayor información acerca de la evaluación del 2001. En adición a la red mundial, NAEP ha desarrollado un Folleto de Demostración que contiene muestras de los tipos de preguntas de historia de Estados Unidos, geografía universal, lectura y escritura, así como de las preguntas de antecedentes personales generales, que se le preguntan a los estudiantes. Para ver el Folleto de Demostración que NAEP proporciona, por favor comuníquese con el principal de la escuela.

La Evaluación Nacional de Progreso Educativo es una importante actividad que nos mantiene a nosotros, como padres, ciudadanos, y educadores, informados acerca de lo que los estudiantes en américa están aprendiendo. Queremos que sepa que nosotros apreciamos la participación de cada estudiante.

Sinceramente,



Stephen Lazer  
Director del Proyecto NAEP

**PRESS RELEASE**

**FOR IMMEDIATE RELEASE**

Contact: Stephen Lazer  
(609) 734-1480

**LOCAL SCHOOL PARTICIPATES IN NATIONAL  
ASSESSMENT OF EDUCATION PROGRESS IN  
GEOGRAPHY AND U.S. HISTORY  
AND FIELD TEST IN READING AND WRITING**

Enter City and State (Date) – (Insert name of local school) has announced that it will participate in the 2001 National Assessment of Educational Progress (NAEP). (Insert name of school) is one of only 1,200 schools nationwide asked to participate.

The 2001 NAEP assessment, which requires about 90 minutes of a student's time, is designed to measure what students know and can do in U.S. history and world geography. Students will be asked to respond to multiple-choice questions in U.S. history and world geography, as well as to create their own responses, which may consist of a variety of formats including writing short answers of a sentence or more or drawing a map or diagram.

In addition, a field test for the 2002 NAEP reading and writing assessments will also be administered at the school. Some students will be asked to try out questions that may be used in NAEP, which will be administered nationwide in spring 2002.

As has been true since its inception in 1969, NAEP protects the confidentiality of students, teachers, and schools that participate by not permanently retaining student, teacher, or school names. The project is designed to report on the academic performance of large groups, based on nationally representative samples of fourth-, eighth-, and twelfth-grade students. NAEP provides results for major demographic groups and, using information gathered on student, teacher, and school questionnaires, will report on technology in the classroom and instructional programs and practices in U.S. history and world geography.

For more than thirty years, NAEP has been the country's only nationally representative and continuing survey of students' educational achievement. The project is authorized by Congress, directed by the U.S. Department of Education's National Center for Education Statistics, and administered by Educational Testing Service of Princeton, NJ. Westat of Rockville, MD conducts sample selection and data collection.

**PRESS RELEASE**

**FOR IMMEDIATE RELEASE**

Contact: Stephen Lazer  
(609) 734-1480

**LOCAL SCHOOL PARTICIPATES IN  
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS  
IN GEOGRAPHY AND U.S. HISTORY**

Enter City and State (Date) – (Insert name of local school) has announced that it will participate in the 2001 National Assessment of Educational Progress (NAEP). (Insert name of school) is one of only 1,200 schools nationwide asked to participate.

The 2001 NAEP assessment, which requires about 90 minutes of a student's time, is designed to measure what students know and can do in U.S. history and world geography. Students will be asked to respond to multiple-choice questions in U.S. history and world geography, as well as to create their own responses, which may consist of a variety of formats including writing short answers of a sentence or more or drawing a map or diagram.

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United States  
Department of  
Agriculture

Food and  
Consumer  
Service

3101 Park Center Drive  
Alexandria, VA  
22302-1500

February 4, 1999

Mr. C. Kent McGuire  
Assistant Secretary  
U.S. Department of Education  
Office of Educational Research and Improvement  
FB-400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Mr. McGuire:

The confidentiality of information about children eligible for free and reduced price meals under the National School Lunch Program (NSLP) has long been a sensitive issue for us at the Department of Agriculture. There have been many requests through the years for information about children eligible for free and reduced price meals. Many of these requests were from Federal and State education programs. Free and reduced price school meal eligibility information does not come under the purview of the Family Educational Rights and Privacy Act, since it is not part of an education record.

Previously, program operators were only permitted to release aggregate information about children eligible for free and reduced price meals. Congress amended the National School Lunch Act (42 U.S.C. 1758), which is the authorizing legislation for the NSLP, to now allow limited disclosure of a child's free and reduced price meal eligibility status. Additionally, the statute also specifies civil and criminal penalties for unauthorized disclosure by the determining agency of the recipient agency.

Prior to issuance of a final regulation, we are authorizing the State agency, school food authority, school, child care institution or Summer Food Service Program sponsor that makes the free and reduced price meal or free milk eligibility determination to disclose free and reduced price eligibility information to the extent authorized by the statute. We are pleased to provide you a copy of the guidance we recently issued to implement the disclosure provision in the statute. We encourage you to share the guidance with your associates and others who may be interested in this policy. We also have enclosed the pertinent part of the statute for your review.

Please note that although the statute permits limited disclosure of free and reduced price eligibility information, the decision on whether to disclose information that will identify children as eligible for free and reduced price meals or free milk is at the discretion of local school and program operators.

Please do not hesitate to contact us if you have any questions on the use of eligibility information.

Sincerely,

Shirley R. Watkins  
Under Secretary  
Food, Nutrition and Consumer Services

Enclosures



United States  
Department of  
Agriculture

Food and  
Consumer  
Services

3101 Park  
Center Drive

Alexandria, VA  
22302 - 1500

**SUBJECT:** Limited Disclosure of Children's Free and Reduced Price Meal or  
Free Milk Eligibility Information (SP 99-3); (CACFP 99-2)

**TO:** State Agencies  
Child Nutrition Programs  
All States

The Healthy Meals for Healthy Americans Act of 1994, P.L. 103-448, amended Section 9(b)(2)(C) of the National School Lunch Act (NSLA) (42 U.S.C. 1751(b)(2)(C)) to allow, without consent, limited disclosure of information about free and reduced price meal or free milk eligibility. The disclosure limitations apply to all the Child Nutrition Programs. The statute also specifies a fine of not more than \$1,000 or imprisonment of not more than 1 year, or both, for unauthorized disclosures of free and reduced price meal or free milk eligibility information.

I. What information may be disclosed permissibly without consent?

(The term "persons directly connected" in this section includes Federal, State and local program operators responsible for program administration or program compliance and their contractors.)

A. Disclosing names and eligibility status in accordance with the NSLA.

Determining agencies may disclose, without consent, participants' **names and eligibility status** (whether they are eligible for free meals or free milk or reduced price meals) to persons *directly* connected with the administration or enforcement of the following programs:

1. Federal education programs, such as Title I and the National Assessment of Educational Progress.
2. State health or State education programs provided the programs are administered by a State agency or a local education agency.

Representatives of State or local education agencies evaluating the results and compliance with student assessment programs would be covered only to the extent that the assessment program was established at the State, not local level.

3. Federal, State, or local means-tested nutrition programs with eligibility standards comparable to the National School Lunch Program (i.e., food assistance programs to households with income at or below 185 percent of the Federal poverty level, such as the Food Stamp Program or a State or local nutrition program).



## 2001 NAEP ASSESSMENT

### A. Instructions for Preparing a List of Fourth-grade Students

1. Two or three weeks before the scheduled assessment date for your school, please prepare a list of **ALL students enrolled in the twelfth 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 using the appropriate columns on the Student Listing Form.

#### Special Instructions for Year-round Schools

1. Please record the following information on the list of students: a) Total enrollment in the twelfth grade; and b) Percentage of the grade 12 enrollment that will be off-track (not in attendance) on the assessment date.
2. In preparing the list of students, do **not** list students who will be off-track on the assessment date.



## 2001 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 on 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.



## 2001 NAEP ASSESSMENT

### A. Instructions for Preparing a List of Fourth-grade Students

1. Two or three weeks before the scheduled assessment date for your school, please prepare a list of **ALL students enrolled in the fourth 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 on the appropriate columns on the Student Listing Form.

#### Special Instructions for Year-round Schools

1. Please record the following information on the list of students: a) Total enrollment in the fourth grade; and b) Percentage of the grade 4 enrollment that will be off-track (not in attendance) on the assessment date.
2. In preparing the list of students, do **not** list students who will be off-track on the assessment date.



## 2001 NAEP Instructions for Preparing the List of Newly Enrolled Fourth-grade Students

1. Please keep a record of **ALL** students enrolling in the fourth grade after the original list has been prepared. (Space is provided on the back of this page.)
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). In year-round schools, do not include students who will be off-track on the day of the assessment.
3. Record the name and birth date of each newly enrolled student. 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 list of new enrollees.
4. Please keep this list at the school.
5. Continue to list newly enrolled students until 2 weeks prior to the assessment. Students enrolling after that date need not be listed.

### Additional Instructions for Preparing Computer-generated Lists

If you choose to prepare a computer-generated list of new enrollees, use the instructions below.

- 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.

### Additional Information Required for Sampled Students

This 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.



**2001 NAEP**  
**Instructions for Preparing the List of Newly Enrolled Eighth-grade Students**

1. Please keep a record of **ALL** students enrolling in the eighth grade after the original list has been prepared. (Space is provided on the back of this page.)
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). In year-round schools, do not include students who will be off-track on the day of the assessment.
3. Record the name and birth date of each newly enrolled student. 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 list of new enrollees.
4. Please keep this list at the school.
5. Continue to list newly enrolled students until 2 weeks prior to the assessment. Students enrolling after that date need not be listed.

**Additional Instructions for Preparing Computer-generated Lists**

If you choose to prepare a computer-generated list of new enrollees, use the instructions below.

- 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.

**Additional Information Required for Sampled Students**

This 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.



**2001 NAEP**  
**Instructions for Preparing the List of Newly Enrolled Twelfth-grade Students**

1. Please keep a record of **ALL** students enrolling in the twelfth grade after the original list has been prepared. (Space is provided on the back of this page.)
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). In year-round schools, do not include students who will be off-track on the day of the assessment.
3. Record the name and birth date of each newly enrolled student. 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 list of new enrollees.
4. Please keep this list at the school.
5. Continue to list newly enrolled students until 2 weeks prior to the assessment. Students enrolling after that date need not be listed.

**Additional Instructions for Preparing Computer-generated Lists**

If you choose to prepare a computer-generated list of new enrollees, use the instructions below.

- 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.

**Additional Information Required for Sampled Students**

This 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.

## **E. REVIEW OF CLASSROOM MANAGEMENT TECHNIQUES**

Having knowledge of technical information is only half the battle in accomplishing a successful test administration. Particularly for "outside" test administrators like yourselves, practical considerations such as how to effectively take charge of a classroom and how to manage inappropriate classroom behavior assume equal importance in the outcomes of the assessment.

Literature on effective classroom management consistently states that it does not occur by accident. A well organized administrator who is equipped to handle any and all situations will be more effective than one who ventures into the classroom ill-prepared. In your role as a NAEP representative or "outside" administrator, you will be looked upon by students as an authority figure not unlike that of a substitute teacher (we all know how horrific an experience that can be!). It is therefore in your best interest to anticipate, prepare, and organize to the greatest extent possible prior to and on assessment day. The guidelines provided here have been borne out by both research and field experience and are presented to help you accomplish a successful assessment.

In the event that you are unfamiliar with youngsters in the age range we are assessing, the following overview will provide some insight into the special challenges at each grade to help you prepare mentally. Helpful hints are offered whenever possible, based on effective procedures used by experienced NAEP supervisors.

### **E.1 Fourth Grade Assessments**

It is important to understand the elementary school child's strengths and limitations. Developmentally, fourth graders are engaged in a period of rapid brain growth. They are at the age where they develop attachments; they attach themselves to routines and, in school, attach themselves to a single teacher. They can also be very territorial, so if the assessment is being conducted in their room, it is best to let the children assigned to that room sit at their own desks. They tend to worry about others using their things if they see someone else sitting in their seat.

Fourth graders are usually anxious to please others, especially grown-ups and need to be shown a great deal of respect. They ask many questions, want to be sure they are doing things correctly, and like rewards for a job well done.

While this enthusiasm is delightful to deal with, it can also be time consuming. A good approach to take is to talk with the entire class before the session begins. Stress that they were "picked" for this assessment and that they should try to do their very best. Let them know that not everyone may be working on the same thing, and that it may take some longer to finish than others so "we will all be helpers by remaining quiet when we are finished."

This age group will ask to use the restroom more than any other. Hopefully, the teacher has reminded them to use the facilities just before the test starts. If not, you should check to make sure that they do have this opportunity prior to the start of the session. If, however, a child asks to be excused during the session, ask if he or she can wait for just a few minutes especially if it is toward the end of the session. If not, dismiss the student **as quietly as possible**. Remember that the power of suggestion is tremendous within this age group and you could soon have a long line of students wanting to leave.

Occasionally a child will feel so threatened or frustrated that he or she will begin to cry -- this can be very unnerving. Gently try to find out what the problem is, bearing in mind that if the child is afraid of you, he or she may just cry harder if you approach him/her. This is one of the best examples of why it is good to have a teacher stay in the room. Visibility of the teacher provides reassurance to the students.

Also, provide reassurance if students cannot answer all of the questions by saying something like, "Just do the best you can to answer each question." We want them to try to respond to every question so we get an accurate evaluation of what they know.

When the session is over, remember to praise them for a job well done.

In case you need to hold these students for any length of time when the session is over, one way to sustain their attention is to play a game with them. Consider playing a popular, updated version of "Simon Says". Have all students stand and face you. Then, make a movement, such as putting your hands on your shoulders. Make another movement such as putting your hands on your head. Students should put their hands on their shoulders. When you make the next movement, such as putting your hands on your knees, students should put their hands on their heads, and so on. Play continues in this manner with the students always being one movement behind you. If a student makes a wrong move, he/she sits down. Continue until you have a winner. That person then becomes the leader.

## **E.2 Eighth Grade Assessments**

Many districts refer to the schools that their 8th graders attend as "Middle Schools." Whether they are called Middle, Junior High, or Intermediate, they are all good definitions for this "caught-in-the-middle" group. This group exemplifies a period of social growth; academics are not high on their agenda. Students at this age no longer feel they are children, but they have a long way to go to be adults.

Eighth graders are very aware of their peers. They like being part of a group, at the same time expressing their individuality through hair styles and dress. They want to be treated as adults, but are still easily offended or embarrassed by even the most inconsequential remark.

This age group responds to a sense of fair play and humor. Use this to your advantage.

As you are ready to begin the session, you may find that eighth graders want answers to questions like, "Why are we taking this test?" or "Will this count toward my grade?" Although these questions are already addressed in the script, they may need to be discussed in a little more depth prior to the start of the session.

Be honest with them about what is happening. Explain to them how they were chosen or what will happen if the session runs over. If a session is going to run into another academic period, explain to the students that they will be excused from their next class. If the session will run into a recess or lunch break, you need to be aware of this ahead of time and inform students how this will be handled. Students at this level do not like to be deprived of their "free time."

Addressing their concerns shows respect and does a lot to boost your credibility and gain their respect. Answer questions that are reasonable, but control the amount of time spent on this type of activity.

If you must confront disruptive behavior, do so in a decisive manner. If a student is unruly and you feel unable to comfortably control the situation, don't be afraid to seek assistance!!

### **E.3 Twelfth Grade Assessments**

High school seniors are the most difficult group to notify of the assessment and tend to have larger numbers of absentees from the sessions. There are many reasons for this. High school seniors are not always on campus for the entire day. Many have enough credits to graduate without having to take a first or last period class. Others may be on some type of job experience program where they may only spend one period a day on campus. Members of an athletic team may often be absent because of scheduling conflicts with a sporting event. Although every effort is made to schedule the NAEP assessment around these conflicts, it is not always possible. Schedules at this grade level seem to change frequently and without warning and sometimes even school counselors are unaware of the latest changes.

Another reason why some students do not attend our sessions is that sometimes the school personnel have not informed them of the assessment or have not released them from their other commitments. Some teachers do not want their students missing their class for any reason. Even if students are aware that they are supposed to be at the assessment, if their teacher will not release them, they will not challenge that decision. If you are aware that a situation like this is occurring, diplomatically (and expeditiously) try to enlist the support of the school administration staff.

Our job is to assess as many sampled students as possible. At this grade level, that is indeed a challenge.

Even more difficult is to know when to begin a session. You must not inconvenience those who showed up by making them wait for others. If there is a public address system in the school and a general announcement is made to refresh the memories of those invited, you may wait a few additional minutes for them to respond. You should not, however, wait until every absent student has had a chance to be tracked down. Even more so than eighth graders, twelfth graders do not like to be deprived of their free time and will get up and walk out if a session runs into their lunch break or continues after the closing bell.

Questions from seniors are direct and to the point (e.g., "Do I have to take this test?", "What's in it for me?"). Remind them that their school has agreed to participate and that each of them was selected to represent many students across their state as well as nationwide.

Once you begin the session, you will find that this group knows the "system." You will be able to read the script with little or no interruption. Your biggest headache will be students who want to

work ahead of the current section in the assessment book. Constant monitoring is necessary to keep this from happening.

It also helps to remind them at the beginning of the session that they will be in the room for the full allotted time and cannot leave early. For many of their other exams this may not be the case, so you will need to make this very clear.

At all grade levels if time allows after the session is finished, ask the students their impression of the assessment--was it easy?, hard?, too long? fun?....This will show your interest in their opinions and reinforce the importance of NAEP.

# 2001 NAEP: Question-by-Question Specifications Grade 4

## Part I: School Characteristics

This questionnaire is for the NAEP 2001 assessment, which includes U. S. history, geography, reading, and writing. The questions form an important part of the analysis of results, and NAEP wants to obtain the most accurate responses possible.

This part of the questionnaire should be completed by the principal or the head of the school. To assist you in answering the questions, each question is repeated below with an explanation of what information the question is attempting to obtain.

1. **What grades are taught at your school? Fill in all ovals that apply.**

**A Pre-kindergarten**

**B Kindergarten**

**C 1<sup>st</sup> grade**

**D 2<sup>nd</sup> grade**

**E 3<sup>rd</sup> grade**

**F 4<sup>th</sup> grade**

**G 5<sup>th</sup> grade**

**H 6<sup>th</sup> grade**

**I 7<sup>th</sup> grade**

**J 8<sup>th</sup> grade**

**K 9<sup>th</sup> grade**

**L 10<sup>th</sup> grade**

**M 11<sup>th</sup> grade**

**N 12<sup>th</sup> grade**

*Self-explanatory.*

2. During the last three years, has your school had any of the following? Fill in one oval on each line.

|  | Yes                     | No                      |
|--|-------------------------|-------------------------|
| a. Technology magnet program                         | <input type="radio"/> A | <input type="radio"/> B |
| b. Technology-related business/community partnership | <input type="radio"/> A | <input type="radio"/> B |
| c. Technology grant                                  | <input type="radio"/> A | <input type="radio"/> B |
| d. "E-rate" discounts                                | <input type="radio"/> A | <input type="radio"/> B |

*This question seeks information on several different ways in which a school could have a special emphasis on technology.*

*Technology magnet program refers to a program that integrates technology hardware/software with instructional practices to promote a technology-rich environment for all students. The program could be school wide, or it could operate as a school-within-a-school.*

*Technology-related business/community partnership refers to a partnership with a company or a civic organization through which a school can obtain computer resources (such as hardware/software) or service (such as training or mentoring/coaching) that might not otherwise be available or affordable.*

*Technology grant refers to federal, state, district, or foundation funding awarded to support the application of technology in schools. Federal programs that support such activities include Title III of the Improving America's Schools Act and the Technology Literacy Challenge Fund. In most cases the school or district would have had to specifically apply for such grants.*

*"E-rate" discounts refer to discounts on telecommunication services that are provided to all certified K-12 public and private schools and libraries. Schools must certify that they have technology sufficient to maximize the capabilities of the telecommunication services and a plan for how they will use the discounted services. Internet access and internal connections necessary for connecting classrooms are subject to discounts. The E-rate does not cover computers, software, or other unrelated services.*

3. As of February 1, 2001, how many days of instruction will students in your school have had this school year? (If your school has multiple tracks with different schedules, please answer separately for each track.)

days of instruction in first (or only) track

days of instruction in second track

days of instruction in third track

*Self-explanatory.*

4. What is the current enrollment in your school?

,

*In this question, you should enter the number that represents the **current** (2000-2001 academic year) enrollment in your school **at the time of the assessment** (i.e., if the assessment is administered at your school in February, 2001, you should give the enrollment at that time).*

5. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- A 0%
- B 1–5%
- C 6–10%
- D 11–25%
- E 26–50%
- F 51–75%
- G 76–90%
- H Over 90%

*In this question, you should select the percentage range that best represents the total number of students in your school who, **at the time of the assessment**, are designated (according to the school's or district's criteria) as limited English proficient or as English language learners, i.e., students who are classified as not fully proficient in English.*

6. Does your school participate in the National School Lunch Program?

- A Yes
- B No

*In this question, you should choose “Yes” if your school is participating in the National School Lunch Program **at the time of the assessment**.*

7. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?

- A 0%
- B 1–5%
- C 6–10%
- D 11–25%
- E 26–50%
- F 51–75%
- G 76–99%
- H 100%

*In this question, you should select the percentage range that best represents the total number of students in your school who are participating in the National School Lunch Program at the time of the assessment.*

8. Does your school receive Title I funding? (Title I is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

- A Yes
- B No

*In this question, you should choose “Yes” if your school is receiving Title I funding at the time of the assessment.*

9. Approximately what percentage of students in your school receives the following services? Fill in one oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.

|  | None                    | 1–5%                    | 6–10%                   | 11–25%                  | 26–50%                  | 51–75%                  | 76–90%                  | Over 90%                |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a. Title I funding   | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H |
| b. Gifted and talented program                                   | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H |
| c. Instruction provided in student’s home language (non-English) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H |
| d. English-as-a-second-language instruction                      | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H |
| e. Special education   | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H |

**Title I funding** refers to federally funded programs that provide educational services to students who live in areas with high concentrations of low-income families.

**Gifted and talented programs** are defined as programs designed to be provided to students who have been identified as having a high aptitude for the subject being taught.

**Instruction provided in student's home language** refers to subject area instruction (e.g., mathematics) provided in a language other than English to students who are not yet fully English proficient.

**English-as-a-second-language instruction** refers to specialized language instruction provided to students who are not yet fully English proficient to help them learn English language skills.

**Special education** refers to specialized services provided to students with physical or mental disabilities designed to reduce barriers to learning consequent upon their condition.

10. At what grade do students in your school typically receive instruction with a primary focus on the following subjects? Fill in all ovals that apply.

|                            | Prior to the 4 <sup>th</sup> grade | In the 4 <sup>th</sup> grade | After the 4 <sup>th</sup> grade | Students do not receive instruction with a primary focus on this subject |
|----------------------------|------------------------------------|------------------------------|---------------------------------|--|
| a. State and local history | <input type="radio"/> A            | <input type="radio"/> B      | <input type="radio"/> C         | <input type="radio"/> D  |
| b. U.S. history            | <input type="radio"/> A            | <input type="radio"/> B      | <input type="radio"/> C         | <input type="radio"/> D  |
| c. Geography               | <input type="radio"/> A            | <input type="radio"/> B      | <input type="radio"/> C         | <input type="radio"/> D  |

This question refers to the typical instructional sequence related to content focusing on U.S. history, geography, and state and local history. You should fill in more than one oval on a line if your school provides instruction with a primary focus on these subjects at more than one grade.

If students receive instruction with a primary focus in any of the above subjects **only after** they leave your school (that is, when they progress to middle school, junior high, or high school), you should select Option "D" (Students do not receive instruction with a primary focus in this subject).

# 2001 NAEP: Question-by-Question Specifications Grade 8

## Part I: School Characteristics

This questionnaire is for the NAEP 2001 assessment, which includes U. S. history, geography, reading, and writing. The questions form an important part of the analysis of results, and NAEP wants to obtain the most accurate responses possible.

This part of the questionnaire should be completed by the principal or the head of the school. To assist you in answering the questions, each question is repeated below with an explanation of what information the question is attempting to obtain.

1. **What grades are taught at your school? Fill in all ovals that apply.**

**A Pre-kindergarten**

**B Kindergarten**

**C 1<sup>st</sup> grade**

**D 2<sup>nd</sup> grade**

**E 3<sup>rd</sup> grade**

**F 4<sup>th</sup> grade**

**G 5<sup>th</sup> grade**

**H 6<sup>th</sup> grade**

**I 7<sup>th</sup> grade**

**J 8<sup>th</sup> grade**

**K 9<sup>th</sup> grade**

**L 10<sup>th</sup> grade**

**M 11<sup>th</sup> grade**

**N 12<sup>th</sup> grade**

*Self-explanatory.*

2. During the last three years, has your school had any of the following? Fill in one oval on each line.

|  | Yes | No  |
|--|-----|-----|
| a. Technology magnet program                         | (A) | (B) |
| b. Technology-related business/community partnership | (A) | (B) |
| c. Technology grant                                  | (A) | (B) |
| d. "E-rate" discounts                                | (A) | (B) |

*This question seeks information on several different ways in which a school could have a special emphasis on technology.*

***Technology magnet program** refers to a program that integrates technology hardware/software with instructional practices to promote a technology-rich environment for all students. The program could be school wide, or it could operate as a school-within-a-school.*

***Technology-related business/community partnership** refers to a partnership with a company or a civic organization through which a school can obtain computer resources (such as hardware/software) or service (such as training or mentoring/coaching) that might not otherwise be available or affordable.*

***Technology grant** refers to federal, state, district, or foundation funding awarded to support the application of technology in schools. Federal programs that support such activities include Title III of the Improving America's Schools Act and the Technology Literacy Challenge Fund. In most cases the school or district would have had to specifically apply for such grants.*

***"E-rate" discounts** refer to discounts on telecommunication services that are provided to all certified K-12 public and private schools and libraries. Schools must certify that they have technology sufficient to maximize the capabilities of the telecommunication services and a plan for how they will use the discounted services. Internet access and internal connections necessary for connecting classrooms are subject to discounts. The E-rate does not cover computers, software, or other unrelated services.*

3. As of February 1, 2001, how many days of instruction will students in your school have had this school year? (If your school has multiple tracks with different schedules, please answer separately for each track.)

days of instruction in first (or only) track

days of instruction in second track

days of instruction in third track

*Self-explanatory.*

4. What is the current enrollment in your school?

,

*In this question, you should enter the number that represents the **current** (2000-2001 academic year) enrollment in your school **at the time of the assessment** (i.e., if the assessment is administered at your school in February, 2001, you should give the enrollment at that time).*

5. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- A 0%
- B 1–5%
- C 6–10%
- D 11–25%
- E 26–50%
- F 51–75%
- G 76–90%
- H Over 90%

*In this question, you should select the percentage range that best represents the total number of students in your school who, **at the time of the assessment**, are designated (according to the school's or district's criteria) as limited English proficient or as English language learners, i.e., students who are classified as not fully proficient in English.*

6. Does your school participate in the National School Lunch Program?

- A Yes
- B No

*In this question, you should choose "Yes" if your school is participating in the National School Lunch Program **at the time of the assessment**.*

7. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?

- A 0%
- B 1–5%
- C 6–10%
- D 11–25%
- E 26–50%
- F 51–75%
- G 76–99%
- H 100%

*In this question, you should select the percentage range that best represents the total number of students in your school who are participating in the National School Lunch Program at the time of the assessment.*

8. Does your school receive Title I funding? (Title I is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

- A Yes
- B No

*In this question, you should choose “Yes” if your school is receiving Title I funding at the time of the assessment.*

9. Approximately what percentage of students in your school receives the following services? Fill in one oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.

|  | None                    | 1–5%                    | 6–10%                   | 11–25%                  | 26–50%                  | 51–75%                  | 76–90%                  | Over 90%                |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a. Title I funding   | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H |
| b. Gifted and talented program                                   | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H |
| c. Instruction provided in student’s home language (non-English) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H |
| d. English-as-a-second-language instruction                      | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H |
| e. Special education   | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H |

**Title I funding** refers to federally funded programs that provide educational services to students who live in areas with high concentrations of low-income families.

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**English-as-a-second-language instruction** refers to specialized language instruction provided to students who are not yet fully English proficient to help them learn English language skills.

**Special education** refers to specialized services provided to students with physical or mental disabilities designed to reduce barriers to learning consequent upon their condition.

10. At what grade do students in your school typically take the following classes? Fill in all ovals that apply.

|   | 6 <sup>th</sup><br>grade | 7 <sup>th</sup><br>grade | 8 <sup>th</sup><br>grade | 9 <sup>th</sup><br>grade | This class is<br>not offered in<br>my school |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--|
| a. A class primarily<br>focused on U.S. history   | A                        | B                        | C                        | D                        | E  |
| b. A class primarily<br>focused on geography  | A                        | B                        | C                        | D                        | E  |
| c. Social studies<br>(including classes with<br>titles such as Global<br>Studies or World<br>Studies) | A                        | B                        | C                        | D                        | E  |

*This question refers to the typical instructional sequence related to content primarily focused on U.S. history, geography, and social studies. You should fill in more than one oval on a line if your school provides instruction with a primary focus on these subjects at more than one grade.*

# 2001 NAEP: Question-by-Question Specifications Grade 12

## Part I: School Characteristics

This questionnaire is for the NAEP 2001 assessment, which includes U. S. history, geography, reading, and writing. The questions form an important part of the analysis of results, and NAEP wants to obtain the most accurate responses possible.

This part of the questionnaire should be completed by the principal or the head of the school. To assist you in answering the questions, each question is repeated below with an explanation of what information the question is attempting to obtain.

1. **What grades are taught at your school? Fill in all ovals that apply.**

**A Pre-kindergarten**

**B Kindergarten**

**C 1<sup>st</sup> grade**

**D 2<sup>nd</sup> grade**

**E 3<sup>rd</sup> grade**

**F 4<sup>th</sup> grade**

**G 5<sup>th</sup> grade**

**H 6<sup>th</sup> grade**

**I 7<sup>th</sup> grade**

**J 8<sup>th</sup> grade**

**K 9<sup>th</sup> grade**

**L 10<sup>th</sup> grade**

**M 11<sup>th</sup> grade**

**N 12<sup>th</sup> grade**

*Self-explanatory.*

2. During the last three years, has your school had any of the following? Fill in one oval on each line.

|  | Yes                     | No                      |
|--|-------------------------|-------------------------|
| a. Technology magnet program                         | <input type="radio"/> A | <input type="radio"/> B |
| b. Technology-related business/community partnership | <input type="radio"/> A | <input type="radio"/> B |
| c. Technology grant                                  | <input type="radio"/> A | <input type="radio"/> B |
| d. "E-rate" discounts                                | <input type="radio"/> A | <input type="radio"/> B |

*This question seeks information on several different ways in which a school could have a special emphasis on technology.*

*Technology magnet program refers to a program that integrates technology hardware/software with instructional practices to promote a technology-rich environment for all students. The program could be school wide, or it could operate as a school-within-a-school.*

*Technology-related business/community partnership refers to a partnership with a company or a civic organization through which a school can obtain computer resources (such as hardware/software) or service (such as training or mentoring/coaching) that might not otherwise be available or affordable.*

*Technology grant refers to federal, state, district, or foundation funding awarded to support the application of technology in schools. Federal programs that support such activities include Title III of the Improving America's Schools Act and the Technology Literacy Challenge Fund. In most cases the school or district would have had to specifically apply for such grants.*

*"E-rate" discounts refer to discounts on telecommunication services that are provided to all certified K-12 public and private schools and libraries. Schools must certify that they have technology sufficient to maximize the capabilities of the telecommunication services and a plan for how they will use the discounted services. Internet access and internal connections necessary for connecting classrooms are subject to discounts. The E-rate does not cover computers, software, or other unrelated services.*

3. As of February 1, 2001, how many days of instruction will students in your school have had this school year? (If your school has multiple tracks with different schedules, please answer separately for each track.)

days of instruction in first (or only) track

days of instruction in second track

days of instruction in third track

*Self-explanatory.*

4. What is the current enrollment in your school?

,

*In this question, you should enter the number that represents the **current** (2000-2001 academic year) enrollment in your school **at the time of the assessment** (i.e., if the assessment is administered at your school in February, 2001, you should give the enrollment at that time).*

5. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- A 0%
- B 1-5%
- C 6-10%
- D 11-25%
- E 26-50%
- F 51-75%
- G 76-90%
- H Over 90%

*In this question, you should select the percentage range that best represents the total number of students in your school who, **at the time of the assessment**, are designated (according to the school's or district's criteria) as limited English proficient or as English language learners, i.e., students who are classified as not fully proficient in English.*

6. Does your school participate in the National School Lunch Program?

- A Yes
- B No

*In this question, you should choose "Yes" if your school is participating in the National School Lunch Program **at the time of the assessment**.*

7. **During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?**

- (A) 0%
- (B) 1–5%
- (C) 6–10%
- (D) 11–25%
- (E) 26–50%
- (F) 51–75%
- (G) 76–99%
- (H) 100%

*In this question, you should select the percentage range that best represents the total number of students in your school who are participating in the National School Lunch Program at the time of the assessment.*

8. **Does your school receive Title I funding? (Title I is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)**

- (A) Yes
- (B) No

*In this question, you should choose “Yes” if your school is receiving Title I funding at the time of the assessment.*

9. Approximately what percentage of students in your school receives the following services? Fill in one oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.

|  | None | 1–5% | 6–10% | 11–25% | 26–50% | 51–75% | 76–90% | Over 90% |
|--|------|------|-------|--------|--------|--------|--------|----------|
| a. Title I funding   | (A)  | (B)  | (C)   | (D)    | (E)    | (F)    | (G)    | (H)      |
| b. Gifted and talented program                                   | (A)  | (B)  | (C)   | (D)    | (E)    | (F)    | (G)    | (H)      |
| c. Instruction provided in student’s home language (non-English) | (A)  | (B)  | (C)   | (D)    | (E)    | (F)    | (G)    | (H)      |
| d. English-as-a-second-language instruction                      | (A)  | (B)  | (C)   | (D)    | (E)    | (F)    | (G)    | (H)      |
| e. Special education   | (A)  | (B)  | (C)   | (D)    | (E)    | (F)    | (G)    | (H)      |

*Title I funding refers to federally funded programs that provide educational services to students who live in areas with high concentrations of low-income families.*

*Gifted and talented programs are defined as programs designed to be provided to students who have been identified as having a high aptitude for the subject being taught.*

*Instruction provided in student’s home language refers to subject area instruction (e.g., mathematics) provided in a language other than English to students who are not yet fully English proficient.*

*English-as-a-second-language instruction refers to specialized language instruction provided to students who are not yet fully English proficient to help them learn English language skills.*

*Special education refers to specialized services provided to students with physical or mental disabilities designed to reduce barriers to learning consequent upon their condition.*

10. For students who will graduate this year, what is the total number of years (or Carnegie-unit equivalents) of coursework that your school or district requires in social studies? (Count only requirements for courses taken in grades 9 through 12.)

- A None
- B One-half year
- C One year
- D Two years
- E Three years
- F Four years
- G More than four years

*This question refers to how many years (if any) of social studies students are required to take in order to graduate from your school. Please include requirements for grade 9, even if that grade is not taught at your school.*

11. Of the years required for social studies, how many years (or Carnegie-unit equivalents) of coursework does your school or district require in each of the following subjects? Fill in one oval on each line.

|  | None | One-half<br>year | One<br>year | Two<br>years | Three<br>years | Four<br>years |
|--|------|------------------|-------------|--------------|----------------|---------------|
|  | A    | B                | C           | D            | E              | F             |
| a. A course primarily<br>focused on U.S. history | A    | B                | C           | D            | E              | F             |
| b. A course primarily<br>focused on geography    | A    | B                | C           | D            | E              | F             |

*This question refers to how many years (if any) of focused U.S. history and geography coursework students are required to take in order to graduate from your school. Include discrete courses, rather than simply the inclusion of material about these subjects in other courses. Please include courses typically taken in grade 9, even if that grade is not taught at your school.*

12. At what grade do students in your school typically take the following courses? Fill in all ovals that apply.

|  | 9 <sup>th</sup><br>grade<br>A | 10 <sup>th</sup><br>grade<br>B | 11 <sup>th</sup><br>grade<br>C | 12 <sup>th</sup><br>grade<br>D | This course is<br>not offered in<br>my school<br>E |
|--|-------------------------------|--------------------------------|--------------------------------|--------------------------------|--|
| c. A course primarily<br>focused on U.S. history |                               |                                |                                |                                |  |
| d. A course primarily<br>focused on geography    |                               |                                |                                |                                |  |

*This question refers to the typical instructional sequence related to content primarily focused on U.S. history and geography. "Primarily focused" implies that at least three-quarters of instructional time is devoted to this topic.*

*You should fill in more than one oval on a line if your school provides instruction with a primary focus on these subjects at more than one grade.*

13. Of students in last year's graduating class, approximately what percentage has gone on to each of the following types of schools? Fill in one oval on each line.

|  | None | 1–5% | 6–10% | 11–25% | 26–50% | 51–75% | 76–90% | Over<br>90% |
|--|------|------|-------|--------|--------|--------|--------|-------------|
| a. Four-year colleges or<br>universities       | (A)  | (B)  | (C)   | (D)    | (E)    | (F)    | (G)    | (H)         |
| b. Two-year colleges                           | (A)  | (B)  | (C)   | (D)    | (E)    | (F)    | (G)    | (H)         |
| c. Vocational-technical<br>or business schools | (A)  | (B)  | (C)   | (D)    | (E)    | (F)    | (G)    | (H)         |

*This question refers to the distribution of the post-high school experiences of students from your school. Two-year colleges include junior colleges or community colleges, and should be distinguished from vocational or technical colleges.*

## Part II: Computer Resources

This part of the questionnaire should be completed by the technology coordinator at the school. If there is no designated technology coordinator at the school, this part of the questionnaire can be completed by the principal or head of the school or whomever is most knowledgeable about school-related technology issues.

1. In your school, how many computers are used for instructional purposes?

,

*This question refers to the number of functional personal computers and computer workstations that can be used for instructional purposes. "Functional" does not imply that the computers are state-of-the-art, merely that they are in working order. "Instructional purposes" means to plan or conduct instruction and can include self-study by students.*

2. Of the computers used for instructional purposes, what percentage is less than three years old?

- A 0%
- B 1–5%
- C 6–10%
- D 11–25%
- E 26–50%
- F 51–75%
- G 76–90%
- H Over 90%

*This question refers to the number of computers used for instructional purposes that were manufactured in the last three years. Do not include "new" acquisitions of older-model computers.*

3. Does your school have a Local Area Network (also known as a LAN or a computer network)?

- A Yes → Go to Question 4
- B No → Skip to Question 5

*A "LAN" is a system wherein common computer drives/directories are shared amongst the school staff. It facilitates such activities as internal E-mail, and sharing of peripherals such as printers. It can also provide a common gateway to the Internet.*

4. What is the Local Area Network used for? Fill in one oval on each line.

|                            | Yes                     | No                      |
|----------------------------|-------------------------|-------------------------|
| a. Instructional purposes  | <input type="radio"/> A | <input type="radio"/> B |
| b. Administrative purposes | <input type="radio"/> A | <input type="radio"/> B |

*On line a, you should choose "Yes" if teachers or students use the Local Area Network (LAN) to connect with other computers (either in their classroom or in other classrooms) for instructional purposes or if the LAN is linked to the Internet (and used by teachers or students to plan or conduct instruction or for self-study).*

*On line b, "administrative purposes" means using the LAN for attendance, recordkeeping, etc.*

5. How many of the computers used for instructional purposes are connected to the Internet in each of the following ways? Fill in one oval on each line.

|  | 0%                      | 1-25%                   | 26-50%                  | 51-75%                  | 76-99%                  | 100%                    |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a. High speed Internet connection (for example, cable, ISDN, T1) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F |
| b. Internet connection via standard telephone line               | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F |
| c. No Internet connection  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F |

*For this question, consider only those computers that are used for instructional purposes. Suppose that your school has 30 computers used for instructional purposes; 20 of them (66%) are connected to the Internet through standard telephone lines (slow connections) and 10 of them (33%) are not connected to the Internet at all. None of the machines are connected through specially-installed high speed connections. In this case, you would fill in the oval for "0%" on line a, the oval for "51-75%" on line b, and the oval for "1-25%" on line c.*

6. How many of the computers used for instructional purposes are currently configured to play audio and video from each of the following sources? Fill in one oval on each line.

|   | 0%                      | 1-25%                   | 26-50%                  | 51-75%                  | 76-99%                  | 100%                    |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a. Configured to play audio/video <u>only</u> from CD-ROM or other local device | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F |
| b. Configured to play audio/video from <u>both</u> CD-ROM and the Internet      | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F |
| c. Not configured for audio/video   | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F |

This question assesses how many of the computers used for instructional purposes have multi-media capabilities. The multi-media (“audio/video”) presentations may be playable only from a CD-ROM or other local device, or from both the CD-ROM and the Internet. The percentages should be computed as in the previous question, so that the total across lines a-c adds up to 100% of the computers used for instructional purposes.

7. Does either your school or your district have a written technology plan?

- A Yes → Go to Question 8
- B No → Skip to Question 9
- C Don’t know → Skip to Question 9

In this question, a “written technology plan” refers to a formal, written document that is considered to be a school’s or district’s technology plan. “Technology” refers to all sorts of technology and need not be restricted just to computers. The plan can be part of another document, such as a general five-year plan, but it is probably a stand-alone document.

8. Are the following addressed in the technology plan(s) for either your school or your district? Fill in one oval on each line.

|  | Addressed<br>in plan(s) | Not<br>addressed<br>in plan(s) | Don't<br>know           |
|--|-------------------------|--------------------------------|-------------------------|
| a. Regular upgrades of computer hardware/software at your school             | <input type="radio"/> A | <input type="radio"/> B        | <input type="radio"/> C |
| b. Installing or updating a local area network at your school                | <input type="radio"/> A | <input type="radio"/> B        | <input type="radio"/> C |
| c. Establishing or upgrading Internet connectivity at your school            | <input type="radio"/> A | <input type="radio"/> B        | <input type="radio"/> C |
| d. Basic computer literacy training for teachers                             | <input type="radio"/> A | <input type="radio"/> B        | <input type="radio"/> C |
| e. Professional development for teachers on using technology for instruction | <input type="radio"/> A | <input type="radio"/> B        | <input type="radio"/> C |
| f. Technical support for your school   | <input type="radio"/> A | <input type="radio"/> B        | <input type="radio"/> C |
| g. Evaluating the impact of technology                                       | <input type="radio"/> A | <input type="radio"/> B        | <input type="radio"/> C |

**Regular upgrades of computer hardware/software** refers to the selection and procurement of new hardware/software or improved versions of older hardware/software.

**Installing or updating a local area network** refers to the installation, maintenance, or improvement of the school’s local area network.

**Establishing or upgrading Internet connectivity** refers to the initial linkage of computers at the school to the Internet, or to enhancements to connectivity such as bringing more computers on line or improving the speed of the connections.

**Basic computer literacy training for teachers** refers to plans for upgrading the basic computer literacy of teachers through some combination of formal professional development and informal training.

**Professional development for teachers on using technology for instruction** refers to professional development that is concerned with how to incorporate computers (or other technology) into the teachers' lessons.

**Technical support for your school** refers to the provision of technical support required to service and maintain hardware or to provide assistance with the proper usage of hardware or software.

**Evaluating the impact of technology** refers to structured evaluations of the manner in which technology is being used in the school or district and of how technology is impacting instruction and other aspects of school and district functioning.

9. How much does each of the following limit the use of technology in your school? Fill in one oval on each line.

|   | Not at all | Small extent | Moderate extent | Large extent |
|---|------------|--------------|-----------------|--------------|
| a. Inadequate financial resources                 | (A)        | (B)          | (C)             | (D)          |
| b. Lack of technical personnel                    | (A)        | (B)          | (C)             | (D)          |
| c. Lack of strategic plan                         | (A)        | (B)          | (C)             | (D)          |
| d. Lack of teacher interest or skills             | (A)        | (B)          | (C)             | (D)          |
| e. Inadequate wiring or other facilities problems | (A)        | (B)          | (C)             | (D)          |

*This question assesses the perceived negative impact of several potential barriers to the successful implementation of technology at the school. "Technology" refers to all sorts of technology and need not be restricted just to computers.*

10. In your school, do teachers have access to each of the following for instructional use? Fill in one oval on each line.

|   | Yes                     | No                      |
|---|-------------------------|-------------------------|
| a. Cable television   | <input type="radio"/> A | <input type="radio"/> B |
| b. Closed-circuit television  | <input type="radio"/> A | <input type="radio"/> B |
| c. Videodisc player   | <input type="radio"/> A | <input type="radio"/> B |
| d. Video camera   | <input type="radio"/> A | <input type="radio"/> B |
| e. Video production studio  | <input type="radio"/> A | <input type="radio"/> B |
| f. Satellite TV hook-up   | <input type="radio"/> A | <input type="radio"/> B |
| g. Videoconferencing equipment  | <input type="radio"/> A | <input type="radio"/> B |
| h. Scanner (for images or text)   | <input type="radio"/> A | <input type="radio"/> B |
| i. LCD panel/projector (for projecting images directly from the computer) | <input type="radio"/> A | <input type="radio"/> B |
| j. Laptop computer  | <input type="radio"/> A | <input type="radio"/> B |

*This question surveys the availability for instructional use by teachers of several types of technology hardware. "Instructional use" does NOT require that students be able to use the equipment; for example, videoconferencing equipment that is used for instruction-related professional development is considered to be instructional use.*

11. Who provides technical support in your school? Fill in one oval on each line.

|   | Provides                | Does not provide        |
|---|-------------------------|-------------------------|
| a. A school employee who is assigned to this function full time                                 | <input type="radio"/> A | <input type="radio"/> B |
| b. A school employee who is assigned to this function part time or as an adjunct responsibility | <input type="radio"/> A | <input type="radio"/> B |
| c. A district employee who is responsible for multiple schools                                  | <input type="radio"/> A | <input type="radio"/> B |
| d. An outside contractor/vendor who is called as needed   | <input type="radio"/> A | <input type="radio"/> B |
| e. Teachers, students, or other staff members who provide support informally                    | <input type="radio"/> A | <input type="radio"/> B |

*This question refers to staff resources that are devoted to technical support. If there are several people at a school who help teachers by providing technical support, you should identify all of them.*

*Teachers, students, or other staff members who provide support informally refers to informal support by school staff who are not compensated for this activity.*

12. Does either your school or your district offer the following types of formal training for teachers? Fill in one oval on each line.

- |  | Yes                     | No                      |
|--|-------------------------|-------------------------|
| a. Learning to use new software  | <input type="radio"/> A | <input type="radio"/> B |
| b. Accessing and searching the Internet  | <input type="radio"/> A | <input type="radio"/> B |
| c. Using computers to help students develop analytical, critical-thinking, or problem-solving skills | <input type="radio"/> A | <input type="radio"/> B |

*In this question, you should not include a seminar put on by staff for other staff unless the staff person was compensated for this or unless it was part of this person's job responsibilities. You should include training by outside vendors if training costs for participants are reimbursed by the school or district.*

13. Are the following types of support for computer training available for teachers in your school? Fill in one oval on each line.

- |  | Yes                     | No                      |
|--|-------------------------|-------------------------|
| a. Release time from classes or other responsibilities             | <input type="radio"/> A | <input type="radio"/> B |
| b. Travel expenses   | <input type="radio"/> A | <input type="radio"/> B |
| c. Stipends for participation in training                          | <input type="radio"/> A | <input type="radio"/> B |
| d. Tuition and class fees for classes not taken for college credit | <input type="radio"/> A | <input type="radio"/> B |

*With regard to stipends and tuition, you should include partial reimbursement as well as full reimbursement.*

### Part III: Professional Development – General

The questions in this part of the survey concern professional development activities for teachers and should be completed by the principal or the head of the school.

Throughout this survey, **language arts** refers to reading, writing, and literature.

1. In the last two years, has your school developed or revised a written plan for professional development?

A Yes → Go to Question 2

B No → Skip to Question 3

*Self-explanatory.*

2. To what extent did each of the following influence the development of the plan? Fill in one oval on each line.

|   | Not at all | Small extent | Moderate extent | Large extent |
|---|------------|--------------|-----------------|--------------|
| a. Analysis of student achievement data   | A          | B            | C               | D            |
| b. Assessment of individual teacher needs | A          | B            | C               | D            |
| c. Assessment of school needs             | A          | B            | C               | D            |
| d. School improvement plan                | A          | B            | C               | D            |
| e. State or district standards            | A          | B            | C               | D            |
| f. Input from parents                     | A          | B            | C               | D            |

*This question refers to factors that may have guided the process of designing the professional development plan.*

**Analysis of student achievement data:** Refers to interpreting test results or other indicators of academic achievement in order to determine areas of strengths and weaknesses in the students.

**Assessment of individual teacher needs:** Refers to assessment of individual teachers' professional concerns relevant to teaching.

**Assessment of school needs:** Refers to issues affecting the entire school such as increased influx of ESL students, high population of students with disabilities, and graduation rates.

**School improvement plan:** Refers to a formal, written plan for school improvement; the professional development plan may be a part of the school improvement plan.

**State or district standards:** Refers to descriptions of what should be taught and what students should learn and know according to subject matter and grade level.

**Input from parents:** Self-explanatory.

3. In your school, are any of the following resources available to teachers? Fill in one oval on each line.

|   | Yes | No |
|---|-----|----|
| a. Professional journals/periodicals related to education   | A   | B  |
| b. Mentor or master teacher assigned to help <u>new teachers</u> with lesson plans, teaching strategies, classroom organization, etc.                                     | A   | B  |
| c. Mentor or master teacher assigned to help <u>experienced teachers</u> who are having difficulties with lesson plans, teaching strategies, classroom organization, etc. | A   | B  |
| d. Teacher resource center in the school building   | A   | B  |
| e. Internet access  | A   | B  |
| f. Reading and/or language arts specialist  | A   | B  |

*For this question, the resources must be available to all teachers who work in the school, even if they are not necessarily used by all teachers in the school. The resources may be either physically in the school or provided/sponsored by the school or district for teachers to use for professional development purposes.*

**Professional journals/periodicals related to education:** Refers to journals with articles based on educational research or theory, or focusing on educational policy. This could include such publications as Ed Week, as well as more research-oriented journals.

**Mentor or master teacher assigned to help new teachers with lesson plans, teaching strategies, classroom organization, etc.:** Refers to experienced teachers who have been identified by the school as responsible for working with or helping teachers. They usually receive a higher salary and/or release time from other teaching responsibilities in order to serve in this role. This is a formal arrangement in which someone in the school administration assigns the mentor/master teacher to work with a particular teacher.

**Mentor or master teacher assigned to help experienced teachers with lesson plans, teaching strategies, classroom organization, etc.:** Refers to experienced teachers who have been identified by the school as responsible for working with or helping teachers. They usually receive a higher salary and/or release time from other teaching responsibilities in order to serve in this role. This is a formal arrangement in which someone in the school administration assigns the mentor/master teacher to work with a particular teacher.

**Internet access:** Refers to teachers' ability to access the Internet or the World Wide Web in your school. Internet access may be in the teachers' classrooms or outside of the classrooms in places such as the school office, school library, or teachers' lounge.

**Teacher resource center in the school building:** Refers to a place where teachers can access resources to help them teach; resources can include physical supplies as well as assistance or training.

**Reading and/or language arts specialist:** Refers to a specially-trained teacher, often with an advanced degree in reading/language arts, whose primary job is to assist teachers with reading/language arts instruction. This individual could be a district employee assigned to multiple schools in your district.

4. Are the following types of support available for teachers who participate in professional development activities not organized by your school or district? Fill in one oval on each line.

|  | Yes | No |
|--|-----|----|
| a. Release time from classes or other responsibilities                       | A   | B  |
| b. Travel expenses   | A   | B  |
| c. Stipends for participation  | A   | B  |
| d. Tuition and/or class fees for classes taken for college credit            | A   | B  |
| e. Tuition and/or class fees for classes <u>not</u> taken for college credit | A   | B  |

*With regard to stipends and tuition, you should include partial reimbursement as well as full reimbursement.*

## Part III: Accountability – General and Language Arts

The questions in this part of the survey concern state language arts content standards and school accountability and should be completed by the principal or the head of the school.

Throughout this survey, **language arts** refers to reading, writing, and literature.

### Section A: State Language Arts Content Standards

1. Does your state have state language arts content standards? (Content standards are formal statements of what students should know and be able to do; they may also be referred to as student expectations or core objectives.)

- A** Yes → *Go to Question 2*  
**B** No → *Skip to Section B (Question 5)*  
**C** Don't know → *Skip to Section B (Question 5)*

*Self-explanatory.*

2. To what extent does your school or district use state language arts content standards for the following purposes? Fill in one oval on each line.

|   | Not at all | Small extent | Moderate extent | Large extent |
|---|------------|--------------|-----------------|--------------|
| a. To guide curriculum  | <b>A</b>   | <b>B</b>     | <b>C</b>        | <b>D</b>     |
| b. To evaluate our instructional materials  | <b>A</b>   | <b>B</b>     | <b>C</b>        | <b>D</b>     |
| c. As a basis for determining professional development needs  | <b>A</b>   | <b>B</b>     | <b>C</b>        | <b>D</b>     |
| d. As a basis for developing or adjusting local (district or school) standards                        | <b>A</b>   | <b>B</b>     | <b>C</b>        | <b>D</b>     |
| e. As a basis for developing or revising local (district, school, or classroom) tests and assessments | <b>A</b>   | <b>B</b>     | <b>C</b>        | <b>D</b>     |
| f. To evaluate teachers' instruction  | <b>A</b>   | <b>B</b>     | <b>C</b>        | <b>D</b>     |

*This question refers to the ways in which your school or district may use state language arts content standards. "State language arts content standards" refer to formal statements developed (or approved) by the state department of education that address what students at a given grade level should know and be able to do in language arts.*

**To guide curriculum:** Refers to the extent to which the state language arts content standards are used when decisions are made about what language arts information and skills will be taught to students at your school in a given grade level. Curriculum may be developed by either school or district personnel.

**To evaluate our instructional materials:** Refers to the extent to which school or district personnel consider the state language arts content standards when determining the appropriateness and effectiveness of instructional materials. This is likely to occur when choosing materials to purchase, but is not limited to these situations. "Instructional materials" include things such as textbooks, writing prompts, workbooks, and worksheets.

**As a basis for determining professional development needs:** Refers to the extent to which school or district personnel consider the state language arts content standards when determining areas in which professional development is needed. "Professional development" refers to activities (such as training, workshops, and discussion/study groups) and resources (such as written materials on standards) that help teachers learn things relevant to their job. Thus, in determining professional development needs, a school may decide it needs more or better professional development activities and resources related to the understanding and use of state standards.

**As a basis for developing or adjusting local (district or school) standards:** Refers to the extent to which the district or school uses the state standards as a foundation for creating or adjusting local standards. "Local standards" are formal statements, developed (or approved) by the district or school, of what students should know and be able to do.

**As a basis for developing or revising local (district, school, or classroom) tests and assessments:** Refers to the extent to which state language arts content standards are reflected in the development or revision of local tests and assessments. "Tests and assessments" include things such as quizzes, performance assessments, and portfolios.

**To evaluate teachers' instruction:** Refers to the extent to which the principal makes determinations on whether teachers are teaching the information and skills that the state language arts content standards specify should be taught. This evaluation may occur in the context a formal personnel evaluation, or in a less formal manner.

3. Which of the statements below best describes the alignment between your school's curriculum and the state language arts content standards?

- A Curriculum is closely aligned to state content standards.**
- B Curriculum is moderately aligned to state content standards.**
- C Curriculum is loosely aligned to state content standards.**
- D Curriculum is not aligned to state content standards.**

*This question refers to the degree to which your school's curriculum matches or reflects the state language arts content standards. Alignment could be the result of deliberate effort or could occur naturally.*

4. Please indicate the extent to which you **AGREE** or **DISAGREE** with the following statements about the state language arts content standards. Fill in one oval on each line.

|   | Strongly<br>agree | Agree    | Disagree | Strongly<br>disagree |
|---|-------------------|----------|----------|----------------------|
| a. The state standards address the content that my teachers think is important.   | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| b. The state standards are clear and specific enough to be useful in guiding curriculum and instruction.                | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| c. The state standards limit my teachers' ability to tailor instruction to students' individual learning needs.         | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| d. My teachers are provided with adequate instructional materials to implement the state standards in their classrooms. | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| e. My teachers receive adequate training in the use of state standards.   | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| f. The state standards support good teaching.   | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |

*The statements in this question concern **your** attitudes and perceptions about the state language arts content standards.*

***The state standards address the content that my teachers think is important:** Refers to the perception that the state language arts content standards are consistent with what your teachers think is important for students to know and be able to do in language arts.*

***The state standards are clear and specific enough to be useful in guiding curriculum and instruction:*** Refers to the perception that the state language arts content standards are sufficiently understandable and detailed to be useful for guiding curriculum and instruction. “Guiding curriculum and instruction” means providing direction to teachers as they decide what they will teach how they will teach it.

***The state standards limit my teachers’ ability to tailor instruction to students’ individual learning needs:*** Refers to the perception that the state language arts content standards constrain or hinder teachers’ ability to deliver instruction that is responsive to students’ individual learning needs. “Individual learning needs” include things such as a need for remedial instruction or a need to be taught in a particular manner that is consistent with the student’s learning style.

***My teachers are provided with adequate instructional materials to implement the state standards in their classrooms:*** Refers to the perception that teachers at the school are provided with the classroom materials that they need to incorporate the state language arts content standards into teaching. “Instructional materials” may include things such as textbooks that are aligned to the state language arts content standards. These materials may be provided by the state, district, or school.

***My teachers receive adequate training in the use of state standards:*** Refers to the perception that teachers receive the training that they need in order to implement the state language arts content standards in their curriculum and instruction. Training may come in various forms, such as workshops or written/electronic materials; it may be provided by the district, state, or an intermediary such as a technical assistance program or a consultant.

***The state standards support good teaching:*** Refers to the perception that the content standards help teachers to teach in effective ways.

## Section B: School Accountability

5. To what extent have the following factors influenced the expectations for student learning at this school? Fill in one oval on each line.

|   | Not at all | Small extent | Moderate extent | Large extent |
|---|------------|--------------|-----------------|--------------|
| a. State standards                                | A          | B            | C               | D            |
| b. Other standards enforced by your district      | A          | B            | C               | D            |
| c. Discussions among staff members at this school | A          | B            | C               | D            |

*“Expectations for student learning” may be formal or informal. Formal expectations would include things such as local or state content or performance standards or written goals set by the school.*

6. Please indicate the extent to which you AGREE or DISAGREE with the following statements. Fill in one oval on each line.

|  | Strongly agree | Agree | Disagree | Strongly disagree |
|--|----------------|-------|----------|-------------------|
| a. Teachers have a shared understanding of the expectations for student learning at this school.   | A              | B     | C        | D                 |
| b. Students are well aware of the expectations for learning at this school.  | A              | B     | C        | D                 |
| c. Parents are made aware of the expectations for student learning at this school.   | A              | B     | C        | D                 |
| d. Staff members at this school have frequent discussions about <u>how to use</u> expectations for student learning to guide instruction and assessment. | A              | B     | C        | D                 |
| e. Staff members at this school routinely analyze student assessment data.   | A              | B     | C        | D                 |

*“Expectations for student learning” may be formal or informal. Formal expectations could include things such as local or state content or performance standards or written goals set by the school.*

## Part III: Accountability – General and Language Arts

The questions in this part of the survey concern the state language arts assessment and the state accountability system and should be completed by the principal or the head of the school.

Throughout this survey, **language arts** refers to reading, writing, and literature.

### Section A: State Language Arts Assessment

1. Do students in your school take a state language arts assessment?

**A** Yes → Go to Question 2

**B** No → Skip to Section B (Question 5)

*Self-explanatory.*

2. To what extent does your school or district use the results from the state language arts assessment for the following purposes? Fill in one oval on each line.

|  | Not at all | Small extent | Moderate extent | Large extent |
|--|------------|--------------|-----------------|--------------|
| a. To assign students to classrooms                                | <b>A</b>   | <b>B</b>     | <b>C</b>        | <b>D</b>     |
| b. To inform parents of their child's performance                  | <b>A</b>   | <b>B</b>     | <b>C</b>        | <b>D</b>     |
| c. To evaluate teachers' performance                               | <b>A</b>   | <b>B</b>     | <b>C</b>        | <b>D</b>     |
| d. To make decisions about how to focus curriculum and instruction | <b>A</b>   | <b>B</b>     | <b>C</b>        | <b>D</b>     |
| e. To plan professional development activities                     | <b>A</b>   | <b>B</b>     | <b>C</b>        | <b>D</b>     |
| f. To make student promotion decisions                             | <b>A</b>   | <b>B</b>     | <b>C</b>        | <b>D</b>     |

*This question concerns the ways in which data from the state language arts assessment are used at the school. "Use the results" refers to consideration of student performance on the state assessment for the purposes listed in the question.*

*To assign students to classrooms: Refers to the use of students' scores on the state language arts assessment to place students into the appropriate classes.*

*To inform parents of their child's performance: Refers to the reporting of students' scores on the state language arts assessment to parents.*

**To evaluate teachers' performance:** Refers to the use of students' scores on the state language arts assessment as an indicator of how well teachers are doing their jobs. This evaluation may occur in the context of a formal personnel evaluation, or in a less formal context.

**To make decisions about how to focus curriculum and instruction:** Refers to the use of aggregate data on student performance on the state language arts assessment when decisions are made about the content of what students are taught at the school, and how they are taught this content.

**To plan professional development activities:** Refers to the use of aggregate data on student performance on the state language arts assessment when deciding what professional development activities will be made available to teachers at this school. "Professional development" refers to activities (such as training, workshops, and discussion/study groups) that help teachers learn things relevant to their job. These activities may take place at the school site, or may be located off-site but sponsored by the school (that is, the school may send teachers to a conference or workshop).

**To make student promotion decisions:** Refers to the use of students' scores on the state language arts assessment to decide in which grade the student should be assigned for the following school year (that is, retain in the same grade for another year, pass on to the next grade, skip a grade).

3. Which of the statements below best describes the alignment between the state language arts assessment and your school's curriculum?
- A** The state assessment is closely aligned to our curriculum.
  - B** The state assessment is moderately aligned to our curriculum.
  - C** The state assessment is loosely aligned to our curriculum.
  - D** The state assessment is not aligned to our curriculum.

*This question refers to the degree to which the state language arts assessment matches or reflects your school's curriculum. Alignment could be the result of deliberate effort or could occur naturally.*

4. Please indicate the extent to which you **AGREE** or **DISAGREE** with the following statements about the state language arts assessment. Fill in one oval on each line.

|  | Strongly<br>agree | Agree    | Disagree | Strongly<br>disagree |
|--|-------------------|----------|----------|----------------------|
| a. The state assessment is a good measure of students' language arts knowledge and skill.                            | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| b. The time students spend preparing for and taking the state assessment uses too much classroom instructional time. | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| c. The school staff receives adequate training on how to use state assessment results for decision-making.           | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| d. The state assessment has had a positive impact on student learning at this school.                                | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |

*Self-explanatory.*

### **Section B: State Accountability System**

The questions in this section ask about the influence of a state accountability system on your school. Please answer about the whole accountability system, whether or not it is tied (exclusively or at all) to language arts.

5. Does your state have an accountability system? (State accountability systems require the reporting of information about school or district performance. Such information may take the form of report cards on schools or districts, ratings of individual schools or districts, etc. State accountability systems may also include rewards, technical assistance, and sanctions for performance.)

**A** Yes, my state has an accountability system that monitors performance in at least one subject. → *Go to Question 6*

**B** No, my state has no accountability system for any subject. → *Stop here*  
*Thank you for your time.*

*Self-explanatory.*

6. In response to your state accountability system, has your school made any of the following changes? Fill in one oval on each line.

|  | Yes      | No       |
|--|----------|----------|
| a. <b>Developed or modified interventions for low-performing students (such as special instructional programs, extended-time programs, additional staff assigned to provide instruction)</b> | <b>A</b> | <b>B</b> |
| b. <b>Modified the school's assessment strategies</b>  | <b>A</b> | <b>B</b> |
| c. <b>Modified the school curriculum</b>   | <b>A</b> | <b>B</b> |
| d. <b>Provided additional professional development related to standards or assessments</b>   | <b>A</b> | <b>B</b> |

*This question is concerned with whether the introduction of the state accountability system has resulted in any changes at the school. The changes could have been initiated by any component of the state accountability system (content standards, performance standards, performance indicators, consequences). The changes may have been initiated by the school, or mandated by the state or district. If the changes were made for some other reason, please mark "no."*

**Developed or modified interventions for low-performing students (such as special instructional programs, extended-time programs, additional staff assigned to provide instruction):** *Self-explanatory.*

**Modified the school's assessment strategies:** *Refers to changes in school practices associated with assessment as a result of the state accountability system. "Assessment strategies" refers to things such as the frequency in which students are assessed, the types of assessments that are used (such as multiple-choice or performance-based tests), or efforts to help students learn test-taking skills.*

**Modified the school curriculum:** *Refers to changes in what is taught to students as a result of the state accountability system. Changes may include things such as introducing new content, or allocating more instructional time to coverage of a particular subject or concept.*

**Provided additional professional development related to standards or assessments:** *Refers to additional opportunities for school staff members to learn about standards and assessments. This may include familiarizing teachers with standards and assessments, as well as training to help teachers more effectively use standards and assessments in their classrooms.*

7. Please indicate the extent to which you **AGREE** or **DISAGREE** with the following statements about your state accountability system. Fill in one oval on each line.

|   | Strongly<br>agree | Agree    | Disagree | Strongly<br>disagree |
|---|-------------------|----------|----------|----------------------|
| a. The state accountability system is a good way to motivate principals and teachers.   | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| b. The state accountability system excessively limits our decision-making ability at the local (school or district) level.                              | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| c. The requirements of the state accountability system are clear.   | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| d. My school has the resources it needs to meet the requirements of the state accountability system.  | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| e. My school is under great pressure (such as from the State Department, School Board, parents) to improve student performance on the state assessment. | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| f. My school has received additional resources as a result of our students' performance on the state assessment.  | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| g. Overall, the state accountability system has had a positive impact on my school.   | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |

*The statements in this question concern your attitudes and perceptions about the state accountability system and its effects on the school environment.*

***The state accountability system is a good way to motivate principals and teachers:*** Refers to the perception that the state accountability system is an effective tool for encouraging principals and teachers to invest more effort in raising student performance.

***The state accountability system excessively limits our decision-making ability at the local (school or district) level:*** Refers to the perception that the state accountability system has resulted in less decision-making power or autonomy for the district or the school, and more decision-making power for the state. This includes decisions associated with a variety of things such as hiring, curriculum, and allocation of resources.

***The requirements of the state accountability system are clear:*** Refers to the perception that the state accountability system, and how the system operates, is easily understood. “Requirements” refer to actions that the school must take and/or goals that the school is expected to achieve.

***My school has the resources it needs to meet the requirements of the state accountability system:*** Refers to the perception that the school has the resources necessary to make improvements to programs (or maintain strong programs) and meet the requirements of the state accountability system. “Requirements” refer to actions that the school must take and/or goals that the school is expected to achieve. “Resources” include things such as an adequate number of teachers, well-trained teachers, adequate textbooks, and adequate physical facilities.

***My school is under great pressure (such as from the State Department, School Board, parents) to improve student performance on the state assessment:*** Refers to the perception that groups outside the school are putting pressure on the school to raise students’ test scores (or maintain high scores) on the state assessment. “Pressure” may be accompanied with threats of sanctions, such as dismissal of the principal, or be less overt.

***My school has received additional resources as a result of our students’ performance on the state assessment:*** Refers to resources, such as instructional materials, teachers or specialists, equipment, or money, that were received as a result of performance on the state assessment. These resources are not limited to “rewards” for satisfactory test performance and can include resources designed to aid low-performing schools.

***Overall, the state accountability system has had a positive impact on my school:*** Refers to the perception that the state accountability system has generally benefited the school.

### Part III: Professional Development – General and Language Arts

The questions in this part of the survey concern professional development activities for teachers and should be completed by the principal or the head of the school.

Throughout this survey, **language arts** refers to reading, writing, and literature.

1. **During the current school year, how many days are allocated for professional development activities? Please report in full-day equivalents. Include days before the start of classes in the fall, after the end of classes in the spring, and during the instructional year. Do not include scheduled planning time or parent conference days in your answer.**

*For this question, 8 hours of professional development equals one full-day equivalent. Please refer to the survey for a full explanation of what qualifies as a professional development activity.*

2. **During the current school year, how many of these professional development days have focused on language arts?**

*Refers to the number of full-day equivalents (from the number of professional development days reported in Question 1) that focused on language arts.*

3. Please indicate the extent to which you **AGREE** or **DISAGREE** with the following statements about professional development activities offered to teachers in your school. Fill in one oval on each line.

|  | Strongly<br>agree | Agree    | Disagree | Strongly<br>disagree |
|--|-------------------|----------|----------|----------------------|
|  | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| a. Professional development activities are planned based on student needs.                                     | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| b. Professional development activities are evaluated systematically for effect on teacher classroom practices. | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| c. Professional development activities are usually part of teachers' monthly routine.                          | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |

*Self-explanatory.*

4. During the last two years, to what extent did the professional development activities offered to teachers in your school include the following elements? Fill in one oval on each line.

|   | Not<br>at all | Small<br>extent | Moderate<br>extent | Large<br>extent |
|---|---------------|-----------------|--------------------|-----------------|
|   | <b>A</b>      | <b>B</b>        | <b>C</b>           | <b>D</b>        |
| a. Active teacher participation   | <b>A</b>      | <b>B</b>        | <b>C</b>           | <b>D</b>        |
| b. Opportunities to practice teaching strategies and receive feedback         | <b>A</b>      | <b>B</b>        | <b>C</b>           | <b>D</b>        |
| c. On-going follow-up activities to help teachers implement what they learned | <b>A</b>      | <b>B</b>        | <b>C</b>           | <b>D</b>        |
| d. Opportunities for developing materials for classroom use                   | <b>A</b>      | <b>B</b>        | <b>C</b>           | <b>D</b>        |
| e. Opportunities for teachers to work collaboratively                         | <b>A</b>      | <b>B</b>        | <b>C</b>           | <b>D</b>        |

*Self-explanatory.*

5. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Fill in one oval on each line.

|   | Not at all | Small extent | Moderate extent | Large extent |
|---|------------|--------------|-----------------|--------------|
| a. Use of language arts across the curriculum           | A          | B            | C               | D            |
| b. Interpreting and analyzing literature                | A          | B            | C               | D            |
| c. Understanding the process of reading or writing      | A          | B            | C               | D            |
| d. Instructional strategies for teaching language arts  | A          | B            | C               | D            |
| e. Classroom management to enable effective instruction | A          | B            | C               | D            |
| f. Ways to use assessment data                          | A          | B            | C               | D            |
| g. Ways to link instruction to standards                | A          | B            | C               | D            |

*Use of language arts across the curriculum: Refers to the use of reading and writing skills in other subject areas.*

*Interpreting and analyzing literature: Self-explanatory.*

*Understanding the process of reading or writing: Refers to knowledge of the cognitive processes involved when students are engaged in language arts activities.*

*Instructional strategies for teaching language arts: Self-explanatory.*

*Classroom management to enable effective instruction: Refers to management of the classroom in a way that minimizes behavior problems and maximizes the opportunities for learning.*

*Ways to use assessment data: Refers to the use of any type of data that provide the teacher with individual or group student-performance indicators. This can include teacher-made tests or standardized tests. The professional development program should help teachers interpret the data and use it for planning instruction, helping students, etc.*

*Ways to link instruction to standards: Refers to the use of state or local standards for guidance in planning curricular units or individual lessons.*

### Part III: Professional Development – General and Language Arts

The questions in this part of the survey concern professional development activities for teachers and should be completed by the principal or the head of the school.

Throughout this survey, **language arts** refers to reading, writing, and literature.

1. **During the current school year, how many days are allocated for professional development activities? Please report in full-day equivalents. Include days before the start of classes in the fall, after the end of classes in the spring, and during the instructional year. Do not include scheduled planning time or parent conference days in your answer.**

*For this question, 8 hours of professional development equals one full-day equivalent. Please refer to the survey for a full explanation of what qualifies as a professional development activity.*

2. **Please indicate the extent to which you AGREE or DISAGREE with the following statements about professional development activities offered to teachers in your school. Fill in one oval on each line.**

|  | Strongly agree | Agree | Disagree | Strongly disagree |
|--|----------------|-------|----------|-------------------|
|  | A              | B     | C        | D                 |
| a. Professional development activities are planned based on student needs.                                     |                |       |          |                   |
| b. Professional development activities are evaluated systematically for effect on teacher classroom practices. |                |       |          |                   |
| c. Professional development activities are usually part of teachers' monthly routine.                          |                |       |          |                   |

*Self-explanatory.*

3. During the last two years, to what extent did the professional development activities offered to teachers in your school include the following elements? Fill in one oval on each line.

|   | Not at all | Small extent | Moderate extent | Large extent |
|---|------------|--------------|-----------------|--------------|
| a. Active teacher participation   | A          | B            | C               | D            |
| b. Opportunities to practice teaching strategies and receive feedback         | A          | B            | C               | D            |
| c. On-going follow-up activities to help teachers implement what they learned | A          | B            | C               | D            |
| d. Opportunities for developing materials for classroom use                   | A          | B            | C               | D            |
| e. Opportunities for teachers to work collaboratively                         | A          | B            | C               | D            |

*Self-explanatory.*

4. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Fill in one oval on each line.

|   | Not<br>at all | Small<br>extent | Moderate<br>extent | Large<br>extent |
|---|---------------|-----------------|--------------------|-----------------|
| a. Interpreting and analyzing literature                | A             | B               | C                  | D               |
| b. Understanding the process of reading or writing      | A             | B               | C                  | D               |
| c. Instructional strategies for teaching language arts  | A             | B               | C                  | D               |
| d. Classroom management to enable effective instruction | A             | B               | C                  | D               |
| e. Ways to use assessment data                          | A             | B               | C                  | D               |
| f. Ways to link instruction to standards                | A             | B               | C                  | D               |

*Interpreting and analyzing literature: Self-explanatory.*

*Understanding the process of reading or writing: Refers to knowledge of the cognitive processes involved when students are engaged in language arts activities.*

*Instructional strategies for teaching language arts: Self-explanatory.*

*Classroom management to enable effective instruction: Refers to management of the classroom in a way that minimizes behavior problems and maximizes the opportunities for learning.*

*Ways to use assessment data: Refers to the use of any type of data that provide the teacher with individual or group student-performance indicators. This can include teacher-made tests or standardized tests. The professional development program should help teachers interpret the data and use it for planning instruction, helping students, etc.*

*Ways to link instruction to standards: Refers to the use of state or local standards for guidance in planning curricular units or individual lessons.*

## Part III: Accountability – General and Language Arts

The questions in this part of the survey concern the state language arts assessment and the state accountability system and should be completed by the principal or the head of the school.

Throughout this survey, **language arts** refers to reading, writing, and literature.

### Section A: State Language Arts Assessment

1. Do students in your school take a state language arts assessment?

**A** Yes → Go to Question 2

**B** No → Skip to Section B (Question 5)

*Self-explanatory.*

2. To what extent does your school or district use the results from the state language arts assessment for the following purposes? Fill in one oval on each line.

|  | Not at all | Small extent | Moderate extent | Large extent |
|--|------------|--------------|-----------------|--------------|
| a. To assign students to classrooms                                | <b>A</b>   | <b>B</b>     | <b>C</b>        | <b>D</b>     |
| b. To inform parents of their child's performance                  | <b>A</b>   | <b>B</b>     | <b>C</b>        | <b>D</b>     |
| c. To evaluate teachers' performance                               | <b>A</b>   | <b>B</b>     | <b>C</b>        | <b>D</b>     |
| d. To make decisions about how to focus curriculum and instruction | <b>A</b>   | <b>B</b>     | <b>C</b>        | <b>D</b>     |
| e. To plan professional development activities                     | <b>A</b>   | <b>B</b>     | <b>C</b>        | <b>D</b>     |
| f. To make student promotion or graduation decisions               | <b>A</b>   | <b>B</b>     | <b>C</b>        | <b>D</b>     |

*This question concerns the ways in which data from the state language arts assessment are used at the school. "Use the results" refers to consideration of student performance on the state assessment for the purposes listed in the question.*

*To assign students to classrooms: Refers to the use of students' scores on the state language arts assessment to place students in the appropriate classes.*

***To inform parents of their child’s performance:*** Refers to the reporting of students’ scores on the state language arts assessment to parents.

***To evaluate teachers’ performance:*** Refers to the use of students’ scores on the state language arts assessment as an indicator of how well teachers are doing their jobs. This evaluation may occur in the context of a formal personnel evaluation, or in a less formal context.

***To make decisions about how to focus curriculum and instruction:*** Refers to the use of aggregate data on student performance on the state language arts assessment when decisions are made about the content of what students are taught at the school, and how they are taught this content.

***To plan professional development activities:*** Refers to the use of aggregate data on student performance on the state language arts assessment when deciding what professional development activities will be made available to teachers at this school. “Professional development” refers to activities (such as training, workshops, and discussion/study groups) that help teachers learn things relevant to their job. These activities may take place at the school site, or may be located off-site but sponsored by the school (that is, the school may send teachers to a conference or workshop).

***To make student promotion or graduation decisions:*** Refers to the use of students’ scores on the state language arts assessment to decide in which grade the student should be assigned for the following school year or to decide whether a student will graduate from high school.

3. Which of the statements below best describes the alignment between the state language arts assessment and your school’s curriculum?
- A** The state assessment is closely aligned to our curriculum.
  - B** The state assessment is moderately aligned to our curriculum.
  - C** The state assessment is loosely aligned to our curriculum.
  - D** The state assessment is not aligned to our curriculum.

*This question refers to the degree to which the state language arts assessment matches or reflects your school’s curriculum. Alignment could be the result of deliberate effort or could occur naturally.*

4. Please indicate the extent to which you **AGREE** or **DISAGREE** with the following statements about the state language arts assessment. Fill in one oval on each line.

|  | Strongly<br>agree | Agree    | Disagree | Strongly<br>disagree |
|--|-------------------|----------|----------|----------------------|
| a. The state assessment is a good measure of students' language arts knowledge and skill.                            | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| b. The time students spend preparing for and taking the state assessment uses too much classroom instructional time. | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| c. The school staff receives adequate training on how to use state assessment results for decision-making.           | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| d. The state assessment has had a positive impact on student learning at this school.                                | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |

*Self-explanatory.*

### **Section B: State Accountability System**

The questions in this section ask about the influence of a state accountability system on your school. Please answer about the whole accountability system, whether or not it is tied (exclusively or at all) to language arts.

5. Does your state have an accountability system? (State accountability systems require the reporting of information about school or district performance. Such information may take the form of report cards on schools or districts, ratings of individual schools or districts, etc. State accountability systems may also include rewards, technical assistance, and sanctions for performance.)

**A** Yes, my state has an accountability system that monitors performance in at least one subject. → *Go to Question 6*

**B** No, my state has no accountability system for any subject. → *Stop here*  
*Thank you for your time.*

*Self-explanatory.*

6. In response to your state accountability system, has your school made any of the following changes? Fill in one oval on each line.

|   | Yes | No |
|---|-----|----|
| a. Developed or modified interventions for low-performing students (such as special instructional programs, extended-time programs, additional staff assigned to provide instruction) | A   | B  |
| b. Modified the school's assessment strategies  | A   | B  |
| c. Modified the school curriculum   | A   | B  |
| d. Provided additional professional development related to standards or assessments   | A   | B  |

*This question is concerned with whether the introduction of the state accountability system has resulted in any changes at the school. The changes could have been initiated by any component of the state accountability system (content standards, performance standards, performance indicators, consequences). The changes may have been initiated by the school, or mandated by the state or district. If the changes were made for some other reason, please mark "no."*

***Developed or modified interventions for low-performing students (such as special instructional programs, extended-time programs, additional staff assigned to provide instruction):*** Self-explanatory.

***Modified the school's assessment strategies:*** Refers to changes in school practices associated with assessment as a result of the state accountability system. "Assessment strategies" refers to things such as the frequency in which students are assessed, the types of assessments that are used (such as multiple-choice or performance-based tests), or efforts to help students learn test-taking skills.

***Modified the school curriculum:*** Refers to changes in what is taught to students as a result of the state accountability system. Changes may include things such as introducing new content, or allocating more instructional time to coverage of a particular subject or concept.

***Provided additional professional development related to standards or assessments:*** Refers to additional opportunities for school staff members to learn about standards and assessments. This may include familiarizing teachers with standards and assessments, as well as training to help teachers more effectively use standards and assessments in their classrooms.

7. Please indicate the extent to which you **AGREE** or **DISAGREE** with the following statements about your state accountability system. Fill in one oval on each line.

|   | Strongly<br>agree | Agree    | Disagree | Strongly<br>disagree |
|---|-------------------|----------|----------|----------------------|
| a. The state accountability system is a good way to motivate principals and teachers.   | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| b. The state accountability system excessively limits our decision-making ability at the local (school or district) level.                              | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| c. The requirements of the state accountability system are clear.   | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| d. My school has the resources it needs to meet the requirements of the state accountability system.  | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| e. My school is under great pressure (such as from the State Department, School Board, parents) to improve student performance on the state assessment. | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| f. My school has received additional resources as a result of our students' performance on the state assessment.  | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |
| g. Overall, the state accountability system has had a positive impact on my school.   | <b>A</b>          | <b>B</b> | <b>C</b> | <b>D</b>             |

*The statements in this question concern your attitudes and perceptions about the state accountability system and its effects on the school environment.*

***The state accountability system is a good way to motivate principals and teachers:** Refers to the perception that the state accountability system is an effective tool for encouraging principals and teachers to invest more effort in raising student performance.*

***The state accountability system excessively limits our decision-making ability at the local (school or district) level:** Refers to the perception that the state accountability system has resulted in less decision-making power or autonomy for the district or the school, and more decision-making power for the state. This includes decisions associated with a variety of things such as hiring, curriculum, and allocation of resources.*

***The requirements of the state accountability system are clear:*** Refers to the perception that the state accountability system, and how the system operates, is easily understood. “Requirements” refer to actions that the school must take and/or goals that the school is expected to achieve.

***My school has the resources it needs to meet the requirements of the state accountability system:*** Refers to the perception that the school has the resources necessary to make improvements to programs (or maintain strong programs) and meet the requirements of the state accountability system. “Requirements” refer to actions that the school must take and/or goals that the school is expected to achieve. “Resources” include things such as an adequate number of teachers, well-trained teachers, adequate textbooks, and adequate physical facilities.

***My school is under great pressure (such as from the State Department, School Board, parents) to improve student performance on the state assessment:*** Refers to the perception that groups outside the school are putting pressure on the school to raise students’ test scores (or maintain high scores) on the state assessment. “Pressure” may be accompanied with threats of sanctions, such as dismissal of the principal, or be less overt.

***My school has received additional resources as a result of our students’ performance on the state assessment:*** Refers to resources, such as instructional materials, teachers or specialists, equipment, or money, that were received as a result of performance on the state assessment. These resources are not limited to “rewards” for satisfactory test performance and can include resources designed to aid low-performing schools.

***Overall, the state accountability system has had a positive impact on my school:*** Refers to the perception that the state accountability system has generally benefited the school.

## G. TRAVEL GUIDE

### G.1 Introduction

The purpose of this appendix to your manual is to set forth procedures and policies to guide Westat fieldworkers when they are on travel status. Being on travel status requires **spending one or more nights away from home**. All personnel required to travel have an obligation to ensure that the arrangements made are as efficient and as economical as possible. Our travel practices must reflect both the highest professional standards and our obligation to stay within our contract budget.

### G.2 Approval of Travel Arrangements

All travel arrangements must be approved by your field manager, whether it involves a one-night stay at a nearby town or a longer trip. If for any reason, an approved trip needs to be changed (i.e., shortened or extended), advance approval must be obtained. Advance planning will ensure that your needs and the needs of the project are both considered. Expenses incurred will not be reimbursed if travel was not approved by your field manager.

### G.3 Using the Westat Travel Agency to Make Reservations

We have made arrangements with the Westat Travel Office to handle your travel reservations. It is expected that you and your field manager will do the advance planning for each of your trips, but that the Travel Office will make and pay for **all** airline reservations and rental car reservations. The Travel Office can also make motel arrangements, although you may make your own if you are familiar with motels at your destination. Whether you make your own motel reservations or request that Westat make them, you should request a government rate. If rooms are not booked through Westat, a personal credit card should be used to guarantee late arrival. The Travel Office will use their Diner's Club account number to guarantee late arrival from rooms they book. However, **hotel rooms can never be charged to this Diner's Club number. It is strictly for air travel.**

If your travel plans should change unexpectedly, it is your responsibility to call the hotel and cancel the reservation **before** the cut-off time on the day you are scheduled to arrive. Westat will not pay

the charges for a room reservation that is not canceled in time. Be sure to request a cancellation number and keep it for your records.

To use the Westat Travel Office to make your travel arrangements, you should:

- Call between 9:00 a.m. and 5:30 p.m. Eastern Time, Monday through Friday;
- Call 800-544-7755, the number for the Travel Office located in Westat's Rockville office;
- If it is necessary to call after hours and it is **not** an emergency, please call the regular Travel Office number listed above and leave a message on the voice mail. **Only in an emergency** should you call 800-225-3353, which is the American Express 24-hour number. There is an additional fee charged for each of these calls and any travel arrangements made during these calls.
- The national NAEP project number is **713163**. Please be sure to use this project number for all travel charges, and on the Trip Expense Report.

After your airline reservations are made, tickets will either be sent to you by Federal Express, be prepaid and made available for you at the airline ticket counter of your departing airport, or an electronic ticket will be issued. Whenever possible, make your reservations at least two weeks in advance in order to get the most economical rate. If prepaid tickets have been arranged, you should contact the airline to confirm that the tickets are there and find out when you must pick them up. The tickets will be held under your name at the ticket counter and you have to present one form of identification and sign for the ticket. Note that prepaid tickets cost an additional \$50 or more, and should be used only when there is no way to receive a Federal Express shipment or electronic ticketing is unavailable. Since most of the major airlines have implemented electronic ticketing, we would expect the use of prepaid tickets to be very minimal.

Electronic or prepaid tickets also can be arranged in a few hours should travel plans change quickly or if unexpected travel requirements arise. The procedure will be identical to that set forth above except that some of the confirmation steps may not be possible.

#### **G.4 Lodging**

Arrange your hotel accommodations through the Westat Travel Office when you are unfamiliar with your destination city. When you travel to a city you are familiar with, you have the option of making your own motel reservations.

If you are arranging your own lodging, the cost of a hotel room in most locations should be up to \$60 per night, including room tax. In certain government-designated, high-cost cities the rates are higher (see Attachment G-1). If you are unable to find a satisfactory room within these approved limits, please contact your field manager. If a special exception is made, you must attach a note to your Trip Expense Report explaining the circumstances.

Whether you or the travel office make the reservations, always make an effort to obtain government lodging rates. You will be given a letter to show upon check-in, stating that you are on government business. If the hotel offers government rates, show them the letter if there is any question about obtaining these rates. You may also be able to negotiate a special rate when you will be staying in one hotel for several days.

Hotel bills should be paid with cash or a personal credit card, and put on a Trip Expense Report. You will be required to pay the hotel room and tax charges out of money advanced to you or out of your own money; you will need to submit receipts for reimbursement. You will be reimbursed for the **actual** cost of lodgings, not to exceed the approved limit. Some hotel chains, such as LaQuinta, allow direct billing to Westat. Do not assume that a hotel will bill Westat; the Travel Office can tell you if we have such an arrangement when you call for reservations.

#### **G.5 Meal Allowance and Incidentals**

The project will not pay for meals **unless** you are on travel status. You will receive a meal allowance of \$30 (this includes all incidentals -telephone, laundry, tips, etc. )for each full (24 hours) day you are **on travel status**, that is, staying overnight away from home<sup>1</sup>. This amount **includes** tips and all other expenses associated with your meals. If you are traveling for a period of less than one full day at the beginning or end of an overnight trip, your meal allowances will be based on the following schedule: breakfast, \$7.50; lunch, \$7.50; dinner, \$15.00.

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<sup>1</sup> For locations listed in Attachment J-1, the meal allowance is greater.

When completing your Trip Expense Report, you should simply indicate \$30 for each full 24-hour day on travel status (or greater for the locations shown in Attachment G-1). For increments of less than a full day as part of an overnight trip, you may charge the individual amounts of the meal allowance for each meal eaten while you were out of town. Charges are allowable as follows:

- If you begin your out-of-town trip before 6:00 a.m. or return to your local area after 9:00 a.m., you may charge for breakfast.
- If you begin out-of-area travel before 11:00 a.m. or return to your local area after 1:00 p.m. you may charge for lunch.
- If you begin travel before 5:00 p.m. or return home after 9:00 p.m., you may charge for dinner.

Under this plan, you will **not** be expected to submit receipts for the cost of your meals.

#### **G.6 Personal Automobile**

The use of a personal automobile for inter-city travel or for travel to and from airports is authorized if the total cost including parking is less than the cost of taxis or buses and air transportation.

For business use of a personal automobile, Westat will pay 32.5 cents per mile. As long as a personal automobile is being used, you will need to maintain insurance to cover comprehensive automobile liability. The limits for bodily injuries and property damage should not be less than \$100,000 in total. Other authorized expenses such as toll charges and parking will be reimbursed. No reimbursement will be made for traffic tickets, care repairs, car upkeep, or towing.

Receipts must be attached to the Trip Expense Report for all expenses associated with inter-city travel. Once you have arrived at your destination and begun working, the costs (e.g., mileage, parking, tolls, etc.) associated with the use of a personal automobile should be entered on your Time and Expense Report, along with the **hours** you have worked.

## **G.7 Use of Taxis**

Westat will give reimbursement for taxi fare only for special situations approved by your field manager. Before a taxi is used, you should inquire about the availability of adequate bus or limousine service. Note that many hotels provide free airport limousine service, which should be used whenever possible. Also, the hotel can familiarize you with any local bus transportation that may be available. Receipts for taxis must be attached to your Trip Expense Report.

## **G.8 Car Rentals**

Generally, car rentals will be used when you are required to fly to an assignment. Car rentals will be used only with prior approval from your field manager. Before making arrangements for a car rental, the field manager will ensure that it will be less expensive than taxis or public transportation. The field manager may approve reservations for a car or direct you to contact Westat's travel agent to reserve a car. Car rentals will be charged directly to the project. Please indicate the number of days you'll have the car and inquire about any "special" that Avis may have in that time period. Often specials are lower than the daily or weekly rate.

When reserving a car, you are required to request a compact size vehicle. If you have reserved a compact and one is not available, a larger car should be provided at no additional cost. You will be required to identify yourself with a driver's license. In signing up for the car rental, you should **refuse all insurance** as Westat has a policy to cover rental cars.

To avoid excessive fuel charges, when you drop off the car be sure the tank is full. Westat will not pay additional charges for fuel. Also, follow whatever procedure is necessary so that you obtain a receipt. Do not use a drop-off procedure that gives you no documentation that the car is returned. Verify that the rate you were promised is the rate you were charged.

## **G.9 Supporting Receipts**

Your expense reports must contain supporting receipts for all expenditures except for meal allowances or items such as tips or local bus service where receipts are not normally provided. If a receipt is not available or if it is lost, a note of explanation must be provided with your Trip Expense Report and approved by the field manager.

## **G.10 Reporting Expenses on a Westat Trip Expense Report**

Overnight travel costs must be submitted on a Westat Trip Expense Report (see the example shown as Attachment G-2). Complete one form for each trip lasting seven days or less; if the trip lasts longer than seven days, use additional sheets. A trip begins when you leave home and ends when you return to your home. It may involve several destinations and several overnight stays in different cities, or it may involve a single overnight trip to one city. The times of arrival and departure from your home must be reported accurately.

In addition to recording all the expenses for which reimbursement is claimed, a note must be made of other expenses such as air transportation, lodging, or car rentals that are being billed directly to Westat. For each item being billed directly by Westat, record "Direct Bill" on the appropriate line; do not enter the amount of the bill. However, please **attach all receipts** you may have for these items; for example, airline ticket stubs, customer copy of a car rental, receipt for a hotel room. If you are missing such receipts, please attach a note covering the pertinent information on your arrangements (e.g., name and address of hotel, air carrier and flight number, date, car rental agency and city where the car was rented).

You also need to record meal and incidental allowances on your Trip Expense Report. For each full day (24 hours) on travel, simply indicate "\$30" for meals (see the example shown as Attachment G-2).

Your Trip Expense Report should be submitted within a few days after the completion of your trip and, whenever possible, by the end of the field work week.

## **G.11 Travel Advances**

If you request one, you will receive a travel advance to pay for allowable expenses incurred while traveling on Westat business. You must account for the full amount of your travel advance through use of a Trip Expense Report and supporting receipts. Westat's accounting department will use the Trip Expense Report to deduct allowable expenses from your travel advance. Reimbursable expenses in excess of the travel advance will be repaid to you by an expense check. If you owe an equal or greater amount from a previous travel advance, no expense check will be issued. Upon completion of your assignment, any excess funds must be returned to Westat in the form of either a check or money order, unless otherwise authorized by the field director.

In planning your trips with the field manager, you should agree on the amount of travel advance required. This should take into account your itinerary and the extent to which lodging and other charges are to be billed directly to Westat. Travel advances should be requested of the field manager well in advance. Our policy is to provide adequate travel advances and to reimburse you for approved charges within approximately two weeks of receipt of your Trip Expense Report.

All Trip Expense Reports should be submitted to the field manager for approval.

## **G.12 Special Exceptions**

### **1. Staying with Family or Friends**

Occasionally, you may prefer to stay with family or friends in your destination city. If you choose not to stay in the hotel accommodations offered to you, you may charge twenty dollars (\$20) per night that you stay with family or friends. Often this allowance is used to buy groceries or take your hosts to dinner. Please ask your host to sign a receipt for the amount you will charge on your Trip Expense Report. The twenty dollars per night cannot be paid without a receipt. You would, of course, continue to charge your daily per diem. Please be sure that your location is convenient to the sampled school site and that your field manager knows how to contact you.

### **2. One Day Trips**

There are times when you may be on “travel status” but not away from home overnight. This happens when the destination city is two or more hours from home and the traveler would prefer to return home rather than stay overnight. In such cases, the traveler would complete a Trip Expense Report to record airfares, mileage, or rental car information. The traveler would also charge for breakfast if he/she left home before 6:00 a.m. and dinner if he/she returned after 9:00 p.m. In these cases, a receipt should be provided. Lunch is not charged when an overnight is not involved.

If you have questions about any of the special exceptions, please call your field manager.

### **G.13 Personal Belongings**

Finally, anyone who travels should be careful about bringing valuable or cherished personal belongings with them. Westat has no liability if personal belongings are stolen or lost and cannot guarantee restitution. Please check the limits of your homeowners and automobile insurance policies in the event personal belongings are stolen from your hotel room or automobile.

**LODGING AND MEAL ALLOWANCES FOR HIGH COST AREAS**

3/6/2000

| <u>Lodging per Night</u> | <u>Meal Allowance per Day</u> | <u>City</u>             | <u>Counties Included</u>             |
|--------------------------|-------------------------------|-------------------------|--------------------------------------|
| \$74                     | \$34                          | Buffalo, NY             | Erie and Niagara                     |
|                          | B - 8.50                      | Charlotte, NC           | Mecklenburg                          |
|                          | L - 8.50                      | Cincinnati, OH          | Hamilton                             |
|                          | D - 17.00                     | Columbus, OH            | Franklin                             |
|                          |                               | Dayton, OH              |                                      |
|                          |                               | Fresno, CA              | Monterey                             |
|                          |                               | Indianapolis, IN        |                                      |
|                          |                               | Kansas City, MO         | Jackson and Clay                     |
|                          |                               | Milwaukee, WI           | Milwaukee                            |
|                          |                               | Minneapolis/St Paul, MN | Anoka, Dakota, Hennepin, and Ramsey  |
|                          |                               | New Haven, CT           | New Haven, Fairfield, and Litchfield |
|                          |                               | Orlando, FL             | Orange                               |
|                          |                               | Pittsburgh, PA          | Allegheny                            |
|                          |                               | Providence, RI          | Providence                           |
|                          |                               | Tallahassee, FL         |                                      |
|                          |                               | Tampa/St Petersburg, FL | Pinellas and Hillsborough            |

LODGING/MEAL ALLOWANCES FOR HIGH COST AREAS cont.—pg.2

3/6/2000

| <u>Lodging per Night</u> | <u>Meal Allowance per Day</u> | <u>City</u>          | <u>Counties Included</u>                     |
|--------------------------|-------------------------------|----------------------|--|
| \$88                     | \$38                          | any city in Alaska   | any county in Alaska                         |
|                          | B - 9.50                      | Atlanta, GA          | Fulton and Gwinnett                          |
|                          | L - 9.50                      | Baltimore, MD        | Baltimore, Howard, Anne Arundel, and Harford |
|                          | D - 19.00                     | Cleveland, OH        | Cuyahoga                                     |
|                          |                               | Dallas, TX           | Dallas County and Fort Worth City            |
|                          |                               | Denver, CO           | Denver, Adams, and Arapahoe                  |
|                          |                               | Hartford, CT         | Hartford                                     |
|                          |                               | Honolulu, HI         | Honolulu                                     |
|                          |                               | Houston, TX          | Harris                                       |
|                          |                               | Las Vegas, NV        |  |
|                          |                               | Miami/ Ft Lauderdale | Dade, Broward, and Palm Beach                |
|                          |                               | New Orleans, LA      | Orleans, Plaquemine, and St Bernard          |
|                          |                               | Phoenix, AZ          | Maricopa                                     |
|                          |                               | Portland, OR         |  |
|                          |                               | Sacramento, CA       | El Dorado                                    |
|                          |                               | San Diego, CA        | San Diego                                    |
|                          |                               | Seattle, WA          | King   |
|                          |                               | St Louis, MO         |  |
|                          |                               | American Samoa       |  |

## LODGING AND MEAL ALLOWANCE HIGH COST AREAS cont. - pg.3

3/6/2000

| <u>Lodging per Night</u> | <u>Meal Allowance per Day</u> | <u>City</u>       | <u>Counties Included</u>   |
|--------------------------|-------------------------------|-------------------|--|
| \$102                    | \$42                          | Boston, MA        | Suffolk and Middlesex  |
|                          | B - 10.50                     | Chicago, IL       | Cook and Lake  |
|                          | L - 10.50                     | Detroit, MI       | Wayne  |
|                          | D - 21.00                     | Los Angeles, CA   | Los Angeles, Orange and Ventura  |
|                          |                               | New York, NY      | New York, Queens, Kings, Bronx, Nassau, Suffolk, Westchester, Putnam, and Richmond in New York; Essex, Bergen, Hudson, and Passaic in New Jersey                 |
|                          |                               | Philadelphia, PA  | Philadelphia   |
|                          |                               | San Francisco, CA | Alameda, Santa Clara, Santa Barbara, Napa, Mendocino   |
|                          |                               | Washington, DC    | Montgomery and Prince George's in Maryland; the cities of Alexandria, Falls Church, and Fairfax, and the counties of Arlington, Loudoun, and Fairfax in Virginia |

Attachment G-2. Trip Expense Report

TRIP EXPENSE REPORT

(TO BE COMPLETED FOR EACH OUT-OF-TOWN TRIP)

NAME Vane Wilson SOCIAL SECURITY NO. 123-45-6789 DISTRIBUTION OF EXPENSES:  
 ADDRESS 123 Main Street, Hillside, MD 20808 Charged to Contract 237.40  
 PROJECT NAEP 713163 Per diem allowance days @  
 PURPOSE OF TRIP Assessments Other expenses  
 Total Charged to Contract  
 Charge (Credit) to Overhead  
 Total Claimed by Individual 237.40

ITINERARY  
 Leave Residence/Office at 3:00 a.m./p.m. on Tues. 2/13/80 (Date)  
 Return Residence/Office at 11:00 a.m./p.m. on Thurs 2/15/80 (Date)  
 I certify that the amounts charged are correct reimbursable costs and are in accordance with Westat's travel reimbursement policies.  
 Signature Vane Wilson Approved

| COSTS                      | Day | Date | TOTAL |
|----------------------------|-----|------|-----|------|-----|------|-----|------|-----|------|-------|
|                            |     |      |     |      |     |      |     |      |     |      |       |
| Meals                      |     |      |     |      |     |      |     |      |     |      |       |
| Breakfast                  |     |      |     |      |     |      |     |      |     |      |       |
| Lunch                      |     |      |     |      |     |      |     |      |     |      |       |
| Dinner                     |     |      |     |      |     |      |     |      |     |      |       |
| Lodging                    |     |      |     |      |     |      |     |      |     |      |       |
| Taxi                       |     |      |     |      |     |      |     |      |     |      |       |
| Air Transportation         |     |      |     |      |     |      |     |      |     |      |       |
| Auto Rental                |     |      |     |      |     |      |     |      |     |      |       |
| Message @ \$15.00 per mile |     |      |     |      |     |      |     |      |     |      |       |
| Telephone                  |     |      |     |      |     |      |     |      |     |      |       |
| Miscellaneous              |     |      |     |      |     |      |     |      |     |      |       |
| Toll                       |     |      |     |      |     |      |     |      |     |      |       |
| Subtotal                   |     |      |     |      |     |      |     |      |     |      |       |
| Other Expenses             |     |      |     |      |     |      |     |      |     |      |       |
| TOTAL CLAIMED              |     |      |     |      |     |      |     |      |     |      |       |

PAYROLL