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

	Students Assessed	Subjects	Assessment Time Period
2001 Main NAEP	Grades 4, 8, 12	U.S. History and World Geography	January 2 – March 23
2002 NAEP Field Test	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[1]

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

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

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.)

2000	
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: Cover letter; Listing of districts/schools in state selected for NAEP; and 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: Cover letter; Listing of schools in district selected for NAEP; Summary of Activities; *MySchool* brochure State endorsement letter, if one

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

2001	
January 2 – March 23	Assessment supervisor performs the following tasks: 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; Train exercise administrators (EAs); 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; 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; Enter assessment information into the Field Management System; and Report regularly to field manager.
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."

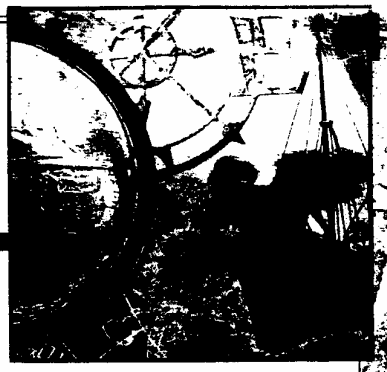
2.2 The Summary of NAEP Activities

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.

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

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

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!

THE NATION'S REPORT CARD naep

FOR MORE INFORMATION, VISIT THE NAEP WEBSITE AT: 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.

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 is 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

My School **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	NAEP Staff Visits School to Collect the Student Sample	NAEP Staff Conducts the Assessment	After the Assessment
Principal agrees to participate and works with the NAEP representative to set a date for the assessment...	The coordinator confirms assessment, sets up initial visit date...	The School Coordinator works with the NAEP staff on the list of sampled students...	The NAEP staff will bring assessment materials to your school, conduct the assessment...	At the end of the school year, you should destroy the materials in 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 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 1-800-283-6237 (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

DISPOSITION CODES	
(00) PENDING	Neither the school or the district has been contacted.
(02) SCHOOL CONTACTED, PENDING	The school has been contacted, but their decision is pending.
(11) COOPERATING	The school will participate in the assessment.
(05) INTERIM REFUSAL	The school has indicated that they do not wish to participate, but there is a possibility that they will agree.
(24) SCHOOL REFUSAL	The school has said that they will definitely not participate in the assessment.
(28) SCHOOL BY DISTRICT REFUSAL	District Refusal for this school only - District refuses for only one of schools due to special circumstances. Other schools in the district will cooperate.
(22) DISTRICT REFUSAL	The district refuses for any of its sampled schools to participate.
(33) CLOSED	The school has officially closed.
(31) NO ELIGIBLE STUDENTS	School has the sampled grade but no eligible students.
(32) NO GRADE	School does not contain sampled grade.
(34) NOT REGULAR SCHOOL	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: ■ **Special Education Schools -** such as residential or hospital programs. ■ **Vocational Schools -** 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. ■ **Alternative Schools -** such as evening high schools offering the GED.

Exhibit 2-5. Supervisor Log

NAEP 2001
SCHOOLS SELECTED FOR MAIN ASSESSMENT
SUPERVISOR'S LOG

REGION: 8

PAGE 1
DATE: November 7, 2000

DISTRICT NAME SUPERINTENDENT DISTRICT ADDRESS	SCHOOL NAME PRINCIPAL SCHOOL ADDRESS	NAEP ID NUMBER	SLCT. STUDENTS/ TIME PERIOD/ SUBJECT(S)	DISP CODE/ DATE	ASSMNT DATE/ MAKEUP DATE	SAMPLE DATE	SHIP DATE/ TRACK. NUM.
PUBLIC SCHOOL(S)							
* ABC UNIFIED RONALD BARNES 16700 NORWALK BLVD. CERRITOS, CA 90703-1838 (310) 926-5566	ARTESIA HIGH YVONNE CONTRERAS 12108 E. DEL AMO BLVD. LAKEWOOD, CA 90715-1516 (562) 926-5566	485 315 1	12TH GRADE JANUARY-MARCH 4-HIST/GEOG	11	02/21		
	WHITNEY (GRETCHEN) HIGH TOM BROCK 16800 SHOEMAKER AVE. CERRITOS, CA 90703-1244 (562) 926-5566	485 302 1	12TH GRADE JANUARY-MARCH 3-HIST/GEOG 1-READ/WRITE	11			
ALHAMBRA CITY HIGH DR. MYRNA RIVERA 15 W. ALHAMBRA ROAD ALHAMBRA, CA 91802-2110 (626) 308-2200	SAN GABRIEL HIGH BARBARA RANDOLPH 801 RAMONA ST. SAN GABRIEL, CA 91776-2342 (626) 308-2352	485 310 1	12TH GRADE JANUARY-MARCH 3-HIST/GEOG 1-READ/WRITE	05			
ANTELOPE VALLEY UNION HIGH ROBERT GIROLAMO 44811 NORTH SIERRA HWY. LANCASTER, CA 93534-3226 (661) 948-7655	HIGHLAND HIGH PAT IACCINO 39055 25TH ST. WEST PALMDALE, CA 93551-4164 (805) 538-0304	485 307 1	12TH GRADE JANUARY-MARCH 4-HIST/GEOG	11	02/07		
	QUARTZ HILL HIGH BARBARA WILLIBRAND 6040 W. AVENUE L QUARTZ HILL, CA 93536-4501 (661) 718-3100	485 309 1	12TH GRADE JANUARY-MARCH 4-HIST/GEOG	11	02/08	02/01	
CENTINELA VALLEY UNION HIGH JULIAN LOPEZ 14901 S. INGLEWOOD AVE. LAWNDALE, CA 90260-1251 (310) 263-3200	LAWNDALE HIGH SONJA DAVIS 14901 SO INGLEWOOD AVE LAWNDALE, CA 90260 (310) 263-3102	485 319 1	12TH GRADE JANUARY-MARCH 4-HIST/GEOG	11	02/27	02/15 EIEC.	

* - 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:

PSU	Grade	School	Type
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.

School Name _____ School # _____

2001 MAIN/FT NAEP ASSESSMENTS

GRADE: _____

SCHOOL ADDRESS: _____

SCHOOL COORDINATOR: _____

PHONE NUMBER: _____

FAX NUMBER: _____

E-MAIL: _____

TRACKING NUMBER: _____

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)

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						

Exhibit 2-6. School Folder

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
ADDRESS: 615 N 2ND ST
JEFFERSON, OR 97352-9708

PRINCIPAL: SHIRLEY BEATY
PHONE: (541) 327-3337

GRADE: 4
ESTIMATED # TO BE ASSESSED: 60
SESSION TYPES: 2-HISTORY/GEOGRAPHY

ESTIMATED # OF SESSIONS: 2

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: _____
SPANISH LETTER 2: _____ DATE REQUIRED: _____

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.

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes	National School Lunch Program
1 = White not Hispanic 2 = Black not Hispanic 3 = Hispanic Heritage 4 = Asian/Pacific Islander 5 = American Indian/ Alaskan Native 6 = Other	1 = Student not eligible 2 = Reduced price lunch 3 = Free lunch 4 = Information not available 5 = Refused 6 = School not participating
For Use in Column "F"	For Use in Column "G"
Bundle #'s 3001 3002 3003	**Accommodations:** YES

ADMINISTRATION SCHEDULE Page 1

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

School Name: KENNEDY MIDDLE SCH Grade: 08

Administrator's Name: _____

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

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

The Nation's Report Card

2001 Administration Schedule

Grid if Makeup Held ○ Makeup Date _____

	_____	# 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 Session)
+	_____	# Assessed (Makeup Session)
=	_____	TOTAL ASSESSED

Session Number HG0801

Student Name	Homeroom or Other Locator	Birth Date Month		Birth Date Year		Sex (Male=1 Female=2)	Race/ Eth.	School Lunch	Title I	SD	LEP	Original Booklet ID #	Accommodation Booklet ID #	(Subject) Teacher #	(Subject) Period #	Admin. Code	Atten. (✓/A)
01 SMITH, JOHN	01	1	1	8	6	1	2		2	2	2	101 000001 0					
02 FILMORE, LISA	02	1	0	8	6	2	1		2	1	2	031 000002 1					
03 MOORE, JUDY	03	0	9	8	6	2	1		1	2	2	102 000003 2					
04 JOHNSON, DAVID	04	0	4	8	7	1	1		2	2	2	032 000004 3					
05 CRUZ, EMMANUEL	05	0	6	8	7	1	3		2	2	2	103 000005 4					
06 MICHAELS, DEBRA	06	0	2	8	7	2	2		2	2	2	104 000006 5					
07 JACOBS, SHAWNA	07	1	2	8	6	2	1		1	2	2	133 000007 6					
08 NIELSON, ZACHARY	08	0	5	8	7	1	2		2	2	2	033 000008 7					
09 NGUYEN, CANH	09	0	8	8	6	1	4		2	2	1	049 000009 8					
10 ROWELL, JENNIFER	10	1	0	8	6	2	1		2	2	2	105 000010 9					
11 WAGLER, ANTHONY	11	0	7	8	7	1	1		2	2	2	034 000011 0					
12 VOLKMAN, JULIE	12	0	5	8	7	2	2		2	1	2	106 000012 1					
13 BOOTH, PATRICK	13	1	1	8	6	1	1		1	2	2	035 000013 2					
14 DRAYER, LEANNE	14	0	3	8	7	2	2		2	2	2	107 000014 3					

Admin. Codes

ASSESSED IN ORIGINAL
10 = In session full time
11 = No responses in booklet
12 = In session part time
13 = Session incomplete
14 = Other, specify on cover

ASSESSED IN MAKEUP
20 = In session full time
21 = No responses in booklet
22 = In session part time
23 = Session incomplete
24 = Other, specify on cover

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

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

REASONS FOR EXCLUSION
60 = SD - Cannot be assessed
61 = SD - Required accom. not offered
62 = LEP - Cannot be assessed
63 = LEP - Required accom. not offered
64 = SDLEP - Cannot be assessed
65 = SDLEP - Required accom. not offered

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

Exhibit 2-8. Administration Schedule

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 2-9. Grade 4 Roster of Questionnaires

I. Teacher Questionnaire

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

Teacher's Name	Teacher #	Subject: His/Geog	Subject: Read/Write	Teacher Questionnaire ID #	Returned: Yes	Returned: No	Returned: Completed Electronically
	01	○	○	06 -	○	○	○
	02	○	○	06 -	○	○	○
	03	○	○	06 -	○	○	○

Instructions for Preparing Teacher Questionnaires

All fourth-grade teachers (who teach the subjects being assessed and have students being assessed in those subjects) should be asked to fill out a Teacher Questionnaire. To assign a questionnaire, you will need to do the following;

This form must be completed in No. 2 pencil.

The Nation's Report Card

NAEP 2001 - Grade 4
Roster of Questionnaires
(School, SD/LEP, and Teacher Questionnaire Tracking Form)

SCHOOL #: ___ - ___ - ___

SCHOOL NAME: _____

CITY/STATE: _____

I. School Questionnaire

Distributed to: _____

I. School Questionnaire

Questionnaire ID # (Barcode ID # on Cover) 08 - ___ - ___

Returned: Yes	Returned: No	Returned: Completed Electronically
○	○	○

II. SD/LEP Questionnaire *

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

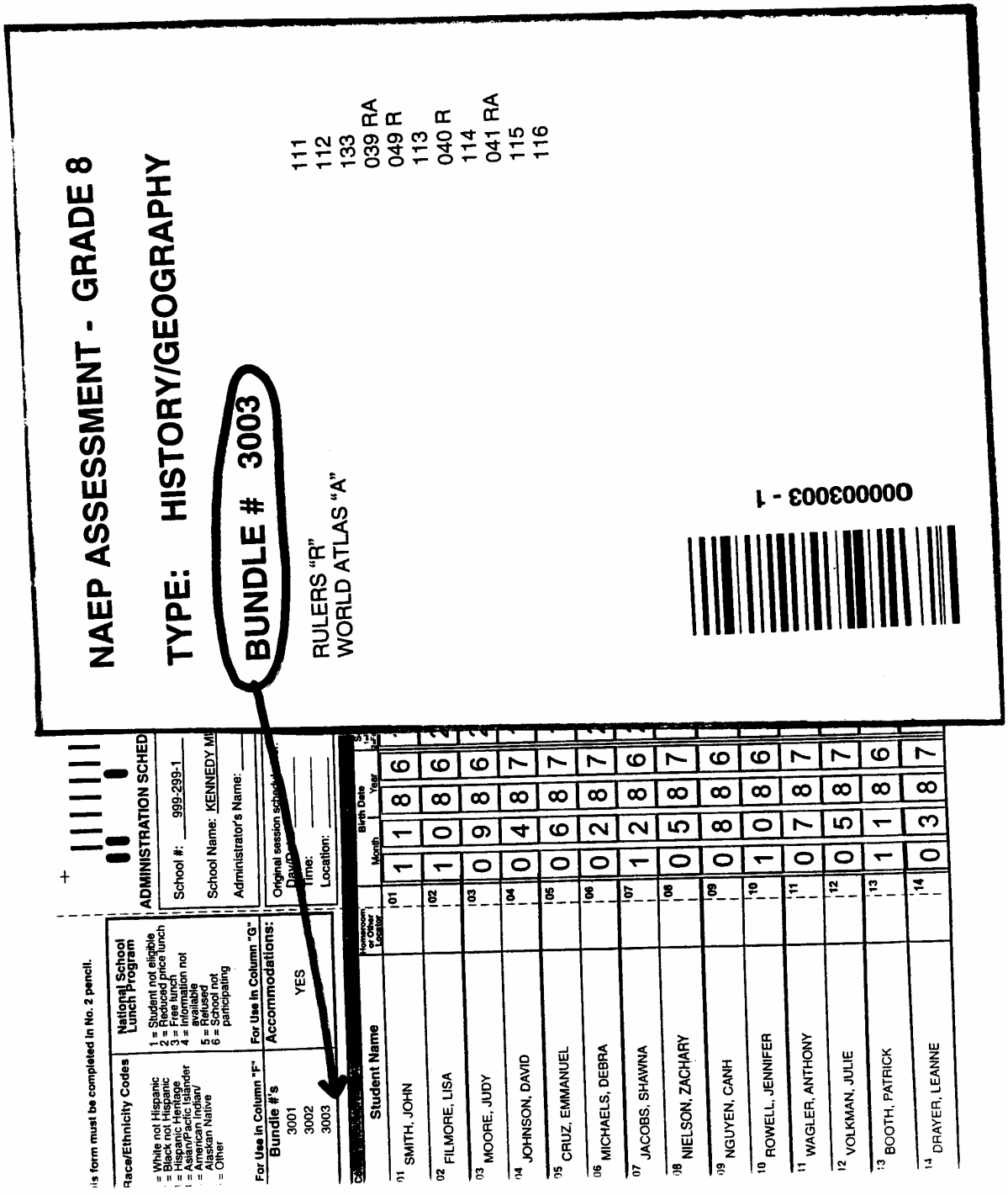
Instructions for Preparing SD/LEP* Questionnaires

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

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

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

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

00000003003 - 1

his form must be completed in No. 2 pencil.

Race/Ethnicity Codes
= White not Hispanic
= Black not Hispanic
= Hispanic, Any Race
= Asian/Pacific Islander
= American Indian/ Alaskan Native
= Other

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

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

For Use in Column "G"
Accommodations:
YES

ADMINISTRATION SCHED

School #: 999-299-1

School Name: KENNEDY MI

Administrator's Name:

Original session schedule
Day/Date:
Time:
Location:

	Student Name	Homeroom or Other Location	Birth Date Month	Birth Date 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		0 3	8 7

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

naep The Nation's Report Card

SCHOOL #

TOTAL TIME for ACCOMMODATION

ADMIN CODE

035 – 000625 – 5

DO NOT USE

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 **1850-0758**. 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.

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 NCS EM-0xxxxx-001-1:854321 Printed in U.S.A.

ETS

Exhibit 2-12. Summary of Assessment Booklets

GRADE	SUBJECT	BOOKLET NUMBERS	ADDITIONAL MATERIALS
4	History	H101-1118	None
	Geography	G31R-G33R; G34RA-G35RA; G36R-G38R; G39RA; G40R; G41RA; G42R-G43R; G44RA; G45R-G46R; G47RA; G48R	R = Ruler 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 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 A = Atlas
	Reading	R1FP	F = Social Security Form 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

Qnty	Units	Inventory #	Description
3	Bundle(s)	NA02100036	*Gr12 History/Geo Spiral - (40001 - 40003)
2	Bndls of 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

School #	School Name	Session	Session #	Seq. #	Box #
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

Grade	Subject	Ancillary Material
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)

Qty.	Units	Inventory #	Description
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 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 Questionnaires
1	Bundle(s)	NA02100031	Gr8 School Questionnaires
1	Bundle(s)	NA02100032	Gr12 School 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)

Qty.	Units	Inventory #	Description
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)
	***Items to be returned**		

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 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

Materials	# per Sup.
Publications/Incentives:	
What is NAEP? Brochure	30
Summary of NAEP Activities	30
Information for Principals	30
H/G Demonstration Booklets - 12th grade	10
H/G Demonstration Booklets - 8th grade	10
H/G Demonstration Booklets - 4th grade	10
R/W Demonstration Booklets - 12th grade	10
R/W Demonstration Booklets - 8th grade	10
R/W Demonstration Booklets - 4th grade	10
The NAEP Guide	30
NAEP Website Brochure	30
MySchool Brochure	30
History Frameworks	10
Geography Frameworks	10
Reading Frameworks	5
Writing Frameworks	5
Multiple Challenges	30
Sampling and Assessment Forms:	
Line Number Listing Forms	10
Student Listing Form with Instructions (4th)	10
Student Listing Form with Instructions (8th)	10
Student Listing Form with Instructions (12th)	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 - 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)

Materials	# per Sup.
Parent Letter Sp#2	10
Session Scripts	10
EA Materials:	
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
Administrative and Other Materials:	
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.