

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

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

Employer	Employer's Address	Supervisor	Supervisor's Phone Number

Exhibit 3-2. Westat NAEP Application Form (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 (Month/Year)		Job Title/Work Performed	Supervisor
		From	To		

8. FOREIGN LANGUAGES

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

	Conversational Skill		Reading Skill		Overall Fluency	
	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 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:	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
Remarks	_____		
		Interviewer	Date
Hired:	<input type="checkbox"/> YES	<input type="checkbox"/> 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): <input type="checkbox"/> A citizen or national of the United States <input type="checkbox"/> A Lawful Permanent Resident (Alien # A _____) <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: _____		_____		_____
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)
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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>Documents that Establish Both Identity and Employment Eligibility</p> <ol style="list-style-type: none"> 1. U.S. Passport (unexpired or expired) 2. Certificate of U.S. Citizenship (<i>INS Form N-560 or N-561</i>) 3. Certificate of Naturalization (<i>INS Form N-550 or N-570</i>) 4. Unexpired foreign passport, with <i>I-551</i> stamp or attached <i>INS Form I-94</i> indicating unexpired employment authorization 5. Alien Registration Receipt Card with photograph (<i>INS Form I-151 or I-551</i>) 6. Unexpired Temporary Resident Card (<i>INS Form I-688</i>) 7. Unexpired Employment Authorization Card (<i>INS Form I-688A</i>) 8. Unexpired Reentry Permit (<i>INS Form I-327</i>) 9. Unexpired Refugee Travel Document (<i>INS Form I-571</i>) 10. Unexpired Employment Authorization Document issued by the INS which contains a photograph (<i>INS Form I-688B</i>) 	OR	<p>Documents that Establish Identity</p> <ol style="list-style-type: none"> 1. Driver's license or ID card issued by a state or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address 2. ID card issued by federal, state, or local government agencies or entities provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address 3. School ID card with a photograph 4. Voter's registration card 5. U.S. Military card or draft record 6. Military dependent's ID card 7. U.S. Coast Guard Merchant Mariner Card 8. Native American tribal document 9. Driver's license issued by a Canadian government authority <p 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"> 10. School record or report card 11. Clinic, doctor, or hospital record 12. Day-care or nursery school record 	AND	<p>Documents that Establish Employment Eligibility</p> <ol style="list-style-type: none"> 1. U.S. social security card issued by the Social Security Administration (<i>other than a card stating it is not valid for employment</i>) 2. Certification of Birth Abroad issued by the Department of State (<i>Form FS-545 or Form DS-1350</i>) 3. Original or certified copy of a birth certificate issued by a state, county, municipal authority or outlying possession of the United States bearing official seal 4. Native American tribal document 5. U.S. Citizen ID Card (<i>INS Form I-197</i>) 6. ID Card for use of Resident Citizen in the United States (<i>INS Form I-179</i>) 7. Unexpired employment authorization document issued by the INS (<i>other than those listed under List A</i>)

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

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 I² 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

² 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 various icons. 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 letters A-Z and numbers 0-9. The second section is:

Listing of Session Information By Grade

Session ID	SES_PP1	SES_PP2	Make Req	Ses Tot	Ses WQ	Ses TBA	Ses Aacd	Ses Abs	Ses E
HG0401	0	0	0	0	0	0	0	0	0
HG0402	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 with 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 Initial	Last	Birth Date Month/Year	Home Room/ Locator	Sex	Race/ Eth.	(X) IF TITLE I	(X) IF SD	(X) IF LEP	Line #	Selected for (Session Type)
Tim	Adams		03/87		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:

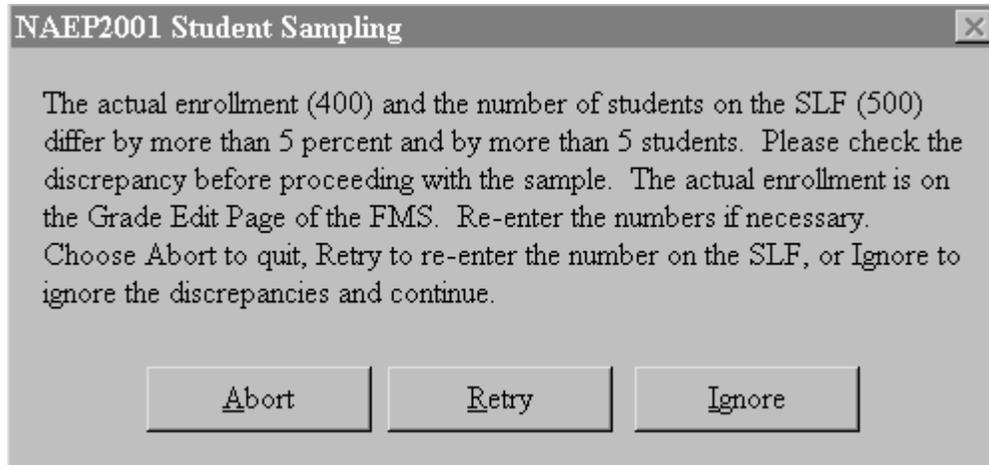
<u>Line #</u>	<u>Student Name</u>	<u>Birth Date</u>
1	Omar Allen	6/87
2	Chris Archer	6/87
3	Tyler W. Bailey	2/87
4	Cathy J. Block	8/86
6	Betty O. Boice	10/88
7	Thomas Bonnie	9/87
8	Greg Campbell	4/87
9	Angela Collins	5/87
10	Nicole Crosby	12/88
5 11	David Eagen	11/87

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
10 3	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.

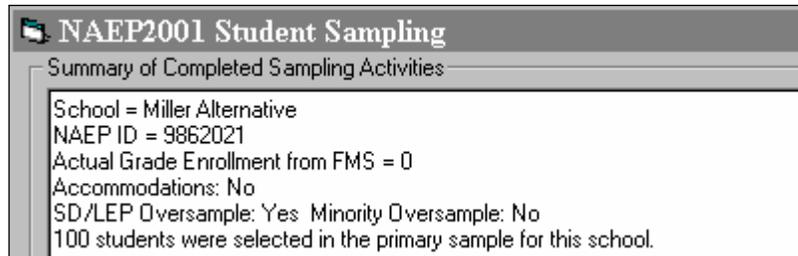
Students Selected via the Primary Sample

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

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								B			C			FOR SAMPLING ONLY	
														1	2
First	Initial	Last	Month/Year	Home Room/ Locator	Sex	Race/ Eth.	(X) IF TITLE I	(X) IF SD	(X) IF LEP	Line #	Selected for (Session Type)				
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 light 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.

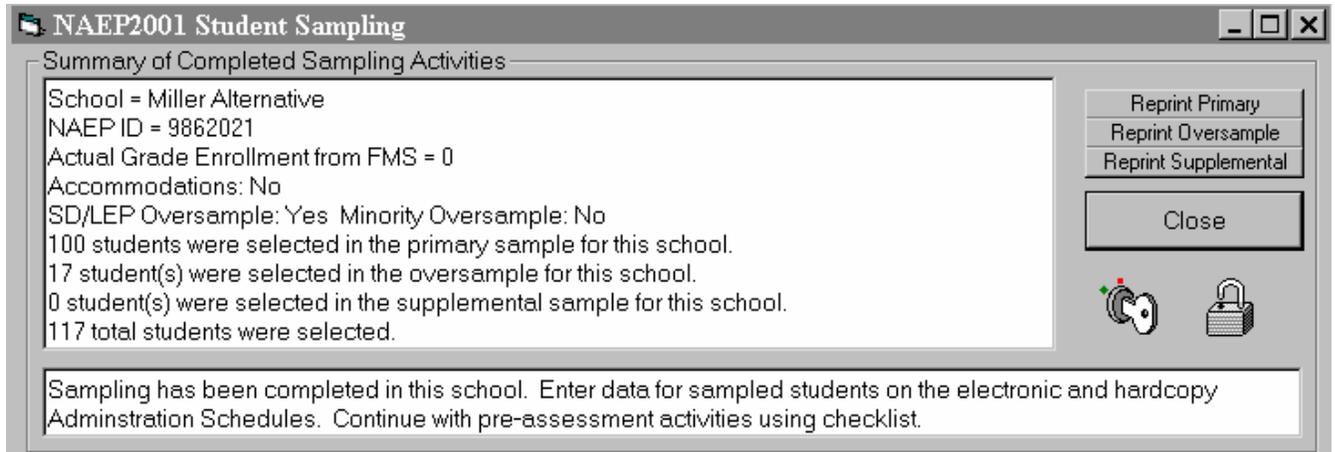
If the school has also been designated for the minority oversample, you will be directed to return to the beginning of the Student Listing Form and continue your renumbering, starting with the next sequential number, for all **remaining not sampled students with Race/Ethnicity codes of 2 or 3**. Again, 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.³ 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.

³ 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.**

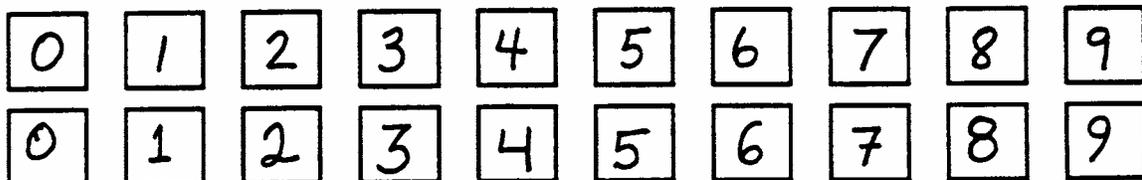
The NIS students may be assigned to any session(s) at your (and the school's) convenience, **as long as you have sufficient materials and will not deplete your bulk supplies.** You must add the students' names and booklet ID numbers to the Administration Schedule(s), then assign the appropriate Administration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

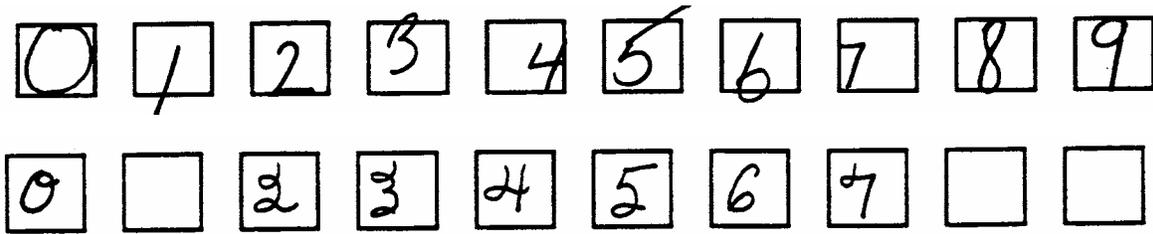
Since the Administration Schedule as well as other control documents are machine-scannable, it is very important that **only a No. 2 pencil be used** and any information entered is printed neatly and cleanly within the boxes. Numbers should be written clearly and **should not touch the sides of the shaded 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).⁴ 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.

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

Exhibit 4-13. Administration Schedule Prepared After Sampling

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes

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

National School Lunch Program

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

For Use in Column "f" - Bundle #'s
3004
3005
3006

For Use in Column "g" - Accommodations:
YES

ADMINISTRATION SCHEDULE

School #: 986-202-1 Page 1

School Name: Miller Alternative

Administrator's Name:

Session Type: HIST/GEOG

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

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

2001 Administration Schedule

Grid # _____ Makeup Date _____

Original Sample _____

New Enrollee Sample _____

Total In Sample _____

Withdrawn & Ineligible (Admin. Codes 91 & 95) _____

Excluded (Admin. Codes 90-95) _____

TO BE ASSESSED _____

Absent _____

Assessed (Original Session) _____

Assessed (Makeup Session) _____

TOTAL ASSESSED _____

Session Number: H00092

Student Name	01	02	03	04	05	06	07	08	09	10	11	12	13	14
David Allen	0	1	8	6	1	1	2	2	1	2	1	2	1	2
Donald Bull	0	2	8	7	1	1	2	2	1	2	1	2	1	2
David Douglas	1	2	8	7	1	1	2	2	2	2	2	2	2	2
Kelley Funk	0	3	8	8	2	2	2	2	2	2	2	2	2	2
Sarah Gill	0	6	8	7	2	1	2	2	2	2	2	2	2	2
Sarah Hall	1	0	8	6	2	2	2	2	2	2	2	2	2	2
Geri Igo	1	0	8	7	2	1	1	1	1	1	1	1	1	1
Tony Iowa	0	3	8	6	1	1	2	2	2	2	2	2	2	2
Alton Jones	0	2	8	7	2	1	2	2	2	2	2	2	2	2
Joe Krantz	1	2	8	6	1	1	2	2	2	2	2	2	2	2
Kay Lange	0	6	8	7	2	2	2	2	2	2	2	2	2	2
George Luckett	0	1	8	7	1	1	2	2	2	2	2	2	2	2
James Mason	0	4	8	7	1	1	2	2	2	2	2	2	2	2
Tara Moore	0	5	8	7	2	2	2	2	2	2	2	2	2	2

Accommodation Booklet ID # _____

Original Booklet ID # _____

133 000034 0

042 000035 1

049 000036 2

117 000037 3

043 000038 4

118 000039 5

044 000040 6

119 000041 7

120 000042 8

133 000043 9

045 000044 0

049 000045 1

121 000046 2

046 000047 3

Admin. Codes

1 = Admin. Code 90-95

2 = Admin. Code 90-95

3 = Admin. Code 90-95

4 = Admin. Code 90-95

5 = Admin. Code 90-95

6 = Admin. Code 90-95

7 = Admin. Code 90-95

8 = Admin. Code 90-95

9 = Admin. Code 90-95

10 = Admin. Code 90-95

11 = Admin. Code 90-95

12 = Admin. Code 90-95

13 = Admin. Code 90-95

14 = Admin. Code 90-95

Reasons for Exclusion

01 = Absent

02 = Excused

03 = Other, specify on cover

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

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

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