

5. OTHER PRE-ASSESSMENT ACTIVITIES

5.1 Overview

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

5.2 Who Are Students with Disabilities?

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

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

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

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

5.3 Who are Limited English Proficient Students?

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

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

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

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

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

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

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

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

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

5.5 Determining Who Should be Assessed

5.5.1 Overview of the Process

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

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

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

5.5.2 Using the Criteria

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

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

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

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

2001 NAEP

YES

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

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

1. Students with Disabilities

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

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

2. Students with Limited English Proficiency

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

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

3. Consult with School Staff

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

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

WHEN THERE IS DOUBT, INCLUDE THE STUDENT.

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

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

2001 NAEP

YES

FURTHER EXPLANATION FOR LEP STUDENTS

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

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

ACCOMMODATIONS MOST FREQUENTLY OFFERED BY NAEP

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

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

2001 NAEP

NO

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

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

1. Students with Disabilities

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

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

2. Students with Limited English Proficiency

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

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

3. Consult with School Staff

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

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

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

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

2001 NAEP

NO

FURTHER EXPLANATION FOR LEP STUDENTS

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

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

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

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

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

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

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

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

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

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

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

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

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

VB138425

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

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

VB138426

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

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

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

VB138427

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

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

VB138428

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

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

VB138429

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

XGH-SDLEP

SECTION B: LIMITED ENGLISH PROFICIENT STUDENTS

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

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

VB334430

- A Spanish
- B Other language (specify) _____

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

VB334431

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

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

VB334432

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



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

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

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

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

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

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

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

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

B No, tested without accommodations

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

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

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

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

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

5.6 Providing Accommodations and Adaptations

5.6.1 Overview

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

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

5.6.2 Accommodations Allowed by NAEP

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

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

These accommodations are defined as follows:

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

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

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

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

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

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

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

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

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

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

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

5.6.3 Organizing Accommodation Sessions

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

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

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

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

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

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

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

5.7 Preparing Questionnaires

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

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

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

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

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

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

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

Exhibit 5-6. Grade 8 Roster of Questionnaires

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

The Nation's Report Card

I. School Questionnaire
Questionnaire ID # 08

II. SD/LEP Questionnaire
Student Booklet ID #

III. Teacher Questionnaire

SCHOOL #:

SCHOOL NAME:

CITY/STATE:

NCS Use Only

This form must be completed in No. 2 pencil.

This form must be completed in No. 2 pencil.

Student's Name (Start Name)	Distributed To	SD/LEP Questionnaire ID # (Barcode ID # on SD/LEP cover)		HISTORY/GEOGRAPHY Teacher Questionnaire ID #		LANGUAGE ARTS Teacher Questionnaire ID #		Returned		Completed Electronically
		Yes	No	Yes	No	Yes	No	Yes	No	
01		095		071		072				
02		095		071		072				
03		095		071		072				
04		095		071		072				
05				071		072				
06				071		072				
07				071		072				
08				071		072				
09				071		072				
10				071		072				
11				071		072				
12				071		072				
13				071		072				
14				071		072				
15				071		072				
16				071		072				
17				071		072				

NCS Use Only

This form must be completed in No. 2 pencil.

5.8 Preparation of Teacher Questionnaires

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

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

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

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

5.8.1 Example of How to Prepare Teacher Questionnaires for Grade 4

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exhibit 5-7. Grade 4 Teacher Questionnaire



2001
Grade 4
Teacher **B**
Questionnaire

Q-062



SCHOOL #

--	--	--	--	--	--	--

TEACHER #

--	--

Use a #2 pencil to complete this questionnaire.

Return the completed questionnaire to the
NAEP School Coordinator by _____

DO NOT USE

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

ADMIN USE ONLY

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

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control numbers for this information collection are 1850-0758 and 1850-0628. The time required to complete this information collection is estimated to average 15 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Information Management and Compliance Division, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4651.

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



Exhibit 5-8. Online Teacher Questionnaire Note



Dear _____ :

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

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

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

Your 10-digit booklet ID number is: _____

Your 7-digit school ID number is: _____

Your teacher ID number is: _____

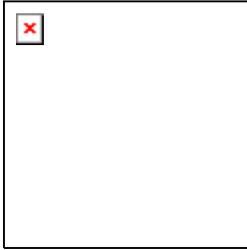
Please complete the questionnaire (either hard copy or online) by:

_____ / _____ / **2001**

We appreciate your help!

Your NAEP Representative

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



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

PLEASE ENTER YOUR 10 - DIGIT BOOKLET ID# - -

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

PLEASE ENTER YOUR 7 - DIGIT SCHOOL ID#

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

PLEASE ENTER YOUR 2 - DIGIT TEACHER ID#

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

BACKGROUND INFORMATION

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

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

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

INTRODUCTION

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

INSTRUCTIONS

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

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

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

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

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

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

THANK YOU VERY MUCH!

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

5.8.2 Teacher Questionnaires for Grade 8

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

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

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

Form must be completed in No. 2 pencil.

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

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

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

The Nation's

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

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

Session Number: HQ2002

U.S. History and World Geography Grade 8 Teacher Questionnaire Q-071

SCHOOL # 999 299 1 TEACHER # 01

Use a #2 pencil to complete this questionnaire.

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

Please provide the requested information for:

Class Period	Grid Oval	Class Name
01	● 1 2 3 4 5 6 7 8 9	Social Studies
02	● 1 2 3 4 5 6 7 8 9	Social Studies
03	● 1 2 3 4 5 6 7 8 9	Advanced Soc. Stud.
	● 1 2 3 4 5 6 7 8 9	
	● 1 2 3 4 5 6 7 8 9	
	● 1 2 3 4 5 6 7 8 9	
	● 1 2 3 4 5 6 7 8 9	

DO NOT USE ADMIN USE ONLY

The Nation's Report Card

REASONS FOR EXCLUSION
 01 - Absent
 02 - Incomplete answer and effort
 03 - Incomplete answer and effort
 04 - Incomplete answer and effort
 05 - Incomplete answer and effort
 06 - Incomplete answer and effort
 07 - Incomplete answer and effort
 08 - Incomplete answer and effort
 09 - Incomplete answer and effort
 10 - Incomplete answer and effort
 11 - Incomplete answer and effort
 12 - Incomplete answer and effort
 13 - Incomplete answer and effort
 14 - Incomplete answer and effort

071 - 040865 - 9

I. Teacher Questionnaire III. Teacher Questionnaire

SCHOOL #: 999 299 1

Teacher's Name	HISTORY/GEOGRAPHY Teacher Questionnaire ID #	Returned			LANGUAGE ARTS Teacher Questionnaire ID #	Returned		
		Yes	No	Completed Electronically		Yes	No	Completed Electronically
Mrs. Smith	01 071 - 1 2 3 4 5 6 7	○	○	○	072 -	○	○	○
Mrs. Jones	02 071 - 1 2 3 4 5 6 8	○	○	○	072 -	○	○	○
	03 071 -	○	○	○	072 -	○	○	○
	04 071 -	○	○	○	072 -	○	○	○
	05 071 -	○	○	○	072 -	○	○	○
		○	○	○	072 -	○	○	○
		○	○	○	072 -	○	○	○

5.8.3 Guidelines for Identifying Appropriate Teacher Questionnaire Respondents

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

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

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

5.9 School Questionnaire

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

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

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

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

5.10 SD/LEP Student Questionnaire

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

Step 1: Complete SD/LEP Questionnaire Cover

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

Exhibit 5-11. Online School Questionnaire Note



Dear _____:

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

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

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

Your 10-digit booklet ID number is: _____

Your 7-digit school ID number is: _____

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

_____ / _____ / **2001**

We appreciate your help!

Your NAEP Representative

Exhibit 5-12. Completed SD/LEP Questionnaire Cover

Admin Schedule Line # 01 from Session # 01

2001 SD/LEP Questionnaire

Q-095

Use a #2 pencil to complete this questionnaire.

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

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



To: Mrs Francis
with regard to
John Smith

SCHOOL #

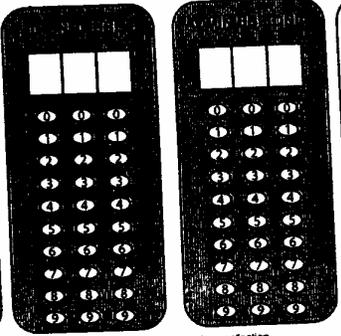
999 299 1

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

Student Booklet ID

(from column K or L on Administration Schedule)

101 0000010



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

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



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

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

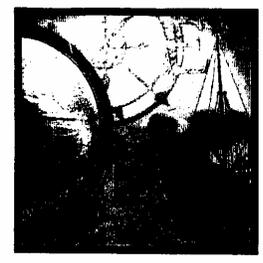
Continue this process for the remaining SD/LEP students.

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

Form must be completed in No. 2 pencil.

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

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



2001 SD/LEP Questionnaire

Q-095

Use a #2 pencil to complete this questionnaire.

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

If Student with a Disability (SD): 2, 3-7 PAGES
 If Limited English Proficient (LEP): 2, 8-10

Return to NAEP School Coordinator by 1/24

SCHOOL #
999 299 1

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

To: Mrs Francis with regard to John Smith

This form must be completed in No. 2 pencil.

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

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

I. School Questionnaire Questionnaire ID # 08 [] [] [] [] [] [] [] [] [] [] (Barcode ID # on Cover)	Returned: Yes [] No [] Completed Electronically []
II. SD/LEP Questionnaire* Student's Name: John Smith Distributed To: Ms. Francis	Student Booklet ID # (Column "K" or "L" on Admin. Schedule): 133-000034-0 SD/LEP Questionnaire ID # (Barcode ID # on SD/LEP cover): 095-004800-0

Student's Name	Distributed To (Staff Name)	Student Booklet ID #	SD/LEP Questionnaire ID #	Returned		Instruct SD/LEI
				Yes	No	
John Smith	Ms. Francis	133-000034-0	095-004800-0	<input type="checkbox"/>	<input type="checkbox"/>	For each student, Admin. Code on class follows.
			095-	<input type="checkbox"/>	<input type="checkbox"/>	1. Write name
			095-	<input type="checkbox"/>	<input type="checkbox"/>	mo
			095-	<input type="checkbox"/>	<input type="checkbox"/>	

Step 3: Distribute SD/LEP Student Questionnaires

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

5.11 Distribute Questionnaire and Record on Roster

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

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

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

5.12 Other In-School Preparations

5.12.1 Notification of Students and Teachers

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

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

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

Exhibit 5-14. Student Appreciation Certificate

Certificate of Appreciation

THE NATION'S
REPORT
CARD 

Presented to _____
(Student's name)

for participating in the
National Assessment of Educational Progress

Date: _____
Time: _____
Location: _____

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

Exhibit 5-15. Assessment Notification Letters for Teachers

Date: _____

TO: _____

FROM: _____

SUBJECT: National Assessment of Educational Progress

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

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

SESSION	DATE	TIME	LOCATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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

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

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

Thank you very much for your cooperation.

/bkp
Attachment

The NAEP brochure may be sent home with parent notification letters and/or with the Student Appreciation Certificates, if requested by the school.

5.12.2 Preparing Removable Labels

Since student names are never written on assessment booklets, as described in chapter 4, removable labels are used to make sure that each booklet is assigned to the correct student. These labels are to be affixed to the booklet cover in the designated area prior to the session, and removed and destroyed after the session.

For schools that were sampled electronically in the fall, these labels will be preprinted with student name, line number, booklet number, and school number on salmon-colored labels and provided in your session boxes. For all other schools, these same salmon-colored labels will be preprinted except for the student's name and in your session boxes, as well. You can fill in the student name by hand on these labels. You will also have the ability to run these labels on your laptop from the electronic Administration Schedule that you create. You can do this while at the school for the sampling visit. On assessment day, you will affix the labels to the booklets.

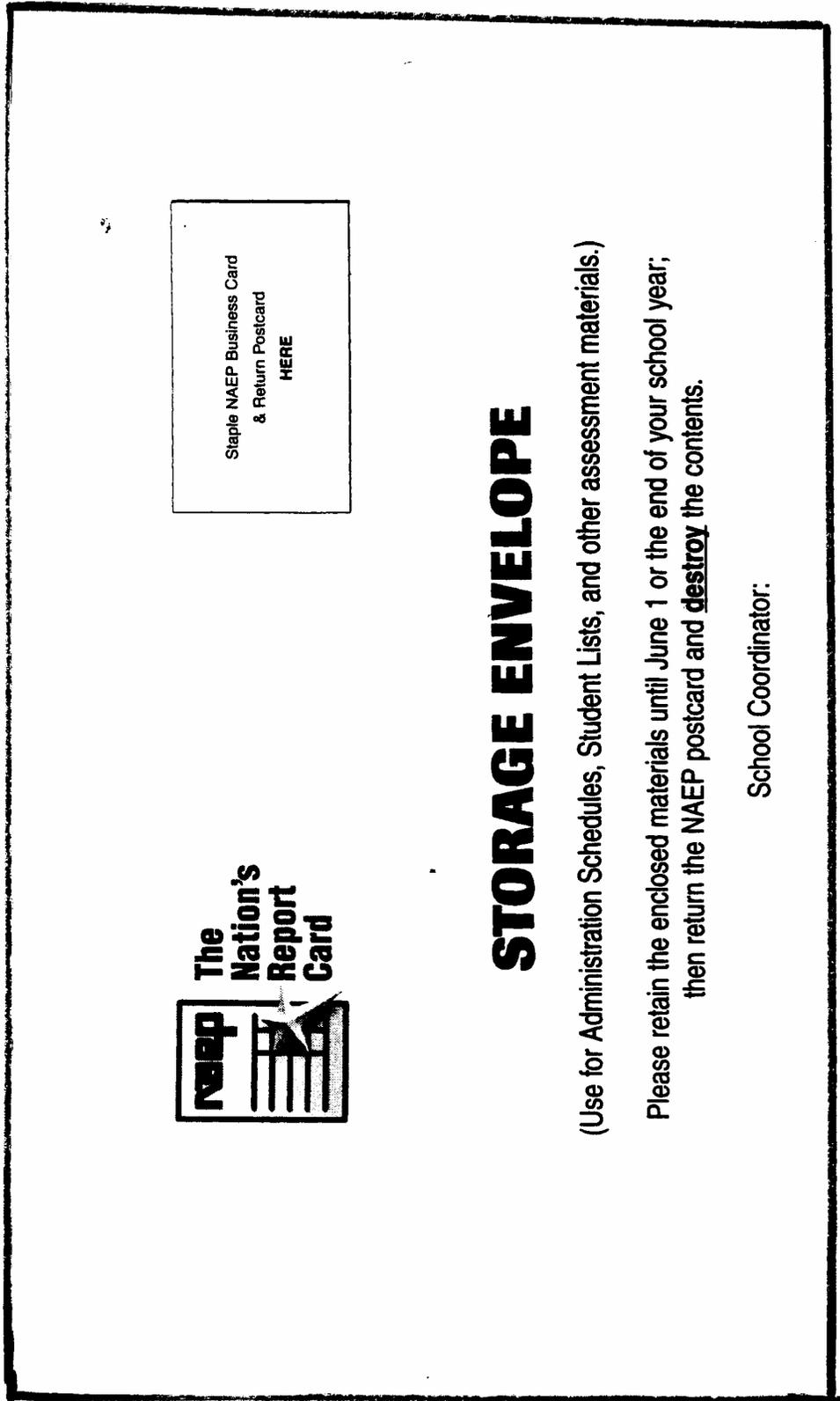
If you prepare the labels before assessment day, leave them at the school with the Administration Schedule and Rosters in the NAEP Storage Envelope until assessment day.

5.12.3 Completion of Sampling Activities

After all sampling and questionnaire preparation activities have been completed, you will place the original list of students, Administration Schedule(s), removable labels, and all Rosters in the **NAEP Storage Envelope** (Exhibit 5-16) and give it to the school coordinator to hold until assessment day.

Be sure you know with whom and where this envelope is being kept as you will need to retrieve it in order to conduct your assessments.

Exhibit 5-16. NAEP Storage Envelope



6. CONDUCTING THE ASSESSMENT

This chapter describes procedures for conducting assessment sessions. Since supervisors will act as EAs in some sessions, relevant information from the EA manual has been repeated in this chapter.

6.1 Preparing for the School's Assessment

Preparation for the assessment begins before you arrive at the school on assessment day.

- If it has been more than a week since you visited the school to draw the sample or the supplemental sample, you should call the school coordinator a few days before the assessment. The purpose of this phone call is to confirm the date and time, to review the assessment activities, and to make sure that student and teacher notification procedures are in place.
- Review the materials in the school folder for the school to ensure that you bring the correct materials for the sessions scheduled to be conducted.
- Double-check that you have the correct box(es) of materials from NCS Pearson for the school as well as any additional required materials that you will need.
- Make sure that you have the session scripts.

If additional materials are needed, call NCS Pearson at 1-800-627-6237 no later than 3:00 pm Central Standard Time (CST) for overnight delivery.

6.2 Reporting to School on the Day of the Assessment

- On the day of the assessment you and your EAs should **plan to arrive at the school at least one hour before the first session is scheduled to begin.**
- Be sure that both you and your EAs wear your NAEP Identification Badges while at the school.
- When you arrive at the school, you must first check in at the school office, identify yourself and introduce your EAs, and explain why you are there.

- Then, locate the school coordinator to obtain the Administration Schedules (kept in the NAEP Storage Envelope) and signed parental consent forms, if required. If concurrent sessions are being conducted, you will need to photocopy one set of the session Administration Schedules for each person conducting a session.
- Make sure that you know how and at what time the school wants students to be returned to their classes at the end of the session.
- Obtain instructions on how to handle persistently disruptive students, students who become ill during the session, and students who arrive after the session has begun.

Distribute copies of the Administration Schedules to EAs along with assessment materials they will need to conduct their assigned session. These materials are:

For Each Session

- Bundles of booklets
- Script
- Timer
- Removable labels
- No. 2 Pencils
- “Testing in Progress-Do Not Disturb” sign

Additional Materials: History/Geography Sessions

- Atlases
- Rulers

Additional Materials: Reading/Writing Sessions

- SS Application Instructions Form (12th grade)
- Metro pamphlet (12th grade)
- Writing brochures

You should use the time before the session as efficiently as possible. Efficiency, organization, and preparedness will also allow ample time for EAs (as well as yourself) to prepare the booklets for distribution, to set up the assessment room, and for you to better deal with any last minute “crises” that may arise.

In preparing for the session, make sure that the booklets are for the correct grade level and session type. **Never use booklets for any session type other than the one specified on the Administration Schedule.**

6.3 Preparing the Assessment Booklets for Distribution

On assessment day, you (and/or your EAs) will affix the removable labels to the appropriate session booklets as described below. This will help you distribute booklets to the correct students.

1. Using the removable labels and the Administration Schedule, begin with the first student listed on the Administration Schedule. Open the first bundle and affix the label bearing the student's name and booklet ID number to the cover of the first booklet in the stack.
2. After you affix the label, check the Administration Code on the Administration Schedule. If, in the column labeled "Admin. code" a code in the 60s (Excluded), "51" (Withdrawn), "55" (Ineligible), "56" (Not in Sample), or "47" (Parent Refusal), has been recorded, write the Admin Code on the label and set the booklet aside. (If the student has been excluded, a single line should already be drawn through the student's name. The line should not extend past the perforation.)
3. Repeat this procedure for each student whose name is listed on the Administration Schedule. All other booklets, as they are prepared, should be stacked face down to keep them in Administration Schedule order.
4. Then, band together the booklets that were set aside for any excluded, withdrawn, ineligible, Not in Sample (NIS) students, or refusals. These should be kept banded together (i.e., separated from) but remain with the bundle of booklets for the session.
5. Turn over the stack of booklets to be used in the session.

If you have not previously done so, place any additional materials required for each booklet (as noted on the following pages) either inside the front cover of the booklet, or set them aside for distribution with the booklets.

6. Then, band the booklets together and place the session Administration Schedule on top of the stack. Booklets are now ready for distribution.

6.4 Preparing Other Assessment Materials

The 2001 assessments require the use of materials not in the booklets themselves. The booklets that use ancillary materials will be indicated by a letter code next to the booklet number. These materials and their letter code are discussed below.

6.4.1 Materials for History/Geography Sessions

The geography assessments use rulers (R) and atlases (A) at all three grades. All of the booklets at all three grades use a ruler, while only some will also require the atlas. There are no ancillary materials for the history assessments.

6.4.2 Materials for Reading/Writing Sessions

For the readings assessments there are two ancillary materials at the twelfth grade for one of the booklets- the Social Security Form (F) and the Metro Pamphlet (P). For the writing assessments there is a writing brochure at grade 4 (A), grade 8 (B), and grade 12 (D) for some of the booklets.

6.4.3 No. 2 Pencils

Only No. 2 pencils should be used by students to record their responses in the assessment booklets. As booklets are distributed, a sharpened No. 2 pencil will be handed to each student. Extra pencils should be kept at the front of the room in case a student requires another pencil. Assessed students may keep their pencil at the end of the session.

6.5 Professional Attire

Professional behavior and dress is required at any time you are working in a school. In her book, **Successful Subbing**, Carol Fuery talks about the notion that, as we live in a progressively visual world, in about 10 seconds students can form an expectation about your ability to handle a class, based solely on your appearance. Clothing is one of the most important aspects in effectively taking charge of a classroom and establishing authority. Suggested attire for women is a suit, tailored dress with a blazer, or a

blazer and a skirt. For men, a suit and tie or dress trousers with a sports jacket and tie is appropriate. The colors that have proven themselves best for establishing authority are navy blue, maroon, gray, and black.

In other words, the more conservative you dress without looking overly stuffy, the better. A word about shoes -- particularly for women. Low-heeled, comfortable shoes are preferred. Also, make sure that the heels on your shoes are properly maintained to avoid making excess noise as you walk around the room. Experienced NAEP staff tend to walk slightly on their tip-toes to minimize the amount of noise and to remain as inconspicuous as possible while monitoring a session.

6.6 Preparing the Assessment Room

When you arrive at the room you will be using for the assessment, check to make sure there are enough desks for the number of students in the session; if not, notify the school coordinator. Make sure that you may erase the chalkboards if appropriate to do so, and if possible, conceal all school materials that may assist students (e.g., world maps in a history/geography session). Then, set out the supplies you will use for the session. It is also a good idea to know how to call the principal's office from the classroom in the event of an emergency.

It is important that the desks be arranged so that all students can readily be seen by you and likewise, you can readily see each student. If at all possible, avoid having students face potential sources of distraction such as windows, doorways, etc., and if you can help it, do not seat students facing each other.

6.7 Students Arrival at the Assessment Room

Your presence as an authority figure should be exercised once the students begin to arrive. Your effectiveness as an administrator will be predicated largely on your ability to convey to the students what is expected of them immediately upon their arrival at the testing room. Remember that organization and preparedness is the key to effective classroom management.

Once the room has been properly arranged, make sure that you have the booklets and other assessment materials ready for the session and that you are confident of how they will be distributed.

Although this is not always possible, you should attempt to enlist assistance from school personnel to introduce the NAEP assessment to students. It will help considerably if a school staff member is present to assist you, particularly someone who is considered “high stakes” such as the principal or school disciplinary person. We have also found that if school staff are able to help monitor the session, their presence helps keep disruptive behavior at a minimum and the students’ behavior on-task.

Your ability to impart an air of, as one researcher calls it, “with-it-ness” (Cangelosi, 1988, p.16) is critical. You must be aware of **everything** that is going on in the classroom. As an example, you may be able to demonstrate your awareness of class dynamics by either separating, or seating near you, students who have made it obvious upon their arrival that they are especially likely to cause disruption. The manner in which you carry yourself, the use of direct eye contact, and facial expressions all communicate confidence and that you intend to be taken seriously. By focusing your eyes directly on individual students, you communicate interest in them and assign an importance to the task in which they are engaged. Also, smiling at a student when you’ve caught his or her eye conveys an interest in them as an individual and facilitates an atmosphere of respect and cooperation.

One way to establish your authority immediately is to stand close to the door as students arrive. If the students come in singly or in small groups, check off the students’ names as they enter. **However, do not create a line of students waiting to enter the classroom -- this will annoy the school staff!** If the students come too quickly, you can at least take the opportunity to seat students where you want them, separating potential troublemakers.

Several different types of sessions may be conducted at any one time in any one school. Each student was sampled to attend a particular session type and **should** attend a session of that type. In schools with multiple sessions conducted concurrently, all session administrators should have copies of the Administration Schedules for all sessions.

Following the assessment, you will need to determine the appropriate Administration Code for each of the selected students. If you are not sure how to code “Admin. code” for a particular student, document the circumstances on the front cover of the student’s assessment booklet and assign an Administration code using your best judgment. For a more detailed discussion of Administration Codes, see Chapter 7.

At this time, you will be able to identify any students who have withdrawn since the sample was drawn. Be sure to set aside both booklets that have been pre-assigned to those students. **Remember, do not distribute the booklets designated for excluded, withdrawn, or ineligible students or for refusals.**

If you have checked-in all students who have arrived, but four or more students on the Administration Schedule are not present, wait a few minutes before beginning the session. While you are waiting, you may informally ask those present if the missing students are absent from school that day. Hopefully, a school staff member will be present and can assist in finding the missing students. In any case, if it is determined that the missing students are in fact absent, or five minutes elapses beyond the time the session was to begin, proceed with the assessment.

Before beginning the script, instruct students to place all of their **belongings directly under their desks**. It is important that the aisles not be obstructed to allow you mobility through the classroom. At any given moment you should be able to quickly get to every student. Appendix E includes a discussion of classroom management techniques for each grade level assessed.

6.8 Using the Script to Conduct the Session

After all students have been checked in and seated, you will conduct the session by following the appropriate script for the grade level and session type. **Each session type has a different script.** There are differences from script to script in wording, in procedures, and in the materials required.

You and your EAs should be thoroughly familiar with each session script and be able to read each script **fluently**. The script should be read **word for word (but with expression)** to make sure that all sessions of that type are administered the same throughout the country. The sections of the script common to all assessment types are discussed below.

6.8.1 Introduction

All scripts begin by introducing you and the National Assessment and by giving a quick overview of the session.

6.8.2 Booklet Distribution

After the introduction, the script instructs you to distribute the booklets and other materials if you have not done so already. There are two ways to distribute these materials:

1. Before the students arrive, place a pre-assigned booklet (with the removable label bearing the student's name and booklet ID number), additional required materials, and a pencil on each desk according to your seating plan for the students scheduled to be assessed. As students arrive at the classroom ask them to find the booklet with their name and be seated at that desk. This procedure works particularly well for a large session;

OR

2. After students have been seated and you read the script introduction, call each student in Administration Schedule order and hand him/her their pre-assigned booklet, additional required materials, and a pencil.

Review with your EAs how the materials are to be distributed based on the type and size of the session.

If you are distributing booklets by calling each student individually by Administration Schedule order, you would do so at this point in the script.

Record the attendance status of each student by entering a checkmark for present, "A" for absent, or "W" for withdrawn in the "Admin. Use Only" column on the Administration Schedule. For students who are absent or found to be either withdrawn or ineligible on assessment day, enter an "A", "W", or "I" on the removable label affixed to that student's booklet. Then, place his/her booklet to the side to avoid handing it to the wrong student. (These cases would be in addition to any booklets you may have already set aside for students determined to be withdrawn, ineligible, or excluded immediately after sampling.) **At the conclusion of the assessment**, you will enter the appropriate Administration Code for each student in the column labeled "Admin. Code."

Booklet distribution is an opportune time to demonstrate your expectations of the students' behavior and to establish a proactive (as opposed to reactive) demeanor in the classroom. You should use this opportunity to your advantage by being well-organized, well-prepared, and by working quickly and efficiently to exercise your authority and control of the classroom.

Do not waste time! The booklet distribution process, no matter how large the session size, should take no more than 10 minutes.

Ask students who arrive **during booklet distribution** to wait at the front of the room while you finish distributing the booklets. Then, check the student in, give him or her the correct booklet, pencil, and any other required assessment materials, and direct the student where to be seated.

6.8.3 Booklet Cover Coding

This year, there is very little required information on the booklet cover to reduce burden. The school ID can be filled in during the pre-assessment visit or after the assessment is over. The administration code will be filled in during the post-assessment work.

6.8.4 Booklet Directions

The instructions for using the assessment booklets are presented on the first two pages of each assessment booklet and are reprinted in your script, which instructs you to read these aloud to students. **NOTE:** In all sessions, no student may be admitted once you have begun reading the booklet directions. Any students who arrive after this point should be asked to return to their classroom and will be counted as absent.

6.8.5 Student Background Sections

Each assessment booklet contains blocks of general background questions and subject area background questions.

The general student background will appear at the beginning of the history and geography booklets, prior to the cognitive blocks, with a computer background questionnaire presented after the cognitive blocks. The general student background will appear at the beginning of the reading booklets, prior to the cognitive blocks, with a reading background questionnaire presented after the cognitive blocks. The general student background will appear at the beginning of the writing booklets, prior to the cognitive blocks, with a writing background questionnaire presented after the cognitive blocks.

You will read aloud all of the general background questions to the fourth graders in all sessions. The script will contain the questions that you are to read aloud. In grades 8 and 12 for the U.S. history/world geography sessions, you will read aloud Question 1 and then time the rest of the section.

If any students have questions during the general background section or the study area background section, you may assist the student in understanding the question only by referring to the question-by-question specifications (**QxQs**) for the appropriate grade level. The QxQs are included as a separate section in the session scripts.

6.8.6 Subject Area Section

The timing of the booklet sections varies with grade and session type. The session script provides instructions for each section. The timing of the sections of the US History and world geography booklets are shown here.

Section 1:	General Background Questions	Read aloud – grade 4 5 minutes – grade 8 5 minutes – grade 12
Section 2:	US History Geography Cognitive Block	25 minutes
Section 3:	US History Geography Cognitive Block	25 minutes
OR <i>Section 2/3</i>	<i>U.S. History or geography Cognitive Block</i>	<i>50 minutes – grades 8 and 12</i>
Section 4:	Computer Background Questions	10 minutes – grade 4 8 minutes – grade 8 8 minutes – grade 8

The timing of the sections of the reading and writing field test booklets are shown here:

Section 1:	General Background Questions	Read aloud – grade 4 5 minutes – grade 8 5 minutes – grade 12
Section 2:	Reading or Writing Cognitive Block	25 minutes
Section 3:	Reading or Writing Cognitive Block	25 minutes
Section 4:	Reading or Writing Background Questions	10 minutes – grade 4 8 minutes – grade 8 8 minutes – grade 12

A timer included with your supplies will be used to time the sections accurately. It is important that you are thoroughly familiar with the timer and its operation prior to conducting sessions. Be sure that you and your EAs practice using the timer before conducting your first assessment.

6.9 Monitoring the Session

During the session, it is your responsibility to ensure that students are working in the correct booklet section. The only way this can be adequately accomplished is by quietly walking up and down the aisles during the session. Studies have shown that the closer the physical proximity of the teacher to the student, the more likely that the student will be on-task. You should continually move through the classroom during the section (a good reason why the aisles need to be unobstructed!). On occasion, stand at the rear of the room so you can observe students inconspicuously.

Since only a few students in a session may be using the same booklet, the possibility of collusion among students is reduced. However, it is important to discourage **any** such attempts by continually walking up and down the aisles during the session. At the same time, you will check that students are working in the correct booklet section and not either behind or ahead of where they should be.

Paperwork should be done after the conclusion of the session. You should instruct your EAs where to meet to edit the booklets and complete other paperwork.

6.9.1 General Rules for Supervising Sessions

1. Except for the general and subject-specific background questions, you may not answer any questions about booklet items once the students have begun working. Only in the background questions may you assist students in understanding questions.

Question-by-question specifications (QxQs) for each grade level are presented in the session scripts. They are to be referred to in helping students understand the intent of a question in the background section. The purpose of the QxQs is to allow supervisors/EAs to respond to these questions in a standardized manner.

- Questions asked during the background sections should be answered individually. In the script, you tell students to raise their hands if they have questions. You will then go to their desk to respond individually to the questions. Only if several students ask the same question should the entire class be advised of the question and answer.
- For all other sections of the assessment, you may not provide any specific information, answers or instructions about any item, or assist in reading or spelling. The best response to such a request is, "I'm sorry, I can't answer any questions. Just do the best you can."
- Once the students have begun working on the cognitive sections of the booklet, you may only provide assistance in showing **how** and **where** to record answers.

2. As students are working, you should walk around the room to see that they are working in the appropriate section of the booklet. If a student finishes a section early, you should encourage him/her to go back and review the work **in that section only**.
3. Since the completed booklets will be scored by machine, students may use only No. 2 pencils to record answers.
 - For multiple-choice questions, ovals must be completely filled in with heavy marks. There should be no unintentional stray marks in ovals.
 - Erasures must be complete and neat. For constructed-response items, students may make corrections by crossing-out words rather than erasing if they chose to do so.
 - Booklets should never be folded or bent. Do NOT put paper clips or permanent gummed labels on the booklets.
4. In the event a student is either missing an ancillary material, replace it with another provided in your supplies.
5. Be sure that the fourth-grade students have gone to the bathroom before the session begins!
6. Students should leave the session only in an emergency situation.
 - If a student leaves and returns, record on the booklet cover the section number when the student left, the section number when the student returned, and the reason the student left the session. Remember to assign the appropriate Admin Code for this student.
 - If a student cannot complete the session (e.g., he or she has become ill), collect the booklet and other materials and record on the booklet cover the reason the student left the session.
 - Occasionally a student may request to leave the session before it is over for reasons other than illness or needing to go to the lavatory: he or she may need to be someplace else in the school (such as sports practice or a class activity) and feel concerned about being late. If a student asks to leave, but is not refusing to participate, try to determine the reason for the request. Make an effort to persuade the student to remain in the session and give an estimate of the remaining time required to finish.
 - Students who are concerned about being late for other activities may be told to explain to their teachers that they have been participating in NAEP, and that the teacher can contact the school coordinator for verification. You may consider writing a “To Whom it May Concern” note on a NAEP Student Appreciation Certificate for the student to take to their next activity. However, students who will miss transportation if they remain in the session may be excused.

- A student may be asked to leave the session by a teacher or school official. If this occurs, quietly try to determine the reason the student is being asked to leave and, if possible, try to obtain permission for the student to complete the session.
 - If the student has completed the booklet and has been allowed to leave before the end of the session, it is not necessary to make a notation on the booklet cover.
7. Students are not required to participate in the assessment; however, all students should be encouraged to do so. If a student refuses to participate, tell the student that his or her answers are very important because they represent many other students across the nation. Explain that the results will have no effect on their grade. Encourage the student to begin or complete the booklet and to make their best possible effort to answer the questions. If the student continues to refuse, collect the booklet and materials and instruct him/her to return to class. Remember to note “Student Refusal” on the booklet front cover.
 8. If a student discovers a defective booklet after beginning to work, replace the booklet with another booklet of the same number if possible. Record the new booklet ID number on the front cover of the defective booklet and vice versa on the Administration Schedule and write a brief note on the original booklet cover explaining the problem.

If a booklet of the same number is not available and the defect is, for instance, one page missing in only one section, have the student continue in the defective booklet. When the booklets are collected, be sure to write a note on the front cover explaining the problem.
 9. Note on the front cover any other unusual circumstances regarding the assessment of a student.

6.9.2 Problem Situations

You should anticipate specific problem behaviors before they happen and determine how you will handle them in advance. Although the exception rather than the rule, there may be occasions where you are called upon to deal with inappropriate or disruptive behavior. Prompt and decisive management of such behavior is important in avoiding its continuation and “modeling” by others.

It is important to recognize that one of the immediate goals of inappropriate student behavior is to attract attention in hopes of gaining recognition among peers. Understand that from a student’s perspective you will be a perfect vehicle for attaining this goal. Do not be a victim! Avoid being verbally challenged or you will find yourself in an irretrievably weakened position to effect any kind of classroom control. Adopt a proactive (rather than reactive) stance, anticipate potential problematic situations, and know how you will handle them if they do occur. Otherwise, you will find yourself constantly putting out fires rather than preventing them.

Off-task behavior should be dealt with directly and without overreacting in a calm, but firm tone of voice (Emmer et al. 1984, p. 100).

- **If a student is working on the wrong section of the booklet**, you could say something like “You should be working on Section 2 now”. Continue to stand near the student until you see that he or she is working on the correct section. Oftentimes a gentle reminder of the correct section will suffice as an effective prompt.
- **If the behavior is of a more disruptive nature, such as sustained loud talking or rudeness:** Walk calmly to the student’s desk, and firmly, yet quietly, inform the student that the behavior is unacceptable. Sometimes the use of a gesture such as a finger to the lips or a headshake is enough to prompt appropriate on-task behavior; sometimes it is not. If not, be sure to convey the inappropriateness of the behavior in a positive manner by saying something like. “I’m sure you don’t mean to be rude, but you are disturbing the rest of the class.” If necessary, add, “I would really appreciate it if you would help me out and save your conversation until this session is finished.” Continue to stand near the student’s desk. When appropriate behavior is demonstrated, approach the student and **thank him or her for being cooperative**. The encounter should be brief, positive, and respectful.
- **If the disruptive behavior persists**, you must take care not to exacerbate the problem and disturb others who are trying to work. **REMAIN CALM. TAKE TWO DEEP BREATHS. THEN, ACT.** Remember, focus on the behavior, not on the student. Again, the use of direct eye contact and physical proximity to the student cannot be overemphasized.

However, it **may** sometimes be necessary to seek the immediate assistance of school personnel. If you feel that the situation is becoming out of control, don’t be afraid to use the principal’s office call button and ask for assistance!

- **If a student becomes ill during the session:** In the unlikely event that this should occur, remain calm and seek assistance from school personnel. Remember that this is an extremely embarrassing situation for the student so make every effort not to add to the student’s discomfort and handle the matter with as little disruption as possible. **Be sure to note the disruption on the student’s booklet.**
- **If a student becomes emotionally upset during the session:** Occasionally, a student, particularly in the lower grades, may feel so overwhelmed that he or she will begin to cry. Be understanding, but do not reinforce this behavior by giving the child excessive attention or sympathy. You might suggest that the student skip the question that is bothering him/her, and suggest that s/he may think of the answer later. Also, telling the student that we don’t expect them to know everything may lessen their anxiety.
- It may be helpful to ask a friendly classmate to accompany him/her to get a drink of water. If the crying is seriously disruptive, seek assistance from school personnel. **Remember to note the incident on the student’s booklet.**

It is equally important to recognize that not every inappropriate behavior warrants a response from you. For example, whispering can safely be ignored if it is of short duration. It is best to respond immediately and decisively to a behavior if it becomes disruptive or to ignore it completely if you determine it is not consequential.

Students who complete their section before time is called should be encouraged to review their work in that section only. They **should not** work on homework or on a non-NAEP activity.

6.10 Concluding the Session

At the end of the session, collect **all** materials except the No. 2 pencils that students may keep, thank the students, and dismiss them according to the school's preference. If time allows, you should call the students by name (in Administration Schedule order) to bring their booklets and assessment materials to you so that you can check the booklet ID number once again.

In large sessions or if time is not sufficient for students to individually return their booklets to you, instruct the students to place any additional assessment materials they may have inside the front cover of the booklet and to then pass their booklets to the end of their row for collection. Count the booklets. When you are satisfied you have received all booklets and materials that you distributed, thank the students and release them according to the school's preference.

If time is particularly short, you may stand at the door and release a student after s/he gives you a booklet (and any other assessment materials). **You must account for all booklets and assessment materials.**

Regardless of the collection procedure you choose, you must strive to maintain control of the classroom since students will be anxious to leave once the assessment is over.

6.11 Conducting Sessions with Accommodations

When you encounter students with disabilities, discuss with the school coordinator the nature of each child's disability and then consult Appendix F for a brief description of the disability and suggestions for working with these students in testing situations. If the opportunity presents itself, find out how the teacher works with the child. Some additional procedures are needed to accommodate these students in a testing situation, but many are similar to those you will use with other students. It is unlikely that you will be testing children with severe cognitive or physical disabilities; their IEPs will probably specify that they should not participate in assessments such as NAEP or they may not have achieved the requisite reading skills needed to participate.

Suggestions for working with special needs students include:

- Encourage effort, not results;
- Concentrate on the individual, not his/her disability;
- Treat students with disabilities as normally as possible; do not assume you must do things for them;
- Do not lower your expectations;
- Ask that a teacher familiar with the student be present at the assessment session;
- Remember that disability-related information is confidential; school personnel may be reluctant to release information. Emphasize the confidentiality procedures of NAEP and assure school personnel that you will keep any information received about particular students confidential; and
- Only use accommodations specified in students' IEPs or routinely used in testing the student; use of accommodations unfamiliar to students may hurt their performance rather than help it.

6.12 Accommodations in 2001 NAEP

The accommodations available in 2001 NAEP are bilingual dictionary (not with reading booklet), large-print book, extended time in regular session, read aloud in regular session (do not use with reading booklet), small group, one-on-one, scribe or use of computer (do not use with writing booklet) and “other.” A summary chart of the accommodations for NAEP 2001 can be found in Exhibit 6-1. The only time that a special accommodation booklet is to be assigned to a student is for the large print accommodation (specific books have been selected in advance for enlargement; see Exhibit 6-2) or the read aloud in small group accommodation. In small group read aloud sessions, separate sessions should be held by subject area and the booklets assigned should be taken from your bulk supplies. The selection of a booklet for a small group read aloud session should be determined by the sixth digit in the seven-digit school identification number (Exhibit 6-2). (Please note that in one-on-one read aloud sessions, the student should use his/her originally assigned booklet.) In all other accommodation cases other than the ones described above, the student requiring an accommodation will use the original booklet assigned to him/her.

Exhibit 6.1. Summary Chart of Accommodations (Page 1 of 2)

Summary of Accommodations for NAEP 2001 (Main Assessment and Field Test)

4	Reading/Writing	None	<ul style="list-style-type: none"> a. Bilingual Dictionary b. Large-print c. Extended time in regular session d. Read aloud in regular session e. Small group f. One-on-one g. Scribe or use of computer h. Other* 	<ul style="list-style-type: none"> a. Supplied by school; no definitions b. Booklet R001 and W201 provided for enlargement c. Students use assigned booklets d. Reading passages cannot be read aloud; Students use assigned booklets** e. Students use assigned booklets f. Students use assigned booklets g. Scribes cannot be used for Writing; Students use assigned booklets h. As typically encountered in school 	<ul style="list-style-type: none"> a. 72 b. 73 c. 74 d. 75 e. 76 f. 77 g. 78 h. 79
8	Reading/Writing	None	<ul style="list-style-type: none"> a. Bilingual Dictionary b. Large-print c. Extended time in regular session d. Read aloud in regular session e. Small group f. One-on-one g. Scribe or use of computer h. Other* 	<ul style="list-style-type: none"> a. Supplied by school; no definitions b. Booklet R001 and W201 provided for enlargement c. Students use assigned booklets d. Reading passages cannot be read aloud; Students use assigned booklets** e. Students use assigned booklets f. Students use assigned booklets g. Scribes cannot be used for Writing; Students use assigned booklets h. As typically encountered in school 	<ul style="list-style-type: none"> a. 72 b. 73 c. 74 d. 75 e. 76 f. 77 g. 78 h. 79
12	Reading/Writing	None	<ul style="list-style-type: none"> a. Bilingual Dictionary b. Large-print c. Extended time in regular session d. Read aloud in regular session e. Small group f. One-on-one g. Scribe or use of computer h. Other* 	<ul style="list-style-type: none"> a. Supplied by school; no definitions b. Booklet R001 and W201 provided for enlargement c. Students use assigned booklets d. Reading passages cannot be read aloud; Students use assigned booklets** e. Students use assigned booklets f. Students use assigned booklets g. Scribes cannot be used for Writing; Students use assigned booklets h. As typically encountered in school 	<ul style="list-style-type: none"> a. 72 b. 73 c. 74 d. 75 e. 76 f. 77 g. 78 h. 79

NOTES:

(*) Other accommodations (such as earphones for hearing impaired, signers for the deaf, magnifying equipment, translators) will be allowed if provided by the school and specified in the student's IEP. Reading passages cannot be read aloud by a translator or computerized voicing device.

(**) For one-on-one read aloud sessions, the student should be administered the booklet assigned. For small group read-aloud sessions, separate sessions should be held by subject area and the booklet assigned to the first student in the group (alphabetically) should be selected as the read-aloud booklet. For World Geography, booklets needing the atlas should not be selected for small group read-aloud sessions.

Exhibit 6.1. Summary Chart of Accommodations (Page 2 of 2)

Summary of Accommodations for NAEP 2001 (Main Assessment and Field Test)

Grade	Session Type	Additional Materials	Accommodations Offers	Notes on Accommodations	Admin. Codes
4	History/Geography	Rulers Atlases	a. Bilingual Dictionary	Supplied by school; no definitions Booklet H103 and G31R provided for enlargement Students use assigned booklets** Students use assigned booklets** Students use assigned booklets Students use assigned booklets Students use assigned booklets As typically encountered in school	a. 72
			b. Large-print		b. 73
			c. Extended time in regular session		c. 74
			d. Read aloud in regular session		d. 75
			e. Small group		e. 76
			f. One-on-one		f. 77
			g. Scribe or use of computer		g. 78
			h. Other*		h. 79
8	History/Geography	Rulers Atlases	a. Bilingual Dictionary	Supplied by school; no definitions Booklet H103 and G31R provided for enlargement Students use assigned booklets Students use assigned booklets** Students use assigned booklets Students use assigned booklets Students use assigned booklets As typically encountered in school	a. 72
			b. Large-print		b. 73
			c. Extended time in regular session		c. 74
			d. Read aloud in regular session		d. 75
			e. Small group		e. 76
			f. One-on-one		f. 77
			g. Scribe or use of computer		g. 78
			h. Other*		h. 79
12	History/Geography	Rulers Atlases	a. Bilingual Dictionary	Supplied by school; no definitions Booklet H104 and G45R provided for enlargement Students use assigned booklets Students use assigned booklets** Students use assigned booklets Students use assigned booklets Students use assigned booklets As typically encountered in school	a. 72
			b. Large-print		b. 73
			c. Extended time in regular session		c. 74
			d. Read aloud in regular session		d. 75
			e. Small group		e. 76
			f. One-on-one		f. 77
			g. Scribe or use of computer		g. 78
			h. Other*		h. 79

Exhibit 6.2. Booklets to be used for small group read aloud sessions

Subset of Booklets for Small-Group Read Aloud Sessions

US History	World Geography	Reading	Writing
Grade 4			
H101	G31R	N/A	W201A
H103	G33R		
H105	G36R		
Grade 8			
H101	G31R	N/A	W201B
H103	G33R		W202B
H105	G36R		
H107	G49R		
H133			
Grade 12			
H101	G31R	N/A	W201D
H103	G33R		
H105	G36R		
H107	G49R		
H133			

NOTE: The reading aloud accommodation is not permitted for reading.

6.13 Staffing for Sessions with Accommodations

Whether accommodating students in the original session or in special sessions, it is important that you or the EA be comfortable in working with special needs children. Obviously someone with a special education background would be ideal. For example, a retired teacher, particularly at the elementary level, should be familiar with reading aloud quietly and with determining when and how to encourage students.

Since NAEP staff are unfamiliar to the students in the assessment, it will be important to build rapport with the students before beginning one-on-one, small group, and read-aloud accommodation sessions. Discuss the best ways to do this with the school coordinator, or if possible, each student's teacher. It may be that the teacher will come with the student to the assessment room and will introduce the EA, quietly explaining that the EA is there to help. Perhaps the EA could go to the student's classroom before the assessment begins. During the assessment, the EA needs to be alert to the student's needs without hovering or focusing entirely on that student. Whatever is done, we certainly do not want to do anything that will embarrass or single the student out in a negative way.

We do want the student to feel comfortable and to know what to expect in the assessment situation. If s/he is getting extended time, s/he should be told so before the session begins and that this means that s/he can stay later or return to sections not finished during the assessment. Similarly, read-aloud students should be seated away from the other students and told that the reason is so that other students will not be disturbed by "my reading to you."

If students are being accommodated as part of the regular session, then the EA administering the session will need additional help. Depending on the nature of the accommodations, an additional EA for every 3-5 accommodated students might be necessary. Each extra EA should know in advance the names of the student with whom they will be working and the nature of the accommodation.

6.14 Using Scripts in Accommodation Sessions

Our previous experience with accommodations has shown that the scripts that we use in the standard sessions do not work in small group and on-on-one separate administrations. Instead, the EA should use a more informal, chatty style. The following checklist identifies points the EA should make before beginning the General Directions in the assessment booklets.

- Introduce yourself, telling the child how happy we are that s/he can help us with this national study.
- Explain that some of the work may be like work s/he has done before and some may be very different.
- We are trying to find out what student do not know as well as what they do know. So, s/he should not worry if s/he does not know everything. No grades will be given and his/her work will not be seen by anyone at the school.
- We know that s/he will do the very best that s/he can, and we really appreciate it.
- Tell the student that you cannot help and cannot tell if answers are correct.
- Ask if the student has any questions.

The following are some guidelines for what is and is not allowed when conducting accommodation sessions. You may:

- Make minor modifications to the script to shorten or simplify the introductory statements.
- Encourage the student to review his/her answers upon completion.
- Answer student questions regarding the directions and the recording of answers.
- Allow the student to use accommodations/adaptations on the assessment if they have been deemed necessary.

You may not:

- Provide assistance on assessment items. Students may look for validation on certain items; you may not indicate verbally or non-verbally your recommendations. Instead you are encouraged to remind them to answer the questions to the best of their ability.
- Allow any student to use accommodations/adaptations on the assessment that are not indicated in his/her IEP, that are not approved by NAEP, or that are not normally used by the student during testing.

The following are not considered accommodations and may be offered to students:

- Students may take a break between sections;
- The assessment may be scheduled to start at any time.
- Recording answers directly in the test booklet is expected of all assessment participants. If this is considered an accommodation in a particular student's IEP, s/he should remain in the regular session.

Small group and one-on-one sessions present another problem. Often, these students are accustomed to receiving acknowledgement when they have answered a question correctly. They will look to you and ask, “Is this the right one?” you cannot give any indication of what the right or wrong answer is. It will be tempting but of course we cannot help these students in this way any more than the other students. You may want to remind the student that you told him/her at the beginning of the session that you are not allowed to say if an answer is right or wrong. Encourage the student to record an answer and move on to the next question.

6.15 Administration Codes - Assessed with Accommodations

After the assessment, you will use the administration codes listed below to indicate the status of these accommodated students. In many cases, a student who receives one accommodation actually is receiving multiple accommodations; for example, it is assumed that a student who is assessed one-on-one or in a small group will also receive extended time. Therefore, the following codes contain the additional, paired accommodations we anticipate would be used. Thus, only one code number will be needed for each of these students, even though they might receive multiple accommodations.

An additional item that is asked on the electronic version of the Administration Schedule is whether extended time was offered. This should always be filled in if a student’s IEP states that s/he must be offered extra time. You will be asked to record how much time was used (if extended time was offered) on both the electronic version of the Administration Schedule and on the booklet cover.

Code	Primary Accommodation	Usual Additional Accommodations
72	Bilingual Dictionary	Dictionary provided by school; assess in regular session
73	Large-print booklet	Extended time, special equipment such as magnifying equipment. These sessions are usually conducted in a small group or one-on-one
74	Extended time in regular session	
75	Read aloud in regular session	Extended time, if needed
76	Small group	Extended time; read directions/questions aloud
77	One-on-one	Extended time; read aloud; help recording answers
78	Scribe or use of computer	Extended time
79	Other, specify on booklet cover	

Please note that “read aloud” is a secondary accommodation for several of the accommodations codes listed above. If a student with accommodations has been assigned a reading booklet, “read aloud” cannot be offered in any accommodations session.

REFERENCE LIST

References to classroom management in Chapter 6 and Appendix E are based on research literature from the following:

Cangelosi, James S., Classroom Management Strategies: **Gaining and Maintaining Students' Cooperation**, 1988, Longman, Inc., New York.

Emmer, E., Evertson, C., Sanford, J., Clements, B., and Worsham, M. **Classroom Management for Elementary Teachers**, 1984, Prentice-Hall, Inc., Englewood Cliffs.

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Zilber, S. Oral Presentation, NAEP Training Session, August, 1991, Crystal City, VA.