

2001 NAEP ASSESSMENT

A. Instructions for Preparing a List of Fourth-grade Students

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

B. Instructions for Preparing Computer-generated Lists

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

C. Additional Information Required for *Sampled* Students

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

Special Instructions for Year-round Schools

1. Please record the following information on the list of students: a) Total enrollment in the twelfth grade; and b) Percentage of the grade 12 enrollment that will be off-track (not in attendance) on the assessment date.
2. In preparing the list of students, do **not** list students who will be off-track on the assessment date.

2001 NAEP ASSESSMENT

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

1. Two or three weeks before the scheduled assessment date for your school, please prepare a list of **ALL students enrolled in the eighth grade** using the most current enrollment records available. If this is a year-round school, see special instructions below.
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency).
3. Provide the name and birth date for each student listed. As described below, additional information will be required for students selected for the assessment. You may prefer to provide this information on all students at the time you prepare the original list.
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B. Instructions for Preparing Computer-generated Lists

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- List students in alphabetical order.
- Number the students.
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- Define any special codes used.
- Include preparer's name.

C. Additional Information Required for *Sampled* Students

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 - 5 = **American Indian or Alaskan Native**: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
 - 6 = **Other**: A person who identifies with more than one of the first five categories or has a background other than the ones listed.
 - **If Title I** - receiving Title I services.
 - **If SD** - Student with a disability (SD) or having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons other than being gifted and talented.
 - **If LEP** - classified by the school as limited English proficient.
2. You may prefer to provide this information when preparing the original list of all students. If so, include it on the computer-generated list or on the appropriate columns on the Student Listing Form.

Special Instructions for Year-round Schools

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

2001 NAEP ASSESSMENT

A. Instructions for Preparing a List of Fourth-grade Students

1. Two or three weeks before the scheduled assessment date for your school, please prepare a list of **ALL students enrolled in the fourth grade** using the most current enrollment records available. If this is a year-round school, see special instructions below.
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- Include the date the printout was prepared.
- Define any special codes used.
- Include preparer's name.

C. Additional Information Required for *Sampled* Students

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

Special Instructions for Year-round Schools

1. Please record the following information on the list of students: a) Total enrollment in the fourth grade; and b) Percentage of the grade 4 enrollment that will be off-track (not in attendance) on the assessment date.
2. In preparing the list of students, do **not** list students who will be off-track on the assessment date.

2001 NAEP Instructions for Preparing the List of Newly Enrolled Fourth-grade Students

1. Please keep a record of **ALL** students enrolling in the fourth grade after the original list has been prepared. (Space is provided on the back of this page.)
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency). In year-round schools, do not include students who will be off-track on the day of the assessment.
3. Record the name and birth date of each newly enrolled student. As described below, additional information will be required for students selected for the assessment. You may prefer to provide this information on all students at the time you prepare the list of new enrollees.
4. Please keep this list at the school.
5. Continue to list newly enrolled students until 2 weeks prior to the assessment. Students enrolling after that date need not be listed.

Additional Instructions for Preparing Computer-generated Lists

If you choose to prepare a computer-generated list of new enrollees, use the instructions below.

- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the printout was prepared.
- Define any special codes used.

Additional Information Required for Sampled Students

This additional information will be required for each sampled student:

- **Homeroom** or other locator (optional)
- **Sex**
- **Race/ethnicity**, using these codes:
 - 1 = White, not Hispanic:** A person having origins in any of the original peoples of Europe [except Spain], North Africa, or the Middle East.
 - 2 = Black, not Hispanic:** A person having origins in any of the Black peoples of Africa.
 - 3 = Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish [but not Portuguese] culture of origin, regardless of race.
 - 4 = Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.
 - 5 = American Indian or Alaskan Native:** A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
 - 6 = Other:** A person who identifies with more than one of the first five categories or has a background other than the ones listed.
- **If Title I** - receiving Title I services.
- **If SD** - student with a disability (SD) or having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons other than being gifted and talented.
- **If LEP** - classified by the school as limited English proficient.

2001 NAEP

Instructions for Preparing the List of Newly Enrolled Eighth-grade Students

1. Please keep a record of **ALL** students enrolling in the eighth grade after the original list has been prepared. (Space is provided on the back of this page.)
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency). In year-round schools, do not include students who will be off-track on the day of the assessment.
3. Record the name and birth date of each newly enrolled student. As described below, additional information will be required for students selected for the assessment. You may prefer to provide this information on all students at the time you prepare the list of new enrollees.
4. Please keep this list at the school.
5. Continue to list newly enrolled students until 2 weeks prior to the assessment. Students enrolling after that date need not be listed.

Additional Instructions for Preparing Computer-generated Lists

If you choose to prepare a computer-generated list of new enrollees, use the instructions below.

- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the printout was prepared.
- Define any special codes used.

Additional Information Required for Sampled Students

This additional information will be required for each sampled student:

- **Homeroom** or other locator (optional)
- **Sex**
- **Race/ethnicity**, using these codes:
 - 1 = White, not Hispanic:** A person having origins in any of the original peoples of Europe [except Spain], North Africa, or the Middle East.
 - 2 = Black, not Hispanic:** A person having origins in any of the Black peoples of Africa.
 - 3 = Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish [but not Portuguese] culture of origin, regardless of race.
 - 4 = Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.
 - 5 = American Indian or Alaskan Native:** A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
 - 6 = Other:** A person who identifies with more than one of the first five categories or has a background other than the ones listed.
- **If Title I** - receiving Title I services.
- **If SD** - student with a disability (SD) or having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons other than being gifted and talented.
- **If LEP** - classified by the school as limited English proficient.

2001 NAEP
Instructions for Preparing the List of Newly Enrolled Twelfth-grade Students

1. Please keep a record of **ALL** students enrolling in the twelfth grade after the original list has been prepared. (Space is provided on the back of this page.)
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency). In year-round schools, do not include students who will be off-track on the day of the assessment.
3. Record the name and birth date of each newly enrolled student. As described below, additional information will be required for students selected for the assessment. You may prefer to provide this information on all students at the time you prepare the list of new enrollees.
4. Please keep this list at the school.
5. Continue to list newly enrolled students until 2 weeks prior to the assessment. Students enrolling after that date need not be listed.

Additional Instructions for Preparing Computer-generated Lists

If you choose to prepare a computer-generated list of new enrollees, use the instructions below.

- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the printout was prepared.
- Define any special codes used.

Additional Information Required for Sampled Students

This additional information will be required for each sampled student:

- **Homeroom** or other locator (optional)
- **Sex**
- **Race/ethnicity**, using these codes:
 - 1 = White, not Hispanic:** A person having origins in any of the original peoples of Europe [except Spain], North Africa, or the Middle East.
 - 2 = Black, not Hispanic:** A person having origins in any of the Black peoples of Africa.
 - 3 = Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish [but not Portuguese] culture of origin, regardless of race.
 - 4 = Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.
 - 5 = American Indian or Alaskan Native:** A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
 - 6 = Other:** A person who identifies with more than one of the first five categories or has a background other than the ones listed.
- **If Title I** - receiving Title I services.
- **If SD** - student with a disability (SD) or having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons other than being gifted and talented.
- **If LEP** - classified by the school as limited English proficient.

E. REVIEW OF CLASSROOM MANAGEMENT TECHNIQUES

Having knowledge of technical information is only half the battle in accomplishing a successful test administration. Particularly for "outside" test administrators like yourselves, practical considerations such as how to effectively take charge of a classroom and how to manage inappropriate classroom behavior assume equal importance in the outcomes of the assessment.

Literature on effective classroom management consistently states that it does not occur by accident. A well organized administrator who is equipped to handle any and all situations will be more effective than one who ventures into the classroom ill-prepared. In your role as a NAEP representative or "outside" administrator, you will be looked upon by students as an authority figure not unlike that of a substitute teacher (we all know how horrific an experience that can be!). It is therefore in your best interest to anticipate, prepare, and organize to the greatest extent possible prior to and on assessment day. The guidelines provided here have been borne out by both research and field experience and are presented to help you accomplish a successful assessment.

In the event that you are unfamiliar with youngsters in the age range we are assessing, the following overview will provide some insight into the special challenges at each grade to help you prepare mentally. Helpful hints are offered whenever possible, based on effective procedures used by experienced NAEP supervisors.

E.1 Fourth Grade Assessments

It is important to understand the elementary school child's strengths and limitations. Developmentally, fourth graders are engaged in a period of rapid brain growth. They are at the age where they develop attachments; they attach themselves to routines and, in school, attach themselves to a single teacher. They can also be very territorial, so if the assessment is being conducted in their room, it is best to let the children assigned to that room sit at their own desks. They tend to worry about others using their things if they see someone else sitting in their seat.

Fourth graders are usually anxious to please others, especially grown-ups and need to be shown a great deal of respect. They ask many questions, want to be sure they are doing things correctly, and like rewards for a job well done.

While this enthusiasm is delightful to deal with, it can also be time consuming. A good approach to take is to talk with the entire class before the session begins. Stress that they were "picked" for this assessment and that they should try to do their very best. Let them know that not everyone may be working on the same thing, and that it may take some longer to finish than others so "we will all be helpers by remaining quiet when we are finished."

This age group will ask to use the restroom more than any other. Hopefully, the teacher has reminded them to use the facilities just before the test starts. If not, you should check to make sure that they do have this opportunity prior to the start of the session. If, however, a child asks to be excused during the session, ask if he or she can wait for just a few minutes especially if it is toward the end of the session. If not, dismiss the student **as quietly as possible**. Remember that the power of suggestion is tremendous within this age group and you could soon have a long line of students wanting to leave.

Occasionally a child will feel so threatened or frustrated that he or she will begin to cry -- this can be very unnerving. Gently try to find out what the problem is, bearing in mind that if the child is afraid of you, he or she may just cry harder if you approach him/her. This is one of the best examples of why it is good to have a teacher stay in the room. Visibility of the teacher provides reassurance to the students.

Also, provide reassurance if students cannot answer all of the questions by saying something like, "Just do the best you can to answer each question." We want them to try to respond to every question so we get an accurate evaluation of what they know.

When the session is over, remember to praise them for a job well done.

In case you need to hold these students for any length of time when the session is over, one way to sustain their attention is to play a game with them. Consider playing a popular, updated version of "Simon Says". Have all students stand and face you. Then, make a movement, such as putting your hands on your shoulders. Make another movement such as putting your hands on your head. Students should put their hands on their shoulders. When you make the next movement, such as putting your hands on your knees, students should put their hands on their heads, and so on. Play continues in this manner with the students always being one movement behind you. If a student makes a wrong move, he/she sits down. Continue until you have a winner. That person then becomes the leader.

E.2 Eighth Grade Assessments

Many districts refer to the schools that their 8th graders attend as "Middle Schools." Whether they are called Middle, Junior High, or Intermediate, they are all good definitions for this "caught-in-the-middle" group. This group exemplifies a period of social growth; academics are not high on their agenda. Students at this age no longer feel they are children, but they have a long way to go to be adults.

Eighth graders are very aware of their peers. They like being part of a group, at the same time expressing their individuality through hair styles and dress. They want to be treated as adults, but are still easily offended or embarrassed by even the most inconsequential remark.

This age group responds to a sense of fair play and humor. Use this to your advantage.

As you are ready to begin the session, you may find that eighth graders want answers to questions like, "Why are we taking this test?" or "Will this count toward my grade?" Although these questions are already addressed in the script, they may need to be discussed in a little more depth prior to the start of the session.

Be honest with them about what is happening. Explain to them how they were chosen or what will happen if the session runs over. If a session is going to run into another academic period, explain to the students that they will be excused from their next class. If the session will run into a recess or lunch break, you need to be aware of this ahead of time and inform students how this will be handled. Students at this level do not like to be deprived of their "free time."

Addressing their concerns shows respect and does a lot to boost your credibility and gain their respect. Answer questions that are reasonable, but control the amount of time spent on this type of activity.

If you must confront disruptive behavior, do so in a decisive manner. If a student is unruly and you feel unable to comfortably control the situation, don't be afraid to seek assistance!!

E.3 Twelfth Grade Assessments

High school seniors are the most difficult group to notify of the assessment and tend to have larger numbers of absentees from the sessions. There are many reasons for this. High school seniors are not always on campus for the entire day. Many have enough credits to graduate without having to take a first or last period class. Others may be on some type of job experience program where they may only spend one period a day on campus. Members of an athletic team may often be absent because of scheduling conflicts with a sporting event. Although every effort is made to schedule the NAEP assessment around these conflicts, it is not always possible. Schedules at this grade level seem to change frequently and without warning and sometimes even school counselors are unaware of the latest changes.

Another reason why some students do not attend our sessions is that sometimes the school personnel have not informed them of the assessment or have not released them from their other commitments. Some teachers do not want their students missing their class for any reason. Even if students are aware that they are supposed to be at the assessment, if their teacher will not release them, they will not challenge that decision. If you are aware that a situation like this is occurring, diplomatically (and expeditiously) try to enlist the support of the school administration staff.

Our job is to assess as many sampled students as possible. At this grade level, that is indeed a challenge.

Even more difficult is to know when to begin a session. You must not inconvenience those who showed up by making them wait for others. If there is a public address system in the school and a general announcement is made to refresh the memories of those invited, you may wait a few additional minutes for them to respond. You should not, however, wait until every absent student has had a chance to be tracked down. Even more so than eighth graders, twelfth graders do not like to be deprived of their free time and will get up and walk out if a session runs into their lunch break or continues after the closing bell.

Questions from seniors are direct and to the point (e.g., "Do I have to take this test?", "What's in it for me?"). Remind them that their school has agreed to participate and that each of them was selected to represent many students across their state as well as nationwide.

Once you begin the session, you will find that this group knows the "system." You will be able to read the script with little or no interruption. Your biggest headache will be students who want to

work ahead of the current section in the assessment book. Constant monitoring is necessary to keep this from happening.

It also helps to remind them at the beginning of the session that they will be in the room for the full allotted time and cannot leave early. For many of their other exams this may not be the case, so you will need to make this very clear.

At all grade levels if time allows after the session is finished, ask the students their impression of the assessment--was it easy?, hard?, too long? fun?....This will show your interest in their opinions and reinforce the importance of NAEP.