



## Appendix A

- 1. Checklist of Tasks for ACs and AAs**
- 2. Glossary**
- 3. Frequently Asked Questions**

# 1

## Checklist of Tasks for ACs and AAs

<b>Schedule</b>	<b>Page</b>
<b>10 Days Before the Assessment:</b>	
○ Conduct the preassessment call with the school coordinator <b>(AC Only)</b> . . . . .	3.7-3.27
<b>After the Preassessment Call:</b>	
○ Check the session boxes for the school; be sure not to open the bundles of booklets until the day of the assessment <b>(AC Only)</b> . . . . .	3.28-3.32
○ Gather any additional materials needed for the sessions from your bulk supplies <b>(AC Only)</b> . . . . .	3.33-3.35
○ Request additional materials, if necessary <b>(AC Only)</b> . . . . .	3.35
○ Complete Assessment Information Form for each AA assigned to the school <b>(AC Only)</b> . . . . .	3.36-3.37
<b>A Few Days Before the Assessment:</b>	
○ Confirm arrival time with the AC and review your Assessment Information Form . . . . .	3.37 & 4.1
<b>On Assessment Day:</b>	
○ Gather materials needed for the assessment . . . . .	4.1
○ (ACs) Report to the school at least 1-1/2 hours before the assessment (if possible) . . . . .	4.1
○ (AAs) Report to the school at least 1 hour before the assessment . . . . .	4.1
<b>1-1/2 Hours Before the Assessment:</b>	
○ Review the Administration Schedule and obtain any missing information from the school coordinator <b>(AC Only)</b> . . . . .	4.4
○ Assign accommodation booklets, if necessary <b>(AC Only)</b> . . . . .	4.4-4.5
○ Complete the summary box at the top of the Administration Schedule <b>(AC Only)</b> . . . . .	4.6
<b>1 Hour Before the Assessment:</b>	
○ Give AAs the materials needed for the session <b>(AC Only)</b> . . . . .	4.6
○ Open the sealed bundles of booklets . . . . .	4.7
○ Prepare the booklets by affixing the student ID labels and inserting any additional materials . . . . .	4.11
○ Prepare the room by checking the number of desks, concealing any materials that might assist students, and hanging the "Testing in Progress – Do Not Disturb" sign on the door . . . . .	4.14
○ Set out the session materials . . . . .	4.14
○ For Session Type A, grades 4 and 8, record the teacher names and numbers on the board . . . . .	4.14-4.15
○ For grades 8 and 12, record the NAEP School ID number on the board . . . . .	4.14

**During the Session:**

- Read the script verbatim as you conduct the session, adhering carefully to the timing of sections and the distribution and collection of materials . . . . . 4.16-4.23
- Monitor the session, using classroom management strategies as necessary . . . . . 4.24-4.29
- Observe the rules for supervising the session . . . . . 4.33-4.35
- Follow the guidelines for assessing students with disabilities (SD) or limited English proficiency (LEP) . . . . . 4.36-4.38

**At the End of the Session:**

- Collect the booklets and other materials, making sure that you have accounted for all of them; dismiss the students according to the school's preference . . . . . 4.21

**Immediately Following the Assessment:**

- Determine reasons for student absences. . . . . 4.40
- Record Administration Codes on the Administration Schedule . . . . . 4.39-4.42
- Complete the summary information at the top of the Administration Schedule . . . . . 4.43-4.44
- Code the front covers of the assessment booklets . . . . . 4.44-4.45
- Complete the Session Debriefing Form . . . . . 4.46-4.48
- For Session Type A, collect completed questionnaires from the school coordinator . . . . . 4.49-4.50
- Prepare the materials to be left at the school in the NAEP Storage Envelope . . . . . 4.50-4.51
- Edit and pack all materials according to the instructions . . . . . 4.52-4.53
- Schedule a makeup session, if necessary **(AC Only)**. . . . . 4.54
- Review Session Debriefing Forms and complete the School Summary Sheet **(AC Only)**.. . . . 4.57
- Conduct the debriefing interview with the school coordinator **(AC Only)**.. . . . 4.58

**Within 1 Day After the Assessment:**

- Ship assessment materials to NCS Pearson . . . . . 5.1-5.2

**Within Several Days After the Assessment:**

- Conduct the makeup session, if necessary . . . . . 4.56
- Report assessment results to your supervisor **(AC Only)**.. . . . 5.3
- Ship completed School Folder to your supervisor **(AC Only)**.. . . . 5.4-5.5



## Glossary

### AA (Assessment Administrator)

Westat field staff member hired and trained to administer the assessment and to assist the assessment coordinator with other NAEP activities in the school.

### AC (Assessment Coordinator)

Westat field staff member hired and trained to administer the assessment and to oversee all NAEP activities in the school.

### Accommodations

Alterations in the administration of standardized assessments such as NAEP, that are provided to certain students with disabilities (SD) and/or limited English proficiency (LEP), as specified in the student's IEP.

### Administration Schedule

The central document used to list the students in a given school selected to participate in NAEP.

### AIR (American Institutes for Research)

Subcontractor responsible for the development of NAEP student background questionnaires.

### Assessment Information Form

Form used by assessment coordinators to communicate specific information to their assessment administrators about an assignment.

### Assessment Session

The period of time during which test booklets are administered to students. Each regular assessment session will last approximately 90 minutes.

### Bundle Slip

Form packaged with each bundle of test booklets listing session information and the first three digits of the booklet ID numbers contained in the bundle.

### Call Log

Form used by assessment coordinators to document the preassessment call, the Session Debriefing Forms, and the debriefing interview with the school coordinator.

### Criteria for Inclusion

Instructions used to determine whether a student classified as SD or LEP should be assessed without an accommodation, assessed with an accommodation, or cannot be assessed.

### ETS (Educational Testing Service)

Contractor responsible for the design, analysis, and reporting of NAEP data.

### Field Manager

Westat field staff member hired to coordinate all NAEP field activities with the State Departments of Education and the Westat home office staff.

### IEP (Individualized Education Plan)

Generally each public school student who receives special education and related services should have an IEP. The IEP includes any accommodations needed in order for the student to participate in standardized tests such as NAEP.

### LEP (Limited English Proficiency)

A term used to describe students who are in the process of acquiring English language skills and knowledge. Some schools refer to these students using the term English language learners, or ELL.

### NAEP (National Assessment of Educational Progress)

NAEP is a continuing national survey of the knowledge and skills of American students in major learning areas taught in school. It is often called The Nation's Report Card.

### NAEP School Number

Unique ID number for each participating school used on all NAEP materials.

### NAGB (National Assessment Governing Board)

Independent organization, appointed by the U.S. Secretary of Education, that provides overall policy direction to the NAEP program.

**NCES (National Center for Education Statistics)**

NAEP is directed by NCES of the U.S. Department of Education.

**NCS Pearson**

Subcontractor responsible for NAEP materials distribution and processing, and for scoring the student responses to the test questions.

**New Enrollee Listing Form**

Form used to create a list of students enrolled in the sampled grade since the original list of students was prepared in the fall.

**NSLP (National School Lunch Program)**

A Federally-assisted meal program that provides low-cost or free lunches to eligible students.

**Roster (Roster of Questionnaires)**

Form used to keep track of the NAEP questionnaires distributed to school staff members.

**Sample**

A portion of a population, or a subset from a set of units, that is selected by some probability mechanism for the purpose of investigating the properties of the population. NAEP does not assess an entire population of schools or students but rather selects a representative sample from the population to participate in the assessment.

**School Coordinator**

Principal or other school staff member assigned to coordinate all NAEP activities at the school.

**School Questionnaire**

NAEP questionnaire completed for each school by the principal or other official. It is used to gather information concerning school administration, staffing patterns, curriculum, and student services.

**SD (Student with a Disability)**

A student with a disability needs specially designed instruction to meet his/her learning goals. A student with a disability will usually have an IEP, which guides his/her special education instruction. Students with disabilities are often referred to as special education students and may be classified by the school as learning disabled (LD) or emotionally disturbed (ED).

**SD/LEP**

Student with a disability and/or limited English proficiency.

**SD/LEP Questionnaire**

NAEP questionnaire completed for each selected student identified as SD and/or LEP by the school staff member most knowledgeable about the student.

**Session Debriefing Form**

Form used by assessment administrators to document certain details about a session.

**Session Scripts**

Scripts and instructions used by assessment administrators to conduct all NAEP assessments in a uniform manner. Each session type and grade level has a different script.

**State Coordinator**

Staff member at participating State Department of Education who works with the Westat field manager to coordinate all NAEP activities in the state.

**Supervisor**

Westat field staff member hired to manage assessment teams, to select the samples of students to be assessed, and to send NAEP materials to the participating schools.

**Teacher Questionnaire**

Questionnaire completed by teachers of students selected to participate in NAEP. It is used to gather information concerning years of teaching experience, frequency of assignments, use of teaching materials, and availability and use of computers.

**Title 1**

A Federally-funded assistance program for economically and educationally disadvantaged students.

**Westat**

Contractor responsible for NAEP sampling, data collection, and quality control monitoring activities.

## 3 Frequently Asked Questions

The following is a list of some of the most frequently asked questions from schools in previous assessments. If school staff members are interested in general or more technical information about NAEP, you should refer them to the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

### Who evaluates and validates NAEP?

NAEP and its findings have a considerable impact on the public understanding of student academic achievement. Because NAEP plays a unique and prominent role, precautions must be taken to ensure the validity and reliability of its findings. Therefore, Congress consistently passes legislation that establishes panels to evaluate the assessment as a whole. In response to these mandates, the National Center for Education Statistics (NCES) has established various expert panels to study NAEP. These panels have produced a series of reports that address numerous important NAEP issues.

### How do I know what publications are available from NAEP and how do I get them?

A list of available publications can be found on the NAEP web site at <http://nces.ed.gov/nationsreportcard>. Printed copies of NAEP publications can be ordered by contacting:

Education Publications Center (ED Pubs)  
<http://www.ed.gov/pubs/edpubs.html>  
Phone: (877) 4-ED-PUBS (433-7827)  
Fax: (301) 470-1244  
Mail: Ed Pubs  
P.O. Box 1398  
Jessup, MD 20794-1398

### What process is used to develop the assessments?

To meet the Nation's growing need for information about what students know and can do, the NAEP assessment instruments must measure change over time and must reflect changes in curricula and instruction in diverse subject areas. Meeting these goals can be especially challenging because instructional design and objectives may change at any time in the Nation's 100,000 schools.

Developing the assessment instruments—from writing questions to analyzing field-test results to constructing the final instruments—is a complex process that consumes most of the time during the interval between assessments. In addition to conducting a field test, developers subject the assessment instruments to numerous reviews to identify areas that require revision or augmentation so they comply with the specifications of the framework and the achievement levels.

### What results does NAEP provide?

NAEP provides results about subject-matter achievement, instructional experiences, and school environment and reports these results for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., male students or Hispanic students). NAEP does **not** provide individual scores for the students or schools assessed. Subject-matter achievement is reported in two ways—scale scores and achievement levels—so that student performance can be more easily understood. NAEP scale score results provide information about the distribution of student achievement for groups and subgroups.

Achievement levels categorize student achievement as **Basic**, **Proficient**, and **Advanced**, using ranges of performance established for each grade. (A fourth level, below **Basic**, is also reported for this scale.) Achievement levels are used to report results in terms of a set of standards for what students should know and be able to do.

Because NAEP scales are developed independently for each subject, scale score and achievement level results cannot be compared across subjects. However, these reporting metrics greatly facilitate performance comparisons within a subject from year to year and from one group of students to another in the same grade.

### How does NAEP reliably score and process millions of student-composed responses?

Scoring a large number of constructed responses with a high level of reliability and within a limited time frame is essential to NAEP's success. (In 1998, approximately 3.8 million constructed responses were scored.) To ensure reliable, quick scoring, Educational Testing Service (ETS) and NCS Pearson take the following steps:

- Develop focused, explicit scoring guides that match the criteria emphasized in the assessment frameworks;
- Recruit qualified and experienced scorers, train them, and verify their abilities through qualifying tests;
- Employ an image-processing and scoring system that routes student responses directly to the scorers so they can focus on scoring rather than paper routing;
- Monitor scorer consistency through ongoing reliability checks and assess the quality of scorer decision making through frequent backreading; and
- Document all training, scoring, and quality control procedures in the technical reports.

NAEP assessments generally contain both constructed-response and multiple-choice questions. The constructed responses are scored using the image-processing system, whereas the responses to the multiple-choice questions are scored by scanning the test booklets.

### Can my school get school-level or individual student-level results?

No. By design, information will not be available at these levels. Reports will disclose state, regional, and national results. Because NAEP is a large-group assessment, each student takes only a small part of the overall assessment. In most schools, only a small number of the total grade enrollment is selected to take the assessment and these students may not reliably or validly represent the total school population. Only when the student scores are aggregated across the state, region, or Nation are the data considered reliable and valid estimates of what students know and can do in the content area.

### What is the purpose of asking such personal questions in the background section of the assessment booklet?

In addition to testing students' cognitive abilities, NAEP collects information from participating schools, teachers, and students about contextual background variables regarding student and school characteristics, instructional practices, and curricula. When developing the questionnaires used to gather this information, NAEP ensures that the questions do not infringe upon respondents' privacy, that they are grounded in research, and that the answers can provide information relevant to the debate about educational reform.

**Student background questionnaires** gather information about factors such as:

- Race or ethnicity;
- School attendance; and
- Academic expectations.

These questionnaires also collect information about factors believed to influence academic performance including:

- Homework habits;
- The language spoken in the home; and
- The quantity of reading materials in the home.

**Student subject area questionnaires** gather three categories of information:

- Time spent studying the subject;
- Instructional experiences in the subject; and
- Attitudes and perceptions about the subject.

Because these questions are specific to each subject area, they can probe in some detail the use of specialized resources such as calculators in mathematics classes.

### **Is participation in NAEP voluntary?**

Federal law specifies that NAEP is voluntary for every pupil, school, school district, and state. Even if selected, school districts, schools, and students can refuse to participate without facing any adverse consequences from the Federal government. However, some state legislatures mandate state participation in NAEP because it is a part of their state testing program.

### **Why do we need to keep the New Enrollee Listing Form?**

The New Enrollee Listing Form is needed in order to represent all students enrolled in the selected grade at the time of the assessment. This procedure gives new enrollees at all schools a chance for selection.

### **What do I do if a parent wants to see the assessment booklets?**

NAEP has Demonstration Booklets available that contain all the background questions and representative samples of the content area questions. These may be copied and made available to parents who request such detailed information. The Information for Principals is another publication available upon request and it contains the rationale for each background question.

### **What should I do if a reporter shows up at my school on the day of the assessment and wants to do a video story about my school's participation in NAEP?**

In keeping with our pledge of confidentiality for schools and individual students, NAEP does not permit video taping of assessments. If this situation happens, the assessment coordinator should give the principal a copy of the NAEP Press Release to give to the reporter. The school should refer the reporter to ETS at 1-800-223-0267 if more information is requested.

### **Should I talk to the selected students about NAEP prior to the assessment?**

This is a decision left to the discretion of the school. Should you choose to meet with students before the assessment, you might explain what NAEP is and why it is important to your state and the Nation. Give them the locations and times for the assessment. Encourage them to be present and do the best they can.

### **Can my school offer an incentive such as a pizza party or ice cream to students who participate?**

NAEP has no rules prohibiting the offering of such incentives to students. In the past, many schools have given incentives to students who were selected for the assessment. This demonstrates that the school supports the assessment and encourages student participation.

### **What is the purpose of asking for free and reduced price lunch information?**

Congress now requires NAEP to report information on the socioeconomic status of students who participate in the assessment. Information from the National School Lunch Program is being collected because it is considered the most effective means to provide this information without violating the student's privacy.

### Free and reduced price information is confidential. Why would schools release this information?

The U.S. Department of Agriculture has provided a letter of support to the U.S. Department of Education, which agrees to the release of school lunch information. A copy of this letter is made available to states and districts to review and is included in the school's packet of NAEP materials. The confidentiality of each child is maintained, as the names of the students are not included on any of the assessment materials that leave the school.

### What is the definition of Title I?

Title I, formerly Chapter I, is the largest federally supported program in education. Its purpose is to assist economically and educationally disadvantaged students in achieving academically at the same level as their peers.

### What is the definition of 504?

Five-O-Four (504) is an equivalent classification for an Individualized Education Plan, or IEP, that is used by some states or districts where 504 legislation is in effect.

### Why does the script have to be read word-for-word?

Assessment administrators are required to read the script word-for-word for uniformity. This is to ensure that all assessments are conducted the same way. Failure to do so may invalidate the results of the study.

### Why is a makeup required if the assessment session attendance is less than 90 percent?

NAEP has relied on makeup sessions to give every selected student a chance to participate and to keep average participation rates well over 90 percent. If participation rates are low, the reliability and validity of the study may be jeopardized. Schools should make every attempt to conduct a makeup session, if one is needed.

### How long will it take staff members to complete the Teacher Questionnaire? SD/LEP Questionnaire? School Questionnaire?

**Teacher Questionnaire:** About 10 minutes

**SD/LEP Questionnaire:** About 10 minutes

**School Questionnaire:** About 30 minutes

### What do I do if a teacher refuses to complete a questionnaire?

Collect the questionnaire assigned to the teacher and note the circumstances on the cover. In the **Returned** column on the Roster of Questionnaires, the assessment coordinator will code the questionnaire for this teacher number as **Yes** for returned.

# B

## Appendix B

### **Example of a Grade 8 Session Type A Preassessment Packet for the School Coordinator**

- **Instructions to the School Coordinator for Preparing the Materials**
- **Administration Schedule**
- **Roster of Questionnaires**
- **NAEP School Questionnaire**
- **NAEP Teacher Questionnaires**
- **NAEP SD/LEP Questionnaires**
- **Criteria for Inclusion**
- **New Enrollee Listing Form**
- **U.S. Department of Agriculture Letter**
- **Sample Parent Notification Letter**
- **Sample Teacher Notification Letter**
- **Student Certificates of Appreciation**
- **NAEP Storage Envelope**



## Instructions to the School Coordinator for Preparing the Materials

### THE NATION'S REPORT CARD



THE NATIONAL  
ASSESSMENT OF  
EDUCATIONAL  
PROGRESS

Type A

1650 RESEARCH BOULEVARD • ROCKVILLE, MARYLAND 20850-3195  
TELEPHONE 1-800-283-6237 • FAX 301-294-2030

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

We greatly appreciate your support of the National Assessment of Educational Progress (NAEP) and the participation of your school in the 2002 assessment program. We are pleased that you are serving as the coordinator for NAEP activities at your school.

The assessment at your school is scheduled for: \_\_\_\_\_ (Date)

As the NAEP school coordinator, you will need to use the enclosed materials to complete the activities described below prior to the assessment. A NAEP representative will call you approximately 10 days before the assessment to assist with these activities and to answer any questions you may have.

#### Enclosed materials:

Material	Description	Color/Quantity
Administration Schedule	Master list of students selected for the assessment.	Legal-size paper, printed in blue ink; 1 per session
School Questionnaire	Collects information about your school's characteristics, staff, and instructional programs.	1 per school
Teacher Questionnaires (grades 4 & 8 only)	Collects information about the background characteristics and educational training of teachers and about their language arts instructional practices.	1 for each language arts teacher at the sampled grade
SD/LEP Questionnaires	Collects important information about the nature of a student's disability or English language proficiency.	1 for each selected student classified as SD or LEP
Roster of Questionnaires	Used to assign and track each of the questionnaires.	1 per school
Criteria for Including Students with Disabilities and Students with Limited English Proficiency	Used to help determine if students with disabilities and/or limited English proficiency can be included in the assessment, and if so, what accommodations, if any, will be needed to test these students.	Yellow paper; 1 per school
New Enrollee Listing Form	Used to list students who have enrolled at your school since the original list of eligible students was sent to NAEP.	White paper; 1 per school
Letter from U.S. Department of Agriculture	Authorizes the disclosure of the National School Lunch Program information for the selected students.	Blue paper; 1 per school
Sample Parent and Teacher letters	Explain the assessment and its importance to the parents/teachers of students selected for the assessment. May be modified and used at your discretion.	White paper; 1 of each
Student Appreciation Certificates (grades 8 & 12 only)	May be used as appointment cards for students selected for the assessment.	1 pad of 35 certificates per session
School Storage Envelope	Used to hold the NAEP material needed by the NAEP team on assessment day and for storage of the material following the assessment.	Bright red; 1 per school

## Instructions to the School Coordinator for Preparing the Materials

Page 2

### **School Coordinator Activities:**

#### **Step 1. Review the Administration Schedule(s) –**

- If there are any empty boxes in the columns for birth date, sex, race/ethnicity, school lunch, and Title 1 on the Administration Schedule(s) we will retrieve that data on the date we come to conduct the assessment. Please collect the missing information and enter it directly on the Administration Schedule. To assist you with collecting the National School Lunch Program participation status from the appropriate staff persons, a letter from the U.S. Department of Agriculture is included.
- Columns *I* and *J* of the Administration Schedule show whether or not each student has been identified as having a disability (SD) or as having limited English proficiency (LEP). You will need to determine if any students listed are incorrectly classified as SD or LEP and if any students listed have received an SD or LEP classification since the original list was prepared.
- For each student classified as SD or LEP, please consult with knowledgeable school staff members to make one of three decisions about the student: 1) can the student be assessed without an accommodation, 2) can the student be assessed with an accommodation, or 3) should the student be excluded from the assessment. Be sure to use the “Criteria for Inclusion” sheet when making these decisions. The NAEP representative will talk with you further about these students when he/she calls.

#### **Step 2. Distribute the School Questionnaire –**

- Please give the School Questionnaire to the principal to be completed either online, as explained on the questionnaire cover, or in the hard-copy booklet. It should be completed and returned to you before assessment day.
- Record the name of person to whom you will give the questionnaire on the “Distributed to:” line in the top-left corner of the front page of the Roster of Questionnaires. If you wish, you may also write the recipient’s name on the removable label affixed to the questionnaire cover.

#### **Step 3. Distribute the Teacher Questionnaires (Grades 4 & 8 only) –**

- Please give a Teacher Questionnaire to each staff member who teaches language arts, reading, or English at the grade to be assessed. Teacher Questionnaires may be completed online, as explained on the questionnaire cover, or in the hardcopy booklet. All questionnaires should be completed and returned to you before assessment day.
- Each Teacher Questionnaire has a unique 10-digit ID number printed below the bar code in the lower left corner of the questionnaire. The ID number for each Teacher Questionnaire included in this packet has been recorded on the back of the Roster of Questionnaires in the column labeled “Teacher Questionnaire ID #.” Please assign a specific questionnaire to each teacher by linking the questionnaire ID number with a teacher’s name. Do this by recording the name of the teacher to whom you will give the questionnaire in the “Teacher’s Name” column next to the questionnaire ID number.
- To further help you distribute the assigned questionnaire booklets to the correct teachers, you may write the name of the person to whom you are giving the questionnaire on the removable label affixed to the questionnaire cover.

## Instructions to the School Coordinator for Preparing the Materials

Page 3

### **Step 4. Distribute the SD/LEP Questionnaires –**

- An SD/LEP Questionnaire should be completed for each student classified as SD or LEP on the Administration Schedule, regardless of whether or not the student will be assessed. Please distribute an SD/LEP Questionnaire to the school staff member most knowledgeable about the disabilities and/or English proficiency of the student named on each questionnaire cover.
- The unique 10-digit ID number for each SD/LEP Questionnaire included in this packet has been recorded on the front of the Roster of Questionnaires in the column labeled “SD/LEP Questionnaire ID #.” Each questionnaire has already been assigned to a specific student. The student’s name and assessment booklet ID number from the Administration Schedule has been recorded next to the questionnaire ID number in the columns labeled “Student’s Name” and “Student Booklet ID #.” To assist you in distributing the SD/LEP Questionnaires to the appropriate staff member, you may enter the teacher’s name in the “Distributed to:” column next to the student’s name on the Roster. If you wish, you may also write the name of the person to whom you are giving the questionnaire next to the student’s name, which has already been recorded, on the removable label affixed to the questionnaire cover.

**Step 5. Send Parent Letters (optional)** – You may use the enclosed sample letter to parents at your discretion to inform parents of sampled students that their child has been selected to participate in the assessment. The letter may be modified as you see fit, or you may choose not to use it at all.

**Step 6. Inform Teachers of the Assessment** – Enclosed is an informational letter to teachers that you may use if you feel it would be helpful in informing the teachers of sampled students about NAEP. This letter briefly explains NAEP and should be accompanied by a list of selected students, such as a copy of the Administration Schedule, so that teachers will know which of their students have been selected for the assessment.

**Step 7. Inform Students of the Assessment (Grades 8 & 12 only)** – One tablet of Student Appreciation Certificates is included in this packet for each grade 8 assessment session scheduled at your school. You may use the back of the certificates to write the date, time, and location of the assessment for each student. Although you are not required to use these certificates, NAEP has found that doing so improves attendance at the assessment session.

We look forward to a successful assessment! Thank you in advance for completing these activities prior to the assessment. Remember, a NAEP representative will call you shortly after you receive this packet to assist you with the preassessment activities and to answer any questions you may have. If you have questions or need more materials before then, please contact me at the number listed on my enclosed business card. If you cannot reach me and need immediate assistance please call the NAEP field office at 1-800-283-6237.

Sincerely,

---

NAEP Supervisor

# Administration Schedule - Front

This form must be completed in No. 2 pencil.

**Race/Ethnicity Codes**

- White not Hispanic
- Hispanic
- Hispanic Pacific Islander
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Other

**National School Lunch Program**

- Student not eligible
- Free lunch
- Free lunch, no fee lunch available
- Information not available
- Refused
- School not participating

**2002 Administration Schedule**

**The Nation's Report Card**

School #: 100-102-1 Session Type: A

School Name: Central Middle School Grade: 8

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

# Original Sample 30 = # Assessed (Original Session) \_\_\_\_\_

+ # New Enrollee Sample \_\_\_\_\_ = # Absent \_\_\_\_\_

- # Excluded (Admin. Codes 90-95) \_\_\_\_\_ = **TO BE ASSESSED** \_\_\_\_\_

Total in Sample \_\_\_\_\_

Makeup session scheduled for:

Day/Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Makeup session scheduled for:

Day/Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Makeup Needed:  Yes  No

Makeup Held:  Yes  No

Makeup Refused:  Yes  No

Session Number: **RW0801**

TOTAL ASSESSED: \_\_\_\_\_

Student Name	"B" Honors/Line or Other Indicator	"C" Line Number/Report	"D" Birth Date		"E" Sex	"F" Race/Eth.	"G" School Lunch	"H" Title I	"I" SD 1-10	"J" LEP 1-2	"K" Original Booklet ID #	"L" Accommodation Booklet ID #	"M" Admin. Code	"N" Atten. (Y/A)	"O" Admin. Codes
			Month	Year											
01 Mark Atley	10	W	04	09	1	2			2	2	201 000501 7			1	ASSESSED IN ORIGINAL 10 = In session full time 11 = No responses in booklet 12 = In session part time 13 = Session incomplete 14 = Other; specify on cover
02 Betty Bates	10	R	02	09	2	1			2	2	001 054006 9			2	ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other; specify on cover
03 Wes Block	10	W	06	09	1	1			2	2	202 006401 0			3	ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other; specify on cover
04 Angela Burns	10	R	01	09	2	2			2	2	002 000043 8			4	ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other; specify on cover
05 Nicki Campbell	12	W	11	09	2	1			2	2	203 073201 0			5	ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other; specify on cover
06 Nancy Cordaro	12	R	09	09	2	1			2	2	003 000841 2			6	ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other; specify on cover
07 Tim Dublin	10	W	01	09	1	1			1	2	204 000081 5			7	ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other; specify on cover
08 Kimberly Frank	12	R	05	09	2	1			2	2	004 005301 1			8	ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other; specify on cover
09 Carla Grahams	10	W	07	09	2	1			2	2	205 000411 9			9	ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other; specify on cover
10 Paul Hernandez	10	R	09	09	1	3			2	1	005 210001 6			10	ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other; specify on cover
11 Becky Hoecke	10	W	12	09	2	4			2	2	206 005001 2			11	ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other; specify on cover
12 Daniel Jasmer	12	R	10	09	1	2			2	2	006 002407 7			12	ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other; specify on cover
13 Sarah Kruger	12	W	06	09	2	2			2	2	207 000031 9			13	ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other; specify on cover
14 Penny Lowe	12	R	02	09	2	1			2	2	007 076206 0			14	ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other; specify on cover
15 Paul Lucas	10	W	10	09	1	3			2	2	208 085021 8			15	ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other; specify on cover

**REASONS FOR EXCLUSION**

60 = SD- Cannot be assessed  
61 = SD- Required accom. not offered  
62 = SD- Required accom. not offered  
63 = LEP- Required accom. not offered  
64 = SD/LEP- Cannot be assessed  
65 = SD/LEP- Required accom. not offered

**ASSESSED WITH ACCOMMODATIONS**

71 = Bilingual booklet - math only  
72 = Bilingual dictionary  
73 = Large print book  
74 = Extended time in regular session  
75 = Read aloud in regular session  
76 = SD not used with reading booklet  
77 = One-on-one  
78 = Scribe or use of computer (do not use with writing booklet)  
79 = Other; specify on cover

# Administration Schedule - Back

Column Indicators: A	B	C	D		E	F	G	H	I	J	K	L	M	N	O
Student Name	Home/Room or Other Locator		Birth Date	Year	Sex	Race/Ethnicity	School Lunch	Title I	SD	LEP	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (L/A)	Admin. Codes
			Month		Male/Female			1=Yes 2=No	1=Yes 2=No	1=Yes 2=No					
16		R	09	08	1	3			2	2	008 000232 9			16	ASSESSED IN ORIGINAL
17		W	05	08	1	5			2	2	208 000233 2			17	10 = No responses in booklet 11 = In session part time 12 = Session incomplete 14 = Other, specify on cover
18		R	02	09	2	1			2	2	009 000234 5			18	ASSESSED IN MAKEUP
19		W	11	08	2	1			2	2	209 000235 9			19	20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover
20		R	10	08	2	3			2	2	010 000236 1			20	ABSENT
21		W	12	08	1	2			2	2	210 000237 5			21	40 = Temporary 41 = Long-term 42 = Chronic truant 43 = Suspended or expelled 44 = In school, did not attend 45 = Disruptive behavior 46 = Parent refusal 47 = Student refusal 48 = Other, specify on cover
22		R	06	09	2	3			2	2	011 000142 8			22	OTHER
23		W	09	08	2	3			2	2	211 008651 4			23	51 = Withdrawn/Graduated 52 = Unassigned book (unused) 55 = Ineligible
24		R	11	08	1	5			2	2	012 000005 5			24	REASONS FOR EXCLUSION
25		W	03	09	1	1			2	2	212 098008 4			25	60 = SD- Cannot be assessed 61 = SD-Required accom. not offered 62 = LEP-Cannot be assessed 63 = LEP-Required accom. not offered 64 = SD-Required accom. not offered 65 = LEP-Required accom. not offered
26		R	07	08	1	1			2	2	013 000841 3			26	ASSESSED WITH
27		W	04	08	2	3			2	2	213 034002 9			27	ACCOMMODATIONS
28		R	01	09	1	2			2	2	014 004926 0			28	71 = Bilingual booklet/Science glossary (do not use with reading booklet) 72 = Bilingual dictionary (do not use with reading booklet) 73 = Large-print book 74 = Extended time in regular session 75 = Read aloud in regular session (do not use with reading booklet) 76 = Small group 77 = Computer (do not use with writing booklet) 78 = Screen reader (do not use with writing booklet) 79 = Other, specify on cover
29		W	09	08	1	3			2	2	214 025003 4			29	221-104-1
30		R	05	08	2	5			2	2	015 008064 2			30	RW
31											215 000761 5			31	RW0801 P.2
32											016 019009 7			32	12345 - 6
33											216 000385 2			33	
34											017 039005 8			34	



# Roster of Questionnaires - Front



**NAEP 2002 — Grade 8**  
**Roster of Questionnaires**  
 (School, SD/LEP, and Teacher Questionnaire Tracking Form)

This form must be completed in No. 2 Pencil.

**SCHOOL #:** 1 0 0 - 1 0 2 - 1

**SCHOOL NAME:** Central Middle School

**CITY/STATE:** Washington, DC

I. School Questionnaire		Returned		Completed Electronically	
		Yes	No	Yes	No
I. School Questionnaire		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distributed to: _____		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Questionnaire ID # 09 0 - 0 0 3 7 6 8 - 2					

II. SD/LEP Questionnaire	Student's Name	Distributed To (Staff Name)	II. SD/LEP										Returned		Instructions for Distributing Questionnaires				
			Student Booklet ID # (Column "K" or "L" on Admin. Schedule)		SD/LEP Questionnaire ID # (Barcode ID# on Cover)		Returned		Completed Electronically		Yes	No	Yes	No					
01	Tim Dublin		2	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>Instructions for Distributing SD/LEP Questionnaires</b> Every student identified on the NAEP Administration Schedule as SD and/or classified as LEP is listed in the column on the left. An SD/LEP Questionnaire must be completed for each student by the teacher most knowledgeable about that student, regardless of whether or not the student will be assessed. Before distributing each SD/LEP Questionnaire, you will need to do the following: 1. On each SD/LEP Questionnaire cover, write the name of the school staff member most knowledgeable about the student on the removable label. Record the date the questionnaire needs to be returned to you. 2. On this roster, write the name of the staff member to whom the questionnaire will be given. 3. As the questionnaires are returned, grid in the oval in the Returned column.
02	Paul Hernandez		0	0	5	2	1	0	0	1	6	0	0	0	0	0	0	0	
03																			
04																			
05																			
06																			
07																			
08																			
09																			
10																			
11																			
12																			
13																			
14																			

# Roster of Questionnaires - Back

III. Teacher Questionnaire		SCHOOL #: 1 0 0 - 1 0 2 - 1		NCS Use Only	
III. Teacher Questionnaire	Teacher's Name	Teacher #	Teacher Questionnaire ID #	Instructions for Distributing Questionnaires	
				Returned	Completed Electronically
				Yes	No
01		09	7-0-0-0-9-7	<input type="checkbox"/>	<input type="checkbox"/>
02		09	7-0-0-0-9-7	<input type="checkbox"/>	<input type="checkbox"/>
03		09	7-0-0-0-9-7	<input type="checkbox"/>	<input type="checkbox"/>
04		09	-	<input type="checkbox"/>	<input type="checkbox"/>
05		09	-	<input type="checkbox"/>	<input type="checkbox"/>
06		09	-	<input type="checkbox"/>	<input type="checkbox"/>
07		09	-	<input type="checkbox"/>	<input type="checkbox"/>
08		09	-	<input type="checkbox"/>	<input type="checkbox"/>
09		09	-	<input type="checkbox"/>	<input type="checkbox"/>
10		09	-	<input type="checkbox"/>	<input type="checkbox"/>
11		09	-	<input type="checkbox"/>	<input type="checkbox"/>
12		09	-	<input type="checkbox"/>	<input type="checkbox"/>
13		09	-	<input type="checkbox"/>	<input type="checkbox"/>
14		09	-	<input type="checkbox"/>	<input type="checkbox"/>
15		09	-	<input type="checkbox"/>	<input type="checkbox"/>
16		09	-	<input type="checkbox"/>	<input type="checkbox"/>
17		09	-	<input type="checkbox"/>	<input type="checkbox"/>

**Instructions for Distributing Eighth-Grade Teacher Questionnaires**

Ask all eighth-grade teachers who teach English to fill out a Language Arts Teacher Questionnaire. Follow the procedures below for each questionnaire you distribute.

On this roster:

- Create a list of *all* eighth-grade English teachers under "Teacher's Name."
- In the column labeled "Teacher Questionnaire ID," record the unique 10-digit ID number from the questionnaire you give to each teacher named in the first column. (The "09" prefix has been preprinted.)
- As the questionnaires are returned, grid in the oval in the "Returned" column.

On the front cover of each questionnaire:

- Record the name of the teacher receiving the questionnaire and the date the questionnaire needs to be returned to you.
- Record the two-digit teacher number located in the column to the right of the teacher's name on this roster (e.g., 01, 02, 03). *It is critical that this number is recorded accurately.*

Gr. 8 Roster Back

This form must be completed in No. 2 pencil.

# NAEP School Questionnaire



2002  
Grade 8

## School Questionnaire 1

(School Characteristics and Policies)

Q-090

Complete this questionnaire online (preferred).  
(see instructions below)

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL #

1 0 0 1 0 2 1

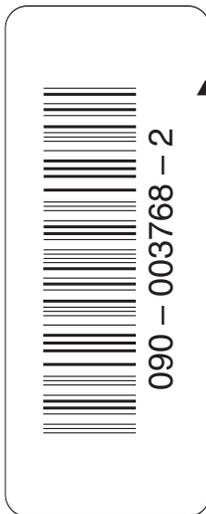
**Please complete this questionnaire online.**

Gain access via your "My School" web page by clicking on the School Questionnaire link OR by keying <http://www.naepq.com> on the Internet. Begin by keying in the following information at the login screen:

Your 10-digit booklet ID# is: 090-003768-2.

Your 7-digit school ID number is: 100-102-1.

Please complete the questionnaire (either online or this hard copy) by: 2 / 4 /2002.



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 number for this information collection is 1850-0628. The time required to complete this information collection is estimated to average 100 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Information Management and Compliance Division, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4651.

A project of the Office of Educational Research and Improvement. This report is authorized by law (P.L. 103-382, 20 U.S.C. §9010). While you are not required to respond, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. O.M.B. NO. 1850-0628 Approval Expires 10/31/2008. Mark Reflex® by NCS EM-166##-001-1-654321 Printed in U.S.A.



NAEP Teacher Questionnaires



2002  
Grade 8  
**Language Arts  
Teacher  
Questionnaire**

Q-097



Complete this questionnaire online (preferred).  
(see instructions below)

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL #

TEACHER #

1 0 0 1 0 2 1      0 1

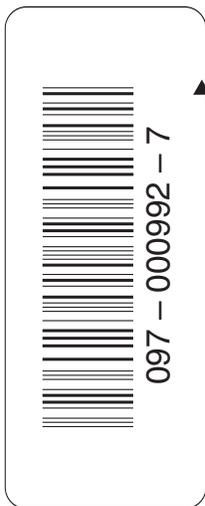
**Please complete this questionnaire online.**

Gain access via your "My School" web page by clicking on the Teacher Questionnaire link OR by keying <http://www.naepq.com> on the Internet. Begin by keying in the following information at the login screen:

Your 10-digit booklet ID# is: 097-000992-7.

Your 7-digit school ID number is: 100-102-1. Your teacher ID# is: 01.

Please complete the questionnaire (either online or this hard copy) by: 2 / 4 / 2002.



DO NOT USE

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

ADMIN USE ONLY

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

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