

# C

## Appendix C

- 1. Call Log Question-by-Question Specifications**
- 2. General Interviewing Techniques**

# Call Log Question-by-Question Specifications



## 1 Call Log Organization



### A Front Cover of the Call Log

Assessment coordinators (ACs) will use the Call Log to record information about assessment activities for the schools in their assignment. There is only one version of the Call Log, and it accommodates all session types and grade levels.

The Call Log is made up of a front cover; parts 1, 2, and 3; and a back cover.

The front cover contains four sections. At the top left is a label preprinted with the information you will use to arrange the assessments in the selected school. The label contains the school ID number, the session numbers, and the date for the assessment. It also includes the information necessary for locating the school: the school name, address, telephone number, and the names of the principal and school coordinator.

To the right of the label is a section for entering the name of the person who makes the preassessment call, the date the call is completed, and the names of the assessment administrators (AAs) available to conduct the assessments.

School Information	Preassessment Call Summary
<p><b>ID:</b> 1001021      <b>REGION:</b> VA2      <b>AREA:</b> 2</p> <p><b>SCHOOL:</b> CENTRAL MIDDLE SCHOOL</p> <p><b>ADDRESS:</b> 3800 WASHINGTON BLVD. VIENNA, VA 22180</p> <p><b>PHONE:</b> (703) 555-2249</p> <p><b>PRINCIPAL:</b> MARK MAXWELL</p> <p><b>SCHL COOR:</b> CHRIS THOMAS</p> <p><b>PHONE:</b></p> <p><b>SESSID:</b> RW0801,RW0802</p> <p><b>ASSESSMENT DATE:</b> 2/07</p>	<p><b>NAEP Caller:</b> .....</p> <p><b>Date Completed:</b> .....</p> <p><b>AAs Assigned to Assess in School:</b> ..... ..... ..... .....</p>

The bottom half of the cover contains two boxes for entering scheduling information about the assessment sessions. The first box, labeled **Schedule for Assessment Sessions**, contains space for entering information about the original sessions for which the school has been sampled. You can fill in the **Session #** and **Date** columns before you make the preassessment call by using the information on the label. The **# of Students**, **Time**, and **Location** columns for each session should be entered during the preassessment call. After the call, you will fill in the last column with the name of the AA whom you assign to administer the session.

Schedule for Assessment Sessions					
Session #	# of Students	Date	Time	Location	AA



The second box labeled **Schedule for Separate Accommodation Sessions** contains space for entering information about any separate accommodations sessions that will be scheduled in the school. It is filled in during the preassessment call based on the information the school coordinator provides about students whose Individualized Education Plans (IEPs) require that they be assessed in small group settings or one-on-one.

When it has been completed, the cover of the Call Log will act as a summary of assessment activities in the school and a quick reference for determining staffing needs.

Schedule for Separate Accommodation Sessions						
Subject	Accommodation	# of Students	Date	Time	Location	AA



In the section labeled **Session Assessment Status**, you will document whether all scheduled assessment sessions were completed. You should do this by placing a check mark in the box next to the **1** when all sessions have been completed.

If all sessions have not been completed and you do not expect to be able to complete them, place a check mark in the box next to the **2** and give a **full** explanation.

Session Assessment Status	
1	<input type="checkbox"/> All Scheduled Assessments Completed
2	<input type="checkbox"/> All Scheduled Assessments Not Completed (Explain)
_____	
_____	
_____	
_____	
_____	

In the section labeled **Makeup Session Status**, you will indicate whether a makeup was required and if so, whether or not one was completed.

Makeup Session Status	
Check one <input checked="" type="checkbox"/>	<u>STATUS</u> <span style="float: right;"><u>DATE(S)</u></span>
1	<input type="checkbox"/> Not Required
2	<input type="checkbox"/> Required and Completed _____
3	<input type="checkbox"/> Required But Not Completed
Explain: _____	
_____	
_____	

In the section labeled **Shipping and Tracking Info**, enter the date when the school material was shipped to NCS Pearson following the assessment. Then, on the lines labeled **Tracking Number(s)**, enter the tracking numbers from each UPS label used on shipments from this school.

Shipping and Tracking Info	
SHIP DATE #1	SHIP DATE #2
_____	_____
Tracking Number(s):	
_____	
_____	

## 2

## The Preassessment Call

The first part of the Call Log is labeled **Preassessment Call** and is divided into **Steps A** through **G**. **Step A** instructs you to verify that the school received the NAEP package and then to confirm the identity of the school coordinator. In **Step B**, you will review the status of the School and Teacher Questionnaires and determine whether additional questionnaires are needed. **Step C** instructs you to review the Administration Schedule(s) with the school coordinator. In **Step D**, you will select a sample of newly enrolled students using the Instructions for Sampling New Enrollees. In **Step E**, you will review the status of the SD/LEP Questionnaires and inquire whether additional students have been classified as students with disabilities (SD) and/or limited English proficiency (LEP). In **Step F**, you lead the school coordinator in identifying students who require accommodations or must be excluded from the assessment. In **Step G**, session dates, times, and locations are established and the remaining arrangements are made for the assessment day.

ACs should make a first attempt at contacting the school coordinator a few days after the school has received its packet of NAEP materials. The packet will be shipped via FedEx to the school coordinator 2 weeks before the assessment date. Sometimes it will be necessary to ship the material earlier in areas where schools have a winter break and the assessment is scheduled soon after their return. In these cases, your supervisor will tell you when you should call the school.

The preassessment call should be made to the school coordinator's telephone number printed on the Call Log label. If no number is given, call the main school number. Remember to record your attempts in the Record of Calls on the back cover of the Call Log. If you have not made contact 1 week before the assessment date, report this to your supervisor immediately.

Prior to making the preassessment call:

- Review the Call Log label and determine the school coordinator's name and whether session dates and times are indicated for each session. If the assessment date or school coordinator's name is not preprinted, you should contact your supervisor.
- Have these Call Log Question-by-Question Specifications available for referral.
- Fill in blanks in the script and highlight the appropriate text where options are listed to help you read the script smoothly during the call.
- Review a map to determine if you will need to ask for more detailed directions to the school.

**Step A** **Verify Receipt of the School Packet**

1. I would like to review the NAEP package with you now. It should only take about 15 minutes. Do you have the NAEP package so we can review the contents?

- Yes ..... 1
- No ..... 2 → URGE THE SCHOOL COORDINATOR TO LOCATE THE PACKAGE. DUPLICATION WILL BE EXTREMELY DIFFICULT. IF THE SCHOOL COORDINATOR STILL CAN'T FIND THE PACKAGE, ASK SUPERVISOR TO TRACK IT THROUGH FEDEX AND CALL BACK.

It is important that the school coordinator have the package of NAEP materials with him/her before you continue with the call. The package will be shipped by FedEx and will contain a bright red label on the outside with the wording "Important NAEP Materials." If the school coordinator says he/she has not received the package, you should describe what it looks like. If the package still cannot be located, you should get the tracking information from you supervisor and call the school coordinator back with the date and time of delivery and the name of the person who signed for it. If, for some reason, the package still cannot be located, verify the school coordinator's shipping address, schedule a time to call back, and contact your supervisor to arrange to have copies of the original documents sent to the school coordinator. Because the initial shipment contains the original documents, every attempt to locate the initial shipment should be exhausted before requesting a new shipment of copies.

During this call, it is possible, but highly unlikely, that the school coordinator will inform you that the school no longer wishes to participate in the assessment. If you encounter this situation, do not try to resolve the matter. Tell the school coordinator that you need to discuss the matter with your supervisor and someone will get back to him/her.

2. Are you still the designated school coordinator for NAEP?

- Yes ..... 1
- No ..... 2 → ASK HIM/HER TO PASS ALONG PACKAGE TO NEW SCHOOL COORDINATOR AND CALL BACK. RECORD NEW SCHOOL COORDINATOR INFORMATION ON FRONT COVER.

The preassessment call must be completed with the school coordinator. If you learn that someone other than the person named on the cover of the Call Log will assume that role, you should ask that the NAEP package be given to that person and make an appointment to call back when the new school coordinator has had time to review the contents of the package. Record the new school coordinator's name on the Call Log cover.

**Step B** **Review the Status of School and Teacher Questionnaires (Session Type A Only)**

This step is asked only for schools with Session Type A. Because Teacher Questionnaires are not assigned to grade 12 schools, you will not ask questions 1, 2, and 3 for grade 12 schools.

You should be prepared to answer any questions the school coordinator has about determining which teachers should receive Teacher Questionnaires. At grade 4, teachers who teach reading and/or writing are asked to fill out a Language Arts Teacher Questionnaire. At grade 8, teachers who teach language arts or English, are asked to complete a Language Arts Teacher Questionnaire. The School and Teacher Questionnaires can be completed online by following the instructions provided on the questionnaire covers. Directions for assigning the questionnaires were provided to the school coordinator in the NAEP mailing. The procedures are reviewed in this manual on pages 3.8-3.11.



1. Did you receive enough Language Arts Teacher Questionnaires for all the teachers who teach (*reading and writing to students in grade 4*) or (*language arts to students in grade 8*)?

Yes ..... 1  
 No ..... 2

—————> *How many additional questionnaires do you need? I will ask NAEP to send the additional questionnaires to you right away.*

Number of <u>Additional</u> Teacher Questionnaires Needed: # ..... Grade .....
---

**AFTER THE CALL, CONTACT YOUR SUPERVISOR TO HAVE ADDITIONAL QUESTIONNAIRES SHIPPED TO THE SCHOOL COORDINATOR.**

When reading this question, it is important to choose the correct wording for the selected grade level. You may highlight the correct choice before beginning the call if that will help you. If the school coordinator indicates enough questionnaires were received, circle **1** for **Yes** and proceed to the next question.

If the school coordinator indicates that additional questionnaires are needed, circle **2** for **No**, and record the additional number needed in the box provided. After the call contact your supervisor to have the additional questionnaires shipped to the school coordinator. Questionnaires are grade specific and care should be taken to request the correct grade level.

2. Have you distributed Teacher Questionnaires to the appropriate staff members?

Yes ..... 1

No ..... 2

→ *Please distribute the questionnaires as soon as possible so that everyone has adequate time to complete them either in the hard-copy booklet or on the My School web site.*

If the school coordinator indicates the Teacher Questionnaires have not been distributed, circle **2** for **No** and read the prompt urging him or her to distribute them as soon as possible.

3. We will collect those questionnaires not completed online on the day of the assessment. It would be helpful if you ask that they be returned to you the day before the assessment.

When we come to assess, we will also collect the completed Roster of Questionnaires that contains the names of everyone who teaches *[reading and/or writing to students in grade 4]* or *[language arts to students in grade 8]*. Please keep it in the bright red NAEP Storage Envelope until assessment day.

Next, remind the school coordinator to collect the questionnaires by the assessment day and to place the completed Roster of Questionnaires in the NAEP Storage Envelope.

4. Have you distributed the School Questionnaire to the principal?

Yes ..... 1

No ..... 2

→ *Please distribute the questionnaire as soon as possible so the principal has adequate time to complete it either in the hard-copy booklet or on the My School web site.*

If the school coordinator indicates that the School Questionnaire has not been distributed, circle **2** for **No** and read the prompt urging him or her to do so as soon as possible.

Step  
C**Review the Administration Schedule**

1. Now let's review the information on the Administration Schedule(s). The Administration Schedule lists the names of the students who were selected to take the assessment. Do you have the Schedule(s) in front of you?

PAUSE

On the Administration Schedule(s) you received, if there are any empty boxes in the columns for birth date, sex, race/ethnicity, school lunch status, SD/LEP, and Title 1, you will need to enter that data before we come to assess. You should use a No. 2 pencil to enter this information.

PAUSE

To assist you with collecting the National School Lunch Participation Status from the appropriate staff persons, a letter from the U.S. Dept. of Agriculture authorizing the disclosure of that information was included in your materials. It is printed on blue paper.

Do you have any questions about the Administration Schedule(s)?

It is important that the school coordinator look at the Administration Schedule(s) as you review this question. Allow time for the school coordinator to locate the Administration Schedule(s) before proceeding. Be prepared to answer questions about coding any missing data. Emphasize that a No. 2 pencil should be used for making entries on the schedule(s).

If the school coordinator indicates a reluctance to provide the National School Lunch Program participation status, suggest that the U. S. Dept. of Agriculture letter be given to the cafeteria manager and stress that the information is held in strict confidence. This letter is printed on blue paper and was included in the preassessment packet.

Refer to pages 3.12 to 3.15 for detailed information about completing the Administration Schedule.

2. Are there any students on the Administration Schedule(s) who have officially withdrawn from the school?

- Yes ..... 1 → *Please enter an Administration Code of **51** for withdrawn on the Administration Schedule in column **M**. Then, draw a single line through the student's name up to the perforation.*
- No ..... 2

This question also includes students who may have graduated from the school. If the school coordinator indicates that any of the selected students have withdrawn or graduated from school, circle **1** for **Yes** and instruct the school coordinator to enter an Administration Code of **51** for withdrawn/graduated in column **M** beside the student name(s) and to draw a single line through the name up to the perforation. No other information needs to be entered for withdrawn students.

3. Are there any students on the Administration Schedule(s) who are not currently enrolled in (grade)?

- Yes ..... 1 → *Please enter an Administration Code of **55** for ineligible in column **M**. Then, draw a line through the student's name up to the perforation.*
- No ..... 2

If the school coordinator indicates that a student listed on an Administration Schedule is not currently enrolled in the selected grade, circle **1** for **Yes** and read the prompt instructing the school coordinator to enter an Administration Code of **55** for ineligible in column **M**. Next, the school coordinator should draw a single line through the student's name up to the perforation. Included in this category are students in other grades who were listed in error on the original student listing form and foreign exchange students. No other information needs to be entered for these students.

**Step  
D****Select Sample of Newly Enrolled Students**

The purpose of sampling newly enrolled students is to give every student in the targeted grade a chance to fall into the sample of selected students. It is critical that you follow the questions in Step D precisely, so that the validity of the sample is not compromised.

To complete Step D, you will need:

- 1. The Administration Schedule(s) for the school.** During your call, you will record the student names (or line numbers) of any added students onto the correct Administration Schedules. On assessment day, you will confirm that the school coordinator has correctly transferred the data onto the Administration Schedules. You will also need this information to assure that you have sufficient assessment booklets and materials for the additional students.
- 2. The Instructions for Sampling New Enrollees.** This is a school-specific document and should include the date the original list of students was prepared if this date is known. Your supervisor put a copy of the instructions in each School Folder. You will use this form to determine which students, if any, will be selected. This form lists the line numbers of the students originally selected for each session type, the same line numbers will be used to select new enrollees. Special care must be taken to be sure that line numbers are assigned to the correct session type and entered on an Administration Schedule of the correct session type. This form will indicate whether this is a "take all" school as well as confirm the number of session types.

Once you have assembled all the necessary forms, you should highlight or mark the relevant text for this step. Although the actual process of sampling is not difficult, there are many variations in how the script reads for sampling newly enrolled students. Marking the correct script before placing the call will help you avoid making errors.

1. Please locate the New Enrollee Listing Form. Have you kept a list of all students who have enrolled in *(grade)* since the original list of students was prepared?

Yes ..... 1 → How many students have enrolled since *(date master list prepared)*?

Total # of New Enrollees: \_\_\_\_\_.

No ..... 2 → *Please prepare a list of students who enrolled in (grade) after the master list was prepared. We must know in advance whether any students from this list will be selected. When is a good day and time to call you to determine whether any new enrollees fall into the sample? **SKIP TO STEP E.***

Day and Time to Call Back: \_\_\_\_\_.

No new enrollees ..... 3 → **SKIP TO STEP E.**

Schools received a New Enrollee Listing Form in the fall along with the instructions for preparing the original list of all grade eligible students. A copy of the form was also included in the preassessment packet.

You will begin by asking whether the school coordinator has kept a list of newly enrolled students, and if not, you will urge him/her to create one. You may not know the date the master list was prepared.

If the school coordinator has not maintained the form, circle **2** for **No** and read the prompt asking that a list of new enrollees be prepared. Arrange to call back to complete the sampling of newly enrolled students. It is important that the sampling be done as soon as possible so that the school coordinator has adequate time to notify any selected students, their parents, and teachers.

If the school coordinator reports there are no new enrollees, this is equivalent to completing the procedure. Circle **3** for **No new enrollees** and skip to Step E.

2. IF NUMBER LESS THAN LOWEST LINE NUMBER ON INSTRUCTIONS FOR SAMPLING NEW ENROLLEES, SAY:

No new students will be selected. **SKIP TO STEP E.**

If the total number of newly enrolled students is less than the lowest number on the Instructions for Sampling New Enrollees (as shown on the following page), then no students will be selected and you should skip to Step E.

2002 NAEP NEW ENROLLEE LISTING FORM

(PLEASE SEE INSTRUCTIONS FOR LISTING NEWLY ENROLLED STUDENTS ON REVERSE SIDE.)

**Directions:** Please use the space below to list all students who enrolled in the selected grade after the original list of students was prepared. If you need additional lines, you may copy this form.

Please enter the date the master list was prepared November 12, 2001.

Be sure the list includes all students who enrolled in grade 8 after the master list was prepared.

										FOR SAMPLING ONLY		
A Student's Name			B Birth Date	C					D		1	2
First	Initial	Last	Month/ Year	Home Room	Sex	Race / Eth.	LEP	SD	TITLE I	NSLP Status	Line #	Selected for (Session Type)
Karen	Smith		4/88	10	2	1	2	2	2	1	1	
Tina	Edwards		5/88	10	2	1	2	2	2	1	2	

School Name: St. Margaret School

8:40AM

School ID: 5554551

10/26/2001

INSTRUCTIONS FOR SAMPLING NEW ENROLLEES

1. Be sure the list includes all students who enrolled in grade 8 after the master list was prepared.

The date on the master list is November 12, 2001.

Any student who has subsequently withdrawn from the school should be deleted from the list by lining through the name.

2. Assign line numbers to the students listed by numbering them consecutively. Use column 1 under the heading "For Sampling Only" for numbering the students.
3. If there are more than 83 students on the new enrollee list, call your supervisor for directions before proceeding.
4. New Enrollee Line Numbers:

To identify the students selected for the reading/writing assessment, enter an 'RW' (in column 2 on the reverse) next to the line numbers listed below:

6, 9, 10, 12, 13, 16, 20, 21, 22, 24, 25, 26, 29, 30, 31, 35, 36, 37, 40

Many line numbers have been provided for each assessment type. This should be more than enough; in fact, you may only need to use the first few line numbers.

5. After sampling is completed, copy the sampled student's name(s) and birth date(s) onto the Administration Schedule for that session type and complete the required demographic information.



3. IF GRADE 4 SCHOOL THAT SELECTED TAKE-ALL OPTION, SAY:

Because we will be assessing all the students in the fourth grade, you can add the student name(s) to the bottom of the Administration Schedule for the class that the new student(s) *(is/are)* in. After we finish our call, you can transfer the demographic data for the student(s) into columns **D** through **J** on the Administration Schedule. Please let me know the session number from the Administration Schedule to which you are adding each new student. **SKIP TO STEP E.**

In the fall, grade 4 Session Type A schools with up to 120 students were given the option of assessing all their students, rather than a selected sample of 60 students. Administration Schedules for schools that opted for this approach will list students grouped together in their regular classrooms. Any schools that selected the take-all option will be noted on the label on the front cover of the Call Log. In these cases, you will not need to select a sample of newly enrolled students, rather, you will just add any new enrollees to the Administration Schedule for their classroom.

4. IF GRADE 4 (NON TAKE-ALL OPTION), GRADE 8, OR GRADE 12, SAY:

Consecutively number each student on the list in column **1** under the heading "For Sampling Only."

Please put session type: *(RW/PR/MR/RD/MA)* beside the following line numbers as I read them to you: READ LINE NUMBERS LISTED BELOW THE SELECTED SESSION TYPE ON THE INSTRUCTIONS FOR SAMPLING NEW ENROLLEES IN THE SCHOOL FOLDER. REPEAT UNTIL ALL SESSION TYPES MARKED.

Here you will ask the school coordinator to consecutively number his/her list of students in column **1**. After the school coordinator numbers the students, you will instruct him/her to indicate in column **2** the assigned session type(s) using the 2-letter designators as shown below.

The designators are:

**RW** = Session Type A Reading/Writing

**PR** = Session Type A Reading/Writing for Grade 12 Private Schools

**MR** = Session Type B Math/Reading Field Test

**RD** = Session Type C Reading Special Study

**MA** = Session Type D Math Special Study

To verify that the line numbers have been marked correctly, you should ask the school coordinator to read them back to you before proceeding to the next step. An example of identifying the selected student's session type is on the following page.

2002 NAEP NEW ENROLLEE LISTING FORM

(PLEASE SEE INSTRUCTIONS FOR LISTING NEWLY ENROLLED STUDENTS ON REVERSE SIDE.)

**Directions:** Please use the space below to list all students who enrolled in the selected grade after the original list of students was prepared. If you need additional lines, you may copy this form.

Please enter the date the master list was prepared November 21, 2001.

Be sure the list includes all students who enrolled in grade 8 after the master list was prepared.

										FOR SAMPLING ONLY		
A Student's Name First Initial Last			B Birth Date Month/Year	C				D		1	2	
				Home Room	Sex	Race / Eth.	LEP	SD	TITLE I	NSLP Status	Line #	Selected for (Session Type)
Shanna Donaldson			3/88	10	2	1	2	2	2	1	1	
Beth Warren			12/87	10	2	1	2	2	2	1	2	RW
Michael Cree			4/88	10	1	2	2	2	2	1	3	
Megan Davis			7/88	12	2	1	2	2	2	1	4	

1. Be sure the list includes all students who enrolled in grade 8 after the master list was prepared.

The date on the master list is November 21, 2001.

Any student who has subsequently withdrawn from the school should be deleted from the list by lining through the name.

2. Assign line numbers to the students listed by numbering them consecutively. Use column 1 under the heading "For Sampling Only" for numbering the students.
3. If there are more than 83 students on the new enrollee list, call your supervisor for directions before proceeding.
4. New Enrollee Line Numbers:

To identify the students selected for the reading/writing assessment, enter an 'RW' (in column 2 on the reverse) next to the line numbers listed below:

- 2, 5, 6, 8, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21  
 23, 24, 26, 27, 28, 30, 31, 33, 34, 35, 37, 38, 39, 41  
 42, 44, 45, 46, 48, 49, 51, 52, 53, 55, 56, 57, 59, 60, 62  
 63, 64, 66, 67, 68, 70, 71, 73, 74, 75, 77, 78, 80, 81, 82

Many line numbers have been provided for each assessment type. This should be more than enough; in fact, you may only need to use the first few line numbers.

5. After sampling is completed, copy the sampled student's name(s) and birth date(s) onto the Administration Schedule for that session type and complete the required demographic information.



5. Now we will add the names of the students that have just been identified to the appropriate session(s). Please locate your Administration Schedule(s).

IF SINGLE SESSION, SAY:

You should add the student name(s) to the bottom of the Administration Schedule.

IF MULTIPLE SESSIONS OF ONE SESSION TYPE, SAY:

You should add the student name(s) to any one of the Administration Schedules. Please let me know the Session Number from the Administration Schedule to which you are adding the name(s). IF SCHOOL COORDINATOR IS UNSURE, PROMPT HIM/HER TO ADD NAMES TO SMALLEST SESSION OR BALANCE EVENLY AMONG SESSIONS.

IF MULTIPLE SESSIONS OF MORE THAN ONE SESSION TYPE, SAY:

Please look at the Administration Schedule(s) and locate the box in the top right labeled Session Number. Find the Administration Schedule(s) for the session(s) beginning with (*RW,MR,RD,MA,PR*) and add the names of the new enrollee(s) marked ..... . REPEAT UNTIL ALL SESSION TYPES COMPLETED.

When the sampling is complete, you will instruct the school coordinator to add the names of the selected students to the Administration Schedule for the correct session type. At the same time the school coordinator is entering the student name on the original Administration Schedule, you will enter the student's name (or line number) onto your copy of the appropriate Administration Schedule. For each school, you will follow one of the three sets of instructions on how to add each student to the Administration Schedule:

1. If the school only has one session, the student should be added to the bottom of the Administration Schedule for that session.
2. When there are multiple sessions of **one** session type and the school coordinator seems uncertain where to add the names, suggest that he/she add the names so that session sizes are about equal. If the sample is sorted by locator, suggest that the school coordinator add students to the schedule for their respective homerooms.
3. When there are multiple sessions of **more than one** session type, you will need to instruct the school coordinator to locate the appropriate Administration Schedule on which to list the newly sampled students. Care should be taken to ensure that entries are made to the appropriate session type. Always verify the session number with the school coordinator to be certain the school coordinator records the student names on the Administration Schedule for the appropriate session type.

6. AFTER SAMPLING IS COMPLETED AND NAMES ARE COPIED ONTO APPROPRIATE ADMINISTRATION SCHEDULES, SAY:

After we finish our call, you can transfer the demographic data for the selected student(s) into columns **D** through **J** on the Administration Schedule. We will also need to know if *(the student/any of the students) (has/have)* an SD and/or LEP classification if that is not already indicated. Please leave the list of newly enrolled students in the NAEP Storage Envelope.

When the school coordinator has added all newly selected students to an Administration Schedule, instruct him/her to add the demographic information for the newly added students to the Administration Schedule(s) after the preassessment call is concluded and then to store the list of newly enrolled students in the NAEP Storage Envelope. On assessment day, you will review the list to verify that the sample was marked correctly and the student names and demographic data were recorded correctly on the appropriate Administration Schedule.

**Step E**

**Review Status of SD/LEP Questionnaires**

1. Are there students on the Administration Schedule(s) with a code of "1" in columns *I* and *J*?

Yes ..... 1  
 No ..... 2

In Question 1, ask the school coordinator to determine whether any students have codes of "1" in columns *I* and *J* indicating that they are SD and/or LEP.

2. Are there any students with a new SD and/or LEP classification?

Yes ..... 1 → ASK THE SCHOOL COORDINATOR TO UPDATE THE ADMINISTRATION SCHEDULE TO REFLECT THE CHANGE. CHANGE THE CODE ON YOUR COPY AS WELL. **IF SESSION TYPE A, CONTINUE WITH Q3. IF NOT, SKIP TO STEP F.**

No ..... 2 → CONTINUE WITH Q3. **EXCEPTION:** IF THERE ARE NO STUDENTS IDENTIFIED AS SD AND/OR LEP AND THERE ARE NO NEW CLASSIFICATIONS, VERIFY, THEN **SKIP TO STEP G.**

At Question 2, ask the school coordinator if there are any students who have received SD and/or LEP classifications since the master list was prepared. If the response is **Yes**, ask the school coordinator to use a #2 pencil to strike through or erase the old code and enter the new code. You will do likewise on your copy of the Administration Schedule.

If the response to this question is **No**, double-check to be sure there are no students with either of these classifications. Some schools may use terms other than "students with disabilities" and "limited English proficiency." You may want to ask if there are any "special education students" or "English language learners." If the school coordinator repeats that there are no students with these classifications, skip to Step G.



3. IF SCHOOL IS IN SESSION TYPE A: Did you receive enough SD/LEP Questionnaires for each student on the Administration Schedule with a designation of "1" for SD and/or LEP?

Yes ..... 1  
 No ..... 2



*How many additional questionnaires do you need? I will ask NAEP to send the additional questionnaires to you right away.*

Number of Additional SD/LEP Questionnaires Needed: # .....
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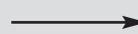
AFTER THE CALL, CONTACT YOUR SUPERVISOR TO HAVE ADDITIONAL QUESTIONNAIRES SHIPPED TO THE SCHOOL COORDINATOR.

If a school did not include SD and LEP indicators on their list of students that was sent to NAEP in the fall, columns **I** and **J** on the Administration Schedule(s) will be blank therefore, Session Type A schools will not have received SD/LEP Questionnaires. In these instances, whenever possible, you should get the names (or line numbers) of the SD and/or LEP students that need a questionnaire completed for them. This way, your supervisor can complete the SD/LEP Questionnaire covers before shipping them to the school coordinator. If this is not possible, you will need to complete this information on the assessment day.

If the school coordinator gives you only an approximate number of students who are classified as SD and/or LEP. After the call, you should call your supervisor and request him/her to ship the appropriate number of SD/LEP Questionnaires to the school coordinator. Then, on assessment day, you will need to complete the SD/LEP Questionnaire covers and Roster.

4. IF SCHOOL HAS SESSION TYPE A: Have you distributed an SD/LEP Questionnaire for each student on the Administration Schedule with a designation of "1" for SD and/or LEP?

Yes ..... 1  
 No ..... 2



*Please distribute them as soon as possible to the staff person most knowledgeable about the student's disabilities.*

We will need to collect the questionnaires on assessment day.

If the school coordinator has received SD/LEP Questionnaires but indicates that they have not been distributed, circle **2** for **No** and read the prompt reminding him/her to do so.

If the school coordinator does not have the required number of SD/LEP Questionnaires to complete, circle **2** for **No** and make a note next to the question with the date the questionnaires will be shipped. You should remind the school coordinator that you will need all completed questionnaires the day of the assessment.

**Step F**

**Determine Student Accommodations**

Before you begin Step F, describe the Criteria for Including Students with Disabilities and Students with Limited English Proficiency and allow time for the school coordinator to locate it among the materials. The school coordinator should use the Criteria to identify students whose IEPs specify that they receive an accommodation for standardized tests similar to NAEP.

NAEP’s intent is to assess every student possible, therefore, when there is doubt, the student should be assessed. Beyond this, do not attempt to answer questions about the application of the Criteria to SD or LEP students or specific accommodations not covered by the Criteria. Instead, you or the school coordinator should contact your field manager or the NAEP hotline at (800-283-6237).

1. Have you identified which SD and/or LEP students will require an accommodation permitted by NAEP?

Yes ..... 1  
 No ..... 2 → *Please speak with the teacher most knowledgeable about the SD/LEP students on the Administration Schedule(s). I will need to call you back before the assessment to review that information. We must know in advance whether separate sessions will be necessary for students needing accommodations so that we can come with adequate staff to administer the sessions. When is a good day and time to call you back for this information? **SKIP TO STEP G.***

Day and Time to Call Back:  
 .....

Telephone Number:  
 .....

If the school coordinator has not reviewed the list, circle **2** for **No** and read the prompt. Arrange to call the school coordinator back to complete Step F. Record call back information on your calendar and skip to Step G.

Although it is anticipated that schools will offer accommodations relatively infrequently, it is extremely important that you learn about any separate accommodation sessions at the time of the preassessment call so that you can arrange for enough AAs to be present to cover all sessions.

By "separate," we mean small group or one-on-one sessions that will be conducted outside of a regular session. Questions in this step are designed to identify whether the school will conduct separate sessions, and if so, how many.

2. Please find the Administration Schedule with the (*session number*).

Please begin at the top of the Administration Schedule and look at each student with an SD and/or LEP designation of "1" in columns *I* or *J*.

Tell me whether the student can be:

- Assessed in the regular session;
- Assessed in the regular session with accommodations;
- Assessed in a separate session with accommodations; or
- Cannot be assessed. If the student cannot be assessed, please tell me the reason why. \_\_\_\_\_

For this question, you should go through each Administration Schedule and point out the students with a "1" in columns *I* and/or *J* indicating they are SD and/or LEP. For each student you will need to know what accommodations, if any are needed, and enter the information in the chart on the following page.



Before the preassessment call you should prefill columns 1 and 2 with the information on the Administration Schedule(s). The script prompts you to review each Administration Schedule with the school coordinator and discuss each student with an SD and/or LEP designation of **1** for **Yes**. As each student with a classification of SD and/or LEP is discussed, enter the appropriate information on the chart provided, taking care to check column 4 if the student must be assessed one-on-one or in a small group setting.

As you finish one Administration Schedule, move sequentially to the next. When all Administration Schedules have been reviewed and the chart completed, ask the school coordinator to wait for a minute while you compute the number of separate sessions that will be required. Plan a separate session for each student requiring a one-on-one administration. Unless there is an unusually large number of students requiring "small-group" administration, you can plan on one separate session for all of these students. Calculate the total number of separate sessions needed, enter the number in the box provided at the bottom of the page, and record each session in the chart provided on the cover of the Call Log. Plan for separate sessions to be held after the regular sessions, so that AAs already scheduled in the school can conduct the separate session.

Step  
G

## Make Assessment Arrangements

1. Now, I'd like to verify the dates and times for each of the assessment sessions scheduled in your school. My records show that we will be administering *(number)* session(s) of *(subjects)* in your school.

IF SEPARATE SESSIONS ARE NEEDED: In addition, we will need to schedule *(number)* separate accommodations sessions.

Each session will require about 90 minutes to administer. As I name the sessions, please tell me *(if the start time I have recorded still works for you)* or *(what time you would like the session to begin)*.

LOOK AT THE COVER, AND READ THE DATE, TIME, LOCATION, AND NUMBER OF STUDENTS FOR EACH SESSION. RECORD ANY MISSING INFORMATION. THIS IS VERY IMPORTANT!

The assessment date and number of sessions to be conducted will be preprinted on the cover of the Call Log. If separate accommodation sessions are needed, it is critical that they are entered on the cover of the Call Log as you discuss the time and location of the sessions with the school coordinator.

At this stage, it is very unlikely that the school will want to change an assessment date. If the school coordinator wants to change the date, your response will depend on your schedule. If you cannot agree on a date when you can cover the assessment with your staff, tell the school coordinator you will need to check with your supervisor. This will give you time to review your schedule with your supervisor and determine what other options are available.

It is important that the school coordinator understand that the locations must be available for 90 minutes so that sessions are not interrupted. Encourage the school coordinator to arrange for actual classrooms to be used whenever possible. Try to avoid cafeterias and other locations where traffic is heavy and the noise level is high. Enter a date and start time for each regular and separate accommodation session listed in the charts on the cover of the Call Log.

2. In your packet of information, NAEP has included a Parent Information Letter that explains the assessment and its importance. If your school requires parental notification, you may use or modify the letter as you see fit. In your packet, there is also a Teacher Notification Letter. 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 are selected for the assessment.

If the school coordinator indicates that the school will modify the letter to require parental consent for participation, remind the school coordinator that NAEP rules require that a makeup be held if less than 90 percent of the selected students are present. Ask what plan has been devised for getting the signed consent forms from those students who delay returning them. Remind the school coordinator that on the morning of the assessment you will need a list of any students whose parents have refused participation so that they are not inadvertently assessed. Suggest that the consent forms or a list of refusals be placed in the NAEP Storage Envelope for your use on assessment day.

The teacher notification letter is provided for the school coordinator's use if he or she thinks that it would be helpful in informing the teachers of students selected for the assessment.

3. The NAEP assessment team will arrive approximately 1 hour before the assessment to prepare the assessment materials and finalize arrangements for the assessment.

Where should we park?

We will wear our NAEP identification badges and check in at the main office. Are there other procedures and protocol we need to follow?

This question is designed to provide you with the protocol AAs must follow when working in the school. Any time NAEP staff members are in a school, they must be sure to wear NAEP Identification Badges. In addition, some schools require that visitors wear a badge provided by the school.

It is critical that the assessment team arrives at the school at least 1 hour before the scheduled start of the first assessment session in order to allow sufficient time for preparing the assessment materials and for handling last minute details. If possible, you should arrive 1½ hours before the start of the first session—½ hour before the AAs arrive.

4. We will need to access the red NAEP Storage Envelope with the Administration Schedule(s) and other assessment materials as soon as we arrive on assessment day. In the event that something unforeseeable prevents your attendance that day, where will the NAEP Storage Envelope be stored and what staff person could get it for us?

It is important that the school coordinator know that you will need the NAEP Storage Envelope and a place for the AAs to work as soon as the assessment team arrives at the school. Be sure you know where and with whom the NAEP Storage Envelope is being kept because you will need to retrieve it in order to conduct the assessments. A delay in locating the envelope on assessment day can mean that you and your team have insufficient time to prepare for the assessment sessions.

5. After we retrieve the NAEP Storage Envelope, is there a room where we may work until time to go to the assessment locations?

After we have reviewed the contents of the NAEP Storage Envelope we will need to speak with you to resolve any loose ends and review final arrangements. When the assessment is over, we will need to speak with you again to update you on the status of the assessment and give you the NAEP Storage Envelope to retain.

Schools do not have much space. Work with what they provide. Do not leave personal items or NAEP material in the work area unless it is secure and you have the approval of the school coordinator.

6. What procedures should we follow in handling problem situations such as a student who arrives too late, a student who becomes ill, or a disruptive student?

AAs should know how to contact the office in case of an emergency. It is important that this information be recorded on the AA Assessment Information Form.

You will use answers to Questions 3 through 6 to prepare an AA Assessment Information Form for each AA.

7. Because NAEP guidelines stipulate that a makeup be scheduled if less than 90 percent of the students are present for each assessment type, it is critical that every effort be made to assure that all students present and selected for the assessment be in attendance.

IF GRADE 8 OR 12: In your packet, we have included Student Appreciation Certificates to inform selected students of the time and location of the assessment and to thank them in advance for participating.

One tablet of Student Appreciation Certificates is included in the school's package for each grade 8 or 12 session. The school coordinator may use the back of the certificates to write information about the time and location of the assessment. The certificates also serve as a way to thank students in advance for participating. If NAEP received the student lists before December 10, 2001, the school will also have labels with student names that the school coordinator can affix to the back of the certificates. In these instances, the school coordinator will only need to write the location of the session. Although the school coordinator is not required to use these certificates, NAEP has found their use improves attendance. If the school coordinator chooses not to use the certificates before the assessment, you may hand them out after the sessions as a thank you to the students.

In schools with grade 4 assessments, the Appreciation Certificates will not be used as appointment cards, rather, they will be used as a thank you to students.

8. We have found that students respond more positively when they know that the assessment has the backing of the school administration. Is it possible for the principal or another school staff person to be present at the beginning of each session to introduce the assessment and reinforce its importance to the students?

Record in the space provided information about any school staff person who will introduce the sessions. This information should be provided to the AAs who will administer the individual sessions.

9. If a problem arises or if you have any questions, please call my NAEP supervisor, \_\_\_\_\_, at \_\_\_\_\_ .  
You may also leave a message for me by calling the NAEP hotline at 1-800-283-6237

You will be the primary contact for the school coordinator in the event a problem arises. If time allows, the school coordinator should be encouraged to call the NAEP hotline and leave a message for you. You will also give the school coordinator your supervisor's telephone number in case you are not available or a question needs to be answered immediately.

10. CONFIRM ANY CALLBACK DATES AND TIMES.

If you have arranged to call the school coordinator back to check on the need for separate accommodations sessions or for some other reason, review the callback dates and times. Enter this information on the back cover of the Call Log and on your calendar.

11. I appreciate all the time you have taken helping me prepare for the assessment. Do you have any questions about the assessment or the arrangements at your school?

We look forward to visiting your school and meeting you. Have a good day.

Answer any questions the school coordinator has, as appropriate. Do not answer questions if you are unsure of the answers. Ask the school coordinator to call your supervisor (or field manager) or offer to obtain an answer and call back.

AFTER THE CALL, COMPLETE AN ASSESSMENT INFORMATION FORM FOR EACH AA AND VERIFY SCHOOL MATERIALS.

When the preassessment call is complete, review the Call Log and complete the following tasks:

1. Record that the call is complete on the back cover of the Call Log.
2. Contact your supervisor if additional questionnaires are needed.
3. Enter any callback information on your calendar.
4. Determine the number of AAs required to cover all assessment sessions for the school.
5. Assign an AA to each session and enter the name in the column provided on the front cover of the Call Log.
6. Prepare an AA Assessment Information Form for each AA assigned to the assessment.
7. Notify the AAs of their assignments.

**3**

**School Summary Sheet**

The second part of the Call Log is labeled **School Summary Sheet** and is to be completed on the assessment day after all of the sessions have concluded. It provides a grid for summarizing information from the individual Session Debriefing Forms that the AAs will complete. The School Summary Sheet provides space for documenting any problems or irregularities that occur during the assessment.

**Part 2:  
School Summary Sheet**

Before speaking with the school coordinator, review all Session Debriefing Forms and speak with AAs about any problems or irregularities. Determine those issues that should be brought to the school coordinator’s attention and document on the form below. Indicate in column 4 whether the items were discussed with school coordinator.

1 Session Number	2 Item	3 Details	4 Discussed with Coordinator	5 Resolution
	Student refusals		Yes ..... 1 No ..... 2	
	Student(s) left and did not return		Yes ..... 1 No ..... 2	
	Behavior		Yes ..... 1 No ..... 2	
	Accommodations		Yes ..... 1 No ..... 2	
	Session materials		Yes ..... 1 No ..... 2	
	Assessment location		Yes ..... 1 No ..... 2	
	Interruptions		Yes ..... 1 No ..... 2	
	Other (specify)		Yes ..... 1 No ..... 2	



### **Student Refusals**

NAEP is interested in obtaining information about students that refuse to participate before the session begins or after it has started. Record the reason for the refusal and at what point the student left the assessment on the booklet cover. All student refusals should be reported to the school coordinator.

### **Student(s) Left and Did Not Return**

Illness and doctor appointments are the most common reasons for a student to leave the assessment and not return. Make certain this has been recorded properly on his/her booklet cover and the appropriate Administration Code has been entered on the Administration Schedule. Unless a student was injured or something urgent removed him/her from the session, it probably is not something you need to discuss with the school coordinator.

### **Behavior**

In all cases, we want to give the students every opportunity to participate in the assessment. Minor infractions should be handled by the AA. Only if a student had to be removed from the session or if there was a major disruption by a student, would it warrant discussing with the school coordinator.

### **Accommodations**

NAEP will try to provide any accommodation that is required by a student's IEP as long as it does not compromise the assessment. Any unusual accommodations should be noted here and discussed with the school coordinator before the assessment.

### **Session Materials**

The AA should handle any problems with the assessment materials. It is not necessary to discuss these with the school coordinator unless you feel the assessment was compromised or a school staff member questioned the AA's resolution of a problem.

### **Assessment Location**

NAEP must rely upon the school to provide a good testing environment. Although cafeterias, libraries, and media centers might not be our first choice of location, they are suitable and are commonly used for grade 8 and grade 12 assessments. Only discuss the location if problems associated with it may have affected student performance.

### **Interruptions**

Although they commonly occur, you should note brief interruptions. If something major (like a fire drill) disrupted the session, inform the school coordinator about how you handled it. Indicate whether the students received the full amount of time to complete the assessment.

### **Other (specify)**

Record any other information that NAEP or the school coordinator would want to know about the assessment in this school, especially if it may have affected student performance.

4

**Debriefing Interview with School Coordinator**

Part 3 of the Call Log is labeled *Debriefing Interview with School Coordinator* and contains questions that you will ask the school coordinator following the assessment. The purpose of the interview is to obtain feedback from the school coordinator about the assessment and to elicit any suggestions for improving procedures. At the end of the interview, you are prompted to thank the school coordinator, leave the NAEP Storage Envelope, and present the School Certificate of Appreciation.

1. Overall, how do you think the assessments went in your school? Would you say:

Very Well ..... 1  
 Satisfactory ..... 2  
 Unsatisfactory ..... 3

In this question, we are interested in the opinion of the school coordinator in general. If he/she gives multiple responses because more than one session was held, probe for the overall rating. Be prepared to probe if the school coordinator’s response is not specific or is vague. If the school coordinator gives an "Unsatisfactory" rating, record comments next to the question.

2. How well did the instruction sheet you received with the Administration Schedules prepare and direct you in performing the school coordinator tasks? Would you say:

Very Well ..... 1  
 Satisfactory ..... 2  
 Unsatisfactory ..... 3

Because this is the first year that NAEP has conducted assessments without a preassessment visit to the school, we are particularly interested in learning how well the instruction letter prepared and informed the school coordinator about planning for the assessment. Probe if the response is not specific or is vague. If the school coordinator gives an "Unsatisfactory" rating, record comments next to the question.

3. What suggestions can you offer for improving the instruction sheet?

NAEP is very interested in learning how the instructions for the school coordinator can be improved. Please record responses in as much detail as possible. You may continue on another sheet if necessary. If the school coordinator offers no comment, it is not necessary to probe. However, you should enter "No comment" on the response line.



4. What suggestions can you offer for making it easier for schools to participate in NAEP?

A high participation rate is critical for the validity and reliability of NAEP results. It is, therefore, important that we learn as much as possible about ways of increasing the likelihood that a school will participate in NAEP. Please record responses in as much detail as possible. You may continue on another sheet if necessary. If the school coordinator offers no comment, it is not necessary to probe. However, you should enter "No comment" on the response line.

5. NAEP is interested in the feedback you have received from other school staff members about this assessment. Would you say it has been:

- Positive ..... 1
- Neutral ..... 2
- Negative ..... 3

COMMENTS: .....

At this question, you are asking the school coordinator to summarize the attitudes of all school staff members whether or not they actually observed a session. We are interested in knowing how school staff view the NAEP assessment and how it impacts the school. Do not directly ask other school staff this question. Please record the school coordinator's response in as much detail as possible including the title of the person to whom the response is attributed. You may continue on another sheet if necessary. If the school coordinator offers no comment, it is not necessary to probe. However, you should enter "No comment" on the response line.

6. Did anyone meet with the students to explain the purpose of the assessment?  
CIRCLE ONE.

- Yes ..... 1
- No ..... 2
- Don't Know ..... 3

This question refers to a meeting held by the school coordinator or other staff before the assessment to explain the assessment's purpose or to explain how students were selected. Include meetings conducted with the students individually or as a group. You may record comments next to this question if you wish.

7. Did the students receive any special instructions to prepare them for the assessment? CIRCLE ONE.

- Yes ..... 1
- No ..... 2
- Don't Know ..... 3

RECORD TYPE OF INSTRUCTIONS RECEIVED:

.....

We are interested in learning what special steps, if any, the school took (that normally would not have been taken) to prepare students for the assessment. Examples include a shift in the curriculum to cover certain topics before the assessment or a review of test-taking techniques. Here we do not want to include meetings with the students simply to announce the assessment or to explain its purpose, which are covered in Question 6. Please record responses in as much detail as possible. You may continue on another sheet if necessary. If the school coordinator offers no comment, it is not necessary to probe. However, you should enter "No comment" on the response line.

8. Will the students receive (or have they already received) something from the school for participating in the assessment? CIRCLE ONE.

- Yes ..... 1
- No ..... 2
- Don't Know ..... 3

IF "YES," SPECIFY WHAT (E.G., FOOD, CANDY, MONEY, PARTY): .....

An incentive or reward could be almost anything, such as a free lunch pass, ice cream, pizza party, gift, or anything in addition to the NAEP Certificate of Appreciation. Schools are not breaching assessment procedures by providing token items such as these. NAEP is simply interested in learning to what extent this practice occurs. Record verbatim any incentive and/or reward mentioned.



9. Did the students know in advance that they would receive something? CIRCLE ONE.

- Yes ..... 1
- No ..... 2
- Don't Know ..... 3

It is also important for NAEP to know whether students were told in advance they would receive the item for participating (i.e. it possibly acted as an incentive) or if the school surprised the students after the assessment with the gift as a reward.

10. DISCUSS SUMMARY FORM

You should discuss with the school coordinator, any items you have flagged on the School Summary Sheet. Please refer to page 4.58 to read about the types of problems you should bring to the school coordinator's attention.

I have placed copies of all the documents used in the assessment in the School Storage Envelope. NAEP would like you to retain the envelope until June or the end of the school year in case there should be questions about the assessment. A postcard is stapled to the outside as a reminder for you to destroy the contents after the "Destroy By" date. Please drop the card in the mail when the package has been destroyed.

Thank you for everything you have done to make this a successful assessment. I have a Certificate of Appreciation I'd like to give the school as a token of our appreciation for your participation.

GIVE SCHOOL COORDINATOR THE CERTIFICATE. IF THE SCHOOL HAD SESSION TYPE A, OFFER TO LEAVE THE WRITING BROCHURES.

NAEP places great importance on confidentiality. In order to confirm that all information linking a student to a particular assessment booklet is destroyed, NAEP requires that the school coordinator return a postcard indicating that he/she has complied with the requirement that all NAEP student data be destroyed after a specified date.

The School Certificate of Appreciation is an important and visible expression of NAEP's gratitude for a school's participation in the assessment. Many schools frame this document and hang it in the office.

## General Questionnaire Format Conventions and Interviewing Techniques

### Introduction

Aspects of the Preassessment Call and the School Coordinator Debriefing Interview resemble survey questionnaires and require techniques commonly used by survey interviewers. This section of the manual is a short review of those techniques as they apply to the forms you will use for the 2002 NAEP assessment. These techniques include:

- Using a questionnaire format;
- How questions are asked;
- How answers are recorded;
- Techniques you need to know to obtain concise and neutral responses; and
- "Probing" responses.

### Using a Questionnaire Format

In its simplest form, a questionnaire contains a series of questions and an area for you to record the answers you receive.

1. **Instructions to You:** An important convention found in the NAEP forms is one that Westat generally observes for questionnaires: Words printed in all capital letters are instructions to you and should not be read aloud. For example:

2. IF NUMBER LESS THAN LOWEST LINE NUMBER ON INSTRUCTIONS FOR SAMPLING NEW ENROLLEES, SAY:

2. **Circling Answer Codes:** Most questions list the possible answers that the school coordinator is expected to give. Simply circle the answer code that corresponds best to what the school coordinator says in reply to the questions. The simplest example of this type of question is like Question A2 from the Preassessment Call requiring a **Yes** or **No** answer.

2. Are you still the designated school coordinator for NAEP?

Yes ..... 1  
 No ..... 2 → ASK HIM/HER TO PASS ALONG PACKAGE TO NEW SCHOOL COORDINATOR AND CALL BACK. RECORD NEW SCHOOL COORDINATOR INFORMATION ON FRONT COVER.

3. **Skip Instructions:** You will ask all questions sequentially unless you encounter a "skip instruction." A skip instruction tells you to skip past a question because it does not apply to this school coordinator's situation. Skip instructions are printed in bold throughout the Call Log as shown in the example below.

1. Please locate the New Enrollee Listing Form. Have you kept a list of all students who have enrolled in *(grade)* since the original list of students was prepared?

Yes ..... 1 → How many students have enrolled since *(date master list prepared)*?

Total # of New Enrollees: .....

No ..... 2 → *Please prepare a list of students who enrolled in (grade) after the master list was prepared. We must know in advance whether any students from this list will be selected. When is a good day and time to call you to determine whether any new enrollees fall into the sample? **SKIP TO STEP E.***

Day and Time to Call Back: .....

No new enrollees ..... 3 → **SKIP TO STEP E.**

4. **Words in Parentheses:** Questionnaires use other conventions to make the questionnaire more adaptable. If you find a word or words in parentheses within a question or statement, this means you need to substitute the word or phrase which makes the question appropriate to your situation. In the following example you would substitute the school name and the date of the assessment for the words *(school)* and *(date)*.

INTRODUCTION WITH SCHOOL COORDINATOR: Hello, my name is ..... and I represent the National Assessment of Educational Progress or NAEP. I am calling to verify information about the assessment scheduled at *(school)* on *(date)* and to review the packet of materials you recently received from NAEP.

If the words in parentheses are separated by a slash, this means you will need to select the most appropriate word or phrase based on the context in which the question is asked, as in the following example:

6. AFTER SAMPLING IS COMPLETED AND NAMES ARE COPIED ONTO APPROPRIATE ADMINISTRATION SCHEDULES, SAY:

After we finish our call, you can transfer the demographic data for the selected student(s) into columns **D** through **J** on the Administration Schedule. We will also need to know if *(the student/any of the students) (has/have)* an SD and/or LEP classification if that is not already indicated. Please leave the list of newly enrolled students in the NAEP Storage Envelope.

5. **Open-ended Questions:** Open-ended questions are used when we do not want to restrict a school coordinator's answer. For a question like the one below, you would write down the school coordinator's answer verbatim on the lines provided.

3. What suggestions can you offer for improving the instruction sheet?

.....

.....

### General Rules for Asking Questions

The following are basic rules for administering the sections of the Call Log that use questionnaire format.

- Always read the question as it is written.
- Ask the questions in the way they are ordered. If you discover that you have accidentally skipped one or more questions, you may go back to the omitted questions.
- Read questions in a natural conversational tone, following the punctuation in the question. Your reading of the questions should reflect your overall neutrality about the subject matter and encourage the school coordinator to talk freely about the issue. Only emphasize words that are underlined or appear in bold. When answer categories are to be read, put a brief pause between the options so the school coordinator knows what the choices are.
- Read the questions at a slow even pace.
- Do not show the form to the school coordinator.

## General Rules for Recording Answers

- Record your answers neatly and legibly. This means that for coded questions you should carefully circle the number that corresponds to the response given by the school coordinator.
- When recording a response to open-ended questions, write legibly.
- If you make an error in recording a response, you may either erase or line through the incorrect answer. In either case, be sure the correct answer is legible.
- Feel free to write notes in the left-hand margin of the questionnaire to explain an answer or unusual circumstance. Do not write in the right-hand margin, however, since this area is used by data processing staff. Distinguish a note from an actual answer given by the school coordinator by placing it in parentheses.
- If the school coordinator does not know an answer and a "Don't know" code has not been provided, record this as "DK" in the margin by the question.
- When recording responses to open-ended questions, keep the following in mind:
  - To the extent possible, record answers verbatim. If the answers are lengthy, you may paraphrase.
  - Use standard abbreviations, such as AA, SC, Admin. Schedule, etc. Be sure to review abbreviations you have recorded afterwards and spell out any that are not in common usage.
  - If necessary, ask the school coordinator to slow down so that you can capture everything that is said.

## Techniques for Obtaining Complete and Neutral Responses

When you administer the questionnaire portions of the Call Log, keep the following interviewing techniques in mind:

- Listen carefully to the school coordinator's responses so that you know when the school coordinator has given a complete answer that is relevant to the question.
- Remain neutral. Do not give the school coordinator any indication of your feelings on the subject being discussed. Studies show that respondents to questionnaires may alter their answers if they think the interviewer expects them to answer in a certain way.
- Encourage the school coordinator to provide clear and concise answers by giving positive reinforcement in a neutral manner. You can do this with phrases like:
  - "I see."
  - "That's helpful."
  - "I understand."

## Probing

Probing is a technique used by survey interviewers to refocus and redirect the respondent's attention to the question. It requires the interviewer to find a way to get the respondent to elaborate or reconsider an incomplete or irrelevant answer without influencing the content of the answer.

You will know when to probe by listening to the school coordinator's answer carefully and evaluating whether it is relevant, specific enough, and complete.

Here are some examples of situations that require probing. Note that the probes used are neutral. This means they draw out the school coordinator without influencing the answer in any direction. They generally involve repeating parts of the question or the answer categories in a way that refocuses the school coordinator's attention on them.

### Example 1:

- Overall, how do you think the assessments went in your school? Would you say:

Very Well .....	1
Satisfactory .....	2
Unsatisfactory .....	3

**RESPONSE #1:** "Our state testing is more difficult."

This answer needs to be probed because it is **not relevant**. A good probe would be to repeat the question and answer categories with proper emphasis:

**PROBE:** "But overall, how would you say *this assessment* went?"

### Example 2:

- Overall, how do you think the assessments went in your school? Would you say:

Very Well .....	1
Satisfactory .....	2
Unsatisfactory .....	3

**RESPONSE #2:** "It was OK."

This answer needs to be probed because it does not match one of the pre-designated answer categories. A good probe would be to repeat the answer categories:

**PROBE:** "Well, would you say it went very well, satisfactorily, or unsatisfactorily?"

**Example 3:**

3. What suggestions can you offer for improving the instruction sheet?

.....

.....

**RESPONSE #3:** "There are so many things."

This answer needs to be probed because it is *vague*. A good probe to use would be:

**PROBE:** "Could you be more specific?"

**Example 4:**

4. What suggestions can you offer for making it easier for schools to participate in NAEP?

.....

.....

**RESPONSE #4:** "My superintendent said that this takes too much student time."

This answer is off the mark because the school coordinator is repeating what someone else said, which may not be his or her own opinion. Probe by refocusing the school coordinator:

**PROBE:** "And do *you* have any comments about making it easier for schools to participate?"

**Here are some techniques to keep in mind about probing:**

- Sometimes the most effective probe is an expectant pause. This is a cue to the school coordinator that you expect a more detailed or elaborate answer.
- When the school coordinator is giving you comments, probe for additional comments by using the phrase: **"What else?"**
- A common response to survey questions is "I don't know." As a general rule, if you receive a "don't know" response and the answer categories do not allow for it, try to get the school coordinator to elaborate by saying: **"Take a minute to think about it."** or **"Your best estimation would be fine."**
- If you have probed a response once and still do not have a satisfactory answer, you will need to use your judgment about whether you should probe again. For most questions in the Call Log, it is not necessary to probe more than once.
- If you think the school coordinator just didn't understand the question, the best probe is to simply read it again, perhaps more slowly and clearly.
- Do not make assumptions about what the school coordinator means. If it isn't clear, **PROBE** for clarification.

# D Appendix D

## Special Procedures for Small Schools Where All Students Are Included

In schools with an enrollment of 25 or fewer students in the selected grade, student sampling is not required. Therefore, all the students enrolled in the selected grade will be assessed in one session. This situation will typically occur in small nonpublic schools, and will require adjustments to some of the tasks and steps listed in Chapters 3 and 4 of this manual. Those tasks and steps that require special procedures are listed below<sup>1</sup>.

### Before You Arrive at the School (Chapter 3)



#### Receive the School Folders from Your Supervisor

The School Folder will contain the contacts NAEP has had with the school since the fall, a copy of the Administration Schedule (without the student information entered), and a Certificate of Appreciation. It will not contain the Instructions for Sampling New Enrollees.



#### Use the Call Log to Document the Preassessment Call

Most of the steps of the preassessment call will need to be modified. Those steps that require modification are indicated below.



#### Verify Receipt of the School Packet

The school coordinator will receive all of the original materials listed on page 3.7 with the exception of the New Enrollee Listing Form and SD/LEP Questionnaires.



#### Review Status of School and Teacher Questionnaires (Session Type A)

Your supervisor will include one School Questionnaire and one Teacher Questionnaire in the preassessment packet. If additional questionnaires are needed, you should request them from your supervisor. You should follow the regular procedures for conducting this step on pages 3.8-3.11.



#### Review the Administration Schedule

The school coordinator will have the original Administration Schedule with only the student booklet ID numbers assigned in column O. During the call, you will ask the school coordinator to enter the student names and demographic information on the Administration Schedule for all the students currently enrolled in the selected grade.



#### Select Sample of Newly Enrolled Students

Sampling is not required because all students enrolled in the selected grade on the day of the assessment will be assessed.

<sup>1</sup> This appendix lists only the tasks and steps that require procedural adjustments for small schools where all students are included. You should follow the normal procedures for any steps or tasks not presented in this appendix.

**Step E** **Review Status of SD/LEP Questionnaires (Session Type A)**

Your supervisor will not include SD/LEP Questionnaires in the preassessment packet because the SD/LEP status of the students will not be known prior to the preassessment call. Therefore, during the preassessment call, you should inquire if any students in the selected grade are classified as SD and/or LEP. After the call, you will need to contact your supervisor to request that the appropriate number of SD/LEP Questionnaires be mailed to the school.

**Step F** **Determine Student Accommodations (All Session Types)**

The AC should inquire if any students in the selected grade will require accommodations. If so, follow the procedures on pages 3.18-3.25.

**Task 6** **Plan Assessment Schedule for the Assessment Administrators**

Because there will be only one session to administer, the AC should plan to conduct the assessment. In the event that a separate accommodation session is needed, the procedures for scheduling the accommodation session to follow the original session whenever possible, still apply.

**Your Responsibilities at the School (Chapter 4)**

**Task 3** **Prepare the Booklets**  
Student names will not be preprinted on the student ID labels, therefore, you will need to write the student names on the labels by hand, as described on page 4.11. Follow the procedures described on pages 4.7-4.13 for the remaining steps of booklet preparation.

**Task 4** **Prepare the Room**  
Most likely, you will be walking into a classroom of students already assembled. In these cases, you may not have had an opportunity to prepare the room ahead of time, so you must be organized before entering the classroom. Follow the procedures for preparing the room with students already assembled described on page 4.14.

# E

## Appendix E – NCS Pearson Forms

- 1. Materials Request Form**
- 2. U.P.S. Pickup Request Form**

2002 NAEP MATERIALS REQUEST FORM

Page \_\_\_ of \_\_\_

Fax Number: 1-888-627-8842

\*E-mail Address: ncsnaep@ncs.com

\*Phone Number: 1-888-NCS-NAEP  
(627-6237)

Date: \_\_\_\_\_ Date Needed: \_\_\_\_\_ School # \_\_\_\_\_

Name: \_\_\_\_\_ Supervisor/Coordinator #: \_\_\_\_\_

Ship To Address: \_\_\_\_\_

*STREET ADDRESS (Do not use a P.O. Box)*

*CITY, STATE, ZIP CODE*

Phone Number: ( ) \_\_\_\_\_ - \_\_\_\_\_

Quantity	Units	Description	Quantity	Units	Description
		<b>GR4 Type A Reading/Writing</b>		Each	Gr. 8 Language Arts TQ - A
	Bndl of 13	Gr. 4 Read/Writ Spiral		Each	Gr. 4 School Questionnaire
	Set	Gr. 4 Writing Ancillary Items		Each	Gr. 8 School Questionnaire
		<b>GR8 Type A Reading/Writing</b>		Each	Gr. 12 School Questionnaire
	Bndl of 17	Gr8 Read/Writ Spiral		Each	Administration Schedule
	Set	Gr8 Writing Ancillary Items		Each	Gr. 4 Roster of Questionnaires
		<b>GR12 Type A Read/Writ - Public</b>		Each	Gr. 8 Roster of Questionnaires
	Bndl of 17	Gr12 Read/Writ Spiral - Public		Each	Gr. 12 Roster of Questionnaires
	Set of 25	Gr12 Writing Brochures "D"		Each	Supplemental SD/LEP Roster
	Each	The Arch "O"			<b>Miscellaneous Materials</b>
	Set of 3	Social Security Instructions "S"		Each	Sealing Tape Roll
		<b>GR12 Type A Read/Writ - Private</b>		Each	TI-30 Calculator Poster
	Bndl of 17	Gr12 Read/Writ Spiral - Private		Each	TI-108 Calculator Poster
	Set of 25	Gr12 Writing Brochures "D"		Each	Digital Timer
	Each	The Arch "O"		Pkg. of 4	AA Batteries
	Set of 3	Social Security Instructions "S"		Each	Supplemental Shipping Envelopes
		<b>GR4 Type B Math/Reading</b>		Set of 35	#2 Pencils
	Bndl of 13	Gr4 Read/Math Spiral		Set of 5	Rulers "R"
	Set	Gr4 Math Ancillaries - Session B		Set of 5	Protractor/Ruler "P"
		<b>GR8 Type B Math/Reading</b>		Set of 5	Gr. 4 Math Set "X"
	Bndl of 17	Gr8 Read/Math Spiral		Set of 5	Gr. 8 Math Set "Y"
	Each	Metro Guide "M"		Set of 5	Gr. 4 Math Set "G"
	Set	Gr8 Math Ancillaries - Session B		Set of 5	Gr. 8/12 Math Set "G"
		<b>GR4 Type C Reading</b>		Each	O.E. Math Poster Gr. 4
	Bndl of 13	Gr. 4 Reading Spiral		Each	O.E. Math Poster Gr. 8
		<b>GR8 Type C Reading</b>		Set of 10	Gr. 4 Writing Brochure "A"
	Bndl of 17	Gr. 8 Reading Spiral		Set of 12	Gr. 8 Writing Brochure "B"
		<b>GR12 Type C Reading</b>		Set of 25	Gr. 12 Writing Brochure "D"
	Bndl of 17	Gr. 12 Reading Spiral		Each	Letter from Lilex "Q"
	Set of 3	Social Security Instructions "S"		Each	Letter from TX8 "F"
		<b>GR4 Type D Math</b>		Each	Old Tree "T"
	Bndl of 17	Gr4 Math Spiral		Each	City Scenes "H"
	Set	Gr4 Math Ancillaries - Session D		Each	Very Unusual Day "I"
		<b>GR8 Type D Math</b>		Each	Letter from MZ3 "J"
	Bndl of 17	Gr. 8 Math Spiral		Each	Animal Adventure "W"
	Set	Gr. 8 Math Ancillaries - Session D		Each	Cartoon Story "U"
		<b>Questionnaires/Rosters</b>		Each	Backpack "E"
	Bndl of 25	SD/LEP Questionnaire		Each	Dream Weekend "L"
	Each	Gr. 4 Language Arts TQ - A		Each	Town "N"

\*Please use this form when ordering by phone.

**TO BE COMPLETED BY NCS PEARSON:**

Order Entered by: \_\_\_\_\_  
Shipment Sent \_\_\_\_\_

2002 NAEP MATERIALS REQUEST FORM

Page \_\_\_ of \_\_\_

Fax Number: 1-888-627-8842

\*E-mail Address: ncsnaep@ncs.com

\*Phone Number: 1-888-NCS-NAEP  
(627-6237)

Date: \_\_\_\_\_ Date Needed: \_\_\_\_\_ School # \_\_\_\_\_

Name: \_\_\_\_\_ Supervisor/Coordinator #: \_\_\_\_\_

Ship To Address: \_\_\_\_\_

STREET ADDRESS (Do not use a P.O. Box)

CITY, STATE, ZIP CODE

Phone Number: ( ) \_\_\_\_\_ - \_\_\_\_\_

**MATERIALS:**

Quantity	Units	Description	Quantity	Units	Description
		<b>Accommodation Books</b>		Bndl of 5	Gr. 8 W202B Read Aloud - A
	Each	Gr. 4 R1 - Large Print - A		Bndl of 5	Gr. 8 W203BN Read Aloud - A
	Each	Gr. 8 R30 - Large Print - A		Bndl of 5	Gr. 8 W204BN Read Aloud - A
	Each	Gr. 12 R22 - Large Print - A		Bndl of 5	Gr. 8 W205B Read Aloud - A
	Each	Gr. 4 W206A - Large Print - A		Bndl of 5	Gr. 8 W206B Read Aloud - A
	Each	Gr. 8 W205B - Large Print - A		Bndl of 5	Gr. 8 W216B Read Aloud - A
	Each	Gr. 12 W201D - Large Print - A		Bndl of 5	Gr. 8 W217B Read Aloud - A
	Each	Gr. 4 M132 - Large Print - B		Bndl of 5	Gr. 8 W218B Read Aloud - A
	Each	Gr. 8 M132 - Large Print - B		Bndl of 5	Gr. 8 W219B Read Aloud - A
	Each	Gr. 4 R39 - Large Print - B		Bndl of 5	Gr. 8 W229B Read Aloud - A
	Each	Gr. 8 R39 - Large Print - B		Bndl of 5	Gr. 8 W230B Read Aloud - A
	Each	Gr. 4 R66 - Large Print - C		Bndl of 5	Gr. 8 W231BE Read Aloud - A
	Each	Gr. 8 R82 - Large Print - C		Bndl of 5	Gr. 8 W232BE Read Aloud - A
	Each	Gr. 12 R78 - Large Print - C		Bndl of 5	Gr. 8 W233BL Read Aloud - A
	Each	Gr. 4 M186 - Large Print - D		Bndl of 5	Gr. 8 W234BL Read Aloud - A
	Each	Gr. 8 M186 - Large Print - D		Bndl of 5	Gr. 4 M109RG Read Aloud - B
	Set of 5	Gr. 4 M920 - BL S.S. - B		Bndl of 5	Gr. 4 M110X Read Aloud - B
	Set of 5	Gr. 8 M912C - BL S.S. - B		Bndl of 5	Gr. 4 M113C Read Aloud - B
	Set of 5	Gr. 4 M977C - BL S.S. - D		Bndl of 5	Gr. 4 M114C Read Aloud - B
	Set of 5	Gr. 8 M977C - BL S.S. - D		Bndl of 5	Gr. 8 M109PG Read Aloud - B
	Bndl of 5	Gr. 4 W205A Read Aloud - A		Bndl of 5	Gr. 8 M110Y Read Aloud - B
	Bndl of 5	Gr. 4 W206A Read Aloud - A		Bndl of 5	Gr. 8 M113C Read Aloud - B
	Bndl of 5	Gr. 4 W225AU Read Aloud - A		Bndl of 5	Gr. 8 M114C Read Aloud - B
	Bndl of 5	Gr. 4 W226AI Read Aloud - A		Bndl of 5	Gr. 4 M180G Read Aloud - D
	Bndl of 5	Gr. 4 W227AIW Read Aloud - A		Bndl of 5	Gr. 4 M181 Read Aloud - D
	Bndl of 5	Gr. 4 W228AW Read Aloud - A		Bndl of 5	Gr. 4 M184XC Read Aloud - D
	Bndl of 5	Gr. 4 W229AT Read Aloud - A		Bndl of 5	Gr. 4 M185CGR Read Aloud - D
	Bndl of 5	Gr. 4 W230AT Read Aloud - A		Bndl of 5	Gr. 4 M188 Read Aloud - D
	Bndl of 5	Gr. 4 W231A Read Aloud - A		Bndl of 5	Gr. 4 M189C Read Aloud - D
	Bndl of 5	Gr. 4 W232AF Read Aloud - A		Bndl of 5	Gr. 4 M190RX Read Aloud - D
	Bndl of 5	Gr. 4 W233AF Read Aloud - A		Bndl of 5	Gr. 8 M180G Read Aloud - D
	Bndl of 5	Gr. 4 W234A Read Aloud - A		Bndl of 5	Gr. 8 M181 Read Aloud - D
	Bndl of 5	Gr. 4 W235AJ Read Aloud - A		Bndl of 5	Gr. 8 M184YC Read Aloud - D
	Bndl of 5	Gr. 4 W236AJH Read Aloud - A		Bndl of 5	Gr. 8 M185CGP Read Aloud - D
	Bndl of 5	Gr. 4 W237AHQ Read Aloud - A		Bndl of 5	Gr. 8 M188 Read Aloud - D
	Bndl of 5	Gr. 4 W238AQ Read Aloud - A		Bndl of 5	Gr. 8 M189C Read Aloud - D
	Bndl of 5	Gr. 8 W201BU Read Aloud - A		Bndl of 5	Gr. 8 M190CPY Read Aloud - D

\*Please use this form when ordering by phone.

**Miscellaneous**

TO BE COMPLETED BY NCS PEARSON:

Order Entered by: \_\_\_\_\_  
Shipment Sent \_\_\_\_\_





PICK-UP REQUEST FORM

UPS AUTHORIZED RETURN SERVICE (A.R.S.) 2<sup>nd</sup> DAY AIR  
FAX FORM

1. Use the original box for returning materials. Place a pre-addressed A.R.S. return label on each box being returned. *UPS WILL NOT TAKE PACKAGES WITHOUT THE UPS TWO-DAY A.R.S. LABEL.*
2. The A.R.S. labels are scannable and for that reason, do not photocopy or make any alterations to the label. UPS will not accept packages with altered labels.
3. If you need additional 2-Day A.R.S. labels, call NCS Pearson customer service at 1-888-627-6237 to request labels.

Arranging for Pickup.

- Fill in the information in the box below.
- Fax the Pickup Request form to UPS using this toll-free number.  
**1-877-899-3493**
- If you are unable to fax the form, call NCS Pearson at 1-888-627-6237, toll-free, and they will arrange for pickup of your materials. *Do not call the standard UPS toll-free number listed in the phone book.*
- You can also take the packages to any UPS station, MailBoxes Etc., Office Depot, or other locations that have a regular UPS pickup.

Please fill in the information below before faxing.

Pickup Materials from : \_\_\_\_\_

Contact Person : \_\_\_\_\_ Telephone: \_\_\_\_\_

Address: \_\_\_\_\_

Number of 2nd Day A.R.S. Air Packages: \_\_\_\_\_

Date packages will be available for pickup on \_\_\_\_/\_\_\_\_/ 02

Location in building for pick-up: \_\_\_\_\_