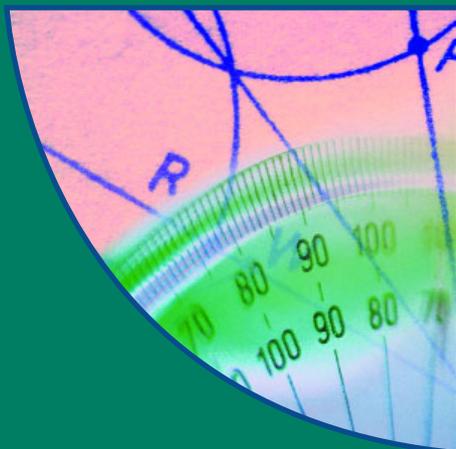
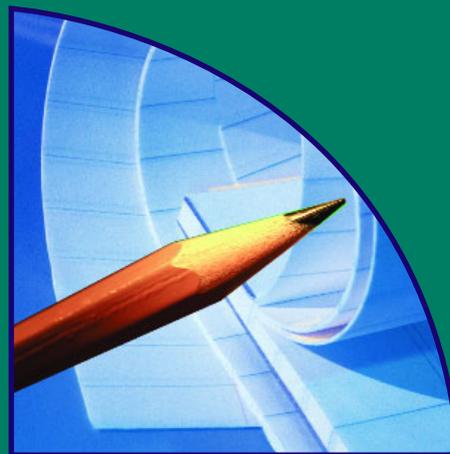


NAEP 2002

National Assessment of Educational Progress



Assessment
Team
Manual



THE NATION'S REPORT CARD



NAEP 2002

Assessment Team Manual

Table of Contents

Chapter	Page
1. Welcome to NAEP	
1. Introduction to Westat	1.1
2. NAEP Overview	1.2
A. NAEP Background	1.2
B. NAEP Organizational Structure	1.4
3. The NAEP Program for 2002	1.6
2. Your Role in NAEP	
1. Overview of the NAEP Field Staff	2.1
2. Schedule of Data Collection Activities	2.2
3. Overview of Assessment Team's Responsibilities	2.2
4. Answering Questions About NAEP	2.4
5. Attitude and Conduct	2.4
6. Testing Code of Ethics	2.4
3. Before You Arrive at the School	
TASK 1. Complete Home-Study Packet and Attend the In-Person Training	3.1
TASK 2. Receive the School Folders from Your Supervisor (AC Only)	3.2
TASK 3. Secure Assessment Materials	3.4
A. Confidentiality of Materials	3.4
B. Accounting for Assessment Materials	3.6
C. Condition of Assessment Materials and Supplies	3.6
TASK 4. Use the Call Log to Document the Preassessment Call (AC Only)	3.7
Step A. Verify Receipt of the School Packet	3.7
Step B. Review Status of School and Teacher Questionnaires (Session Type A)	3.8
Step C. Review the Administration Schedule	3.12
Step D. Select Sample of Newly Enrolled Students	3.16
Step E. Review Status of SD/LEP Questionnaires (Session Type A)	3.16
Step F. Determine Student Accommodations (All Session Types)	3.18
Step G. Make Assessment Arrangements	3.27

TASK 5.	Verify Assessment Materials (AC Only)	3.28
	A. Check School Materials	3.28
	B. Check Bulk Supplies	3.33
	C. Request Additional Materials, if Necessary	3.35
TASK 6.	Plan Assessment Schedule for the Assessment Administrators (AC Only)	3.36
	A. Effective Communication with Your AAs	3.36
	B. Situations That May Affect Your Assessment Schedule	3.38

4. Your Responsibilities at the School

TASK 1.	Report to the School on the Day of the Assessment	4.1
	A. Materials to Bring to the School	4.1
	B. Professional Behavior and Dress	4.2
	C. Guidelines for Completing Scannable Documents.	4.3
TASK 2.	Complete Initial Activities at the School (AC Only)	4.4
	A. Review the Administration Schedule	4.4
	B. Assign Accommodation Booklets	4.4
	C. Complete the Top of the Administration Schedule	4.6
	D. Give AAs their Session Materials	4.6
TASK 3.	Prepare the Booklets	4.7
	A. Open the Bundles of Booklets.	4.7
	B. Prepare the Assessment Booklets.	4.11
TASK 4.	Prepare the Room	4.14
TASK 5.	Administer the Session	4.16
	A. As Students Arrive at the Session	4.16
	B. Using the Script to Conduct the Session	4.16
	C. Instructions for Using Calculators in Mathematics Sessions.	4.22
	D. Instructions for Using Additional Materials in All Session Types	4.23
TASK 6.	Monitor the Session	4.24
	A. Effective Classroom Management	4.25
	B. Working with Students at Each Grade Level	4.30
	C. Rules for Supervising the Session	4.33
TASK 7.	Assess Students with Disabilities or Limited English Proficiency	4.36
	A. Conducting Accommodation Sessions.	4.36
	B. Keeping Children with Disabilities Comfortable and On-Task During the Assessment	4.38
TASK 8.	Record Administration Codes on the Administration Schedule	4.39
TASK 9.	Complete the Top of the Administration Schedule	4.43

TASK 10. Code the Booklet Covers. 4.44

TASK 11. Complete the Session Debriefing Form 4.46

TASK 12. Collect the Questionnaires (Session Type A) 4.49

TASK 13. Prepare the NAEP Storage Envelope 4.50

TASK 14. Edit and Pack Materials. 4.52

TASK 15. Schedule and Conduct a Makeup Session, if Necessary 4.54

A. Schedule the Makeup Session 4.54

B. Secure Assessment Materials for Makeup 4.55

C. Conduct the Makeup Session and Complete the Administration Schedule 4.56

D. Code the Booklet Covers. 4.56

TASK 16. Collect Session Debriefing Forms and Complete the School Summary Sheet **(AC Only)** 4.57

TASK 17. Debrief the School Coordinator **(AC Only)** 4.58

TASK 18. Quality Control and Observation 4.59

A. School Visits by NAEP Staff 4.59

B. School Visits by Your Supervisor 4.59

C. Follow-up Phone Calls. 4.59

5. After You Leave the School

TASK 1. Ship Assessment Materials to NCS Pearson 5.1

A. Preparing the Box for Shipping 5.1

B. Arranging for UPS Pickup. 5.2

TASK 2. Report Assessment Results to Your Supervisor **(AC Only)** 5.3

TASK 3. Finalize and Ship School Folder to Supervisor **(AC Only)** 5.4

TASK 4. Report Your Time and Expenses. 5.6

A. Completing Your Westat Field Time and Expense Report 5.9

B. Reporting Travel Expenses 5.16

List of Informational Boxes

NAEP Code of Ethics: Test Administration and Data Collection 2.5

Requests to View NAEP Materials 3.6

How to Handle Latecomers 4.17

A Note about Your Behavior. 4.24

Treating Students with Dignity. 4.29

Administering Accommodations in Separate Sessions. 4.37

"Not in Sample" Students. 4.44

Review of Assessment Materials Received by NCS Pearson 5.2

The AC's Log of Schools 5.3

List of Tables

Assessment Timetable	1.3
Number of Schools Selected for NAEP 2002	1.6
Schedule of Data Collection Activities for NAEP 2002.	2.2
The Assessment Team’s Tasks	2.3
Session Type A Questionnaires	3.8
Accommodations Most Frequently Provided by NAEP	3.24
Grade 4 Additional Materials	4.8
Grade 8 Additional Materials	4.9
Grade 12 Additional Materials	4.10
Booklet Sections by Grade and Session Type	4.19
Administration Codes	4.39

Appendices

Appendix A

Checklist of Tasks for ACs and AAs	A.2
Glossary	A.4
Frequently Asked Questions	A.6

Appendix B

Example of a Grade 8 Session Type A Preassessment Packet for the School Coordinator.	B.1
---	-----

Appendix C

Call Log Question-by-Question Specifications.	C.2
General Interviewing Techniques	C.37

Appendix D

Special Procedures for Small Schools Where All Students Are Included.	D.1
---	-----

Appendix E

Materials Request Form	E.2
U.P.S. Pickup Request Form	E.4

Acknowledgements:

The NAEP project staff wishes to thank Suzanne Zilber, at the Howard County Maryland public school system, and Laurie deBettencourt, Ph.D., at the University of Virginia, for their thoughtful contributions to this manual. Ms. Zilber provided the insightful classroom management strategies presented in Chapter 4, and Dr. deBettencourt supplied detailed information on offering assessment accommodations and working with students with disabilities and students with limited English proficiency, as presented in Chapters 3 and 4.

1

Welcome to NAEP



Introduction to Westat

You are joining Westat, one of the leading statistical and survey research organizations in the country. Westat is an employee-owned company headquartered in Rockville, Maryland. Our 1,400 home office staff members are individuals trained in areas such as education, sociology, statistics, epidemiology, psychology, and technical and support services. An additional 1,200 field employees handle in-person and telephone interviewing and survey processing in sites across the country.

Westat designs and conducts surveys of different population groups to provide information that helps policymakers in government and private industry make important decisions. Under contracts with government and businesses, we have designed and carried out studies that describe the condition of the country and its population. Our data collectors gather information in person, by telephone, and through computer-assisted methods. Our field staff is skilled in using the latest and most appropriate means to collect data.

We also do important research about how surveys should be designed and administered to provide valid data for decisionmakers. Westat survey researchers and statisticians grapple with many survey design issues and provide important guidance to agencies of the government in their quest to have up-to-date information on the general population.

Westat gathers information from a wide variety of respondents—schools and administrators, private households, hospitals and other health care facilities, and factories and businesses, to name a few. One of Westat’s special capabilities is its ability to draw well-designed samples of the populations we survey. In our studies, each selected respondent is very important because he/she represents many others similar to him/her in age, geographic location, sex, race, and educational and socioeconomic levels.

The work we do is neither isolated nor unrelated to the everyday life of all of us. For example, when you read about the academic achievement of children or the incidence of cancer in a certain part of the country, chances are good that Westat has gathered the data that lie behind those announcements. We help answer questions like: What are the educational achievement levels of young Americans? What is the health of the nation? How do we find out which drugs are most effective against some of our worst diseases? How do people feel about their health insurance plans? What is happening in education and among education professionals across the United States? What are the educational opportunities in early childhood and how are parents involved? These are just a few of the areas that form Westat’s research and data gathering work.

2

NAEP Overview

For more than 30 years, information on what American students know and can do has been generated by the Nation's Report Card, formally mandated by Congress as the National Assessment of Educational Progress (NAEP). NAEP is a continuing, national survey of the knowledge and skills of young Americans in major learning areas taught in school.

The purpose of NAEP is to gather information that will aid educators, legislators, and others in improving the education experience of youth in our country. Its primary goals are to measure the current status of the educational attainments of young Americans and to report changes and long-term trends in those attainments. Other goals include disseminating assessment methods and materials and assisting those who wish to apply them at local, state, and national levels.

NAEP has been conducted regularly since 1969. Because it makes objective information about student performance available to policymakers at national and state levels, NAEP plays an integral role in evaluating the conditions and progress of the nation's education.

Although the primary purpose of the Nation's Report Card is to document patterns and trends in student achievement, the project is also able to inform educational policy by collecting descriptive background information from students, teachers, and school administrators.

Only information related to academic achievement is collected, and NAEP guarantees that all data related to individuals and their families remain confidential. The authorizing legislation for NAEP dictates a careful and extensive process of background questionnaire design and development. It states that the purpose of NAEP is not "to authorize the collection or reporting of information on student attitudes or beliefs or on other matters that are not germane to the acquisition and analysis of information about academic achievement."

The law further provides that no data shall be collected "that are not directly related to the appraisal of educational performance, achievements, and traditional demographic reporting variables, or to the fair and accurate presentation of such information."

NAEP procedures guarantee the anonymity of participants, as no student names are recorded on the assessment booklets. Results are reported on the national, regional, and state levels, not by schools or individual student. Only group statistics are reported, broken down by gender, race/ethnicity, and a host of variables that illuminate students' instructional experiences.

A

NAEP Background

The planning and development of NAEP began in 1964 with the appointment by the Carnegie Foundation of an Exploratory Committee on Assessing the Progress of Education. The specific tasks assigned to the Exploratory Committee included the development and testing of an all-inclusive methodology to assess the knowledge and skills of groups of American young people rather than of individuals. With support from both the Fund for the Advancement of Education and the Ford Foundation, the Committee completed the developmental phase of the project in late 1968.

As shown in the Assessment Timetable on the next page, NAEP has assessed numerous academic subjects, including mathematics, science, reading, writing, world geography, U.S. history, civics, social studies, and the arts. Prior to 1990, NAEP reported data only at the national and regional levels. In 1988, Congress authorized the expansion of NAEP to permit reporting at the state level. The state assessment component of NAEP began in 1990 and enables participating states to compare their results with those of the Nation and other participating states.

For more information about NAEP, visit the Nation's Report Card web site at <http://nces.ed.gov/nationsreportcard>.

Assessment Timetable

School Year	Learning Areas			Special Assessments
1969-70	Science	Citizenship	Writing	
1970-71	Reading	Literature		
1971-72	Music	Social Studies		
1972-73	Science	Mathematics		
1973-74	Writing	Career & Occupational Development		
1974-75	Reading	Art		Basic Skills
1975-76	Citizenship/Social Studies		Basic Mathematics	
1976-77	Science	Adult Assessment (Health, Energy, Reading & Science)		Basic Life Skills
1977-78	Mathematics	Consumer Skills		
1978-79	Writing	Art	Music	
1979-80	Reading/Literature			
1981-82	Mathematics	Citizenship/Social Studies		
1983-84	Writing/Reading			
1985-86	Mathematics U.S. History	Reading Literature	Science	Computer Competence
1987-88	Mathematics Writing	Reading Geography	Science Civics	
1989-90	Mathematics Reading	Writing	Science	State-Level Mathematics
1991-92	Mathematics	Writing	Reading	State-Level Mathematics & Reading
1993-94	Reading	History	Geography	State-Level Reading
1995-96	Mathematics	Science		State-Level Mathematics & Science
1997-98	Reading	Writing	Civics	State-Level Reading & Writing
1998-99	Reading Science	Writing	Mathematics	
1999-2000	Reading	Mathematics	Science	State-Level Mathematics & Science
2000-2001	History	Geography		
2001-2002	Reading	Writing	Mathematics	State-Level Reading & Writing

B NAEP Organizational Structure

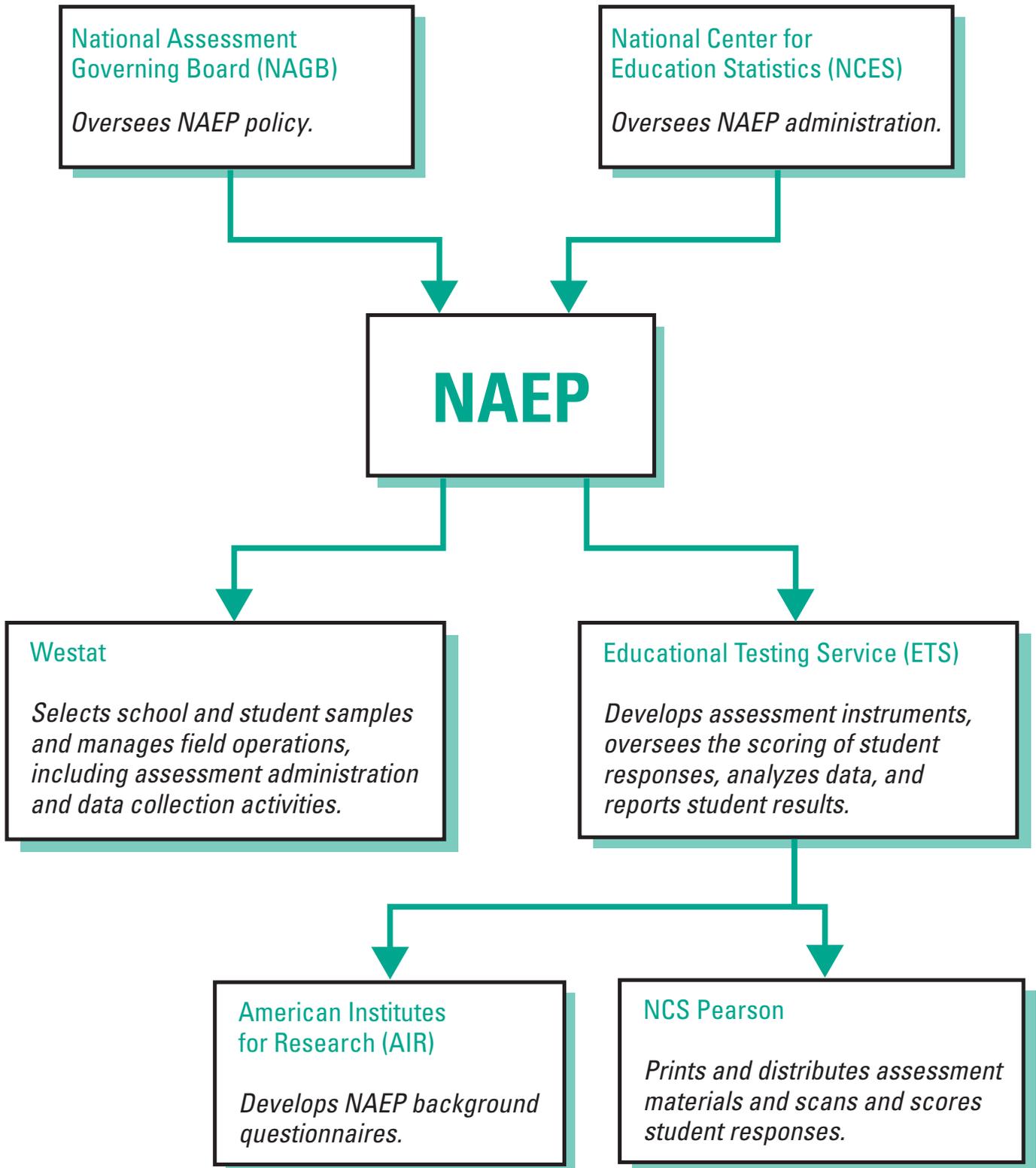
The chart on the next page shows the current organizational structure of NAEP. The Commissioner of Education Statistics, who heads the National Center for Education Statistics (NCES) in the U.S. Department of Education, is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations. The Associate Commissioner for Assessment executes the program operations and technical quality control.

The National Assessment Governing Board (NAGB), appointed by the Secretary of Education but independent of the Department of Education, governs the program. Authorized to set policy for NAEP, the Governing Board is broadly representative of NAEP's varied audiences. NAGB selects the subject areas to be assessed and develops guidelines for reporting. While overseeing NAEP, NAGB often works with several other organizations. For example, NAGB has contracted with the Council of Chief State School Officers (CCSSO) to ensure that content is planned through a national consensus process and with ACT Inc. to identify achievement standards for the subjects and grades tested.

NCES also contracts with private companies for test development and administration services. Currently, Educational Testing Service (ETS) is responsible for developing the assessment instruments, overseeing the scoring of student responses, analyzing the data, and reporting the results. Westat is responsible for selecting the school and student samples and managing field operations (including assessment administration and data collection activities). NCS Pearson, a subcontractor to ETS, is responsible for printing and distributing the assessment materials, and for scanning and scoring students' responses. American Institutes for Research (AIR), also a subcontractor to ETS, is responsible for developing the background questionnaires.

NCES publishes the results of the NAEP assessments and releases them to the public. NCES strives to present this information in the most accurate and useful manner possible, publishing reports designed for the general public and specific audiences and making the data available to researchers for secondary analyses.

NAEP Organizational Structure



3

The NAEP Program for 2002

Those of you who have worked on NAEP in the past will notice some new features that are being implemented in 2002. These include:

- Combined state/national samples to reduce the total numbers of schools in the sample.
- Westat administration of both state and national samples to reduce burden at the school level.
- Grade 4 Session Type A schools with up to 120 students, may elect to include all fourth-grade students and assess them in their intact classrooms. If a school has a grade 4 enrollment greater than 120, a sample of 60 students will be selected.
- Test booklets for all subjects generally are organized in the same way, so that in the future all subjects can be assessed together rather than in separate sessions. There are two 25-minute cognitive blocks followed by two short background sections in all booklets, except in the special studies.

The 2002 assessment will be conducted from January 28 through March 8, 2002 in a sample of approximately 18,000 public and nonpublic schools located throughout the 50 states and territories of the United States.

The primary subjects for NAEP 2002 are reading and writing. These will be conducted in combined reading/writing sessions. There will also be a small number of field test sessions of reading and mathematics combined. The purpose of the field test is to try out new assessment items, materials, and procedures in preparation for NAEP 2003. Finally, there are two special studies, one in mathematics and one in reading. These special studies will assess the effect of the changes in the layout of the booklets.

The following chart shows a breakdown of the number of schools by grade and session type. As you can see, approximately 80 percent of the schools in NAEP 2002 are conducting Session Type A assessments. Although you will be aware of the different session types, the distinction between session types as separate studies will not be apparent to the schools.

Number of Schools Selected for NAEP 2002

Grade	Session Type A Reading/Writing	Session Type B Reading/Math Field Test	Session Type C Reading Special Study	Session Type D Math Special Study
4	7,322	612	168	191
8	6,636	948	592	484
12	1,188	0	667	0
Total	15,146	1,560	1,427	675

Procedures for conducting each session type are generally the same, except that schools selected for Session Types B, C, or D will not be allowed to include all students at the fourth-grade level (and therefore will not be allowed to assess in intact classrooms). Each assessment session will require approximately 90 minutes to administer, including distribution and collection of materials. The session types will each be discussed in detail throughout the remaining chapters of this manual.

This year there are three types of questionnaires – School, Teacher, and SD/LEP Questionnaires. Only schools with Session Type A will be asked to complete questionnaires. Teachers of selected students at fourth and eighth grades will be asked to complete a Language Arts Teacher Questionnaire about their background and teaching practices. Principals at all three grades will be asked to complete a School Questionnaire about school policies and characteristics. There is also an SD/LEP Questionnaire about students with disabilities (SD) and students with limited English proficiency (LEP). The teacher most knowledgeable about the sampled SD/LEP student will be asked to complete this questionnaire. Teachers and principals will have the option of completing the teacher and school questionnaires online or in the traditional booklet format.

2

Your Role in NAEP

1

Overview of the NAEP Field Staff

As the contractor responsible for the administration of the assessments, Westat has field staff working throughout the country in order to conduct all assessments within the required 6-week period. This field organization is composed of:

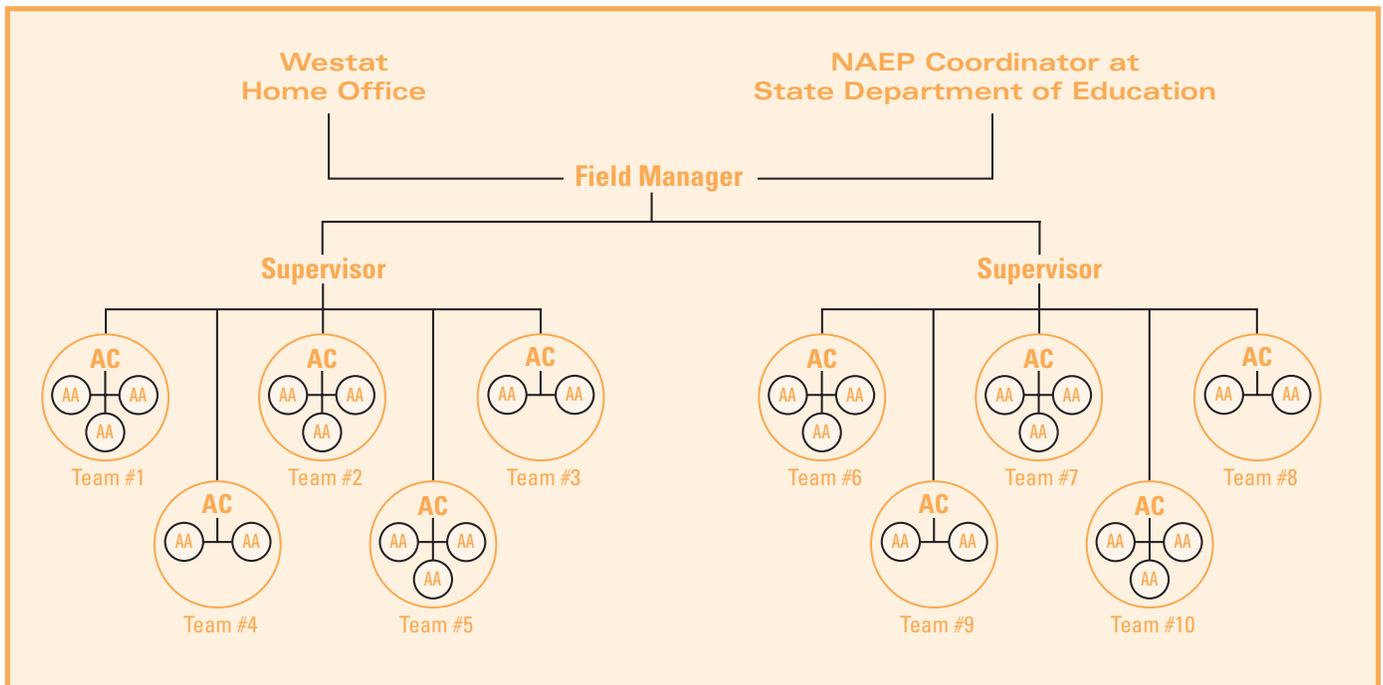
- Field managers (10) who coordinate all field activities with the State Departments of Education and the Westat home office staff. They will also train the assessment teams in their assigned states.
- Supervisors (150) who manage the assessment teams working in their regions, select the samples of students to be assessed, and send NAEP materials to the participating schools. There will be two supervisors working in most states, although large states may have up to five supervisors.

- Assessment coordinators (AC) (600) who finalize assessment arrangements with schools, coordinate the work of a team of AAs, and report assessment results to their supervisor.
- Assessment administrators (AA) (1600) who conduct the assessments in the schools.

In addition to the Westat field staff, there are people whom NAEP calls state coordinators. They are administrative staff members at participating State Departments of Education. Typically, the state coordinator is located at the state assessment office and works with the Westat field manager on coordinating all NAEP efforts in his/her state.

An example of the NAEP organizational structure in a participating state is illustrated by the flow-chart below.

NAEP Field Staff Structure



2

Schedule of Data Collection Activities

Preparations in the field for NAEP 2002 began during the summer of 2001. The chart below provides an overview of this year's data collection activities.

Schedule of Data Collection Activities for NAEP 2002	
September 2001	Westat sent state coordinators informational materials and the list of schools selected for the NAEP 2002 assessment.
September – November 2001	State coordinators obtained cooperation from districts and public schools and reported participation status to the Westat field manager. Each State Department of Education office sent informational materials to participating schools. AND Supervisors obtained cooperation from all nonpublic schools and from districts and public schools in states that did not sign up for NAEP 2002. Supervisors reported participation status to their field manager. Westat sent informational materials to participating schools.
December 2001	Supervisors selected student samples for each session. Supervisors prepared a preassessment packet of NAEP materials for each school, which will be mailed to the school 2 weeks before the assessment date.
January 5-12, 2002	Westat conducts supervisor and AC training.
January 14-25, 2002	Field managers conduct AA trainings.
January 28 - March 8, 2002	ACs and AAs conduct assessments.

3

Overview of Assessment Team's Responsibilities

Your job as either an AC or an AA involves a number of tasks and responsibilities that you will complete for each school assigned to you. These activities are organized according to three major categories of tasks: Before You Arrive at the School, Your Responsibilities at the School, and After You Leave the School. These tasks are listed on the following page and are described in detail in the sections of the manual that follow. In addition, a checklist of tasks has been provided in Appendix A of this manual as a quick reference. It can be removed for your convenience.

The Assessment Team's Tasks

Before You Arrive at the School	Your Responsibilities at the School	After You Leave the School
<ol style="list-style-type: none"> 1. Complete home study and attend the in-person training. 2. Receive School Folders (including Administration Schedules) from your supervisor. (AC Only) 3. Secure assessment materials. 4. Conduct the preassessment call. (AC Only) <ol style="list-style-type: none"> A. Verify the school packet. B. Review status of School and Teacher Questionnaires. C. Select a sample of newly enrolled students. D. Review Administration Schedule. E. Review status of SD¹/LEP² Questionnaires. F. Determine student accommodations. G. Make assessment arrangements. 5. Verify assessment materials and request additional materials, if necessary. (AC Only) 6. Plan assessment schedule for the AAs. (AC Only) 	<ol style="list-style-type: none"> 1. Report to the school on assessment day. 2. Complete initial activities at the school. (AC Only) 3. Prepare the booklets for the assessment. 4. Prepare the assessment room. 5. Administer the regular session. 6. Monitor the session. 7. Administer separate accommodation sessions, when necessary. 8. Record Administration Codes on the Administration Schedule. 9. Complete the summary box at the top of the Administration Schedule. 10. Code the booklet covers. 11. Complete the Session Debriefing Form. 12. Collect the questionnaires. 13. Prepare the NAEP Storage Envelope. 14. Review and pack assessment materials. 15. Schedule and conduct makeup session(s), if necessary. 16. Collect Session Debriefing Forms and complete the School Summary Sheet. (AC Only) 17. Debrief the school coordinator. (AC Only) 	<ol style="list-style-type: none"> 1. Ship assessment materials to NCS Pearson. 2. Report assessment results to your supervisor. (AC Only) 3. Finalize and ship the School Folder to your supervisor. (AC Only) 4. Report time and expenses weekly to Westat.

¹ SD is defined as a student with a disability.

² LEP is defined as a student with limited English proficiency.

4

Answering Questions About NAEP

In addition to understanding the procedures described in this manual, you will need to be prepared for questions school staff or students may ask about NAEP. Because you are a NAEP representative, you are expected to have enough knowledge of NAEP's history, objectives, and operations to answer questions that may arise from students and school staff. Some of the questions will be about NAEP procedures and should be easy to answer because you will be familiar with the required procedures. Others may be technical in nature and will require a basic understanding of the design of the assessment in order to give a credible response.

As a general rule, answer a question only when you are confident that you know the correct answer to it. Refer to Appendix A for a list of some of the most common questions you may be asked and suggested responses. AAs, if you do not know the answer, say so, and ask your AC to respond. ACs, if you do not know the answer, say so, and tell the school personnel you will get back to them with the answer to the question after contacting your supervisor. Follow-through is critical.

5

Attitude and Conduct

The NAEP assessment teams are critical to NAEP's success, for you conduct the assessments and are the face of NAEP in the schools. Assessment sessions must be administered in a standardized and professional manner for the results to accurately reflect the achievement of American students. Only if the sessions are conducted properly will each child have the opportunity to show what he/she can do in the subject being assessed. If the data are not valid, not only will all analyses and reports be incorrect, but the 30 plus year reputation of NAEP will be discredited.

Because you serve as a representative of NAEP, your attitude and conduct in working with school officials, teachers, and students must reflect the importance and seriousness of this project. Fulfilling your responsibilities in a professional manner will indicate to others that you consider the project worthy of the time and effort that students, parents, teachers, and school, district, and state staff have devoted to NAEP.

As visitors to the schools, NAEP staff should always remember that schools are busy places with ongoing activities and procedures that are essential to their functioning. Thus, it is important that participation in NAEP cause minimal disruption in the school's routine. Occasionally a school will request that a NAEP procedure be modified to better conform with school routine. We will make every effort to comply with such a request as long as NAEP standards are not compromised. This requires that you work with school officials and teachers in a courteous, rather than a demanding fashion and that you convey respect for school rules and procedures at all times.

6

Testing Code of Ethics

In addition to the general attitude and conduct standards discussed above, as a member of the NAEP data collection team, you are expected to abide by the NAEP Code of Ethics for Test Administration and Data Collection. This Code of Ethics, provided on pages 2.5 and 2.6, defines the principles that guide NAEP test administration and details how these principles translate into the procedural guidelines necessary for fair and accurate collection of data. It is very important that you become thoroughly familiar with the content of the Code of Ethics prior to accepting your position as a member of the assessment team. At the conclusion of your in-person training session, you will be asked to sign an oath of office committing yourself to uphold the principles stated in the Code.

NAEP Code of Ethics: Test Administration and Data Collection

The National Assessment of Educational Progress (NAEP) is firmly committed to the collection of high quality, independent, and unbiased measures of student academic performance.

This Code of Ethics defines the principles that are the foundation for fair and accurate test administration and data collection. NAEP grantees, contractors, and subcontractors must ensure that all procedures, materials, training programs, and administrative guidelines are derived from these principles.

This Code of Ethics applies to all staff and contracted employees who are involved in the collection of NAEP data. Each individual must have the opportunity to review the Code before becoming a part of the NAEP team. Prior to collecting NAEP data, an individual must swear or affirm his/her commitment to uphold the principles stated in this Code.

The basic principles guiding NAEP data collection are:

Accuracy

- All sampled schools are to be included in the assessments.
- All sampled students who are eligible for the assessment are to be included.
- All students requiring accommodations in testing are to receive them.
- All necessary materials and equipment are to be provided by NAEP.
- An appropriate testing atmosphere is to be maintained in all NAEP sessions.

Integrity

- Assessments are to be conducted according to rigorous and independent procedures.
- All improprieties and the appearance of impropriety are to be avoided.
- NAEP staff members administering assessments are to be trained in appropriate testing practices and procedures and in procedures for working in and with schools.
- School personnel working with NAEP assessments will receive guidance in the management of the assessments and in handling NAEP materials.
- All confidential NAEP materials must be kept secure before, during, and after testing.

Respect

- NAEP staff members are to ensure the confidentiality of personally identifying information and responses given by students and school staff to assessment and questionnaire items.
- NAEP staff members are to treat all students, parents, teachers, and school staff with respect and address their concerns promptly, openly, and courteously.

NAEP Code of Ethics: Test Administration and Data Collection (continued)

These principles translate into the following operational guidelines:

Security

1. Student and teacher names and other personally identifiable information shall be removed from all test booklets and questionnaires prior to those materials leaving the school.
2. Tests shall be stored and transported in secure, dry, and locked areas.
3. Only personnel employed by NAEP or otherwise authorized by NAEP shall have access to testing materials.
4. Test content shall not be copied, reproduced, or paraphrased in any manner or for any reason without the expressed, prior, written consent of the National Center for Education Statistics (NCES).
5. Breaches of security, loss of materials, failure to account for materials, or any other deviation from required administrative and security procedures shall be reported immediately to the NCES, or its designee.

Preparation for testing

1. Schools shall be notified in advance of the assessment and provided all relevant information about NAEP, NAEP assessment procedures and schedules, and NAEP personnel who might be entering the school.
2. NAEP materials shall be maintained in dry, secure, locked storage before and after testing.
3. Persons with access to NAEP test materials before, during, and after the assessments shall be identified and provided with clear, unambiguous guidance on materials handling.
4. Persons administering and monitoring NAEP assessments shall be trained in NAEP testing, data collection procedures, and school visitation procedures, including these principles.

Test administration

1. The NAEP testing environment shall be correctly structured and a positive atmosphere established so that all students have a fair chance to perform to full capacity.
2. Students shall be assessed using accommodations as specified in their education plans and not prohibited by NAEP.
3. Testing personnel shall comply with NAEP administration guidelines included in the Administrators Manual and any subsequent updates.
4. Testing personnel shall maintain high standards of professional conduct.
5. Testing personnel shall be sensitive to the needs of students, teachers, and the school in administering NAEP.
6. Teachers and other proctors assigned to the testing session by the school shall be provided clear, unambiguous guidance on testing procedures. Deviations from proper procedures shall be documented, and those affecting student performance shall be reported immediately.
7. All students, teachers, and other personnel in schools participating in the assessments are to be treated fairly and with the utmost respect. Any issues that arise shall be resolved in a courteous and professional manner.
8. All improprieties and appearances of impropriety shall be avoided. All NAEP procedures for visiting schools shall be followed.

General

1. Test takers and other stakeholders shall have access to information about NAEP including sample items and NAEP reports.
2. Any complaint or concern about a NAEP assessment shall be addressed directly by testing personnel in the field and promptly reported to NCES, or its designee.

3

Before You Arrive at the School



Complete Home-Study Packet and Attend the In-Person Training

Prior to attending the in-person training, you will need to complete a home-study package. The first component of the home study is Internet based. It gives you an overview of Westat and NAEP and contains administrative procedures, such as instructions for keeping track of your time and expenses. Your training kit will tell you how to access the web site. If you do not have access to the Internet, please contact your supervisor.

The second component of your home study is a careful review of this manual in its entirety so that you will be prepared to attend the training session. Most of the instructions and procedures in this manual apply to both the assessment coordinator (AC) and the assessment administrator (AA). However, there are some tasks that have been identified as **AC Only**. Throughout this manual, **AC Only** tasks will appear on shaded paper. Even though some tasks have been identified as being the main responsibility of the AC, there may be instances where an AA will be asked to assist or required to complete an AC task. Therefore, you should familiarize yourself with all the material in this manual, regardless of your role on the project.

At the training session, the contents of this manual will be reviewed, so please bring it and the rest of the training binder with you. The in-person training will combine a multimedia presentation, group discussions, and practice exercises to help teach the procedures and provide experience with the forms. It will also give you the opportunity to meet and get to know the other NAEP assessment teams in your state.



Receive the School Folders from your Supervisor

ACs will receive one School Folder from their supervisor for each participating school in their area. The School Folder contains records of all the contacts NAEP has had with the school since the fall, a copy of the Administration Schedule for each session, Instructions for Sampling Newly Enrolled Students, and a Certificate of Appreciation to give to the school on assessment day.

The Administration Schedule, shown on the next page, is the central document that will be used during the assessment to keep track of the selected students. Only students whose names appear on the Administration Schedules may participate in the assessment (except if the school requires a nonsampled student to participate). The Administration Schedules will contain each selected student's name, sex, race/ethnicity, birth date, and indicators of student with disability (SD) and/or limited English proficiency (LEP) status. They may also include the student's homeroom or other locating information and an indication of the student's eligibility for the National School Lunch Program (NSLP)¹ and Title 1 services.²

The **NAEP school ID number** appears at the top-center of the Administration Schedule. This number is unique for each school and should be used on all NAEP materials.

Next to the school number is **Session Type**. This letter indicates the type of session you will be administering. This year, students will be assessed in one of four session types. Assessment booklets, timing, and instructions vary from session type to session type, so all assessment materials are organized and packaged by session.

The top-right of the Administration Schedule has a box labeled **Session Number**. The first two letters indicate the subject(s) being assessed. There will be an **RW** for Type A Reading/Writing Sessions, **MR** for Type B Math/Reading Sessions, **RD** for Type C Reading Sessions, and **MA** for Type D Math Sessions. Grade 12 Session Type A schools will use the session indicator **RW** for public schools and **PR** for private schools. Next to the subject indicators will be two numerals—04, 08, or 12—this is the grade indicator. The last two numerals are used to identify the session because there may be more than one session number in a school. For example, a grade 4 school with three Type A sessions would have three Administration Schedules: one Administration Schedule for session RW0401, the second for session RW0402, and the third for session RW0403.

Each student will be assessed in only one subject. Therefore, column **C** labeled **Line #/Subject** is used to indicate the subject of each student's assessment booklet. There will either be an **R** for Reading, **W** for Writing, or **M** for Math in this column. This is important because there are additional materials associated with certain booklet numbers, which are discussed in detail on pages 4.7-4.10. School staff may also need to refer to this subject indicator when determining if a student requires an accommodation.

In column **K**, labeled **Original Booklet ID #**, assessment booklets have been assigned to each selected student. The number printed in this column opposite each student's name corresponds to the assessment booklet the student must receive. This number is used to track the booklet from the time it leaves the warehouse until it is returned and processed. All booklets must be accounted for at every step of the assessment process.

Column **L**, labeled **Accommodation Booklet ID #**, will be used when a student identified as SD or LEP must be reassigned a special accommodation booklet.

¹ The National School Lunch Program (NSLP) is a Federally-assisted meal plan that provides low-cost or free lunches to eligible students.

² Title 1, formerly Chapter 1, assists economically and educationally disadvantaged students in achieving academically at the same level as their peers.

Column **M** is used to record each student's participation status. The two-digit Admin. Codes, or Administration Codes, used in this column are listed along the right-hand side of the Administration Schedule in column **O**. The Administration Codes are further defined on pages 4.39-4.42.

The Administration Schedule is perforated, so student names can be removed before it is sent to NAEP. Due to NAEP's pledge of confidentiality, **under no circumstances should a student's name appear on any assessment materials leaving the school.**

Subject of student's booklet

NAEP school ID number

Session type

Session number

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes

1 = White not Hispanic
2 = Black not Hispanic
3 = Hispanic Heritage
4 = Asian/Pacific Islander
5 = American Indian/Alaskan Native
6 = Other

National School Lunch Program

1 = Student not eligible
2 = Reduced price lunch
3 = Free lunch
4 = Information not available
5 = Refused
6 = 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: Mary Jones

Original session scheduled for: Day/Date: Thurs./Feb 7 Time: 8:05 Location: Rm 121

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

Original Sample: 30 * Withdrawn & Ineligible (Admin. Codes 51 & 55) _____

* Assessed (Original Session) _____

* Assessed (Makeup Session) _____

Absent _____

Enrolled (Admin. Codes 60-65) _____

TO BE ASSESSED

TOTAL ASSESSED _____

Session Number: RW0801

Column Indicators: "A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	
Student Name	Household or Other Location	Line Number Subject	Month	Birth Date	Year	Sex (Male/Female)	Race/Ethnicity	School Lunch	Trk-1 1-1/2 1-2/3 1-3/4 1-3/5 1-4/5	SD 1-1/2 1-2/3 1-3/4 1-3/5 1-4/5	LEP 1-1/2 1-2/3 1-3/4 1-3/5 1-4/5	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Codes
01 Mark Atley	10	01	W	04	89	1	2	1	2	2	2	201 000501 7			ASSESSED IN ORIGINAL
02 Betty Bates	10	02	R	02	90	2	1	1	2	2	2	001 054006 9			10 = In session full time 11 = No responses in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover
03 Wes Block	10	03	W	06	89	1	1	2	2	2	2	202 006401 0			ASSESSED IN MAKEUP
04 Angela Burns	10	04	R	10	89	2	2	1	2	2	2	002 000043 8			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	05	W	11	89	2	1	1	2	2	2	203 073201 0			ABSENT
06 Nancy Cordaro	12	06	R	09	89	2	1	1	2	2	2	003 000841 2			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
07 Tim Dublin	10	07	W	01	90	1	1	3	2	1	2	204 000081 5			OTHER
08 Kimberly Frank	12	08	R	05	89	2	1	1	2	2	2	004 005301 1			51 = Withdrawn/Graduated 52 = Unassigned book (unused) 55 = Ineligible 56 = Not in sample
09 Carla Grahams	10	09	W	07	89	2	1	1	2	2	2	205 000411 9			REASONS FOR EXCLUSION
10 Paul Hernandez	10	10	R	09	89	1	3	1	2	2	1	005 210001 6			60 = SD-Cannot be assessed 61 = SD-Required accom, not offered 62 = LEP-Cannot be assessed 63 = LEP-Required accom, not offered 64 = SD/LEP-Cannot be assessed 65 = SD/LEP-Required accom, not offered
11 Becky Hoecke	10	11	W	12	89	2	4	2	2	2	2	206 005001 2			ASSESSED WITH ACCOMMODATIONS
12 Daniel Jasmer	12	12	R	10	89	1	2	1	2	2	2	006 002407 7			71 = Bilingual booklet - math only 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 = One-to-one 78 = Scribe or use of computer (do not use with writing booklet) 79 = Other, specify on cover
13 Sarah Kruger	12	13	W	06	89	2	2	1	2	2	2	207 000031 9			
14 Penny Lowe	12	14	R	02	90	2	1	1	2	2	2	007 076206 0			
15 Paul Lucas	10	15	W	10	89	1	3	1	2	2	2	208 085021 8			

Perforated to remove students' names

Preassigned booklet ID numbers

Administration Codes used to identify students' participation status in column **M**

Session Type	Subjects	Grade	Session
A	Reading/Writing	4,8 12	RW RW, PR
B	Reading/Math Field Test	4,8	MR
C	Reading Special Study	4,8,12	RD
D	Math Special Study	4,8	MA

Task 3

Secure Assessment Materials

In early January, NCS Pearson will mail the materials needed to conduct all the assessments in an area to that area's AC. These materials will be delivered by UPS. The boxes will be addressed to the AC's home address unless his/her supervisor has informed NAEP that a different name or address should be used.

One box of materials will be sent to the AC for **every session** to be conducted in each school. ACs should carefully check all of the materials they receive to make sure they have the materials they need for each school.

On the day of the assessment, the AC will give each AA the box of materials needed for his/her session. Proper handling and storage of all assessment materials and supplies are very important parts of every AC's and AA's job.

A

Confidentiality of Materials

NAEP guarantees the confidentiality of all participants. However, "security is not secrecy." NAEP can, and will, share the background questions and other **nonsecure** items with schools, staff, and interested parties.

All school principals will be provided with NAEP Demonstration Booklets for inspection by anyone interested in the study. The NAEP Demonstration Booklets contain student background questions and questions similar to those asked during the assessment. Because these questions have been released to the public, they may be copied. To request additional Demonstration Booklets, call Westat at 800-283-6237.

If schools are interested in finding out more information about the 2002 assessment, you can refer them to the My School web site (www.mynaep.org). The My School web site is designed to give schools more detailed information about the 2002 assessment in their school. The site gives schools the subjects, date, and time of the scheduled sessions at the school. It also contains answers to many Frequently Asked Questions and links to online questionnaires and documents, such as the NAEP Demonstration Booklets. Schools were notified of the My School site in the fall, and most should be signed up. Any school staff member who would like to be added to the site can register for access by going to the site and entering the seven-digit NAEP school ID number as the username and **guest** as the password.

You should also refer school staff and other interested individuals to the NAEP web site (<http://nces.ed.gov/nationsreportcard>). Unlike the My School site, which provides personalized information about the assessment at hand, the NAEP web site houses all NAEP information from the past to the present. Schools can go to the site to see assessment questions and data gathered from past students, teachers, and schools that participated in NAEP. There are also profiles on each state and links to past NAEP reports.

Example of My School Web Site



WELCOME Anytown Middle School

Step 1: NAEP 2002
Step 2: The Student Sample
Step 3: Assessment Day
Step 4: Future Events

Reminder

Mary Jones, the NAEP representative, will be arriving at 8:30 on Wednesday, February 10, 2002, to conduct the NAEP assessment. Please [contact NAEP](#) if you have any questions about the arrangements in your school.

The Assessment Process

Some frequently asked questions about the assessment day.

[What are the responsibilities of the NAEP staff?](#)

[What are the responsibilities of your school?](#)

[Should I meet with the selected students before the assessment?](#)

[Can parents find out how well their children performed in the NAEP assessment?](#)

[What process is used to develop the assessments?](#)

[How does NAEP accommodate students with disabilities and students with limited English proficiency?](#)

Resources

View or download the [Summary of NAEP Activities](#), a two-page document that briefly defines the NAEP program and the NAEP staff and school's responsibilities in the assessment.

Look at the [Information for Principals](#), to view answers to frequently asked questions about student background questions and NAEP confidentiality procedures.

View the [Demonstration Booklets](#) that contain student background questions and examples of reading and writing questions similar to those asked in this year's assessment.

[Parent Information Letter](#) - view copies of the available NAEP parent letter.

How can we help you?

We want to make the NAEP assessment in your school a positive experience for your staff and students. If you have questions or need to get in touch with us for any reason, please choose one of the options below.

- ▶ Send an email to [Mary Jones](#), your NAEP representative.
- ▶ Find [more information](#) about contacting NAEP
- ▶ [Change your user ID and/or password.](#)
- ▶ Report a [technical problem](#) or send [NAEP feedback](#) about the web site.

Assessment Timeline

You are here

Agree to Participate <small>Principal agrees to participate and the NAEP representative assigns a school coordinator to work with the NAEP staff on assessment arrangements.</small>	Send NAEP Your List of Students <small>Schools generate a list of students in the selected grade according to the NAEP instructions for preparing Student Lists. The student list is either ...</small>	NAEP Representative Conducts Preassessment <small>Call with the School Coordinator. The preassessment package will be sent to the school coordinator 2 weeks before the ...</small>	NAEP Staff Conducts the Assessment <small>The NAEP staff will bring assessment materials to your school, conduct the assessment, complete the paperwork, and pick up all questionnaires. After the ...</small>	After the Assessment <small>At the end of the school year, you should destroy the materials in your NAEP Storage Envelope and mail the postcard to NAEP confirming that you have ...</small>
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[Click to view timeline as a full-size window](#)

Chat

Ask questions about the assessment process and what will happen in your school on assessment day.

What to expect on the NAEP assessment day.

Dianne Walsh, Westat Director of NAEP Operations, will host a discussion on NAEP assessment procedures.

Your Information

Below is information we have for your school's assessment. You may [update this information](#) if anything has changed.

School Name	Anytown Elementary School
Principal	Karen Smith
Address	123 Main Street Washington, DC 20000
Phone Number	333-234-4455
NAEP ID Number	101-101-1
Enrollment in Selected Grade	40
Sessions to Be conducted	2 Reading/Writing
Grade to Be Assessed	4th grade

Online Questionnaires

This year, schools participating in the NAEP assessments have the option of completing the school and teacher questionnaires online, instead of on a paper copy. If you are asked to complete one of the questionnaires, your NAEP representative will give you a paper copy of the questionnaire with instructions for accessing the online version, if you choose to do so.

Please call 1-800-283-6237 (NAEP), if you have any questions about this procedure.

Access the questionnaires online by clicking one of the links below.

[NAEP Fourth-Grade Teacher Questionnaire](#)
[NAEP Eighth-Grade Teacher Questionnaire](#)
[NAEP School Questionnaire](#)

Requests to View NAEP Materials

NAEP Demonstration Booklets should be provided to anyone interested in viewing student background questions and released test items. All other requests to view NAEP materials should be handled in the following ways:

- School staff members who ask to see the assessment booklets or have questions about their content may look at unused booklets in the presence of NAEP staff;
- All requests to see the assessment booklets from anyone other than school staff should always be referred to your supervisor;
- Never, under any circumstance, allow anyone to examine materials completed by students or school staff; and
- Copying questions or duplicating assessment booklets is never permitted.

B

Accounting for Assessment Materials

An important part of your job is accounting for all assessment materials you receive, particularly the assessment booklets. It is your responsibility to be sure that you receive a sufficient number of the appropriate assessment materials needed for your assignment and that you can account for all of these materials (used and unused) when the assignment is completed. This means that you must work carefully and keep accurate records of materials used as you work through your assignment. Never leave assessment booklets or other NAEP materials at the school overnight. Take everything with you when you leave the school. If you leave the school between sessions, take all of these materials with you and lock them in the trunk of your car. If any NAEP assessment booklets are lost, misplaced, taken by students (inadvertently or otherwise), or cannot be accounted for, the confidentiality and validity of NAEP may be seriously jeopardized.

C

Condition of Assessment Materials and Supplies

You are also responsible for making sure that all assessment materials and supplies to be used during the assessment are in good condition. If you receive any damaged or misprinted materials or supplies that cannot be used, call NCS Pearson for replacements. Instructions for checking your supplies and requesting replacements are found in Task 5 of this chapter.



Use the Call Log to Document the Preassessment Call

As an AC, you will receive a Call Log for each of the schools in your area. The Call Log will be used to record all contacts before, during, and after the assessment.

The Call Log has three parts. The first part is the script you will use to conduct the preassessment call. The results of each call must be recorded in the school's Call Log and retained in the School Folder. All calls must be completed 1 week before the scheduled assessment date.

The second part of the Call Log is the School Summary Sheet. The sheet will be completed immediately following the assessment and is discussed further on page 4.57.

The third part of the Call Log is the Debriefing of the School Coordinator. The debriefing interview is the last thing you will do before you leave each school. This is discussed further on page 4.58.

The rest of this task will give you an overview of the preassessment call. For more detailed information, refer to the Call Log Question-by-Question Specifications in Appendix C of this manual.



Verify Receipt of the School Packet

Your supervisor will send a preassessment packet to school coordinators 2 weeks before the assessment date. The school coordinator is the person appointed by the principal to coordinate all NAEP activities of the school. The packets will be sent by FedEx and will contain the following materials:

- Instructions to School Coordinators for Preparing the Materials;
- Original version of Administration Schedule(s);
- Original version of Roster of Questionnaires (Session Type A only);
- NAEP School, Teacher, and SD/LEP Questionnaires (Session Type A only);
- Criteria for Including SD and LEP students;
- New Enrollee Listing Form;
- U.S. Department of Agriculture Letter authorizing the disclosure of NSLP information;
- Sample Parent and Teacher Notification Letters for schools to use or modify as they see fit;
- For Grades 8 and 12, Student Appreciation Certificates that schools may use as appointment cards for the selected students; and
- The NAEP Storage Envelope to store the materials at the school.

An example preassessment packet is in Appendix B of this manual.

In small schools with 25 or fewer students, student sampling is not required. This means you **may** not have an Administration Schedule to review with the school coordinator during the preassessment call. If your supervisor alerts you that one or more of these schools are in your area, refer to the Special Procedures for Small Schools Where All Students Are Included, located in Appendix D.

The first thing you will do during the preassessment call is establish contact with the school coordinator and verify that the preassessment packet was received. Duplication of the packet will be extremely difficult, as it contains the original, scannable NAEP forms. Because of this, it is important to make every effort to locate the original packet.

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

The next step of the preassessment call will guide you through reviewing the status of the School and Teacher Questionnaires. (The status of the SD/LEP Questionnaires will be covered later in the call.) This year, questionnaires will be given only to schools with Session Type A. Note that there is no grade 12 Teacher Questionnaire, as shown in the table below.

Teachers and principals have the option of completing the teacher and school questionnaires online or in the hard copy version. The online questionnaires are located on the My School web site at www.mynaep.org.

The remainder of this step provides instructions on how to prepare questionnaire covers, fill in the Roster of Questionnaires, and distribute questionnaires to appropriate staff. Although most of the information on the Roster and questionnaire covers will be completed by your supervisor or the school coordinator, you should be familiar with the procedures so you are prepared to answer any questions and fill in information as needed.

Roster of Questionnaires

The school coordinator will receive a Roster of Questionnaires to keep track of the questionnaires distributed at the school. There are three versions of the Roster—one for each grade. The front of the Roster contains the tracking information for the School Questionnaire and up to 14 SD/LEP Questionnaires. The back of the Roster contains the tracking information for the Teacher Questionnaires. In addition to these three versions of the Roster, there is a Supplemental SD/LEP Roster. This is used in schools that have more than 14 SD/LEP Questionnaires to distribute. The exception to this is the grade 12 Roster. Because there are no Teacher Questionnaires at the twelfth grade, the back of the Roster continues the SD/LEP Questionnaire tracking information.

The instructions for distributing the School, Teacher, and SD/LEP Questionnaires are printed on the right side of the Roster.

Session Type A Questionnaires³

	Grade 4	Grade 8	Grade 12
School Questionnaire	YES	YES	YES
Language Arts Teacher Questionnaire	YES	YES	NO
SD/LEP Questionnaire	YES	YES	YES

³ There are no questionnaires for Session Types B, C, and D.

2002 Grade 8 School Questionnaire
(School Characteristics and Policies)

Mr. Maxwell

NAEP The Nation's Report Card

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

ADMIN USE ONLY

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 1850-0026. The time required to complete this information collection is estimated to average 100 minutes per response, including the time for reviewing instructions, searching existing data resources, gathering the data needed, and completing and reviewing the information collection. If you have any comments concerning the accuracy of the time estimates 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. Mark Release® by NCS 08-1669H-001-1-054221 Printed in U.S.A.

School Questionnaire

The School Questionnaire is designed to collect information about school characteristics, staff, and instructional programs. The principal or someone designated by the principal should complete it. During the preassessment call, you will need to ask if the questionnaire was given to the appropriate person.

The example on this page shows a completed School Questionnaire and Roster. When the school coordinator receives the School Questionnaire, your supervisor will have already completed most of the information on the cover and Roster. As shown in this example, the 10-digit ID number from the lower left-hand corner of the questionnaire should have been recorded in Section I of the Roster. The questionnaire should have the school ID number and information for completing the questionnaire online recorded on the cover.

When you collect the completed questionnaire (discussed in more detail in Chapter 4), you will need to record how the questionnaire was completed in the **Returned** column on the Roster. If the

school coordinator wrote the name of the person completing the questionnaire on the removable label (as shown in the top left of this example), you will need to remove it prior to shipping the material back to NCS Pearson. If there is any missing information from the cover or Roster, you will need to enter it after the assessment.

This form must be completed in No. 2 Pencil.

NAEP The Nation's Report Card

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

I. School Questionnaire Distributed to: <u>Mr. Maxwell</u>	I. School Questionnaire Questionnaire ID # (Barcode ID# on Cover) <u>09 0 - 0 0 3 7 6 8 - 2</u>	Returned		
		Yes <input type="radio"/>	No <input type="radio"/>	Completed Electronically <input type="radio"/>
II. SD/LEP Questionnaire	II. SD/LEP Questionnaire	Questionnaire ID #		

III. Teacher Questionnaire		III. Teacher Questionnaire		SCHOOL #: 1 0 0 - 1 0 2 - 1		<input type="checkbox"/> NCS Use Only							
Teacher's Name	Teacher #	Teacher Questionnaire ID #						Returned		Instructions for Distributing Questionnaires			
		0	0	0	9	9	2	7	Yes	No	Completed Electronically		
01 Mrs. Brown	01	09	7	0	0	9	9	2	7	<input type="checkbox"/>	<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
02 Mr. Cox	02	09								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
03 Mrs. Wilson	03	09								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
04	04	09								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Language Arts Teacher Questionnaire

2002 Grade 8

Q-997

Mrs. Brown

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: 1001021. Your teacher ID# is: 01

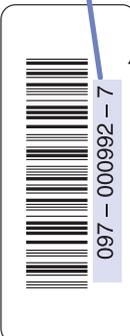
Please complete the questionnaire (either online or this hard copy) by: 2 / 4 / 2002.

DO NOT USE

0	1	2
3	4	5
6	7	8
9		

ADMIN USE ONLY

0	1	2
3	4	5
6	7	8
9		



097 - 000992 - 7

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 1850-0026. 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 sources, 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, Washington, D.C. 20202-4651.

A project of the Office of Educational Research and Improvement. This report is authorized by law (20 U.S.C. 9601-9610). While you are not required to respond, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1850-0026 Approved Expires 10/31/2015. Mark Retired by NCS EM-1668#-001-164321 Printed in U.S.A.

Language Arts Teacher Questionnaires

There are two Language Arts Teacher Questionnaires: one for fourth-grade teachers and one for eighth-grade teachers. The first part of each questionnaire is a section on background characteristics and educational training. The remainder of each questionnaire surveys the teacher's language arts instructional practices.

All language arts teachers in the selected grade will be asked to complete a questionnaire. This person will usually be a reading teacher for fourth grade or an English teacher for eighth grade.

During the preassessment call, you will need to ask if the questionnaires were given to the appropriate persons and request additional questionnaires from your supervisor if necessary.

The example on this page shows a completed Grade 8 Language Arts Teacher Questionnaire and Roster. Although most of the information will be completed prior to your call, you will be required to verify and enter any missing information after the assessment. In addition, it is important for

you to be familiar with the procedures in case you are asked questions from the school coordinator.

When schools sent in their student lists in the fall, they also included the number of teachers who teach language arts in their school. Your supervisor assigned and mailed questionnaires according to that number. Prior to mailing the questionnaires, your supervisor recorded the unique 10-digit ID number for each questionnaire in the **Teacher Questionnaire ID#** column on the Roster. On the questionnaire cover, your supervisor recorded the two-digit teacher number, the school ID number, the information for completing the questionnaire online, and the date the question-

naire is to be returned to the school coordinator.

The school coordinator will write the name of the teacher who received the corresponding Teacher Questionnaire under **Teacher's Name** on the Roster. If the school coordinator chooses, he/she can use the removable label affixed to the questionnaire cover to write the name of the teacher who was given the questionnaire, as shown in this example.

Step C Review the Administration Schedule

The next step of the preassessment call requires you to review the Administration Schedule with the school coordinator.

Record Student Demographic Information Missing from the Administration Schedule

The school coordinator will need to record any missing student information such as homeroom or other locating information (if needed) in column **B**, birth date in column **D**, sex in column **E**, and race/ethnicity in column **F**.

To record race/ethnicity, use the codes in the box in the upper left-hand corner of the Administration Schedule. The race/ethnicity codes are defined as follows:

- 1=White, not Hispanic:** A person having origins in any of the original peoples of Europe [except Spain], North Africa, or the Middle East.
- 2=Black, not Hispanic:** A person having origins in any of the Black peoples of Africa.
- 3=Hispanic Heritage:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish [but not Portuguese] culture of origin, regardless of race.
- 4=Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes

1 = White not Hispanic
2 = Black not Hispanic
3 = Hispanic Heritage
4 = Asian/Pacific Islander
5 = American Indian/Alaskan Native
6 = Other

For Use in Column "F"

National School Lunch Program

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

For Use in Column "G"

2002 Administration Schedule

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

School Name: Central Middle School Grade: 8

Administrator's Name: Mary Jones

Original session scheduled for: Day/Date: Thurs./Feb 7
Time: 8:05

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

Location: Rm 121

Bundle #s

01001
01002

Subject:

R = Reading
W = Writing
M = Math

For Use in Column "C"

The Nation's Report Card

Original Sample 30 # Withdrawn & Ineligible (Admin. Codes 51 & 55) _____

Excluded (Admin. Codes 60-65) _____ TO BE ASSESSED

Assessed (Original Session) _____

Assessed (Makeup Session) _____

Absent _____

New Enrollee Sample _____ Total in Sample _____

Column Indicators: "A"		"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"		"L"		Adm. Code	
Student Name		Homeroom or Other Locator	Line Number/Subject	Month	Year	Sex (1=Male, 2=Female)	Race/Eth.	School Lunch	Title I 1=Yes, 2=No	SD 1=Yes, 2=No	LEP 1=Yes, 2=No	Original Booklet ID #		Accommodation Booklet ID #			
01	Mark Atley	10	01 W	0	4	8	9	1	2	1	2	2	2	201	000501	7	
02	Betty Bates	10	02 R	0	2	9	0	2	1	1	2	2	2	001	054006	9	
03	Wes Block	10	03 W	0	6	8	9	1	1	2	2	2	2	202	006401	0	
04	Angela Burns	10	04 R	1	0	8	9	2	2	1	2	2	2	002	000043	8	
05	Nicki Campbell	12	05 W	1	1	8	9	2	1	1	2	2	2	203	073201	0	
06	Nancy Cordaro	12	06 R	0	9	8	9	2	1	1	2	2	2	003	000841	2	
07			07 W														

5=American Indian or Alaskan Native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

6=Other: A person who identifies with more than one of the first five categories or has a background other than the ones listed.

Code the Students' Eligibility for the National School Lunch Program (NSLP)

If there is missing information in column **G**, you will ask the school coordinator to record the students' eligibility status in the National Student Lunch Program (NSLP). The NSLP codes are printed on the Administration Schedule in the upper left-hand corner and are listed below.

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

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes	National School Lunch Program
1 = White not Hispanic 2 = Black not Hispanic 3 = Hispanic Heritage 4 = Asian/Pacific Islander 5 = American Indian/Alaskan Native 6 = Other	1 = Student not eligible 2 = Reduced price lunch 3 = Free lunch 4 = Information not available 5 = Refused 6 = School not participating
For Use in Column "F"	For Use in Column "G"

2002 Administration Schedule

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

School Name: Central Middle School Grade: 8

Administrator's Name: Mary Jones

Original session scheduled for:
Day/Date: Thurs./Feb 7
Time: 8:05
Location: Rm 121

Original Sample 30 # Withdrawn & Ineligible (Admin. Codes 51 & 55) _____

+ _____ = _____ - _____ = _____ # Absent _____

New Enrollee Sample _____ Total in Sample _____ # Excluded (Admin. Codes 60-65) _____ TO BE ASSESSED _____

Column Indicators:	"A"	"B"	"C"	"D"			"E"	"F"	"G"	"H"	"I"	"J"	"K"			"L"
Student Name	Homeroom or Other Locator	Line Number/Subject	Month	Birth Date	Year	Sex 1=Male 2=Female	Race/Eth.	School Lunch	Title I 1=Yes 2=No	SD 1=Yes 2=No	LEP 1=Yes 2=No	Original Booklet ID #	Accommodation Book			
01 Mark Atley	10	01 W	0	4	8	9	1	2	1	2	2	201 000501 7				
02 Betty Bates	10	02 R	0	2	9	0	2	1	1	2	2	001 054006 9				
03 Wes Block	10	03 W	0	6	8	9	1	1	2	2	2	202 006401 0				
04 Angela Burns	10	04 R	1	0	8	9	2	2	1	2	2	002 000043 8				
05 Nicki Campbell	12	05 W	1	1	8	9	2	1	1	2	2	203 073201 0				
06 Nancy Cordaro	12	06 R	0	9	8	9	2	1	1	2	2	003 000841 2				
07 Tim Dublin	10	07 W	0	1	9	0	1	1	3	2	1	204 000081 5				
08 Kimberly Frank	12	08 R	0	5	8	9	2	1	1	2	2	004 005301 1				
09 Carla Grahams	10	09 W	0	7	8	9	2	1	1	2	2	205 000411 9				
10 Paul Hernandez	10	10 R	0	9	8	9	1	3	1	2	1	005 210001 6				
11 sky Ho												000001 2				

A letter from the U.S. Department of Agriculture authorizing the release of the data is sent to the school coordinator in the preassessment packet and is included in Appendix B of this manual.

Fill in the Boxes for Title I, SD, and LEP

If there is missing information in columns **H**, **I**, and **J**, you will ask the school coordinator to:

- Record a **1** in column **H** for any student receiving Title I services. Record a **2** if the student is not receiving Title I services;
- Record a **1** in column **I** if the student is identified as having a disability (SD), that is the student has an Individualized Education Plan (IEP), or equivalent classification (such as 504), for reasons other than being gifted and talented. Record a **2** if the student does not have a disability; and

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes 1 = White not Hispanic 2 = Black not Hispanic 3 = Hispanic Heritage 4 = Asian/Pacific Islander 5 = American Indian/Alaskan Native 6 = Other For Use in Column "F"	National School Lunch Program 1 = Student not eligible 2 = Reduced price lunch 3 = Free lunch 4 = Information not available 5 = Refused 6 = School not participating For Use in Column "G"
Bundle #s 01001 01002	Subject: R = Reading W = Writing M = Math For Use in Column "C"



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: Mary Jones	
# Original Sample: 30	# Withdrawn & Ineligible (Admin. Codes 51 & 55):
+ # New Enrollee Sample:	= Total in Sample
- # Excluded (Admin. Codes 60-65):	

Column Indicators: "A"	"B"	"C"	"D"				"E"	"F"	"G"	"H"	"I"	"J"	"K"
Student Name	Homeroom or Other Locator	Line Number/Subject	Birth Date				Sex 1=Male 2=Female	Race/Eth.	School Lunch	Title I 1=Yes 2=No	SD 1=Yes 2=No	LEP 1=Yes 2=No	Original Booklet ID #
01 Mark Atley	10	01 W	0	4	8	9	1	2	1	2	2	201 000501 7	
02 Betty Bates	10	02 R	0	2	9	0	2	1	1	2	2	001 054006 9	
03 Wes Block	10	03 W	0	6	8	9	1	1	2	2	2	202 006401 0	
04 Angela Burns	10	04 R	1	0	8	9	2	2	1	2	2	002 000043 8	
05 Nicki Campbell	12	05 W	1	1	8	9	2	1	1	2	2	203 073201 0	
06 Nancy Cordaro	12	06 R	0	9	8	9	2	1	1	2	2	003 000841 2	
07 Tim Dublin	10	07 W	0	1	9	0	1	1	3	2	1	204 000081 5	
08 Kimberly Frank	12	08 R	0	5	8	9	2	1	1	2	2	004 005301 1	
09 Carla Grahams	10	09 W	0	7	8	9	2	1	1	2	2	205 000411 9	
10 Paul He	10	10 R					1				1	005 210001	

- Record a **1** in column **J** for any student classified as limited English proficient (LEP). Record a **2** if the student is not classified as LEP.

Step D Select Sample of Newly Enrolled Students

The next step of the preassessment call requires you to select a sample of students who have enrolled since the original list was prepared. School coordinators were sent a New Enrollee Listing Form in their preassessment packet. The purpose of the New Enrollee Listing Form is to keep track of all students who enrolled in the selected grade after the master list was prepared in order for these students to have a chance of selection for the assessment.⁴

You will need to select a sample of newly enrolled students during the preassessment call using the Instructions for Sampling New Enrollees. Your supervisor should have included a unique set of Instructions for Sampling New Enrollees in each School Folder. An example of this form is included in the Question-by-Question Specifications in Appendix C.

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

The next step of the preassessment call requires you to check if there are any students with a new SD and/or LEP classification and then, for Session Type A only, review the status of the SD/LEP Questionnaires.

For every student identified on the Session Type A Administration Schedule as SD and/or classified as LEP, an SD/LEP Questionnaire must be filled out by the staff member most knowledgeable about that student. When schools sent in their student lists in the fall, they also indicated which students have an SD and/or LEP classification. A questionnaire should be completed for each student, regardless of whether or not that student will be assessed. Your supervisor should have prepared the questionnaire(s) as described and illustrated on the following pages. During the call, you will need to ask if the questionnaire was given to the appropriate person and request additional questionnaires from your supervisor if necessary.

⁴ In year-round schools, any students who will be off-track on the assessment date should not be included on the New Enrollee Listing Form.

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

Next, you will review the list of SD/LEP students with the school coordinator to determine which students can be assessed in the regular session with or without accommodations, assessed in a separate session, or not assessed at all.

NAEP is a timed assessment administered in English to groups of students. The intent is to include all selected students. It is expected that many students can be assessed in the regular session. However, some students with disabilities and some students with LEP may need an accommodation in the assessment and some may not be able to participate at all.

The following pages show the Criteria for Inclusion that schools received to use whenever there is doubt about the assessability of a selected student. The original list of students from which the sample was selected included all students in the grade, regardless of whether or not they could participate.

**Enter Administration Codes for SD/LEP
Students Who Require Accommodations**

During the call, you will need to prompt the school coordinator to enter an Administration Code for all students who require an accommodation. The Administration Codes for students who require accommodations are printed on page 3.24 and are also printed on the Administration Schedule. You should enter the same Administration Code on your Administration Schedule and check that they match when you arrive at the school.

In all NAEP schools, accommodations will be offered, as necessary, for students with disabilities or limited English proficiency. The accommodations each student receives must be specified in his/her IEP or routinely used in testing the student. These accommodations include, but are not limited to: extended time, one-on-one testing, small group testing, reading aloud to the student, bilingual dictionary, use of a scribe or computer to record answers, bilingual booklets, and large-print booklets. Students who require certain types of accommodations may need to use a special accommodation assessment booklet.⁵ Brief descriptions of the accommodations most frequently provided by NAEP are provided on pages 3.21-3.23.

⁵ Accommodation booklets are not simpler or easier booklets. One of the regular booklets was chosen for translation and another for enlarging.

Criteria for Inclusion of SD/LEP Students

2002 NAEP

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

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

1. Students with Disabilities

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

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

2. Students with Limited English Proficiency

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

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

3. Consult with School Staff

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

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

WHEN THERE IS DOUBT, INCLUDE THE STUDENT.

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

Criteria for Inclusion of SD/LEP Students (continued)

2002 NAEP

FURTHER EXPLANATION FOR LEP STUDENTS

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

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

ACCOMMODATIONS MOST FREQUENTLY OFFERED BY NAEP

Reading Sessions

- Large-print booklet (73)
- Extended time in regular session (74)
- Small group (76)
- One-on-one (77)
- Scribe or use of a computer – used to record answers (78)
- Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment (if provided by the school) (79)

Writing Sessions

- Bilingual dictionary (72)
- Large-print booklet (73)
- Extended time in regular session (74)
- Read aloud in regular session (75)
- Small group (76)
- One-on-one (77)
- Use of computer – used to record answers (78)
- Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment (if provided by the school) (79)

Mathematics Sessions

- Bilingual booklet (71)
- Bilingual dictionary (72)
- Large-print booklet (73)
- Extended time in regular session (74)
- Read aloud in regular session (75)
- Small group (76)
- One-on-one (77)
- Scribe or use of computer – used to record answers (78)
- Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment (if provided by the school) (79)

Accommodations Most Frequently Provided by NAEP

- **Bilingual mathematics booklet** (Admin. Code 71) – NAEP has special bilingual mathematics booklets available for students whose IEP requires one. When a bilingual booklet is open, generally one page will be in Spanish and the facing page will contain the same directions/questions in English. Students will be able to answer on either the Spanish or English side; they will not be penalized if they answer some questions in Spanish and others in English. Because the directions are read out loud in Spanish, students using bilingual books will need additional time and should be administered in separate sessions. During the preassessment call, you should arrange to have someone at the school who is proficient in Spanish read the Spanish script. This script will be packaged with the bilingual mathematics booklet. You will need to request bilingual booklets from NCS Pearson on an as-needed basis immediately following the preassessment call with the school.

The bilingual booklet is only available to students who are being assessed in math.

Therefore, if a student requires a bilingual booklet as an accommodation, you must first check the subject column **C** from the Administration Schedule to be sure the student has an **M** (math) next to his/her name. If the student does not have an **M**, then he/she must be coded with a **63 (LEP- Required accommodation not offered)** or a **65 (SD/LEP accommodation not offered)**.

- **Bilingual dictionary** (Admin. Code 72) – An LEP student may use his/her own bilingual dictionary or one provided by the school if his/her IEP requires one. (NAEP will not provide bilingual dictionaries.) The school coordinator should enter a note on the appointment card to remind the student to bring the bilingual dictionary to the session.

This accommodation is NOT allowed with reading booklets. Therefore, if a student requires a bilingual dictionary as an accommodation, you must first check the subject column **C** on the Administration Schedule to be sure the student does not have an **R** (reading) next to his/her name. If the student has an **R**, then he/she must be coded with a **63 (LEP- Required accommodation not offered)** or a **65 (SD/LEP accommodation not offered)**.

- **Large-print booklet** (Admin. Code 73) – For students whose IEP requires testing with large-print materials or magnifying devices, NAEP has special large-print booklets available for each grade and subject.

You will need to request large-print booklets from NCS Pearson on an as-needed basis immediately following the preassessment call with the school. For each large-print booklet requested, NCS Pearson will package the large-print booklet together with the same booklet in regular size print in a zip-lock bag. You will need to send back both booklets in the zip-lock bag after the assessment has been completed.

- **Extended time in regular session** (Admin. Code 74) – Some students may not react well under pressure or may have a disability that requires them to take longer than other students to complete tasks. Any student whose IEP requires an extended-time accommodation may be assessed during the regular session. He/she will be timed with the others but will be told that following the session he/she may go back and continue working on the cognitive sections. The only limit for extended time is that the student may not take more than three times the regular time allocated for a particular section of the booklet.⁶

- **Read aloud** – The read-aloud accommodation can be administered in three different ways, depending on the student’s IEP requirements.

- **Read aloud in regular session** (Admin. Code 75) – Some students require some words, phrases, or sentences to be read to them. In most cases, a student whose IEP requires read aloud will be assessed in a regular session but will be instructed ahead of time by you to raise his/her hand if he/she needs a word, phrase, or sentence read aloud. You will quietly read text to the student as requested. A student who requires the read aloud in regular session accommodation will use his/her originally assigned booklet.

- **Small group** (Admin. Code 76) – Other students will require major portions of the booklet read aloud to them. In these cases, it is better to assess these students together in a small group so that other students are not disturbed by your reading aloud.

In a small group, all students who require a read-aloud accommodation will be given the same booklet version number for ease of administration. For these cases, NAEP has special read-aloud booklets to use in writing and math small group sessions. Read-aloud booklets will be prepackaged

in bundles of five booklets. If there is only one student who requires the small group read-aloud accommodation, use the student’s originally assigned booklet. When there is more than one student, you should take the necessary number of booklets from the read-aloud small group accommodation booklet bundles.

You will receive bundles of read-aloud booklets in your bulk supplies from NCS Pearson. If additional booklets are needed, call NCS Pearson to request them.

- **One-on-one** (Admin. Code 77) – In yet other cases a student who requires the read-aloud accommodation will need to be assessed in a one-on-one setting, as specified in his/her IEP. In such a case, use the student’s originally assigned booklet.

If a student requires the read-aloud accommodation, you will need to be sure to assign the Administration Code for the way in which the accommodation was administered: read aloud in regular session (75), small group (76), or one-on-one (77).

The read-aloud accommodation, in all three forms, is NOT allowed with reading booklets. Therefore, if a student requires read aloud as an accommodation, you must first check the subject column **C** on the Administration Schedule to be sure the student does not have an **R** (reading) next to his/her name. If the student has an **R**, then he/she must be coded with a **61 (SD- Required accommodation not offered)** or a **63 (LEP- Required accommodation not offered)** or a **65 (SD/LEP accommodation not offered)**.

⁶ It is unlikely that students will require much more time than the regular session allows because of the difficulty of the items and because NAEP is not a “speeded” test.

- **Small group** (Admin. Code 76) – A separate session may be held for students who are easily distracted or who have other difficulties in a large group setting, if their IEPs require it. The most common small group will be made up of students who require the read-aloud accommodation in a separate session (as described above).
- **One-on-one** (Admin. Code 77) – Some students have IEPs that require testing in a one-on-one environment. These may be students with physical disabilities who are not able to write responses to the questions. They may take tests with the aid of a facilitator who records their responses for them and perhaps reads questions to them. If a student regularly works with a facilitator provided by the school, then that person should be available for the assessment. Otherwise, you can serve as the facilitator. Note that in reading sessions, the questions cannot be read to the student.
- **Scribe or use of computer** (Admin. Code 78) – If a student’s IEP requires the use of a scribe or computer to record answers under regular testing situations, it will be allowed for the NAEP assessment. However, the student will not be allowed to use the spell-check function on the computer.
- **Other, specify on cover** (Admin. Code 79) – Some accommodations not listed above may be required by the IEP of the students sampled for the assessment. For instance, some hearing-impaired students may require the administrator to wear a small microphone or a deaf student may require a sign language interpreter. These types of accommodations are also allowed by NAEP. If a student requires an accommodation that has not been mentioned and you have some doubt as to whether to allow the accommodation, you should call your NAEP supervisor for guidance. After the session, note on the front cover of the booklet the type of accommodation offered.

NOTE: Recording answers directly in the test booklet is expected of all assessment participants and is not considered an accommodation for NAEP. If this is a required accommodation in a particular student’s IEP, he/she should remain in the regular session as long as no other accommodation is required for the student.

Use of a scribe is not allowed with the writing booklet but use of a computer is allowed. Therefore, if a student requires the use of a scribe as an accommodation, you must first check the subject column **C** on the Administration Schedule to be sure the student does not have an **W** (writing) next to his/her name. If the student has an **W**, then he/she must be coded with a **61 (SD- Required accommodation not offered)** or a **63 (LEP- Required accommodation not offered)** or a **65 (SD/LEP accommodation not offered)**.

Administration Codes for SD/LEP Students Who Require Multiple Accommodations

Students who are accommodated sometimes use more than one accommodation. For example, a student requiring one-on-one testing may also require extended time or help recording answers. For this reason, NAEP has developed codes for the primary and the acceptable additional accommodations we expect will be used. This means that only one Administration Code will be used even though a student may be receiving several accommodations, as shown in the chart below.

Accommodations Most Frequently Provided by NAEP		
Admin. Code	Primary Accommodation	Acceptable Additional Accommodations
71	Bilingual booklet (math only)	Extended time; usually small group or one-on-one
72	Bilingual dictionary (not used with reading booklet)	Extended time
73	Large-print booklet	Magnifying equipment; extended time; usually small group or one-on-one
74	Extended time in regular session	
75	Read aloud in regular session (not used with reading booklet)	
76	Small group	Extended time; read directions/questions aloud
77	One-on-one	Extended time; help recording answers; read aloud
78	Scribe or use of computer (scribe not used with writing booklet)	Extended time
79	Other – includes format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment (if provided by the school)	

Frequently Asked Questions Regarding SD and LEP Students

Who are the Limited English Proficiency Students?

There is no common operational definition used by states to identify LEP students. A term that is sometimes used is "English Language Learner" (ELL), recognizing that these students are in the process of acquiring English language skills and knowledge. Unlike disabilities, which usually are permanent, limited English proficiency is considered to be a transitional state. At some point, the student will no longer be LEP or at least will be able to receive instruction and be assessed entirely in English.

The LEP student population is very diverse; these students come from many different languages, homes, and educational backgrounds. Although about three-quarters of all LEP students have Spanish as their language background, approximately 25 percent come from a great number of other language backgrounds. In addition to great language diversity, LEP students have diverse educational experiences and differing amounts of prior exposure to English. Some have good literacy skills and school experiences in their native language, others have received some or all instruction in English, and others have poor skills and experiences in both English and their native language.

What Do the Laws Say about Students with Disabilities in Relation to Large-Scale Assessments?

A landmark Federal law was passed in 1975, the Education for All Handicapped Children Act. This law guaranteed that regardless of their handicapping condition, all students must be provided a free appropriate public education in the least restrictive environment possible. The law's name was changed in 1990 to Individuals with Disabilities Education Act, or IDEA, and was amended and reauthorized by Congress in 1997. Two other Federal laws that have played a role in ensuring the rights of individuals with disabilities are: 1) Section 504 of the Rehabilitation Act of 1973, and 2) the Americans with Disabilities Act (ADA) enacted in 1990.

Who are the Students with Disabilities?

To be eligible to receive services in the schools under IDEA, a student must meet two criteria. First, the child's disability must fall within one of the categories of eligibility:

- Mental retardation;
- Hearing impairments;
- Speech and language impairments;
- Visual impairments;
- Serious emotional disturbance;
- Orthopedic impairments;
- Autism;
- Traumatic brain injury;
- Specific learning disabilities; and
- Other health impairments, such as attention deficit disorders.

Second, because of his/her disability a student with disabilities must need special education and related services to realize his/her full potential.

Government figures suggest that about 10 students out of every 100 are receiving special education (U.S. Department of Education, 2000). Currently, most students with disabilities are in a general education classroom and are provided with specially designed instruction and support, as necessary. The typical student who receives special education often has no immediate obvious disability. He – more than half of the students served by special education are males – is in elementary or middle school and has persistent problems in learning and behaving appropriately in school. His problems are primarily academic and social or behavioral.

What is an Individualized Educational Plan (IEP)?

The primary intent of the special education laws passed during the past two decades has been to require educators to focus on the needs of individual students with disabilities. The most important aspect of this focus is the Individualized Educational Plan (IEP). Each public school child who receives special education and related services must have an IEP. Each program must be designed for one specific student and individuals who know the child well should design it. IEPs contain much information related to the technical requirements of IDEA in addition to instructional components.

In addition, the IEP must include within it the accommodations and modifications needed by the student in order to participate in the administration of state or district achievement assessments.

Many students with disabilities are included in large-scale assessments, such as NAEP. However, before a student can or cannot be included, the school personnel most knowledgeable about that student must make two types of decisions: should he/she be exempted from the assessment, and if not, what accommodation(s) does the student require in order to participate in the assessment.

Step G Make Assessment Arrangements

The final step of the preassessment call requires you to finalize the assessment arrangements. You will verify with the school coordinator the date, time, and location for each session and check if there are any protocols that you or your team will need to follow on the assessment day.

When the school coordinator receives the SD/LEP Questionnaires, your supervisor will have entered the following information on each **SD/LEP Questionnaire cover**:

- The NAEP School ID;
- The date the questionnaire is to be returned;
- The 10-digit student booklet ID (from the Administration Schedule);
- The student's demographic information (from the Administration Schedule);
- The student's line number and session number (from the Administration Schedule); and
- The name of the student for whom the questionnaire needs to be completed (on the removable label).

Your supervisor will have entered the following in **Section II of the Roster**:

- The student's name;
- The 10-digit booklet ID (from the Administration Schedule); and
- The SD/LEP Questionnaire ID (from the SD/LEP Questionnaire cover).

On assessment day, you will need to shade in the appropriate oval in the **Returned** column on the Roster. You will also need to remove the label bearing the student's name from the questionnaire cover prior to shipping the material back to NCS Pearson. If there is any missing information from the cover or Roster, you will need to enter it after the assessment.



Verify Assessment Materials

After each preassessment call, ACs will need to check the session boxes they received for that school, gather any additional material from the bulk supplies, and request additional material, if necessary. It is important to verify school materials immediately after each preassessment call, so you will have time to request and receive additional supplies from NCS Pearson and/or Westat.

Example of an Administration Schedule with Corresponding Bundle Slips

NAEP ASSESSMENT - GRADE 8
 TYPE: READ/Writing - A
 BUNDLE # 01002
 INVENTORY # - NA02200026

Writing Brochures "B"
 Cartoon Story "U"
 Tower "N"
 Dream Weekend "L"

NAEP ASSESSMENT - GRADE 8
 TYPE: READ/Writing - A
 BUNDLE # 01001
 INVENTORY # - NA02200026

Writing Brochures "B"
 Cartoon Story "U"
 Tower "N"
 Dream Weekend "L"

201 BU
001
202 B
002
203 BN
003
204 BN
004
205 B
005
206 B
006
207 BL
007
208 BL
008
209 B

000001001 - 2

000001001 - 1

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes

1 = White not Hispanic
2 = Black not Hispanic
3 = Hispanic Heritage
4 = Asian/Pacific Islander
5 = American Indian/Alaskan Native
6 = Other

National School Lunch Program

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

2002 Administration Schedule

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

School Name: Central Middle School Grade: 8

Administrator's Name: Mary Jones

Original session scheduled for: Day/Date: Thurs./Feb. 7 Time: 8:05 Location: Rm 121

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

Original Sample: 30 # Assessed (Original Session): _____

New Enrollment Sample: 1 # Excluded (Admin. Codes 60-65): _____

Absent: _____ # Assessed (Makeup Session): _____

TOTAL ASSESSED _____

Session Number: **RW0801**

Column Indicators: "A"		"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"
Student Name		Nonroom or Other Location	Line Number Subject	Month	Birth Date Year	Sex (Male/Female)	Race/Ethnicity	School Lunch	Title I (1-2)	SD (3-5)	LEP (6-7)	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (Z/A)	Admin. Codes
01	Mark Atley	10	W	0	4	8	1	2	1	2	2	201 000501 7				ASSESSED IN ORIGINAL
02	Betty Bates	10	02	0	2	9	0	2	1	1	2	201 054006 9				
03	Was Block	10	03	0	6	8	9	1	1	2	2	202 006401 0		5 1		ASSESSED IN MAKEUP
04	Angela Burns	10	04	1	0	8	9	2	2	1	2	202 000043 8				
05	Nicki Campbell	12	05	1	1	8	9	2	1	1	2	203 073201 0				ABSENT
06	Nancy Cordaro	12	06	0	9	8	9	2	1	1	2	203 000841 2				
07	Tim Dublin	10	07	0	1	9	0	1	1	3	2	204 000081 5				
08	Kimberly Frank	12	08	0	5	8	9	2	1	1	2	204 005301 1				OTHER
09	Carla Grahams	10	09	0	7	8	9	2	1	1	2	205 000411 9				
10	Paul Hernandez	10	10	0	9	8	9	1	3	1	2	205 210001 6				REASONS FOR EXCLUSION
11	Booky Hocke	10	11	1	2	8	9	2	4	2	2	206 005001 2		5 5		
12	Daniel Jasmer	12	12	1	0	8	9	1	2	1	2	206 002407 7				ASSESSED WITH ACCOMMODATIONS
13	Sarah Kruger	12	13	0	6	8	9	2	2	1	2	207 000031 9				
14	Penny Lowe	12	14	0	2	9	0	2	1	1	2	207 076206 0				
15	Paul Lucas	10	15	1	0	8	9	1	3	1	2	208 085021 8				

Materials for Type A Reading/Writing Sessions

Grade 4	
Quantity	Item
2 Bundles	Grade 4 Reading/Writing Booklets (13 per bundle; 26 total booklets)
2 Sets	Grade 4 Writing Ancillary Items
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing in Progress—Do Not Disturb
2	Rubber Bands
26	Preprinted Student ID Labels
1	UPS A.R.S. 2-Day Return Label

Grade 8	
Quantity	Item
2 Bundles	Grade 8 Reading/Writing Booklets (17 per bundle; 34 total booklets)
2 Sets	Grade 8 Writing Ancillary Items
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing in Progress—Do Not Disturb
2	Rubber Bands
34	Preprinted Student ID Labels
1	UPS A.R.S. 2-Day Return Label

Grade 12 Public Schools*	
Quantity	Item
2 Bundles	Grade 12 Reading/Writing Booklets (Public) (17 per bundle; 34 total booklets)
25	Grade 12 Writing Brochures “D”
3	Social Security Instructions “S”
As Needed	The Arch “O”
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing in Progress—Do Not Disturb
2	Rubber Bands
34	Preprinted Student ID Labels
1	UPS A.R.S. 2-Day Return Label

Grade 12 Private Schools*	
Quantity	Item
2 Bundles	Grade 12 Reading/Writing Booklets (Private)(17 per bundle; 34 total booklets)
25	Grade 12 Writing Brochures “D”
3	Social Security Instructions “S”
As Needed	The Arch “O”
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing in Progress—Do Not Disturb
2	Rubber Bands
34	Preprinted Student ID Labels
1	UPS A.R.S. 2-Day Return Label

*Only in grade 12 Session Type A schools is a distinction made between public and private school bundles. The materials for grade 12 public schools and private schools are identical; the only difference is the proportion of reading and

writing boklets in the bundle. Therefore, if you need additional booklets for grade 12, Session Type A schools, be sure you check if the school is public or private, so you can pull from the correct bundle type (RW or PR).

Materials for Type B Reading/Math Field Test Sessions

Grade 4	
Quantity	Item
2 Bundles	Grade 4 Math/Reading Spiral Bundle (13 per bundle; 26 total booklets)
10	Grade 4 Set "X"
10	Grade 4 Math Set "G"
10	Rulers "R"
10	Calculators TI-108 "C"
1	TI-108 Calculator Poster
1	OE Math Poster Gr4
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing in Progress—Do Not Disturb
2	Rubber Bands
26	Preprinted Student ID Labels
1	UPS A.R.S. 2-Day Return Label

Grade 8	
Quantity	Item
2 Bundles	Grade 8 Math/Reading Spiral Bundle (17 per bundle; 34 total booklets)
1-2	Metro Guide "M"
10	Grade 8 Set "Y"
10	Grade 8/12 Set "G"
10	Protractor/Rulers "P"
15	Calculators TI-30 "C"
1	TI-30 Calculator Poster
1	OE Math Poster Gr8
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing in Progress—Do Not Disturb
2	Rubber Bands
34	Preprinted Student ID Labels
1	UPS A.R.S. 2-Day Return Label

Materials for Type C Reading Special Study

Grade 4, 8, or 12 Material	
Quantity	Item
2	Grade 4, 8, or 12 Reading Booklets (13 per bundle for grade 4, 17 per bundle for grades 8 and 12.)
6	Social Security Instructions "S" (Grade 12 Only)
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing in Progress—Do Not Disturb
2	Rubber Bands
26 or 34	Preprinted Student ID Labels
1	UPS A.R.S. 2-Day Return Label

Material for Type D Math Special Study

Grade 4 Material	
Quantity	Item
2 Bundles	Grade 4 Math Bundle (17 per bundle; 34 total booklets)
10	Grade 4 Set "X"
10	Grade 4 Math Set "G"
10	Rulers "R"
30	Calculators TI-108 "C"
1	TI-108 Calculator Poster
1	OE Math Poster Gr4
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing–Do Not Disturb
2	Rubber Bands
34	Preprinted Student ID Labels
1	UPS A.R.S. 2-Day Return Label

Grade 8 Material	
Quantity	Item
2 Bundles	Grade 8 Math Bundle (17 per bundle; 34 total booklets)
5	Grade 8 Set "Y"
5	Grade 8/12 Set "G"
5	Protractor/Rulers "P"
30	Calculators TI-30 "C"
1	TI-30 Calculator Poster
1	OE Math Poster Gr8
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing–Do Not Disturb
2	Rubber Bands
34	Preprinted Student ID Labels
1	UPS A.R.S. 2-Day Return Label

A Check School Materials

Assessment booklets will be packaged in bundles of 13 booklets for grade 4 and 17 booklets for grades 8 and 12. Each box will contain two bundles of booklets. A numbered Bundle Slip will be shrink-wrapped with each bundle. The five-digit **Bundle #** on the slip should match the five-digit number printed in the **Bundle #** box in the upper left of the Administration Schedule.

Each Bundle Slip will list the three-digit prefixes of the booklets contained in the bundle. These prefixes should match the prefixes printed on the Administration Schedule, as shown on the next page. The slip will also show the types of additional materials needed for booklets in the bundle.

General Bulk Supplies from NCS Pearson	
Quantity	Item
1	Tape Dispenser
3 Rolls	Sealing Tape
8	Digital Timer and Batteries
25	Supplemental Shipping Envelope
50	Rubber Bands
3	Signs Testing–Do Not Disturb
25	Materials Request Form
25	UPS ARS Fax Form
2 Sets	No. 2 Pencils (35 per set)

Bulk Math Supplies from NCS Pearson	
Quantity	Item
2	Grade 4 Calculator Poster
2	Grade 8 Calculator Poster
2	Grade 4 OE Math Poster
2	Grade 8 OE Math Poster
25	Rulers "R"
25	Protractor/Ruler "P"
25	Grade 4 Math Set "X"
25	Grade 8 Math Set "Y"
25	Grade 4 Math Set "G"
25	Grade 8 Math Set "G"
30	Grade 8 Scientific Calculators TI-30 "C"
20	Grade 4 Simple Calculators TI-108 "C"

After the completion of each preassessment call,

Bulk Reading/Writing Supplies from NCS Pearson	
Quantity	Item
20	Grade 4 Writing Brochure "A"
20	Grade 8 Writing Brochure "B"
25	Grade 12 Writing Brochure "D"
3	Letter from Lilex "O"
3	Letter from TX8 "F"
3	Old Tree "I"
3	City Scenes "H"
3	Very Unusual Day "I"
3	Letter from MZ3 "J"
3	Animal Adventure "W"
3	Cartoon Story "U"
3	Backpack "E"
3	Dream Weekend "L"
3	Tower "N"
3	The Arch "O"
3	Metro Guide "M"
6	S. S. Card Instructions "S"

open the school's session box(es) and check that the bundle numbers on the Administration Schedule(s) match those included in the shipment. **Do not, under any circumstance, open the sealed bundles until the day of the assessment.**

Then, check the materials in your shipment against the packing lists and Administration Schedule to see that you have sufficient supplies.

Bulk Booklets from NCS Pearson	
Quantity	Item
2 Bundles	Grade 4 Session Type A Reading/Writing Booklets
2 Bundles	Grade 4 Session Type B Reading/Math Booklets
2 Bundles	Grade 4 Session Type C Reading Special Study Booklets
2 Bundles	Grade 4 Session Type D Math Special Study Booklets
2 Bundles	Grade 8 Session Type A Reading/Writing Booklets
2 Bundles	Grade 8 Session Type B Reading/Math Booklets
2 Bundles	Grade 8 Session Type C Reading Special Study Booklets
2 Bundles	Grade 8 Session Type D Math Special Study Booklets
2 Bundles	Grade12 Session Type A Public Reading/Writing Booklets
2 Bundles	Grade12 Session Type A Private Reading/Writing Booklets
2 Bundles	Grade 12 Session Type C Reading Special Study Booklets
32 Bundles	Read-Aloud Booklets for Writing and Math Sessions Types A, B, and D (5 booklets per bundle)

Pages 3.30–3.32 list the materials in each session box.

Publications

Summary of NAEP Activities – Public
Summary of NAEP Activities – Private
Information for Principals
Demonstration Booklets
My School Web Site brochures and folders
Mathematics Frameworks
Reading Frameworks
Writing Frameworks
Multiple Challenges

Forms and Materials

NAEP Storage Envelopes
“Destroy by” Postcards
Student ID Labels (blank)
Student Appreciation Certificates
Press Release for Regular and Field Test Sessions
Session Scripts (one copy)

Administrative Materials

T&Es and Envelopes*
Trip Expense Reports
Blank School Folders
AA Identification Badges*
AA Assessment Information Forms

*You should distribute these items to the AAs in your team.

B

Check Bulk Supplies

The remaining materials that you will receive will be general or bulk supplies. Most of these materials will come from NCS Pearson, but some will come from Westat. You will need to use the timers and sealing tape from your bulk supplies for every assessment. The other materials are additional materials for you to use if you will need extra for your sessions. Your bulk supplies will include a supply of read-aloud accommodation booklets. However, you will need to order large-print and bilingual math booklets from NCS Pearson on an as-needed basis.

The bulk supplies you will be receiving from NCS Pearson are listed below and on the following pages.

Example of Assessment Information Form

AC: Barbara Smith
Phone Number: 703-555-2222

AA: Winston Jones
Region/Area: VA2

ASSESSMENT INFORMATION FORM

SCHOOL: Central Middle School ID #: 100-102-1

ADDRESS: 3800 Washington Blvd.
Vienna, VA 22180

PHONE #: 703-555-2249

SCHOOL COORDINATOR: Chris Thomas

ASSESSMENT DATE: Feb 7, 2002 TIME: 8:05 a.m.

SESSION NUMBER: RW0801 ROOM: 121

DIRECTIONS TO SCHOOL: Take 495 to exit 46A - Rt 123 W. Take 123W to Old
Courthouse Rd. Make right on Old Courthouse Rd. School is one block up on the right.

PARKING: Park in visitor spaces only!

ACCOMMODATIONS INFORMATION: There is one student on your Administration
Schedule who requires a large-print booklet accommodation. His teacher said he
can be assessed in the regular session but may need extra time.

INSTRUCTIONS FOR MEETING ASSESSMENT TEAM: All AAs are to meet AC outside
main entrance door at 7:00 a.m. sharp!

OTHER INFORMATION (Policy for dismissing students, how to handle latecomers, etc.): _____
Notify teacher when assessment is finished so he/she can dismiss students.

*****REMEMBER – ARRIVE ONE HOUR BEFORE ASSESSMENT TIME*****

The bulk supplies you will be receiving from **Westat** are listed below.

C Request Additional Materials, if Necessary

As an AC, you are responsible for checking that there are a sufficient number of materials for each assessment in your area. If you discover that you need additional material, you should first use the extra materials sent in your bulk supplies. If you deplete your bulk supplies or if you need to request accommodation booklets, you should contact NCS Pearson. First complete the Materials Request Form that is included in your bulk supplies. You may then call, fax, or email NCS Pearson:

- The telephone number for NCS Pearson is 1-888-627-6237
- The fax number is 1-888-627-8842. Be sure the Materials Request Form is completely filled out before faxing.
- Email NCS Pearson at ncsnaep@ncs.com

If you need additional materials that are listed under Westat bulk supplies, email your supervisor with the exact name and quantity of the material you are requesting. You should also include the address to which the materials should be shipped.



Plan Assessment Schedule for the Assessment Administrators

As an AC, you are responsible for scheduling and supervising the AAs in your assessment team. Typically, there are one to three AAs per team but this number varies depending on the assessment workload and schedule in a given area.

You are responsible for formulating a schedule for each AA on your team. You should work with your supervisor to develop a schedule that sufficiently staffs the assessment in each school. You should give each AA a schedule at the AA training in January. This schedule will need to be reviewed and possibly revised upon completion of the preassessment call.

This year, 80 percent of all schools are assigned two sessions. This will require you to conduct one session and an AA to conduct the other session. The schools with two sessions includes:

- All Session Type A grade 8 public schools;
- Two-thirds of Session Type A grade 4 public schools; and
- Many of the private schools in all session types.

In the remaining 20 percent of schools, one to four sessions are expected. If your area has multiple schools with three or more sessions, an additional AA will be added to the team. If your area has a few schools with three or more sessions, there are "troubleshooter AAs" available to assist you with the assessment administration as needed. You should talk with your supervisor if you discover that you will need additional staff.

References

U. S. Department of Education. (2000). *Twenty-second annual report to Congress on the implementation of the Individuals with Disabilities Education Act*. Washington, DC: U.S. Dept. of Ed.

4

Your Responsibilities at the School

During your activities at the school, you will assume several roles. You will be the NAEP Representative and need to be fully adept in session-conduct procedures and record-keeping procedures. You will also assume the role of a substitute teacher during the assessment session when the students are in your control. This chapter describes the activities for which you will be responsible on assessment day, including conducting sessions. This chapter also offers practical suggestions for how to take effective charge of a classroom and how to manage problem situations, such as disruptive student behavior, and presents guidelines for supervising and monitoring the session.

Task 1

Report to the School on the Day of the Assessment

On the day of your assignment, assessment administrators (AAs) should plan to arrive at the school at least 1 hour before the first session is scheduled. When possible, assessment coordinators (ACs) should plan to arrive a half hour in advance of the AAs (1 1/2 hours before the first session) in order to complete the initial record-keeping activities at the school. The amount of time you will need depends on the size of the assessment and the school's schedule. Before assessment day, AAs should confirm their arrival time with the AC and review the Assessment Information Form for the school (discussed in Chapter 3) provided by the AC.

A

Materials to Bring to the School

Before leaving home for the school on assessment day, you should gather together all of the materials you will need to bring with you. For each assessment you will need the items listed in the following boxes on the right.

Assessment Coordinators

- Your NAEP ID Badge;
- Your background clearance letter (if you have one);
- School Folder (copies of Administration Schedules, Rosters of Questionnaires, Call Log, Instructions for Sampling New Enrollees, School Certificate of Appreciation);
- Session boxes from NCS Pearson for the assessment;
- Student Appreciation Certificates (grade 4 sessions);
- Accommodation booklets, if necessary;
- Session scripts;
- This manual;
- Sharpened No. 2 pencils (from bulk supplies);
- Timers (from bulk supplies);
- Blank removable student ID labels (from bulk supplies);
- Supplemental shipping envelope;
- Session Debriefing Forms (to distribute to AAs); and
- A sufficient supply of extra booklets and materials from your bulk supplies for the specific session types being conducted in the school.

Assessment Administrators

- Your NAEP ID Badge;
- Your background clearance letter (if you have one);
- The Assessment Information Form for the school;
- Session scripts; and
- This manual.

B Professional Behavior and Dress

Professional behavior and dress are required at any time you are working in a school. In her book, *Successful Subbing*, Carol Fuery discusses the notion that we live in a visual world and that in about 10 seconds students can form an expectation about your ability to handle a class based on your appearance (Fuery, 23). Clothing is one of the most important ingredients in effectively taking charge of a classroom and establishing authority.

Fuery suggests the following proper attire:

For women:

- a suit;
- a tailored dress with a blazer; or
- a blazer and a skirt.

For men:

- a suit and tie; or
- dress trousers with a sports jacket and tie.

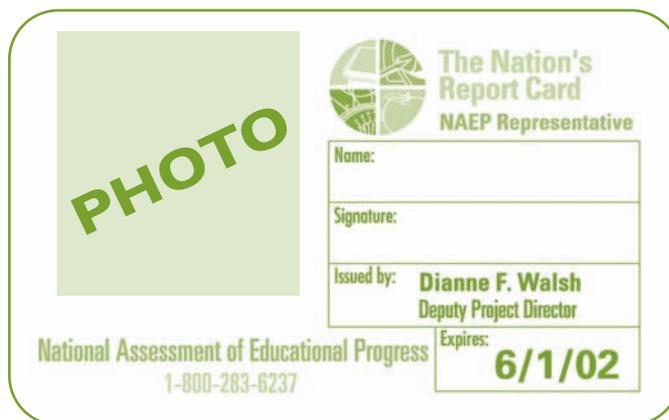
The colors that have proven themselves best for establishing authority are navy blue, maroon, rust, gray, and black. In other words, the more conservative your dress without looking overly stuffy, the better (Fuery, 25).

Clothing need not be elaborate or expensive but should be neat, business-like, and appropriate.

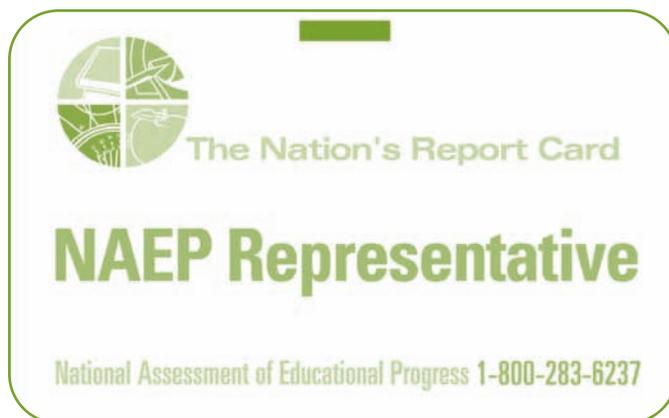
For women, low-heeled, comfortable shoes are preferred. For both men and women, make sure that the heels on your shoes are properly maintained to avoid making excess noise as you walk around the room. Experienced NAEP staff tend to walk slightly on their tip-toes to minimize the amount of noise and to remain as inconspicuous as possible while monitoring a session.

Be sure to wear your NAEP Identification Badge. When arriving at the school, you must first check in at the school office, identify yourself, and explain why you are there. You should have on your NAEP ID badge when you arrive at the school to help establish your authority with both school staff and students. If you have received your background clearance letter, you should carry it with you at all times while you are at the school.

Example of NAEP AC ID Badge



Example of NAEP AA ID Badge

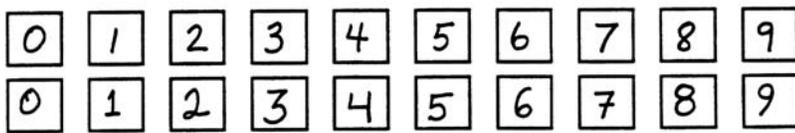


C Guidelines for Completing Scannable Documents

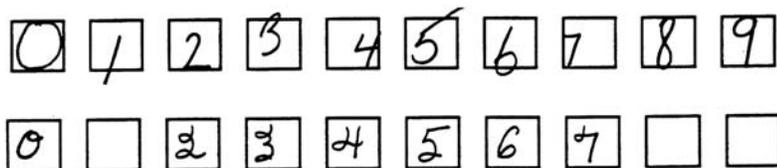
As part of your responsibility in conducting a session, you will be required to enter pertinent information onto the Administration Schedule and other control documents. Because these documents, including the Roster of Questionnaires, the questionnaire covers, and the assessment booklet covers, are machine scannable, it is very important that the guidelines below are followed when completing them:

- Use only No. 2 pencils;
- Print all information neatly within the boxes. Numbers should be written clearly in the center and should not touch the sides of the boxes;
- Right justify all numerals entered in multicolumn blocks;
- Erase completely and clearly to correct entries. Do not cross out or strike through numbers entered incorrectly; and
- Blocks for which no entry is needed may be left blank.

Shown below are examples of acceptable and unacceptable writing styles for completing scannable documents. The following are **acceptable** writing styles:



The following examples are **unacceptable** due to edges touching the sides of the box and extraneous loops on characters:





Complete Initial Activities at the School

The AC will need to complete the following activities at the school before the AAs arrive.

A Review the Administration Schedule

After checking in at the school office, the AC will need to locate the school coordinator to obtain the Administration Schedule for each session scheduled at the school. Administration Schedules should be kept at the school in the NAEP Storage Envelope.

Next, you should review the Administration Schedule(s) to make sure there are no missing data for any of the selected students. Because you will have asked the school coordinator during the preassessment phone call to enter any missing student data at that time, finding an incomplete Administration Schedule on assessment day should be a rare occurrence. However, if there are any empty boxes in the columns for birth date, sex, race/ethnicity, school lunch, Title 1, SD, or LEP you will need to ask the school coordinator to provide that data before the assessment team can proceed with the preassessment activities. (See pages 3.12-3.15 for details on reviewing the Administration Schedule with the school coordinator.) If for some reason completing the Administration Schedule will prevent the AAs from preparing the assessment booklets (as described in Task 3) in time for the session to begin as scheduled, you should ascertain the missing information following the session.

B Assign Accommodation Booklets

You will need to review the Administration Schedule one more time to make sure that the school coordinator has entered the correct Administration Code for each student with a disability (SD) and each student with limited English proficiency (LEP) who requires an accommodation. Using your copy of the Administration Schedule you should check that the Administration Code entered on the original Administration Schedule is correct and revise it if necessary.

You will then need to assign an accommodation booklet to any student who requires one based on the type of accommodation he/she will be receiving. The accommodations that require a special accommodation booklet are: bilingual booklet (code 71), large-print booklet (code 73), and small group (code 76) where read-aloud booklets will be used. (These accommodations are described in detail on pages 3.21-3.23.)

Included in each bundle of accommodation booklets is a Bundle Slip listing the ID numbers of the enclosed booklets. You should assign the booklets in the order in which they are listed on the Bundle Slip. Start with the first student on the Administration Schedule who requires an accommodation booklet. Using the accommodation booklets you brought with you for the session, enter the appropriate accommodation booklet ID number in column **L** labeled **Accommodation Booklet ID #** on the Administration Schedule. This booklet is now assigned to the student instead of the regular booklet preassigned on the Administration Schedule. Repeat this procedure for each student who requires an accommodation booklet. An example of assigning an accommodation booklet is shown on the next page.

C Complete the Top of the Administration Schedule

After obtaining any missing information from the school coordinator, the AC will need to complete the first summary box at the top of the Administration Schedule, as follows:

1. The number of students in the original sample should have been entered by your supervisor on the line labeled **# Original Sample**. If not, enter the number of students originally listed on the Administration Schedule.
2. On the line labeled **# New Enrollee Sample**, enter the number of students selected from the list of new enrollees. If there are no new enrollees, or none were sampled, enter **0**.
3. Add the number of new enrollees to the number in the original sample. Enter the sum on the line labeled **Total in Sample**.
4. On the line labeled **# Withdrawn and Ineligible**, enter the total number of selected students who have withdrawn (or graduated) from school between the time of sampling and the assessment day (Admin. Code = 51), and any selected students who have been found to be ineligible (Admin. Code = 55) (e.g., foreign exchange student or not in correct grade).
5. On the line labeled **# Excluded**, enter the total number of selected students who were excluded from the assessment by the school (Admin. Codes = 60-65).
6. Subtract the number of withdrawn and ineligible students and the number of students excluded from the **Total in Sample** and enter the difference on the line labeled **TO BE ASSESSED**.

D Give AAs their Session Materials

After the AAs arrive at the school, you will provide each AA with the following materials for his/her session:

- The Administration Schedule;
- A copy of the Roster of Questionnaires, (Session Type A only);
- The box of assessment materials;
- Student Appreciation Certificates (grade 4 sessions);
- Accommodation booklets, if necessary; and
- A Session Debriefing Form.

If multiple sessions are being conducted concurrently at the school, you will provide the AAs with copies of Administration Schedules for the other sessions as well. This is so that AAs can help students find the correct session to attend.

Before sessions begin, you should inform the AAs about the following:

- How the students were notified of the assessment (Student Appreciation Certificate or other means);
- How the school wants students returned to their classes at the end of the session (it is important that we follow school procedure in dismissing students); and
- How to call the principal's office from the assessment classroom in the event of an emergency.

School #: <u>100-102-1</u> Session Type: <u>A</u>		Original session scheduled for: Day/Date: <u>Thurs./Feb 7</u>		Makeup session scheduled for: Day/Date: _____		Makeup Needed <input type="radio"/>	Makeup Not Needed <input type="radio"/>
School Name: <u>Central Middle School</u> Grade: <u>8</u>		Time: <u>8:05</u>		Time: _____			
Administrator's Name: <u>Mary Jones</u>		Location: <u>Rm 121</u>		Location: _____			
# Original Sample	<u>30</u>	# Withdrawn & Ineligible (Admin. Codes 51 & 55)	<u>2</u>	# Assessed (Original Session)	_____		
+		=	<u>31</u>	-		=	<u>28</u>
# New Enrollee Sample	<u>1</u>	Total in Sample		# Excluded (Admin. Codes 60-65)	<u>1</u>	# Absent	_____
						+	_____

							TOTAL ASSESSED

Task 3

Prepare the Booklets

Preparing the assessment materials for distribution is a multi-step process. It involves making sure you have the correct booklets for your session; affixing the preprinted removable student ID labels to the assessment booklets; setting aside any booklets assigned to ineligible, withdrawn, or excluded students; and placing the required additional materials inside the front cover of the assessment booklets.

A

Open the Bundles of Booklets

In order to protect the security of the booklets, bundles of booklets are **not** to be opened until you are at the school on assessment day. To allow adequate time to prepare the booklets, you should open the bundles and proceed with booklet preparation approximately 1 hour before the session is scheduled to begin.

You will receive assessment materials packed by session. Booklets for all session types will be shrink-wrapped in bundles of 13 booklets for grade 4¹ and bundles of 17 for grades 8 and 12. Each session will use two bundles of booklets. Packed with each bundle will be a numbered Bundle Slip listing session information and the first three digits of the booklet ID numbers contained in that bundle. These prefix numbers of the booklet IDs will match those that are preprinted on the Administration Schedule. The Bundle Slip numbers will also match those preprinted in the upper-left corner of the Administration Schedule. Be sure to open the bundles in the order indicated on the Administration Schedule, and **never use booklets for any session other than those booklets specified on the Administration Schedule.**

Booklet Codes

Note that each booklet has a code in the upper-right corner (see examples on the following pages). This code is made up of three components:

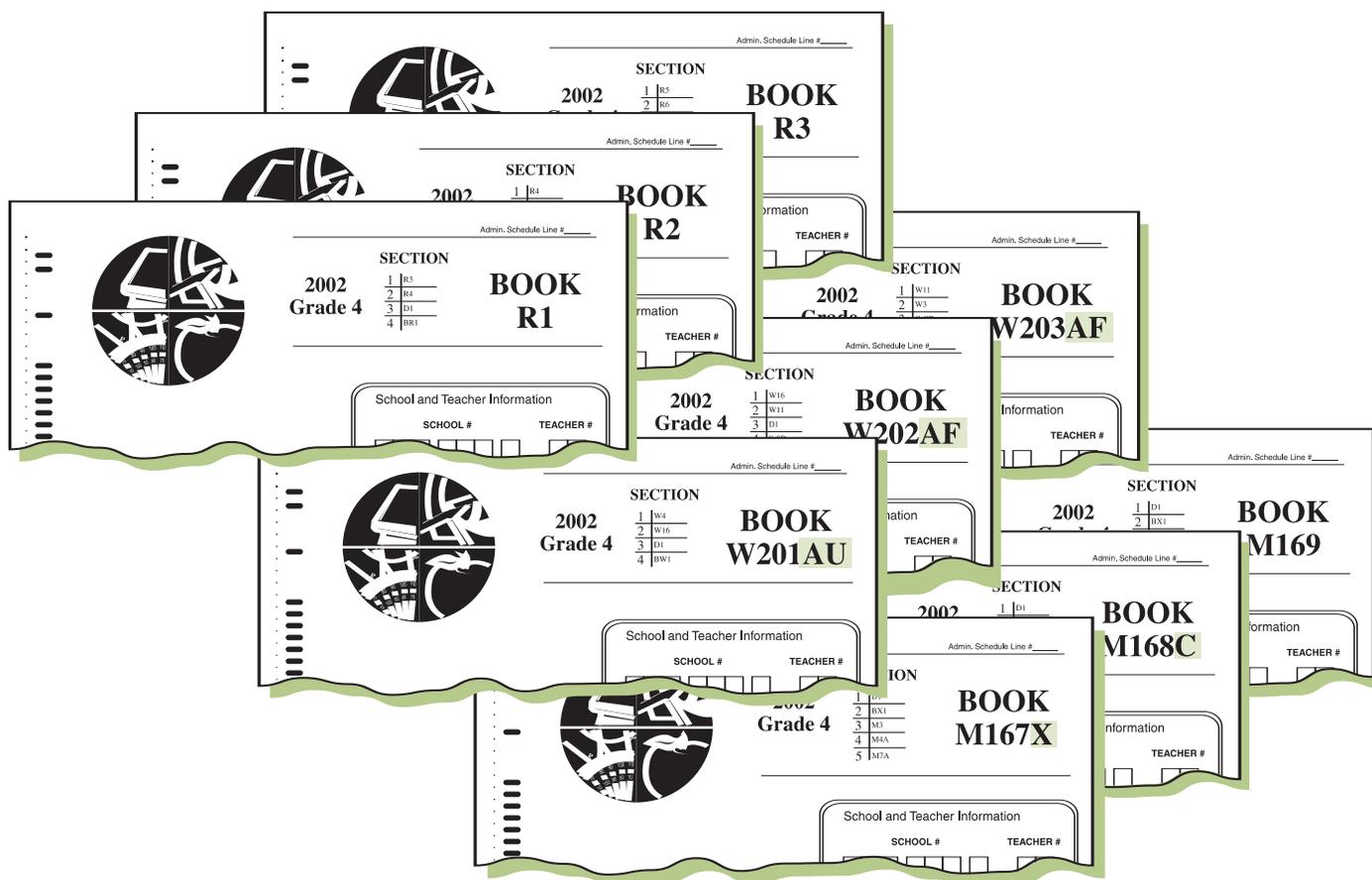
1. A letter identifying the subject. All reading booklets begin with the letter **R**, all writing booklets begin with the letter **W**, and all mathematics booklets begin with the letter **M**.
2. The subject letter is followed by a one-, two-, or three-digit booklet version number.
3. The booklet version number is followed by a letter or letters identifying any additional materials the booklet requires. Many of the additional materials will be individually prepackaged in manila envelopes. A label on the envelope will tell you the name of the material inside and the code letter. Charts showing these letters and corresponding additional materials appear on the following pages.

You should be able to recognize the booklet codes to ensure that you are distributing the correct booklets for each session and the correct materials for each booklet.

To help further distinguish the correct booklets for a session, the booklet covers are printed in different colors: grade 4 in blue ink, grade 8 in brown ink, and grade 12 in gray ink.

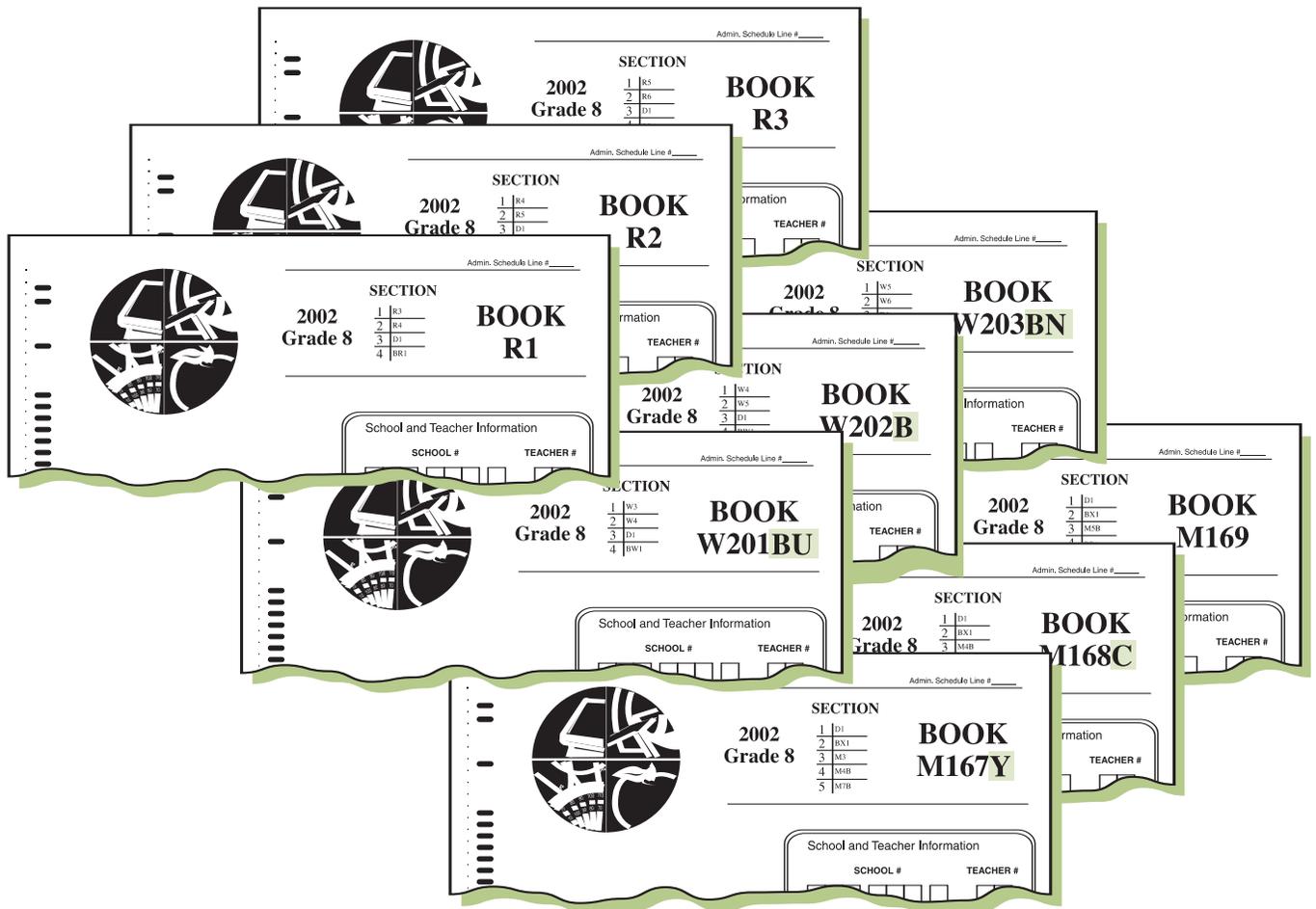
¹ For Session Type D only, grade 4 booklets will be shrink-wrapped in bundles of 17 instead of 13.

Additional Materials Used in NAEP 2002 – Grade 4



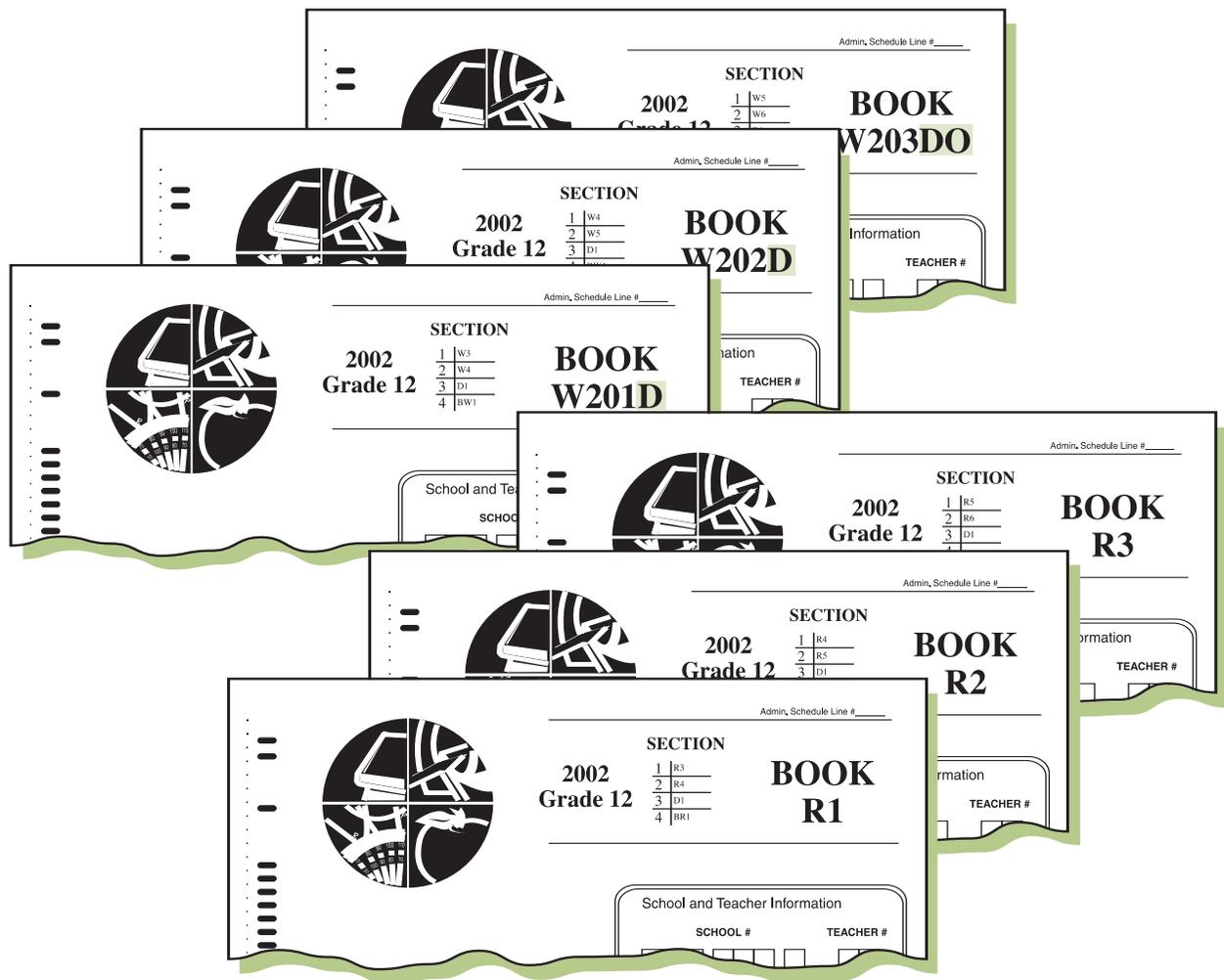
Grade 4		
Subject	Additional Material	In Envelope?
Writing	A = Writing Brochure – Grade 4	No
	F = Letter from TX8	Yes
	H = City Scenes	Yes
	I = Very Unusual Day	Yes
	J = Letter from MZ3	Yes
	Q = Letter from Lilex	Yes
	T = Old Tree	Yes
	U = Cartoon Story	Yes
	W = Animal Adventure	Yes
Mathematics	C = Calculator	No
	G = Set "G" (prepunched)	No
	R = Ruler	No
	X = Set "X"	No

Additional Materials Used in NAEP 2002 – Grade 8



Grade 8		
Subject	Additional Material	In Envelope?
Writing	B = Writing Brochure – Grade 8	No
	E = Backpack	Yes
	L = Dream Weekend	Yes
	N = Tower	Yes
	U = Cartoon Story	Yes
Reading	M = Metro Pamphlet (Guide to Fares)	No
Mathematics	C = Calculator	No
	G = Set "G" (not prepunched - student separates)	No
	P = Ruler/Protractor	No
	Y = Set "Y"	No

Additional Materials Used in NAEP 2002 – Grade 12



Grade 12		
Subject	Additional Material	In Envelope?
Writing	D = Writing Brochure – Grade 12	No
	O = The Arch	Yes
Reading	S = Social Security Application Instructions	No

B Prepare the Assessment Booklets

Materials Needed:

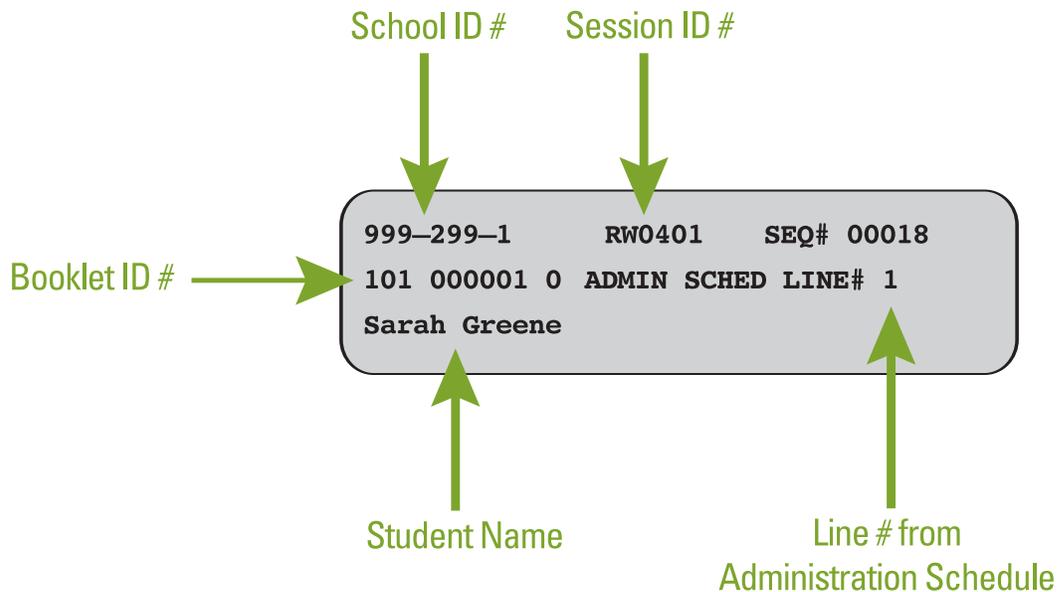
- Administration Schedule;
- Preprinted removable student ID labels;
- Assessment booklets;
- Accommodation booklets, if necessary; and
- Additional booklet materials.

Student ID Labels

Because students' names are **never** written directly on the assessment booklets, **preprinted removable student ID labels** will be used to help you distribute booklets to the correct students.² An example of the information contained on a student ID label is shown below.

The first line contains the unique school ID number, the specific session ID number from the Administration Schedule, and the sequence number that is used by NCS Pearson only. The second line of the label lists the preassigned booklet ID number from the Administration Schedule and the line number on which the student's name appears on the Administration Schedule. The student's name appears on the last line of the label.

The labels are always printed in Administration Schedule order by session. For schools whose students were sampled by December 10, 2001, the labels will be shipped in the session boxes to the AC with the student names preprinted on them. For most of the remaining schools, the supervisor will print the labels and give them to the AC. For the few schools that did not send student names for sampling, you will need to write the student names on the labels by hand on the day of the assessment.



² The preprinted labels replace the old method of using Post-it notes to assign booklets.

Steps for Preparing Booklets

1. Begin with the first student listed on the Administration Schedule and the first booklet in the first bundle for the session you will conduct. Check the booklet ID number. Attach the label bearing the student's name and booklet ID number to the cover of the booklet matching that ID. An example of this process is shown on the next page. If you find that you need to fix a label or create a new one, the AC will have blank removable labels to use for this purpose. **Never put permanent gummed labels on the booklets.**
2. If the AC has assigned an accommodation booklet to a student in column **L** of the Administration Schedule, remove the original booklet assigned to that student from the stack of booklets, record an Administration Code of **52** on the cover, and set it aside. Then affix the student's ID label to the accommodation booklet, and substitute the accommodation booklet for the original in the stack of booklets. If you are conducting a small group or one-on-one accommodation session at a later time, set the booklets for those students aside.
3. After you affix the label, check the Administration Code on the Administration Schedule. If, in the columns labeled **Admin. Code** a code of **60-65** (codes for Excluded students), **51** (Withdrawn), or **55** (Ineligible) has been recorded, write the code on the label and set these booklets aside (keeping the label attached to the booklet).
4. The upper-right corner of each booklet cover has space for you to record the student's line number from the Administration Schedule. Recording the line number will expedite putting the booklets in order after the session, but you are not required to enter it.
5. Repeat this procedure for each student whose name is listed on the Administration Schedule. As they are prepared, all booklets for students to be assessed should be stacked face down to keep them in Administration Schedule order.

6. After all booklets are prepared, band together the booklets for excluded, withdrawn, and ineligible students. These should be kept banded together (i.e., separated from) but remain with the stack of booklets for the session.
7. Then, turn over the stack of booklets to be used in the session. Next, place any additional materials required for each booklet, as identified by the letters next to the booklet version number, inside the front cover of the booklet. All additional materials listed in the charts on pages 4.8-4.10 should be placed inside the front cover except the calculators, which are handed out separately.
8. Then, band the booklets together and place the session Administration Schedule on top of the stack. Booklets are now ready for distribution.
9. Repeat steps 7 and 8 for any separate accommodation sessions.

NOTE: In the fall, schools with 120 or fewer fourth-grade students, selected for Session Type A, were given the option of assessing all grade 4 students in the school, rather than randomly sampling students to be assessed. Administration Schedules for schools that opted for this approach will list students grouped together in their regular classrooms. However, because schools may sometimes move students from one classroom to another during the year, the school coordinator may ask that a student or two be assessed with a different class of students than the one in which the student was listed on the Administration Schedule. If this is the case, it is very important that you give the student the booklet he/she was assigned to receive on the original Administration Schedule. This means that as you prepare the booklets you will need to place the booklet from the original stack in with the booklets for the class in which the student will be assessed. After the session is over be very careful that the "swapped" booklet gets placed back with the booklets for the session in which the student was listed on the Administration Schedule.



Prepare the Room

When you arrive at the room you will be using for the assessment, you should check to make sure there are enough desks for the number of students in the session; if not, notify the AC or the school coordinator. It is important that the desks be arranged so that all students can readily see you, and similarly, so that you can readily see each student. If at all possible, avoid having students face potential sources of distraction such as windows, doorways, etc., and if you can help it, never seat students facing each other.

If you have permission from the school, you should erase the blackboards and, if necessary, conceal any school materials that would assist the students (e.g., multiplication tables in a math session). Post the **Testing in Progress – Do Not Disturb** sign outside the room.

Then set out the supplies you will need for the session:

- The session scripts;
- The prepared assessment booklets (inserted with appropriate additional materials);
- The Administration Schedule for the session;
- Copy of the Roster of Questionnaires (for Session Type A only);
- The sharpened No. 2 NAEP pencils;
- The timer;
- Student Appreciation Certificates (grade 4 sessions);
- Copies of other Administration Schedules (if there is more than one session in the school); and
- The Session Debriefing Form.

For a mathematics session, you will also need:

- The calculators;
- The calculator poster; and
- The mathematics poster.

Included with your supplies will be two posters to be used in mathematics assessments. One is a picture of the NAEP calculator. The other gives an example of an extended response question and how it should be answered. Both posters should be hung up in the front of the room before the students have assembled.

For Session Type A, grades 4 and 8, you will need to write on the board³:

- Teacher names; and
- Corresponding two-digit teacher number.

This information can be found on the Roster of Questionnaires, as shown on the following page. At the beginning of the assessment, the script will instruct fourth- and eighth-grade students in Session Type A to record on their booklet covers the two-digit number of their teacher. Because there are no teacher questionnaires distributed for Session Types B, C, and D or for any grade 12 assessments, these students will not be asked to record teacher numbers on their booklet covers.

For all grade 8 and 12 sessions, regardless of session type, you will also need to write the school ID number on the board. The script will instruct eighth- and twelfth-grade students to record the school ID on their booklet covers. (You will record the school ID on all grade 4 booklets after the session has been completed.)

³ If you are testing in a room without a board, you should make arrangements to have a portable board or easel in place.

Roster of Questionnaires – side 2

III. Teacher Questionnaire		III. Teacher Questionnaire										SCHOOL #: 1 0 0 - 1 0 2 - 1 <input type="checkbox"/> NCS Use Only			
Teacher's Name	Teacher #	Teacher Questionnaire ID #										Returned			Instructions for Distributing Questionnaires
		Yes	No	Completed Electronically			Yes	No	Completed Electronically						
01 Mrs. Brown	01	09	7	0	0	0	0	9	9	2	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Instructions for Distributing Eighth-Grade Teacher Questionnaires</p> <p>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.</p> <p>On this <u>roster</u>:</p> <ol style="list-style-type: none"> Create a list of <i>all</i> 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. <p>On the front cover of <u>each questionnaire</u>:</p> <ol style="list-style-type: none"> 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). <i>It is critical that this number is recorded accurately.</i>
02 Mr. Cox	02	09	7	0	0	0	8	4	3	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
03 Mrs. Wilson	03	09	7	0	0	0	7	6	6	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
04		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
05		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
06		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
07		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
08		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
09		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
17		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

This form must be completed in No. 2 pencil.

Teacher Name Teacher #

Task
5

Administer the Session

A As Students Arrive at the Session

Your presence and demeanor as an authority figure should be exercised as soon as the students begin to arrive. Your effectiveness as an administrator will depend largely on your ability to convey to the students what is expected of them immediately upon their arrival at the testing room. Organization and preparedness are the keys to effective classroom management. Task 6 in this chapter discusses classroom management in detail.

Your ability to impart an air of “with-it-ness,” as one researcher calls it (Cangelosi, 21), is critical. You must be aware of **everything** that is going on in the classroom. As an example, you may be able to demonstrate your awareness of class dynamics by either separating or seating near you students who have made it obvious upon their arrival that they are especially likely to cause disruption. The manner in which you carry yourself, the use of direct eye contact, and your facial expressions all communicate confidence and that you intend to be taken seriously. By focusing your eyes directly on individual students, you communicate interest in them and assign an importance to the task in which they are engaged. Also, smiling at a student when you have caught his/her eye conveys an interest in that student as an individual and facilitates an atmosphere of respect and cooperation.

One way to establish your authority immediately is to stand close to the door as students arrive. You can use this opportunity to seat students where you want them, separating potential troublemakers if necessary.

NOTE: In schools that opted to assess intact grade 4 classrooms, rather than sampling students for the assessment, you will likely 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 organization is the key to maintaining control over the students as you prepare for the assessment. If possible, you should enlist the help of the students’ teacher to keep the students occupied while you set out your materials and prepare the room. During this time the teacher could introduce you and encourage the students to do their best on the assessment.

B Using the Script to Conduct the Session

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

The scripts for all session types are bound together in one document called **NAEP 2002 Session Scripts**, which has been included in your training binder. You should become thoroughly familiar with each session script and be able to read each script fluently. The script should be read word for word (but with expression) to make sure that all sessions of that type are administered the same throughout the country.

The sections of the script common to all assessment types are discussed below.

Introduction

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

Materials Distribution and Taking Attendance

After you read the introduction, the script instructs you to distribute the booklets and other materials. You will do this by calling the students in Administration Schedule order to come to the front of the room one-by-one. Hand each student his/her preassigned booklet, any additional required materials, and a pencil.

As you distribute the materials, you will need to record the attendance status of each student by entering a ✓ for present or an **A** for absent above the diagonal line in the **Attendance (✓/A)** column on the Administration Schedule. In addition, if a student is absent, you should record an **A** on the student ID label affixed to the booklet cover and place the booklet to the side to avoid giving an assigned booklet to the wrong student. (At the conclusion of the assessment, you will enter the appropriate Administration Code for each student in the column labeled **Admin. Code** on the Administration Schedule.)

Booklet distribution is an opportune time to demonstrate your expectations of the students' behavior and to establish a proactive (as opposed to reactive) demeanor in the classroom. You should use this opportunity to your advantage by being well-organized and well-prepared and by working quickly and efficiently to exercise your authority and control of the classroom. Do not waste time! The booklet distribution process, no matter how large the session size, should take no more than 10 minutes.

Remember that several different types of sessions may be conducted at any one time in any one school. Each student is sampled to attend a particular session type and must attend that session. If a student is assessed in a session type for which he/she was not sampled, the data cannot be used. Therefore, it is very important that you check to make sure that each student who has arrived at the session belongs there.

If a student comes to a session but is not listed on the Administration Schedule, either the student has come to the wrong session or he/she is not in the sample. In schools with multiple sessions conducted concurrently, the AC should give each AA copies of the Administration Schedules for all sessions. If the student is not listed on the Administration Schedule for your session, you should check the Administration Schedules for all other sessions to determine where to send the student. If the student's name does not appear on any of the Administration Schedules, he/she has not been selected for the assessment and should be instructed to return to class.

After all students have received a booklet, the script instructs you to tell the students to remove the student ID label from the cover of their booklet and place it on the corner of their desk. This will assist you in monitoring the session because you will be able to know the student's name, if necessary, simply by glancing at the label on the desk.

How to Handle Latecomers:

- Ask students who arrive **during booklet distribution** to wait at the front of the room while you finish distributing the booklets. Then, check in the students; give each his/her assigned booklet, pencil, and any other required assessment materials; and direct the student where to be seated.
- If four or more students listed on the Administration Schedule are not present after you have checked in all students who have arrived, wait a few minutes before beginning the session. While you are waiting, you may informally ask those present if the missing students are absent from school that day. If a school staff member is present, discuss the possibility of finding the missing students. If it is determined that missing students are in fact absent, or after 5 minutes of waiting, proceed with the assessment. **Do not, under any circumstances, allow another student to substitute for a sampled student who is absent from the session.**
- In Sessions Types A, B, and C, no student may be admitted once the students have begun reading the booklet directions. In Session Type D, no student may be admitted once the students have begun reading the calculator instructions. Students who arrive after this point should be counted as absent and instructed to return to their classrooms.

Coding the Booklet Cover

The script instructs grade 4 and grade 8 students in Session Type A to write on the booklet covers the teacher number for the subject in which they are being assessed. Teacher numbers, which you should write on the board in the assessment room, come from the Roster of Questionnaires.

The script also instructs grade 8 and 12 students in all session types to record the NAEP School ID number on their booklet covers. You should write the school ID number on the board for the students.

Booklet Directions

The instructions for using the assessment booklets are presented on the first two pages of each booklet and are reprinted in your script. The script instructs you to read these aloud to grade 4 students. Students in grades 8 and 12 will be given time to read the directions to themselves.

Timing Background and Cognitive Sections

After the booklet directions, each assessment booklet contains several blocks of background questions and cognitive questions for the student to answer. These blocks appear at different places in the booklet, depending on the booklet type (see the following pages for the order of booklet sections by session type). The content of the cognitive sections varies within session type depending on the booklet version, while the background questions remain the same across all booklet versions within a grade and session type.

There are two types of background questions: general background questions and subject area background questions. During the general background section, you may answer students' questions; however, you may do so only by referring to the Question-by-Question Specifications that are included in the session scripts.

There is a different set of Question-by-Question Specifications for each session type, and you should become thoroughly familiar with each set prior to your first assessment session. You may **not** answer students' questions during the subject area background section.

Each NAEP 2002 booklet, depending on grade and session type, will contain either two 25-minute cognitive blocks or three 15-minute cognitive blocks. The cognitive blocks are sometimes referred to as subject area sections. You may **not** answer any questions students may have during the cognitive sections except for questions about where or how to record answers.

Background and cognitive sections are timed while students work independently. The session script provides instructions for the timing of each section. You will tell the students when to stop work on a section and when to begin the next section. In the assessment booklets, a stop sign is printed at the end of each section to alert students that they are at the end of the section. If they finish a section early, students may review their work in that section only. **Students may NOT go back to previous sections or work ahead in the booklet.**

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

In total, each assessment session will require about 90 minutes. This includes handing out materials and checking attendance, administering the session, collecting materials, and dismissing the students. The timing of the actual assessment, including background questions, requires around 60 minutes, regardless of the grade level. As a reference, the specific timing of each section by session type is summarized in the charts on the following pages.

In grade 4 sessions, the general background section is not timed because you must read aloud to the students all of the questions and answer choices in the section. The scripts contain all of the questions and answer choices you are to read aloud.

During the last booklet section of the session, the script instructs you to walk through the room and remove the student ID labels from every student's desk. After the labels are collected tear them up and throw them away. **Remember: names of NAEP participants must never leave the school on the booklets or any other NAEP documents.**

Booklet Sections by Grade and Session Type

Grade 4 Session Type A – Reading and Writing Booklet Sections

Section 1	Reading or Writing Cognitive Items	25 minutes
Section 2	Reading or Writing Cognitive Items	25 minutes
Section 3	General Student Background Questions	Read aloud by AA
Section 4	Reading or Writing Background Questions	10 minutes

Grades 8 & 12 Session Type A – Reading and Writing Booklet Sections

Section 1	Reading or Writing Cognitive Items	25 minutes
Section 2	Reading or Writing Cognitive Items	25 minutes
Section 3	General Student Background Questions	5 minutes
Section 4	Reading or Writing Background Questions	8 minutes

Grade 4 Session Type B – Reading and Mathematics Booklet Sections (Field Test)

Section 1	Reading or Mathematics Cognitive Items	25 minutes
Section 2	Reading or Mathematics Cognitive Items	25 minutes
Section 3	General Student Background Questions	Read aloud by AA
Section 4	Reading or Mathematics Background Questions	10 minutes

Grades 8 Session Type B – Reading and Mathematics Booklet Sections (Field Test)

Section 1	Reading or Mathematics Cognitive Items	25 minutes
Section 2	Reading or Mathematics Cognitive Items	25 minutes
Section 3	General Student Background Questions	5 minutes
Section 4	Reading or Mathematics Background Questions	8 minutes

Booklet Sections by Grade and Session Type (continued)

Grade 4 Session Type C – Reading Special Study Booklet Sections

Section 1	General Student Background Questions	Read aloud by AA
Section 2	Reading Cognitive Items	25 minutes
Section 3	Reading Cognitive Items	25 minutes
Section 4	Reading Background Questions	5 minutes

Grades 8 & 12 Session Type C – Reading Special Study Booklet Sections

Section 1	General Student Background Questions	5 minutes
Section 2	Reading Cognitive Items	25 minutes
Section 3	Reading Cognitive Items	25 minutes
Section 4	Reading Background Questions	5 minutes

Grade 4 Session Type D – Mathematics Special Study Booklet Sections

Section 1	General Student Background Questions	Read aloud by AA
Section 2	Mathematics Background Questions	8 minutes
Section 3	Mathematics Cognitive Items	15 minutes
Section 4	Mathematics Cognitive Items	15 minutes
Section 5	Mathematics Cognitive Items	15 minutes

Grades 8 Session Type D – Mathematics Special Study Booklet Sections

Section 1	General Student Background Questions	5 minutes
Section 2	Mathematics Background Questions	5 minutes
Section 3	Mathematics Cognitive Items	15 minutes
Section 4	Mathematics Cognitive Items	15 minutes
Section 5	Mathematics Cognitive Items	15 minutes

Ending the Session

At the end of the session, the script instructs you to collect **all** materials (except pencils), distribute Student Appreciation Certificates at grade 4, and to dismiss them according to the school's preference. Students may keep the pencils as a thank-you gift for participating in NAEP. If time allows, you should call the students by name in Administration Schedule order to bring their booklets and assessment materials to you so that you can easily account for all booklets and materials.

In large sessions or if time is not sufficient for students to individually return their booklets to you, you should instruct the students to place any additional assessment materials they may have inside the front cover of the booklet and then pass their booklets to the end of their row for collection.

When you have accounted for all booklets and materials, you should thank the students and release them according to the school's preference.

To maintain the security of the booklets, it is critically important that you account for all assessment booklets before allowing any students to leave the session.

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

C Instructions for Using Calculators in Mathematics Sessions

In 2002 NAEP, mathematics is being assessed in both Session Types B and D. In both session types, students will be provided with instructions for using the NAEP calculators for the assessment, but the procedures for administering these instructions differ depending on the session type.

In Session Type D, after students have received their booklets, they will be asked to review the instructions for using the calculator found on the back cover of their booklet. You will read these calculator instructions aloud as students follow along. For Session Type B, the calculator instructions also will be printed on the back cover of the booklets, but the script instructs you simply to tell the students to refer to the instructions if they need to do so. You will not read the instructions to the students.

For Session Type B, your box of session materials will include 10 calculators for grades 4 and 8. This will be sufficient to conduct the session because only a fourth of the students use the calculator in each section of the booklet. For Session Type D, your box of session materials will contain 30 calculators for both grades 4 and 8. This is

because all students will need a calculator to use during the review of the calculator instructions. Your script will guide you through the instructions and how to use both the calculator and mathematics posters supplied with your session materials.

If a mathematics booklet requires a calculator, a large **C** will appear on the booklet cover in the upper right-hand corner next to the booklet version number. Students are to have a calculator for only those sections of the booklet that require one. Not all booklets require a calculator, and only a fourth of the students will need a calculator at any one time. At the beginning of each section of a booklet that requires a calculator, there will be the statement: **YOU WILL NEED A CALCULATOR FOR THIS SECTION.** In addition to the instructions and the **C** on the booklet cover, a **C** appears on the outside corner of each page of a section if a calculator is required (as shown below). The purpose of the **C** is to allow you to walk around the room and glance at the student's booklet to know whether the student should, or should not, be using a calculator.

Because it is very important that students have a calculator only when working in a section that requires it, calculators must be distributed to and collected from individual students at the beginning of each mathematics cognitive section. Your script will instruct you when to collect and distribute the calculators throughout the session.

SECTION 5

CP Section 5

YOU WILL NEED A CALCULATOR FOR THIS SECTION.

REMEMBER: You will have to decide whether to use the calculator. For some questions using the calculator is helpful, maybe even necessary, but for other questions the calculator may not be helpful. After each question indicate whether you used the calculator.

D Instructions for Using Additional Materials in All Session Types

The rules for the use of other additional materials for all session types are less stringent than those for calculators. Other materials, such as protractors/rulers for mathematics booklets, writing brochures for writing booklets, and Metro pamphlets for reading booklets, are given to students inside the front cover of the booklets at the beginning of the session. A student who receives a booklet requiring use of additional materials may keep these materials until the end of the session. Each section requiring additional materials reminds the students to use them when answering the questions in that section. The capital letter that corresponds to the material (see the charts on pages 4.8-4.10) appears at the outside corner of each page of the section so you can be sure that the student has the required material for that section.



Monitor the Session

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

Because only a few students in a session will be using the same booklet, the possibility of collusion among students is reduced. However, by continually walking up and down the aisles during the session you will discourage any such attempts.

A large part of monitoring the session is responding to questions students may have about test items throughout the assessment. Although **you will not be able to help students respond to any item in a cognitive section**, you can clarify questions about how to record answers. You may also answer students' questions about the general background section items by referring to the Question-by-Question Specifications found in the back of your session scripts. Detailed instructions on answering students' questions are provided on page 4.33.

The remainder of Task 6 offers practical advice for encouraging appropriate student behavior during the assessment, dealing with the occasional problem situation that may arise in the classroom, and understanding some characteristics unique to students at each assessed grade level. It also provides specific rules for you to follow while supervising the session.

A Note about **Your** Behavior:

To effectively monitor the assessment, your attention needs to be focused on the students at all times. Your paperwork should not be done during the session. (The AC will instruct the AAs where to go to complete the Administration Schedule and other paperwork after the conclusion of the session.)

As you monitor the session, your presence should be as unobtrusive as possible and your behavior should be professional. This means walk softly and quietly around the room, do not jiggle the change or keys in your pocket, do not chew gum, do not whistle, and do not carry on conversations with school staff members who may be in the room. If you need to speak with school personnel in the room, keep your conversation brief and at a whisper. It is important for you to give the students being assessed the same courteous behavior while they work as you are expecting them to give their fellow classmates.

A Effective Classroom Management

Having knowledge of procedural information is only half the battle in accomplishing a successful test administration. As an AA, it is important to understand that effective management of student behavior does not occur by accident. Being prepared and proactive will ensure that the assessment is conducted with few interruptions. There are many strategies that can be used to encourage appropriate student behavior. The more confident the administrator is, the more likely he/she is to be successful.

Classroom management is a skill that takes practice. Developing a positive attitude and anticipating success will help the assessment run smoothly. A well-organized AA who is equipped to handle all situations that may arise will be effective in the classroom. Gaining as much information about school and classroom procedures, as well as learning the name of a school administrator (especially someone that routinely deals with discipline), will help to ensure your validity with students. Making a reference to a school administrator or teacher by name provides a connection for students. Students will know that they can be held accountable for their behavior. Using strategies and techniques that encourage students, rather than those that discourage, will set a positive tone for the assessment.

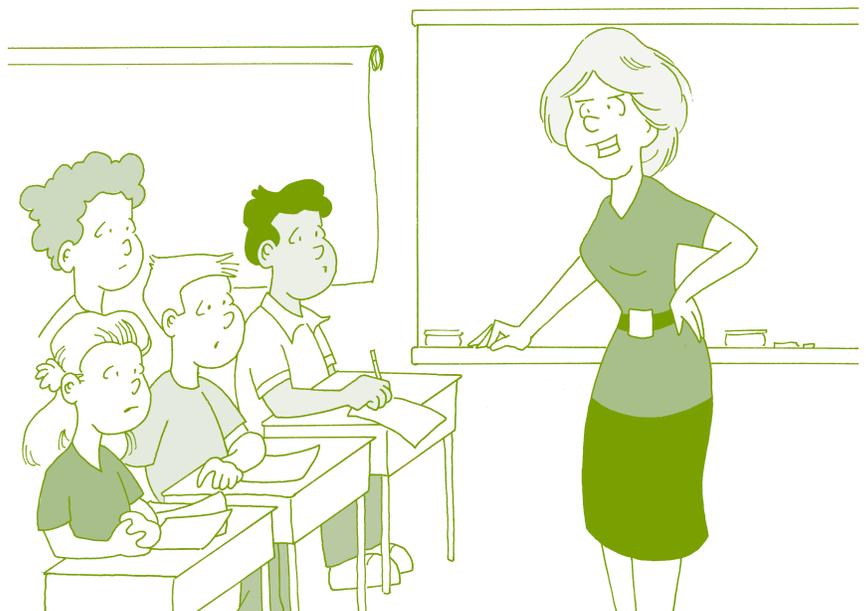
Classroom management skills and strategies will help to define your role as an AA. Leadership is demonstrated by effective management of the classroom. A successful management plan will have a strong effect on student behavior. The following techniques are essential components to any effective management plan.

Setting Expectations

You need to establish a position of authority from the beginning. If possible, all materials should be in place and ready before the students arrive. Meet students at the entrance and quietly give them directions on finding their places. After students are seated and quiet, set expectations for the session. Students need to be told how the assessment will begin, how it will end, and what cues they may encounter during the session. Directions should be clear and concise so that students understand what they are expected to do. The NAEP session scripts were designed for this purpose.

Try to be proactive and anticipate any questions or concerns students may have before the session starts. Addressing concerns and answering questions before starting will avoid unnecessary interruptions during the assessment. Getting the students to work as quickly as possible will help to eliminate down time when students may be tempted to engage in off task behavior. The session script instructs you to tell students before beginning the assessment that they may not be able to answer all of the questions; however, they should read carefully and do the best that they can. It may be necessary to repeat this reminder to students individually if they become frustrated or upset during the assessment.

"I'm your substitute teacher... You can call me Rambo"



Using Body Language

Use strong body language and calm facial expressions to project a sense of confidence. This image of assuredness will let students know that the task is a serious one. A firm attitude and presence will indicate to students that the administrator is in control of the session. When speaking to students concerning an inappropriate behavior, only 20 percent of the message that they hear is the actual language that is used. The other 80 percent is how the message is delivered: body language and facial expressions will help to let the student know exactly what is expected of him/her.

Using Proximity and Mobility

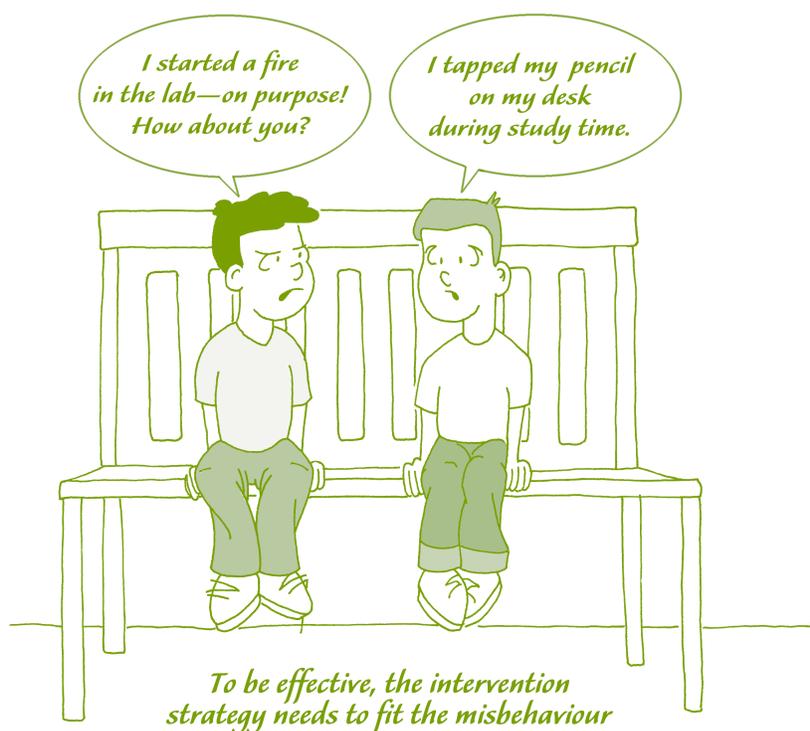
Before students arrive, assess the classroom set up and determine how to move through the classroom in an easy manner in order to establish proximity to each student if necessary. As students are working, move quietly through the classroom monitoring students' work and offering assistance when appropriate. If a student raises his/her hand, you should move to the student first, before answering the question. The use of proximity will allow the student to ask the question and have it answered quietly while not disturbing other students nearby.

Using Positive Reinforcement

Once the expectations have been set, positive reinforcement should be used to encourage appropriate behavior. Interact with students in a positive and respectful manner. Praising students who are working quietly reinforces their compliance and provides a model for other students. If a student is off task, try to give positive feedback to a student close by who is working well. This will give a subtle reminder to the off task student of the expected behavior.

Ignoring Inappropriate Behavior

Experts on classroom management believe that one of the primary goals of student misbehavior is attention. Students often misbehave to receive individual attention from the adult in charge or to distract from the fact that they are not able to complete the assignment. When students receive attention for inappropriate behavior, they are very likely to repeat the behavior. Whenever possible, try not to respond to inappropriate behavior. Any behavior that can be ignored should be ignored. These behaviors fall into two categories: The behavior is of short duration, or the behavior is not likely to spread to other students. If the behavior fits these criteria, try to ignore the behavior and continue moving through the classroom monitoring the students' work.



Using P.E.P. (Proximity, Eye Contact, Privacy)

P.E.P. is a three-part strategy that can eliminate off task behavior. If an inappropriate behavior persists and cannot be ignored, it is important to remain calm. Taking two deep breaths before reacting may help to keep the situation from escalating. Start by standing close to the student and giving a nonverbal cue such as a finger to the lips to signal quiet or a shake of the head to remind the student that he/she needs to get back to work.

Next, establish direct eye contact with the student. This sends a calm message to encourage the student to behave appropriately. When standing in close proximity to the student, it is important that the student not feel that his/her personal space has been invaded. The student will usually respond to proximity by stopping whatever he/she is doing and returning to the assessment. Maintaining direct eye contact also lets the student know that this is serious and the behavior needs to end.

If the behavior continues, speak to the student privately to remind him/her of the expectations and redirect the student's attention back to the assessment. When speaking to the student, use a low voice to ensure privacy. Students close by should not be able to hear what has been said.

It is a message only for the student who is involved in the misbehavior. Interactions with students should be brief and the language used should be positive. P.E.P. should always be done in a calm nonthreatening manner. Remember that control of the classroom begins with self control by the administrator (Curwin and Mendler, 96).

Asking What Instead of Why

There are additional techniques that can be used if P.E.P. fails to stop inappropriate behavior. Before reacting to the behavior, make sure that what you are about to do or say is not going to make things worse. You are the one who has control over the situation. When responding to an inappropriate behavior, first take charge of your emotions. Try not to react in a negative way that might encourage the student to engage in a power struggle. The goal for dealing with the behavior should be to get the student back on task with the least amount of disruption. Focus on the negative behavior not the student. Avoid asking questions such as **"Why are you doing that?"** or **"Why aren't you working?"** Questions using **"Why?"** tend to focus on the inappropriate behavior and reward the student with an opportunity for discussion. Instead, use the question **"What?"** **"What should you be doing now?"** **"Do you know what to do?"** **"What can I assist you with?"** (Utah State University, 26).



"Remember, these kids can smell fear..."

Avoiding Arguments/Verbal Power Struggles

Avoid engaging in arguments or power struggles with students. Students may attempt to argue or make inappropriate comments in order to engage in a power struggle. Try to listen to the student and acknowledge what you have heard him/her say. Often by agreeing or apologizing, you can eliminate the need for the student to continue to argue. You might say ***“I understand what you mean, thank you for sharing that with me,”*** or ***“I am sorry that you feel that way,”*** or ***“You might be right.”*** The student will find it hard to continue to try to argue with someone who is agreeing with them. The next step would be to defer the discussion to another time. ***“Perhaps if we have time at the end of the assessment, we could discuss this,”*** or ***“Right now we need to complete the session, we may be able to talk about this later.”*** Techniques such as acknowledging, agreeing, and deferring allow the student to feel that he/she has been heard (Albert, 83). This strategy works to defuse situations that are likely to escalate. Always model calm and nonaggressive behavior.

Using the “Language of Choice”

If the student’s inappropriate behavior continues, the next approach would be to use the “language of choice.” The goal of the language of choice is to remind the student of the expected behavior and the consequences if the inappropriate behavior continues. The language of choice restates the expectations that have been set as well as the choices and consequences that are appropriate. Language such as ***“You have a choice, you can work quietly and continue the assessment and not disturb anyone, or you can chose to go to the office and let the principal know that you would not participate. The choice is yours.”*** Thus, the student must take responsibility for the situation and whether it will get better or worse. The consequences need to be clearly identified.

When using the language of choice, the first choice that is given should always be the best or desired choice. Once the student complies, thank him/her for making a good choice. If the student does not comply, make sure to follow through on the consequences. It is important to be proactive and find out prior to the assessment what procedures are to be used if a student needs to be removed from the session. This assists in a smooth transition if the student makes a poor choice and needs to leave the room. The language of choice is calm and reasonable. The student is provided with the opportunity to save face in front of his/her peers. This empowers the student to make a decision based on the expectations and the consequences that have been set.

Treating Students with Dignity

As a NAEP representative, you should always treat students with dignity and respect. Practice using strategies that foster and encourage cooperation. **Avoid** using the following interventions as a reaction to inappropriate student behavior. They may make situations worse and could cause negative behavior to escalate. (Utah State University, 35).

- **Criticism** – a verbal attack on the student or his/her behavior. It is meant to insult a student.
- **Sarcasm** – using humor at the student's expense to humiliate or embarrass.
- **Unnecessary Questioning** – encouraging discussion of a negative behavior rather than redirecting the student back to the task.
- **Helplessness/Pleading** – projecting an image of incompetence on the part of the AA, rather than one of confidence and control.
- **Threats** – setting up a verbal challenge for the student, often causing the situation to escalate while the student tries to see if the AA will follow through with the threat.
- **Physical Force** – using physical contact is inappropriate and should never be used to direct student behavior.

Effective classroom management skills are essential in ensuring the success of the assessment. The majority of the assessments will go well, and students will want to cooperate and participate in the session. Using the strategies discussed in this section will assist you in dealing with inappropriate behaviors in the most positive manner possible. Each assessment will provide the opportunity to practice and refine management skills. In time, these techniques and strategies will become a natural part of administering an assessment.

B Working with Students at Each Grade Level

In the event that you are unaccustomed to working with students at the grade levels we are assessing, the following overview will provide some insight into the special challenges at each grade to help you prepare mentally. For example, it may not be effective for the “youngest” AAs to conduct grade 12 sessions, because these “older” students may attempt to take advantage of younger AAs simply because the students assume (perhaps incorrectly) that these AAs are less experienced. Helpful hints are offered whenever possible, based on effective procedures used by experienced NAEP supervisors.

Fourth-Grade Assessments

It is important to understand the elementary school child’s strengths and limitations. Developmentally, fourth graders are engaged in a period of rapid brain growth. They are at the age where they develop attachments; they attach themselves to routines and, in school, attach themselves to a single teacher. It is often very helpful (and reassuring) to have the students’ teacher remain in the room during the assessment.

These students can also be very territorial, so if the assessment is being conducted in their regular classroom, it is best to let the children assigned to that room sit at their own desks. They tend to worry about others using their things if they see someone else sitting in their seat.

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

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

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

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

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

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

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

Eighth-Grade Assessments

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

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

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

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

You should be honest with them about what is happening and explain to them how they were chosen or what will happen if the session runs over. If a session is going to run into another academic period, you should explain to the students that they will be excused from their next class. If the session will run into a recess or lunch break, you need to be aware of this ahead of time and inform students how this will be handled. Students at this level do not like to be deprived of their “free time.” Addressing their concerns will show your respect of them and does a lot to boost your credibility and gain their respect of you. You should also answer questions that are reasonable but control the amount of time spent on this type of activity.

If you must confront disruptive behavior, do so in a decisive manner. Earlier sections of this manual deal with specific techniques you may use to minimize and resolve such behavior. If a student is truly unruly and you feel unable to comfortably control the situation, you shouldn’t be afraid to seek assistance.

Twelfth-Grade Assessments

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

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

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

Questions from seniors are direct and to the point (e.g., *“Do I have to take this test?”* and *“What’s in it for me?”*). You need to remind them that their school has agreed to participate and that all of them were selected to represent many students across their state as well as nationwide.

Once you begin the session, you will find that this group knows the “system.” You will be able to read the script with little or no interruption. Your biggest headache will be students who want to work ahead of the current section of the test booklet. Constant monitoring is necessary to keep this from happening.

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

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

C Rules for Supervising the Session

The following are rules and guidelines to observe while monitoring the assessment session.

Answering Students' Questions

Once students have begun working in the booklets, you may answer only two types of questions: questions about how and where to record answers, and questions pertaining to items in the general background section.

- To assist you in answering questions about general background section items, Question-by-Question Specifications for each grade level are found in the session scripts. They are to be referred to in helping students understand the intent of a question in the background sections. The purpose of the Question-by-Question Specifications is to allow you to respond to these questions in a standardized manner.
- Questions asked during the general background section should be answered individually. If a student has a question, go to his/her desk to respond quietly to the question so as not to disrupt the other students. Only if several students ask the same question should the entire class be advised of the question and answer.
- **For all other sections of the assessment, you may not provide any specific information, answers or instructions about any question, or assist in reading or spelling.** The best response to such a request is *"I'm sorry, I can't answer any questions. Please reread the question and do the best you can."*

Recording Answers in Booklets

Because the completed booklets will be scored by machine, students should observe the following rules when recording answers:

- Students may use only No. 2 pencils to record answers.
- For multiple-choice questions, ovals must be completely filled in with heavy marks. There should be no unintentional stray marks in the answer spaces or on the timing tracts of the booklet.
- Erasures must be complete and neat. For open-ended items, which are not machine scored, students may make corrections by crossing-out words rather than erasing if they wish.
- Students may not use scratch paper. There is enough white space on the pages of the booklets for students to show all of their work, and it is important that they do so.
- Booklets should never be folded or bent.

Defective Assessment Materials

If a student discovers a defective booklet after beginning to work, replace the booklet with another booklet of the same version number, if possible. Record the new booklet ID number on the front cover of the defective booklet and vice versa, and write a brief note on the original booklet cover explaining the problem. If a booklet of the same number is not available, have the student continue working in the defective booklet. When the booklets are collected, be sure to write a note on the front cover explaining the problem.

For assessment booklets that require additional materials, in the event that either a student is missing material, or the material is found to be defective, replace it with another (of the same material). ACs will be sent extra assessment materials in their bulk supplies and will have them available at the school for AAs to use in such situations.

If a Student Asks to Leave the Session Early

Students should leave the session only in an emergency situation. To minimize the need for students to leave during the session, make sure that fourth-grade students have gone to the bathroom before the session begins!

- If a student leaves and returns, record on the booklet cover the section number when the student left, the section number when the student returned, and the reason the student left the session. Be sure to use the appropriate administration code in these instances.
- If a student cannot complete the session (e.g., he/she has become ill), collect the booklet and other materials and record on the booklet cover the reason the student left the session.
- If a student requests to leave the session before it is over for reasons other than illness or needing to go to the bathroom, try to determine the reason for the request: he/she may need to be someplace else in the school (such as sports practice or a class activity) and feel concerned about being late. Make an effort to persuade the student to remain in the session and give an estimate of the remaining time required to finish. However, students who will miss transportation home if they remain in the session should be excused.

NOTE: Sessions should never continue beyond dismissal time.

- Students who are concerned about being late for other activities should be told to explain to their teachers that they have been participating in NAEP and that the teacher can contact the school coordinator for verification. You may consider writing a “To Whom it May Concern” note on a Student Appreciation Certificate for the student to take to his/her next activity.
- On occasion, a student may be asked to leave the session by a teacher or school official. If this happens, quietly try to determine the reason the student is being asked to leave and, if possible, try to obtain permission for the student to complete the session.

If a Student Refuses to Participate

Students are not required to participate in the assessment; however, all students should be encouraged to do so. If a student refuses to participate, explain to the student that his/her answers are very important because he/she represents many other students across the nation. The results will have no effect on his/her grade. Encourage the student to begin or to complete the booklet and to make the best possible effort to answer the questions. If the student continues to refuse, collect the booklet and materials and dismiss him/her according to the school’s instructions. Write **Student Refusal** on the booklet front cover.

If a Student Is Working in the Wrong Section of the Booklet

If a student is working in the wrong section of the booklet, often, a gentle reminder of the correct section will suffice as an effective prompt (e.g., “**You should be working on Section 2 now**”). Continue to stand near the student until you see that he/she is working on the correct section. A student who completes a section of the booklet before time is called should be encouraged to review his/her work in that section only. The student should **not** be allowed to work ahead in the NAEP booklet nor to work on his/her homework or on a non-NAEP activity.

If Disruptive Behavior Becomes Out of Control

If all of your attempts to correct an inappropriate behavior fail, it may sometimes be necessary to seek the immediate assistance of school personnel. If you feel that the situation is becoming out of control, do not be afraid to contact the principal’s office and ask for assistance.

**If a Student Becomes Ill
During the Session**

In the unlikely event that a student becomes ill during a session, remain calm and seek assistance from school personnel. This may be an extremely embarrassing situation for the student so make every effort not to add to the student's discomfort and handle the matter with as little disruption as possible. Be sure to note the disruption on the student's booklet cover.

**If a Student Becomes Emotionally Upset
During the Session**

Occasionally, a student, particularly in the lower grades, may feel so overwhelmed that he/she will begin to cry. Be understanding, but do not reinforce this behavior by giving the child excessive attention or sympathy. You might suggest that the student skip the question that is bothering him/her and that he/she may think of the answer later. Also, telling the student that we do not expect him/her to know everything may lessen his/her anxiety. It may be helpful to ask a friendly classmate to accompany the student to get a drink of water. If the crying is seriously disruptive, seek assistance from school personnel. Remember to note the incident on the student's booklet.

Task 7

Assess Students with Disabilities or Limited English Proficiency

As discussed in Chapter 3, in all NAEP schools accommodations will be offered, as necessary, for SD or LEP students. As described on pages 3.18-3.24, students who require certain accommodations can be assessed in the regular session, while students requiring other accommodations will need to be assessed in a separate accommodation session.

A

Conducting Accommodation Sessions

When administering small group or one-on-one sessions, you may make some minor modifications to the script. Because there are so few students, you may want to shorten or simplify the introductory statements depending on the students with whom you are working. The timing of the sections may also be less stringent. For instance, extended time is assumed, so you may give students extra time, if needed. Conversely, students may finish before the allotted time. If after encouraging them to review their answers, the students indicate that they are finished with the section, you may move on to the next section. As with regular sessions, you may **not**, however, provide assistance to students in an accommodation session, except during the general background section and when making sure they understand how to record answers.

It is anticipated that, in many cases, the school will provide a teacher or staff person who is familiar with the students to work with you in accommodation sessions.

General guidelines for conducting separate accommodation sessions are shown on the following page. ACs and AAs should both become familiar with these guidelines in the event that you will need to conduct an accommodation session. AAs who are asked to conduct an accommodation session will receive complete details on administering accommodations from their AC.

Using the Bilingual Script in Accommodation Sessions, if Applicable

If you are conducting a separate accommodation session using the bilingual mathematics booklet, someone at the school who is proficient in Spanish should read the Spanish script. The AC will arrange for a school staff member to do this during the preassessment phone call. A Spanish script is packaged with each bilingual booklet.

Recordkeeping for Extended Time Accommodations

When a student requires extended time, whether in the regular session or in a separate accommodation session, it is important that the total time the student took for the **cognitive sections** be recorded on the front cover of the student’s booklet. During the session you will need to keep track of the time the student takes for each cognitive section. Then, after the session, you will need to add together the time the student used for all cognitive sections, and record the sum in the three boxes labeled **TOTAL TIME FOR ACCOMMODATION** on the booklet cover. Note that you should zero-fill these boxes.

If the student did not use extra time, you should record the regular time allowed for the cognitive sections in these boxes.

The following is an example of this section of the booklet cover for a student who took 60 minutes to complete the cognitive sections.

TOTAL TIME for ACCOMMODATION	ADMIN CODE
0 6 0	7 4

Administering Accommodations in Separate Sessions

Your primary role is to administer the assessment session and to clarify directions for the students. In order to truly assess the students' knowledge, it is important for you to refrain from giving and/or prompting answers.

Here are some basic guidelines to keep in mind:

You May:

- Make minor modifications to the script to shorten or simplify the introductory statements;
- Encourage the student(s) to review his/her answers upon completion of a section;
- Answer student questions regarding the general background section of the booklet, the booklet directions, and the recording of answers;
- Allow students to take a break between sections;
- Schedule the assessment to start at any time; and
- Allow the student(s) to use accommodations/adaptations on the assessment if they have been deemed necessary. A list of the most commonly provided accommodations in NAEP has been printed on page 3.24. Other accommodations not on the list will be permitted as long as they do not affect the text or jeopardize the security of the assessment items.

You May NOT:

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

B

Keeping Children with Disabilities Comfortable and On-Task During the Assessment

Whether accommodating students in the original session or in special sessions, it is important that the AC or the AA conducting the session be comfortable working with special needs children.

Most students with disabilities are familiar with standardized testing procedures. However, because NAEP staff members are unfamiliar to the students in the assessment, it will be important to build rapport with the students before beginning one-on-one or small group accommodation sessions. Discuss the best ways to do this with the school coordinator, or if possible, with each student's teacher. It may be that the teacher will come with the student to the assessment room and introduce you, quietly explaining that you are there to help, or perhaps you could go to the student's classroom before the assessment begins to meet the student.

We want the student to feel comfortable and to know what to expect in the assessment situation. To help students understand what will take place, you should explain the purpose of the test, the approximate amount of time they will have to complete the test, and the materials you will give them. Although the session script provides this information, you may make modifications to the script you feel are necessary given the particular students with whom you are working. If the student is getting extended time, he/she should be told so before the session begins and that this means he/she can stay later or return to sections not finished during the regular assessment timing. Similarly, read-aloud students should be seated away from the other students and told that the reason is so other students will not be disturbed by ***"my reading to you."***

You should allow students to ask questions and try to orally and visually give instructions or answers. You might want to initially demonstrate the correct procedures, thinking out loud as you proceed. Students with disabilities do not like to be surprised. Make sure the materials are ready in advance of the student's arrival and keep the student aware of the time remaining in the session once you have begun testing. During the assessment, you need to be alert to the student's needs without hovering or focusing entirely on that student. We do not want to do anything that will embarrass or single out the student in a negative way.

If a student becomes disruptive and is disturbing others who are taking the test, try standing next to his or her desk. This will give you a chance to see if the disruption is caused by a lack of understanding or if the student is frustrated in any way. If the student continues to be disruptive, ask the student if he/she would like to take a few minutes break in the back of the classroom. If the student needs more time and cannot get back on task, his/her testing should be discontinued. Be careful, however, not to arrive at the decision to discontinue too quickly. Many students with disabilities get very nervous during testing and may need lots of positive reinforcement from you for trying and staying on task.

If a student becomes unfocused but not disruptive, you may want to stand next to his desk. Sometimes standing near a student helps him/her refocus. You also may try stating, ***"I know you can do this; keep focused on the test."*** If your presence does not change the behavior, a slight tap on the student's assessment booklet may refocus his/her attention. Most times just by walking by the student who seems to be looking away from the test will bring his/her attention back to the test.

The above suggestions are for the few students with disabilities that might need more of your attention. Most students with disabilities will participate in the assessment situation without problems.

Task
8**Record Administration Codes on the Administration Schedule**

After accounting for all assessment materials used during the session, you should record on the Administration Schedule in column **M**, labeled **Admin. Code**, the appropriate Administration Code for each student. An Administration Code should be recorded **on every line** of the Administration Schedule, including blank lines (i.e., booklets that were never assigned to

students). Because unused assessment booklets will not be processed by NCS Pearson, an Administration Code of **52** must be entered for all unassigned and unused booklets on the Administration Schedule.

The Administration Codes are listed on the right-hand side of the Administration Schedule and are grouped according to student participation status. The codes and the guidelines for using them are printed on the following pages.

Assessed Students – Original Session

- | | |
|-----------|---|
| 10 | In session full time. Assessed in original session. |
| 11 | No responses in booklet. Student was in original session full time, but there were no responses in the booklet. |
| 12 | In session part time. Student left the original session and did or did not return. Specify the reason on the booklet cover (e.g., restroom or student refusal after starting booklet). |
| 13 | Session incomplete. Specify the reason. Use this code when the original session was interrupted and no student was able to complete the booklet (e.g., fire drill). |
| 14 | Other, specify on cover. Use this code for any situation that is not covered by the other assessed-in-original-session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover. |

Assessed Students – Makeup Session

- | | |
|-----------|--|
| 20 | In session full time. Assessed in makeup session. |
| 21 | No responses in booklet. Student was in makeup session full time, but there were no responses in the booklet. |
| 22 | In session part time. Student left the makeup session and did or did not return. Specify the reason on the booklet cover (e.g., restroom, or student refusal after starting booklet). |
| 23 | Session incomplete. Specify reason. Use this code when the makeup session was interrupted and no student was able to complete the booklet (e.g., fire drill). |
| 24 | Other, specify on cover. Use this code for any situation that is not covered by the other assessed-in-make-up-session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover. |

Absent Student Codes

- | | |
|-----------|--|
| 40 | Temporary. Student is not in school temporarily (less than 2 weeks) due to illness, disability, or excused absence. |
| 41 | Long-term. Student has been absent from school 2 weeks or more due to an illness or disability. |
| 42 | Chronic truant. Student attends school occasionally, if ever. |
| 43 | Suspended or expelled. Includes in-school suspension. |
| 44 | In school, did not attend session. Use if student was known to be in school on day of assessment but, for example, was not released by teacher. |
| 45 | Disruptive behavior. Student was in school but not notified of assessment because of disruptive behavior. |
| 46 | Parent refusal. Parent officially notified school that he/she refused to allow student to participate in the assessment. |
| 47 | Student refusal. Student refused to participate in the assessment before being given an assessment booklet. |
| 48 | Other, specify on cover. Use this code for any absence not covered by codes 40-47. Specify reason on booklet cover (e.g., student came to room too late after session started). |

Other Student Codes

- | | |
|-----------|---|
| 51 | Withdrawn/Graduated. Student is no longer enrolled in the school. |
| 52 | Unassigned book (unused). Use this code for any booklet not used because the booklet was not assigned to a student. If the student is assigned an accommodation booklet, the original preassigned booklet should receive this code. |
| 55 | Ineligible. Use this code for a student who was not eligible for the assessment (e.g., not in the grade being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible. |
| 56 | Not in sample (NIS). Use this code for any student not sampled but assessed at the convenience of the school. (See page 4.44 for more information on NIS students.) |

Reasons for Exclusion

- 60** **SD – Cannot be assessed.** Use for any student whose IEP states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation.
- 61** **SD – Required accommodation not offered.** Use for any student requiring an accommodation that could not be offered, such as reading the assessment items to a student selected for a reading assessment.
- 62** **LEP – Cannot be assessed.** Use for any student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
- 63** **LEP – Required accommodation not offered.** Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation could not be offered, such as a bilingual booklet for a reading or writing assessment.
- 64** **SD/LEP – Cannot be assessed.** Student cannot be included in the session due to a mental/physical disability and limited English proficiency.
- 65** **SD/LEP – Required accommodation not offered.** Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not offered.

Assessed with Accommodations

Students assessed with special accommodations should always be assigned these codes instead of codes 10-14 or codes 20-24.

- 71** **Bilingual math booklet.** Assessed in separate accommodation session. Extended time is assumed. Students using the bilingual booklet are usually in small group or one-on-one sessions. (Math booklets only.)
- 72** **Bilingual dictionary.** Extended time is assumed. (Do not use with reading booklet.)
- 73** **Large-print booklet.** Extended time is assumed. Use of special equipment such as a magnifying glass is acceptable. Usually these sessions are small group or one-on-one.
- 74** **Extended time in regular session.** Assessed in regular session, with additional time to complete the assessment available to the student.
- 75** **Read aloud in regular session.** Assessed in regular session, with read aloud accommodation. (Do not use with reading booklet.)
- 76** **Small group.** Assessed in separate accommodation session. Extended time is assumed. Directions/questions read aloud is acceptable (except with reading booklet).
- 77** **One-on-one.** Assessed in separate accommodation session. Extended time is assumed. Assistance with recording answers is acceptable. Directions/questions read aloud is acceptable (except with reading booklet).
- 78** **Scribe or use of computer.** Assessed in separate accommodation session. Extended time is assumed. Used to record student answers. (Do not use scribe with writing booklet; computer is allowed with writing booklet.)
- 79** **Other, specify on cover.** Assessed with some other accommodation. Specify the accommodation on booklet cover.

Task 9

Complete the Top of the Administration Schedule

It is very important that the summary information at the top of the Administration Schedule is accurately recorded. You should calculate the summary box totals carefully following the steps below:

1. On the line labeled **# Absent**, enter the total number of students who were to be assessed but who did not participate in the assessment session at all (Admin. Codes 40-48). This includes students who were absent on assessment day, students who reported to the session but refused to participate, and students who arrived at the session too late to participate. It does not include withdrawn, ineligible, or excluded students.
2. On the line labeled **# Assessed (Original Session)**, enter the actual number of eligible students who were present for the assessment and received a booklet (Admin. Codes 10-14 and 71-79). Students who attended the session, received a booklet, but did not record any answers **are** included in this category. **This number should also include any students assessed separately in an accommodation session.** Do not include any **Not In Sample** students (Admin. Code 56) in this count (see box titled "Not In Sample" on the next page).

3. If 10 percent or more students were absent (not counting parent and student refusals) from the session, you must schedule and conduct a makeup session, as described in Task 15 in this chapter. If a makeup session is to be held, wait until after the makeup to finish filling out the Administration Schedule and then enter the number of students assessed in the makeup session on the line labeled **# Assessed (Makeup Session)** (Admin. Codes 20-24).
4. After both the original and makeup sessions have been held, on the line labeled **TOTAL ASSESSED**, enter the total number of students who were assessed in the original and makeup sessions.

After double checking that all the necessary items on the Administration Schedule have been filled in, AAs should give the Administration Schedule to the AC.

School #: <u>100-102-1</u> Session Type: <u>A</u>		Original session scheduled for: Day/Date: <u>Thurs./Feb 7</u>		Makeup session scheduled for: Day/Date: _____		Makeup Needed <input type="radio"/> Makeup Not Needed <input type="radio"/>				
School Name: <u>Central Middle School</u> Grade: <u>8</u>		Time: <u>8:05</u>		Time: _____						
Administrator's Name: <u>Mary Jones</u>		Location: <u>Rm 121</u>		Location: _____						
# Original Sample <u>30</u>		# Withdrawn & Ineligible (Admin. Codes 51 & 55) <u>2</u>		# Assessed (Original Session) <u>26</u>						
+ _____ = <u>31</u>		- _____ = <u>28</u>		# Absent <u>2</u> + _____ = <u>26</u>						
# New Enrollee Sample <u>1</u> Total in Sample _____		# Excluded (Admin. Codes 60-65) <u>1</u> TO BE ASSESSED _____		# Assessed (Makeup Session) <u>0</u> TOTAL ASSESSED _____						
"E" Sex 1=Male 2=Female	"F" Race/ Eth.	"G" School Lunch	"H" Title I 1 = Yes 2 = No	"I" SD 1 = Yes 2 = No	"J" LEP 1 = Yes 2 = No	"K" Original Booklet ID #	"L" Accommodation Booklet ID #	"M" Admin. Code	"N" Atten. (✓/A)	Admin
9	2	1			2	201	591		1	ASSESSE

“Not In Sample” Students

Rarely, for convenience purposes, a school will require some students to be included in the assessment even though they were not sampled. In this case, the school coordinator or the AC will have added the students' names to the bottom of the Administration Schedule prior to the assessment. Because no information on these students is required, their birth date, sex, race/ethnicity, etc., may not have been recorded on the Administration Schedule. It is acceptable for this information to be missing for these nonsampled students. In the columns labeled **Admin. Code** on the Administration Schedule, you should enter a code **56 – Not In Sample** for these students.

Not In Sample students should **not** be counted in the number **TO BE ASSESSED** and should not be counted in the **# Assessed** at the top of the Administration Schedule.

You will need to record an administration code of **56** on the booklet covers of Not In Sample students.

ments (see page 4.3). If not, you should erase the number and reenter it correctly.

Then, for each student, you need to transfer the Administration Code from the Administration Schedule to the boxes labeled **ADMIN CODE** on the booklet cover. As you work, always confirm that the ID number on the booklet matches the ID number on the Administration Schedule. While doing this, you should also remove any student ID labels that were inadvertently left on the student booklets. An example of a coded booklet cover is shown on the following page.

For any student offered the extended time accommodation, you need to verify that the number of minutes the student used to complete the cognitive sections was entered in the **TOTAL TIME FOR ACCOMMODATION** boxes on his/her booklet cover, even if the student did not take extra time.

There should be one booklet for each selected student regardless of whether or not the student was assessed. If the booklets were collected in the same order as they appear on the Administration Schedule, you will need to insert in the stack only the booklets for absent students, excluded students, withdrawn and ineligible students, and those assessed with a special accommodation booklet.

The booklets that were not assigned to students must be accounted for as well. On the Administration Schedule, enter a **52** (unassigned book) in column **M** for every booklet that was never assigned to a student. The front cover of any unused booklet from an open bundle must also be coded with an Administration Code of **52**. In the rare event you are left with an unopened bundle of booklets, breaking the seal in order to code those booklet covers is not necessary.

If a makeup session is needed, you should set aside the booklets and materials for the absent students, holding them for the makeup as described in Task 15 of this chapter. These booklets will be coded after the makeup session.



Code the Booklet Covers

There must be an assessment booklet for every student listed on the Administration Schedule. You will be responsible for entering several pieces of information on the front cover of each booklet.

First, for grade 4 students, on each booklet, you will need to enter the seven-digit NAEP school ID number from the Administration Schedule in the boxes labeled **SCHOOL #**. You should check to make sure grade 8 and grade 12 students entered the school number; if not, you will need to enter it.

Next, you should check to make sure grade 4 and grade 8 students in Session Type A recorded their teacher number in the space provided according to the guidelines for completing scannable docu-

Example of a Coded Booklet Cover

Admin. Schedule Line # 2



SECTION

1	R3
2	R4
3	D1
4	BR1

BOOK

R1



School and Teacher Information

SCHOOL #			TEACHER #		
1	0	0	1	0	3

TOTAL TIME for
ACCOMMODATION

--	--	--

ADMIN
CODE

1	0
---	---



001 - 054006 - 9

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

PLACE LABEL HERE

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 1850-0###. 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.

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 This report is authorized by law (PL 103-382, 20 U.S.C. §9010). While you are not required to respond, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. O.M.B. NO. 1850-0### Approval Expires 10/31/2002
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Complete the Session Debriefing Form

It is important for Westat to demonstrate that all data are collected under standard conditions and that any anomalies are carefully documented. The Session Debriefing Form has been developed to help us gather information about the assessments in your assignment. By accurately completing this two-page form, you will provide NAEP with documentation that the session was completed and a record of any problems that you may have encountered regarding the session. If problems arose, it is important to document exactly what happened, how it affected the performance of students in the session, and how and by whom the situation was resolved.

A Session Debriefing Form must be completed for each original session, each separate accommodation session, and each makeup session held in the school. The AC or the AA who conducted the session should complete the form.

You should record the session information in the box at the top of the form. Most of these items can be transferred directly from the top of the Administration Schedule.

In the section of the form labeled **SESSION SUMMARY**, you should circle **1** for **Yes** or **2** for **No** for each of the 11 items. You should also record any comments or explanation about the item in the column labeled **DETAILS**.

In the section of the form labeled **REACTION TO SESSION**, we are interested in your opinion of the attitude of the students, the school staff, and any other observers who attended the session. You should circle one of the four choices:

1. Positive
2. Mixed/Indifferent
3. Negative
4. Can't say

and record any specific comments or complaints you received regarding the assessment.

On page 2 of the Session Debriefing Form, you need to record your view of how well the session went: very well, satisfactory, or unsatisfactory, and document any pertinent details about the session not mentioned on the previous page.

AAs should give completed Session Debriefing Forms to the AC. Before leaving the school, the AC will review each form and discuss with the AA any problems or unusual situations that arose.

Completed Session Debriefing Form

NAEP 2002 SESSION DEBRIEFING FORM

COMPLETE THIS FORM FOR EACH SESSION! REGULAR, ACCOMMODATION, AND MAKEUP.

Assessment Date: <u>Feb. 7, 2002</u>	Region #: <u>VA2</u>
School Name: <u>Central Middle School</u>	School ID #: <u>100-102-1</u>
AA Completing Form: <u>Mary Jones</u>	Assessment Coordinator: <u>Barbara Smith</u>
Other NAEP Staff Assisting with Session: _____	
Other Observers Present: : _____	
Session Number: <u>RW0801</u> (c.g. RW0401, RW0801)	
This session was CIRCLE ONE :	
<input checked="" type="radio"/> 1 Regular Session	3 Accommodation Session
2 Makeup Regular Session	4 Makeup Accommodation Session

SESSION SUMMARY

ITEM	YES/NO	DETAILS
Were there problems setting up for this session?	Yes 1 <input checked="" type="radio"/> No 2	
Were there problems getting students to this session?	Yes 1 <input checked="" type="radio"/> No 2	
Were there problems with the session timing?	Yes 1 <input checked="" type="radio"/> No 2	
Any problems with the session materials- including the distribution and use of ancillary items?	Yes 1 <input checked="" type="radio"/> No 2	
Were there any student refusals?	Yes 1 <input checked="" type="radio"/> No 2	
Did any student(s) leave the session?	Yes <input checked="" type="radio"/> 1 No 2	1 student had an early dismissal from school. I recorded it on the booklet cover.
Were students cooperative and orderly during assessment? If no, explain.	Yes <input checked="" type="radio"/> 1 No 2	
Were there any problems with accommodations given in this session?	Yes 1 No <input checked="" type="radio"/> 2	
Any problems with the location?	Yes 1 No <input checked="" type="radio"/> 2	
Interruptions	Yes 1 No <input checked="" type="radio"/> 2	
Other, specify	Yes 1 No <input checked="" type="radio"/> 2	

REACTION TO SESSION

ATTITUDE OF THE:	CIRCLE ONE.	COMMENTS/COMPLAINTS
Students	<input checked="" type="radio"/> 1. Positive 3. Negative 2. Mixed/Indifferent 4. Can't say	
School Staff	<input checked="" type="radio"/> 1. Positive 3. Negative 2. Mixed/Indifferent 4. Can't say	
Other Observers:	1. Positive 3. Negative 2. Mixed/Indifferent 4. Can't say	

Task 12

Collect the Questionnaires (Session Type A)

All questionnaires and the Roster of Questionnaires were sent to the school coordinator in the school packet several weeks in advance of the scheduled assessment day. During the pre-assessment phone call, the AC instructed the school coordinator to distribute all questionnaires to appropriate school personnel and to collect completed questionnaires by the day prior to the assessment.

The AC should attempt to collect all completed questionnaires from the school coordinator and other school personnel as necessary, on assessment day. AAs may be asked to assist with this task. As completed questionnaires are returned to you, you should fill in the **Yes** ovals in the last column on the Roster, labeled **Returned**, as shown below.

As described in Chapter 3, School and Teacher Questionnaires may be completed by school staff members online rather than in the traditional booklet format. If the questionnaire is not returned to you because it has been completed online, there is no need to collect the hard copy of the questionnaire booklet. For questionnaires completed online, you should fill in the **Completed Electronically** oval in the **Returned** column on the Roster.

You will need to fill in the **No** oval in the **Returned** column on the Roster, for any unreturned questionnaires (except for those completed online).

Completed Roster of Questionnaires – Side 2

III. Teacher Questionnaire		III. Teacher Questionnaire										SCHOOL #: 1 0 0 - 1 0 2 - 1			O NCS Use Only
Teacher's Name	Teacher #	Teacher Questionn										Returned			Instructions for Distributing Questionnaires
		Yes	No	Completed Electronically											
01 Mrs. Brown	01 09	7	0	0	0	9	9	2	7	●	○	○	<p>Instructions for Distributing Eighth-Grade Teacher Questionnaires</p> <p>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.</p> <p>On this roster:</p> <ol style="list-style-type: none"> Create a list of <i>all</i> 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. <p>On the front cover of <u>each questionnaire</u>:</p> <ol style="list-style-type: none"> 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). <i>It is critical that this number is recorded accurately.</i> 		
02 Mr. Cox	02 09	7	0	0	0	8	4	3	1	○	○	●			
03 Mrs. Wilson	03 09	7	0	0	0	7	6	6	5	●	○	○			
04	04 09									○	○	○			
05	05 09									○	○	○			
06	06 09									○	○	○			
07	07 09									○	○	○			
08	08 09									○	○	○			
09	09 09									○	○	○			
10	10 09									○	○	○			
11	11 09									○	○	○			
12	12 09									○	○	○			
13	13 09									○	○	○			
14	14 09									○	○	○			
15	15 09									○	○	○			
16	16 09									○	○	○			
17	17 09									○	○	○			

This form must be completed in No. 2 pencil.

Gr. 8 Roster Back

As a quality control measure, before leaving the school you will need to do the following for the Roster and each questionnaire returned to you:

- Enter any missing information on the Roster and the questionnaire cover;
- Review all information that is entered on the Roster and questionnaire cover to make sure it is correct;
- Remove the label on the front cover of the questionnaire; and
- Detach the list of names from the Roster (you will leave the names at the school, as discussed in Task 13).

If there are any outstanding questionnaires from the school, you may return to the school in a few days to collect the completed questionnaires. If this is not possible, a postage-paid Supplemental Shipping Envelope (included in the AC's bulk supplies) must be left with the school coordinator so that the completed questionnaires can be returned directly to NCS Pearson.



Prepare the NAEP Storage Envelope

In the event that questions or concerns about the assessment arise in the future, you will prepare the following materials to be left at the school in the NAEP Storage Envelope. The AC has the primary responsibility for preparing the envelope and its contents, but AAs may be asked to assist with this task.

- First, make a set of copies of all pages of the completed original Administration Schedules and of the Roster of Questionnaires.
- At the perforation, tear off the column of student names from the original Administration Schedules and the column of teacher names from the original Roster.
- Place all name lists from the original documents, along with the complete set of document copies in the NAEP Storage Envelope to be left at the school. **Names of students and teachers participating in NAEP must not leave the school.** The original documents (without names) will be shipped back to NCS Pearson with the other assessment materials from the school.
- Then, record the NAEP school ID on the **Destroy by ...** postcard, shown on the following page, and staple it to the front of the NAEP Storage Envelope.

At the end of the debriefing interview with the school coordinator (see Task 17), the AC will give the NAEP Storage Envelope to the school coordinator and explain that the contents of the envelope should be retained until June 1, 2002, or the end of the school year. At that time, the contents should be destroyed by the school and the **Destroy by ...** postage-paid postcard completed and mailed. You should suggest to the school coordinator that he/she write a reminder on his/her school calendar to complete this activity.

NAEP Storage Envelope and "Destroy by" Postcard

**THE NATION'S
REPORT
CARD**



Staple NAEP Return Postcard
HERE

STORAGE ENVELOPE

(Use for Administration Schedules, Student Lists, and other assessment materials.)

Please retain the enclosed materials until June 1 or the end of your school year;
then return the NAEP postcard and **destroy** the contents.

School Coordinator:

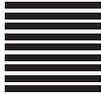


NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY CARD
FIRST CLASS PERMIT NO. 433 ROCKVILLE, MD

POSTAGE WILL BE PAID BY ADDRESSEE

NAEP
C/O WESTAT
1650 Research Boulevard
Rockville, MD 20850-9973





**THE NATION'S
REPORT
CARD**



1-800-283-6237

School ID: _____ - _____ - _____

As requested, the envelope containing the
Administration Schedules, Student Lists,
and other NAEP Assessment Materials
was destroyed on:

(Date)

Signed: _____

Title: _____

School: _____

City: _____

State: _____

**Task
14**

Edit and Pack Materials

The final “edit” of assessment materials encompasses a number of tasks. **It does not involve correcting students’ work.** In particular, you should do the following:

1. Double check that there is an assessment booklet for every booklet ID number listed on the Administration Schedule in columns **K** and **L**.
2. Verify that the required information has been coded on the front cover of each booklet, and that all student labels have been removed.
3. Remove all additional materials, such as writing brochures, from the booklets. Writing brochures may be offered to the school to keep. All other additional materials must be returned to NCS Pearson.
4. Be sure that all unused booklets from the session are accounted for.
5. If a student did not attend an entire assessment session, make sure the circumstances are fully documented on the booklet cover.
6. Double check that there is a completed SD/LEP Questionnaire for each student classified as SD or LEP.
7. Compare the number of returned Teacher Questionnaires to the expected number listed on the Roster and make arrangements for collecting those that have not been returned. Remember that some of the questionnaires may have been completed online, and you do not have to get these back from the teachers.
8. Inspect the physical condition of each booklet (inside and outside), Administration Schedule, and Roster, making sure that any stray marks that would interfere with scanning have been erased.

All assessment materials for a school should be repacked in their original box for shipping to NCS Pearson according to the diagrams and instructions below.

You should follow the instructions below for packing materials for **Type A** sessions:

- On the bottom of the box, place all assessment booklets in Administration Schedule order (with the first bundle of booklets being on the top of the stack of booklets);
- Next, the Administration Schedule;
- Next, the ancillary items;
- Next, the Roster of Questionnaires and completed questionnaires (School, Teacher, and SD/LEP); and
- At the top of the shipment, place the packing list.

For **Type B** sessions:

- On the bottom of the box, place all assessment booklets in Administration Schedule order (with the first bundle of booklets being on the top of the stack of booklets);
- Next, the Administration Schedule;
- Next, the calculators and other ancillary items; and
- At the top of the shipment, place the packing list.

For **Type C** sessions:

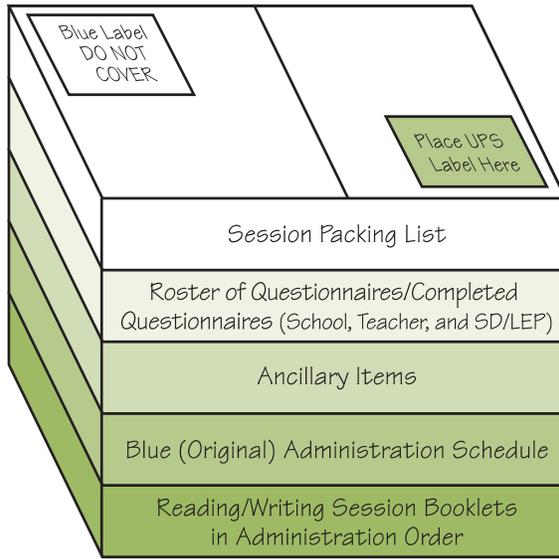
- On the bottom of the box, place all assessment booklets in Administration Schedule order (with the first bundle of booklets being on the top of the stack of booklets);
- Next, the Administration Schedule;
- Next, the ancillary items (grade 12 only); and
- At the top of the shipment, place the packing list.

For **Type D** sessions:

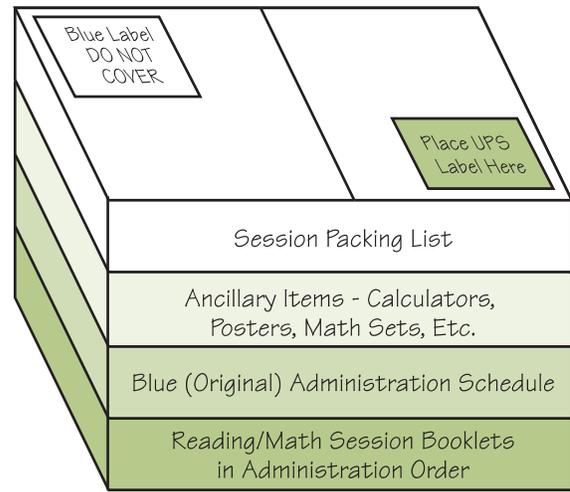
- On the bottom of the box, place all assessment booklets in Administration Schedule order (with the first bundle of booklets being on the top of the stack of booklets);
- Next, the Administration Schedule;
- Next, the calculators and other ancillary items; and
- At the top of the shipment, place the packing list.

Instructions for shipping the packed materials to NCS Pearson after you leave the school are covered in Task 1 of Chapter 5.

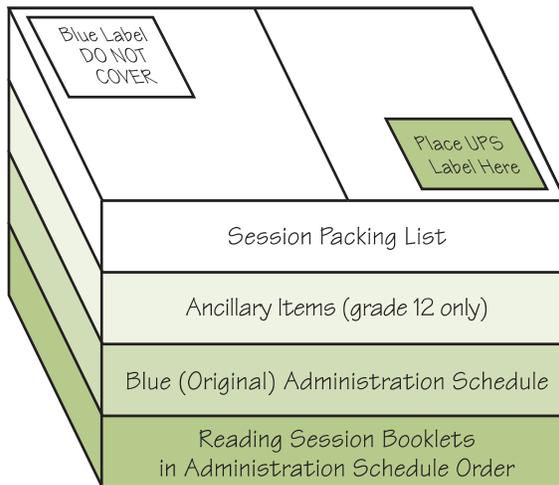
Return Shipment Packing Diagrams



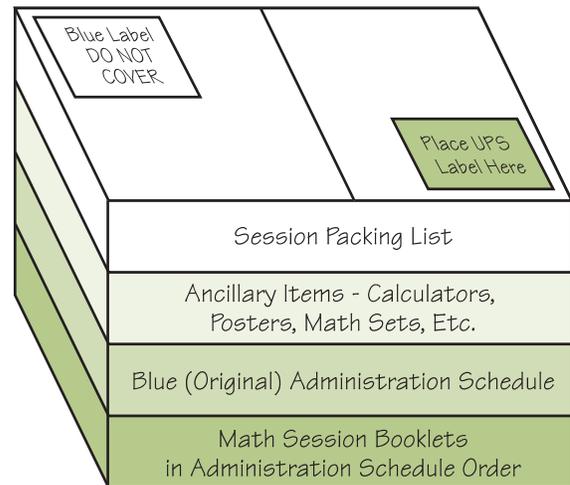
Reading/Writing Session - A



Reading/Math Session - B



Reading Session - C



Math Session - D

Task 15

Schedule and Conduct a Makeup Session, if Necessary

A

Schedule the Makeup Session

If the attendance at a session is too low (less than 90 percent), a makeup session must be held. The AC will compute the response rate for each session type and determine if a makeup session is necessary at the school. The AC will work with the school coordinator to schedule any required makeup sessions.

The response rate should be calculated by using the numbers entered in the summary boxes at the top of the Administration Schedule: divide the **# Assessed (Original Session)** by the number **TO BE ASSESSED**. In other words, the number of students who attended the session is divided by the number of students invited. This number should be rounded up to the next whole number if 0.5 or greater and rounded down if 0.4 or less.

Note that although student and parental refusals must be counted as absences on the Administration Schedule, they do not count toward determining the need for a makeup session.

Once the makeup session is scheduled, you need to record the day, date, time, and location in the box at the top of the Administration Schedule, as shown below. You should then shade in the **Makeup Needed** oval. The same Administration Schedule will be used for the makeup session as was used for the original session.

If the school is reluctant to schedule a makeup, you will need to stress the importance of a high participation rate for the accuracy of the assessment results. If the school still is reluctant, the AC should be sure to record the situation on the School Summary Sheet and discuss the matter with his/her supervisor during the next conference call. In some situations, a makeup may be difficult, as in the case of chronically absent students. If a makeup session is needed but the school refuses to allow a member of the assessment team to return and conduct the makeup, you should shade in the **Makeup Refused** oval at the top of the Administration Schedule.

Original session scheduled for: Day/Date: <u>Thurs./Feb 7</u> Time: <u>8:05</u> Location: <u>Rm 121</u>		Makeup session scheduled for: Day/Date: <u>Mon./Feb 11</u> Time: <u>9:45</u> Location: <u>Rm 114</u>		Makeup Needed <input checked="" type="radio"/>	Makeup Not Needed <input type="radio"/>	Makeup Held <input type="radio"/>	Makeup Refused <input type="radio"/>
# Assessed (Original Session) <u>24</u>	# Absent <u>4</u>	# Assessed (Makeup Session) _____	TOTAL ASSESSED _____	Session Number <u>RW0801</u>			
# Withdrawn & Ineligible (min. Codes 51 & 55) <u>2</u>	= <u>28</u>	# TO BE ASSESSED <u>1</u>	# Assessed (Makeup Session) _____	TOTAL ASSESSED _____			
Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (✓/A)	Admin. Codes			
000501 7		1 0	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			
054006 9		1 0	2				
006401 0		5 1	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			
000043 8		4 0	4 A				

B

**Secure Assessment
Materials for Makeup**

If a makeup session is scheduled, you must retain all materials from the original session until the makeup session has been conducted and should do the following:

- Place all booklets and other materials used in the original session in the original session box.
- Gather together the booklets and any required materials, such as the timer and the **Testing – Do Not Disturb** sign, to be used in the makeup session, and place them on top of the original session materials.
- Protect the security of these materials following the rules outlined in Chapter 3, Task 3. The AA assigned to conduct the makeup session should keep the materials in his/her possession until returning to the school to conduct the makeup. **The original Administration Schedule with the student names, however, must remain at the school in the NAEP Storage Envelope.**

C Conduct the Makeup Session and Complete the Administration Schedule

You should make every attempt to get the students who were absent to attend the makeup session. You should also conduct the makeup session following the same procedures as used in the original session.

After the makeup is held, you will need to use the Administration Schedule from the original session and enter the results of the makeup session as follows:

1. Shade in the **Makeup Held** oval at the top of the Administration Schedule.
2. Mark students attending the makeup session by putting a checkmark below the diagonal line in the **Attendance (✓/A)** column.
3. Change the Administration Code for participating students to the appropriate **Assessed in Makeup Session** codes (20 - 24) on the Administration Schedule and on the students' booklet covers.

4. Complete the summary box at the top of the Administration Schedule as follows:
 - Enter the number of students assessed on the line labeled **# Assessed (Makeup Session)**; and
 - Add the numbers assessed in the original and makeup sessions to obtain the **TOTAL ASSESSED**.

D Code the Booklet Covers

Using the information from the Administration Schedule, you should code the covers of the booklets for all students invited to attend the makeup session, as described in Task 10 earlier in this chapter.

A	Original session scheduled for: Day/Date: <u>Thurs./Feb 7</u> Time: <u>8:05</u> Location: <u>Rm 121</u>	Makeup session scheduled for: Day/Date: <u>Mon./Feb 11</u> Time: <u>9:45</u> Location: <u>Rm 114</u>	Makeup Needed <input checked="" type="radio"/> / Makeup Not Needed <input type="radio"/>	If Makeup Needed Makeup Held <input checked="" type="radio"/> / Makeup Refused <input type="radio"/>
Grade: <u>8</u>				
Withdrawn & Ineligible (min. Codes 51 & 55) <u>2</u>			# Assessed (Original Session) <u>24</u>	Session Number
Assessed (Codes 60-65) <u>1</u>	= <u>28</u>	# Absent <u>4</u>	+ # Assessed (Makeup Session) <u>3</u>	= <u>27</u> TOTAL ASSESSED
TO BE ASSESSED		TOTAL ASSESSED		RW0801
"K"	"L"	"M"	"N"	"O"
Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (✓/A)	Admin. Codes
000501 7		1 0	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
054006 9		1 0	2 ÷	
006401 0		5 1	3 ÷	
000043 8		2 0	4 A ÷	
				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
				ABSE ...



Collect Session Debriefing Forms and Complete the School Summary Sheet

As described in Task 11, the Session Debriefing Form will serve as a written record of the conduct of each individual session and as a resource for answering any questions raised after the assessment. The AC should collect and file in the school folder a Session Debriefing Form for each session administered in the school.

As sessions are completed, you should thoroughly review each Session Debriefing Form and speak with the AA about any problems or unusual situations that arose. It is important to document exactly what happened, how it affected the performance of students in the session, and how and by whom the situation was resolved.

Part 2 of the Call Log, the School Summary Sheet, provides a form for you to use in summarizing any problems or irregularities reported on the Session Debriefing Forms. You will use the summary during the debriefing interview with the school coordinator (Part 3 of the Call Log) as a reminder to discuss with him/her any issues that may have affected the assessment. Issues that you should document on the School Summary Sheet include:

- Any changes from the original number of sessions or students to be assessed;
- Students who refused after reporting to the session;
- Students who left the session and did not return;
- Excessive behavior problems;
- Problems providing accommodations to students requiring them;
- Problems with session materials;
- Problems with the location provided for the session;
- Circumstances that caused the session to be interrupted; and
- Any other information about the assessment that NAEP and/or the school coordinator should know.

Detailed instructions for completing the School Summary Sheet are located in the Call Log Question-by-Question Specifications in Appendix C. You should thoroughly review these Specifications prior to completing your first School Summary Sheet.



Debrief the School Coordinator

After sessions have ended, paper-work has been completed, and the NAEP Storage Envelope has been prepared, the AC will use Part 3 of the Call Log to conduct a debriefing interview with the school coordinator. In this interview, you will obtain the school coordinator's reaction to assessment activities, ask about any special preparations undertaken before the assessment, and obtain feedback about how NAEP can improve participation. Westat's interviewing conventions and techniques, which apply to the interview, are reviewed in Appendix C.

The questions in this section of the Call Log are school level and asked only once. The interview should always be conducted with the school coordinator. Comments should be recorded clearly and verbatim whenever possible.

Item 10 of the interview prompts you to review with the school coordinator any items you have flagged on the School Summary Sheet (Part 2 of the Call Log). You should discuss with the school coordinator any problems or irregularities with the following items:

- **Student Refusals:** The school coordinator should be advised about any student who reported to the session but refused to take the assessment either before or after the session began.
- **Student(s) Left and Did Not Return:** It is not necessary to mention students who left for reasons such as illness or doctor's appointments. Do advise the coordinator if a student was injured or left for some other urgent reason.
- **Behavior:** Minor infractions handled by the AA should not be discussed. Only if a student had to be removed from the session for bad behavior should the school coordinator be informed.
- **Accommodations:** Any problem providing a required accommodation should be brought to the coordinator's attention.
- **Session Materials:** Discuss problems with session materials only if they may have affected student performance.

- **Assessment Location:** Discuss only if problems associated with location may have affected the assessment.
- **Interruptions:** Discuss only if interruptions were so prolonged or frequent that they affected student performance.
- **Other:** Report any other information that the school coordinator should know about the assessment.

Space is provided on the School Summary Sheet for documenting which issues were discussed with the coordinator and for summarizing the school coordinator's response.

At the end of the interview, the questionnaire prompts you to give the school coordinator the NAEP Storage Envelope and the School Certificate of Appreciation. If writing was assessed, you should also offer to leave the writing brochures at the school if the school staff members are interested in them.

When it is necessary to schedule makeup sessions, you should conduct the debriefing interview on the original assessment day. This is especially important if you, the AC, will not be present for the makeup. After the makeup session, you will contact the school coordinator again only if something unusual happened during the makeup.

You should make every effort to conduct the debriefing interview with the school coordinator on the day of the assessment. If, under extenuating circumstances, you are unable to see the school coordinator before leaving the school, leave the NAEP Storage Envelope and the school Certificate of Appreciation with the school secretary and call the school coordinator within the next day or two to confirm that he/she has the envelope and to conduct the debriefing interview over the phone.

Detailed instructions for completing the debriefing interview are located in the Call Log Question-by-Question Specifications in Appendix C. You should thoroughly review these Specifications prior to conducting your first interview.

Task
18**Quality Control and Observation****A****School Visits by NAEP Staff**

Staff members from the National Center for Education Statistics (NCES), Educational Testing Service (ETS), and Westat will occasionally conduct scheduled and unannounced quality control visits to schools on assessment day. These visits are scheduled at random. While at the school, NAEP staff will:

- Check that the assessment team arrives on time and with the necessary materials;
- Check the preparedness of the room and booklets, and verify that the appropriate materials were given to students;
- Review the Administration Schedule to see if it has been completed according to NAEP guidelines;
- Observe that each session is conducted and supervised according to procedure;
- Review each box to check that it is packed according to procedure; and
- Check that the NAEP Storage Envelope left at the school contains the proper information.

This quality check is an integral and necessary part of NAEP's quality control program and is primarily designed to obtain an overall evaluation of how well the field procedures are being followed by all field staff and to guide corrective actions, if necessary.

B**School Visits by Your Supervisor**

In addition to the observation by NAEP staff, your supervisor will conduct school visits to observe each assessment team periodically throughout the assessment period. These visits will be scheduled in advance with the AC. The purpose of the supervisor visits is similar to that of the NAEP staff visits. He/she will observe each AC and AA conducting assessment sessions and check that all administrative procedures conducted by the assessment team are carried out according to proper procedure. The supervisor will also be available during these visits to answer questions that school staff may have about NAEP and to assist the NAEP team as necessary with assessment procedures.

C**Follow-up Phone Calls**

As a further quality control check, your supervisor will call a subset of schools within several days after the assessment date to review with the school coordinator how the session(s) went and to obtain suggestions and comments about NAEP assessments.

References

Albert, L. (1989). *A teacher's guide to cooperative discipline*. Circle Pines, MN: American Guidance Services.

Cangelosi, J. S. (1988). *Classroom management strategies: Gaining and maintaining students' cooperation*. New York, NY: Longman, Inc.

Curwin, R. L. and A. N. Mendler. (1988). *Discipline with dignity*. Alexandria, VA: ASCD.

Fuery, C. L. (1990). *Successful subbing: A survival guide to help you teach like a pro*. Captiva Island, FL: Sanibel Sanddollar Publications, Inc.

Jones, F. H. (1987). *Positive classroom discipline*. New York, NY: McGraw-Hill Book Company.

Utah State University. (1998). *Substitute teacher handbook*, (3rd ed.). Logan, UT: Substitute Training Institute.

5

After You Leave the School

Task 1

Ship Assessment Materials to NCS Pearson

Shipping the completed assessment materials will usually be the assessment coordinator's (AC's) responsibility. On occasion, however, an assessment administrator (AA) may be asked to assist with this task. The AC or AA who is responsible for shipping the box(es) to NCS Pearson must send them as soon as possible and no later than the day after the assessment.¹

A

Preparing the Box for Shipping

Each box of session materials will contain a prepaid UPS A.R.S. shipping label to use when returning the completed materials to NCS Pearson. UPS will not take packages without this label. If you need additional UPS labels, call NCS Pearson at 1-888-627-6237. The following page shows an example of the UPS shipping label. In most cases, the label will come preprinted with the AC's name and address as the sender and the NAEP school ID number. If the label is not preprinted, you should complete it by entering your name and address, and the school ID number. If you are shipping multiple boxes for a school, number them using the convention **Box 1 of 3**, **Box 2 of 3**, and **Box 3 of 3** in the spaces provided on the label. Because the label is scannable, you should not make any other alterations to the label, or use photocopies of the label.

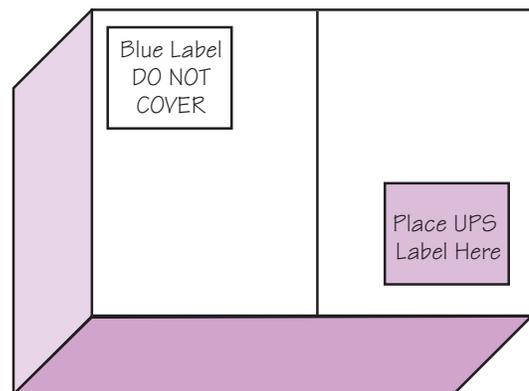
You should use the pillow pack that came in the box for filler, if necessary, and then close and seal the box using the tape provided by NCS Pearson or any other packing tape. Because you will be returning completed assessment materials by session to NCS Pearson in the original session box(es), you must be careful to follow the proper procedures when preparing the box for shipping.

To prepare the box for shipping, you will need to do the following:

- Reverse the flaps on the box: first fold down the two long flaps containing the original address label, and then fold down the two short flaps so that the long flaps (and the original labels) are completely covered.
- NCS Pearson has applied a blue inbound barcode label on one of the box's short flaps. **DO NOT** remove or cover up this label. The barcode allows for immediate receipt verification and update at NCS Pearson.
- Place the UPS return shipping label on the short flap of the box opposite the blue barcode label, as shown in the diagram below.

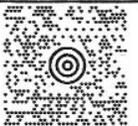
At the bottom of the UPS return shipping label, there are two small strips that separate from the label: one is preprinted with the tracking number, and the other provides a place for you to record the date shipped. You need to peel off both strips, affix them to the back cover of school folder, and write the date you shipped the box on the **Date** strip. If the AA is responsible for shipping the box, he/she must give the strips to the AC, so the AC can affix them to the School Folder. **The tracking number must always appear on the School Folder.**

Shipment Box



¹ The only exception to this rule is when a makeup session will need to be held at the school, as discussed in Chapter 4.

Example of UPS Label for Returning Materials to NCS Pearson

UPS DRIVER INSTRUCTIONS: YOU ARE AUTHORIZED TO ACCEPT THIS PACKAGE WITHOUT A PICKUP RECORD.		A.R.S.	
FROM: Name: <u>Assessment Coordinator Name</u> SchoolID # _____			
Street: <u>Assessment Coordinator Address</u>			
City: <u>Anywhere</u> State: <u>CT</u> ZIP Code: <u>00220</u>			
SHIP TO: NCS PEARSON			
2510 N DODGE ST			
IOWA CITY IA 52245			
	(420) SHIP TO POSTAL CODE		
	Box _____ of _____		
	Box _____	(420) 52245	
UPS 2nd Day Air®		2	
TRACKING #: 1Z 659 01W 38 1004 675 3			
			
UPS Authorized Return Service™		02118612 12/990	
REF#:	2nd Day Air A.R.S. Tracking Number	REF #/DATE	
	1Z 659 01W 38 1004 675 3		

B Arranging for UPS Pickup

If you are shipping from your home, there are three options for getting the boxes to UPS:

1. Take the packages to any UPS station, MailBoxes Etc., Office Depot, or other location that has a regular UPS pickup.
2. To arrange for a pickup at your home or other designated location, fax the Pickup Request Form from your bulk supplies to UPS at the following toll-free number: **1-877-899-3493**.
3. If you are unable to fax the form, call NCS Pearson, toll-free, at **1-888-627-6237** and they will arrange for pickup of your boxes. **Do NOT call the standard UPS toll-free number listed in the phone book.**

If you are staying at a hotel or motel that has a regular UPS pickup, you should give the boxes to the desk clerk to place with the other pickups. If the hotel or motel does not have a UPS pickup, you need to follow the procedures above for shipping from your home.

Review of Assessment Materials Received by NCS Pearson

When the NAEP materials arrive at NCS Pearson, receipt clerks will thoroughly review each shipment. The clerks will follow a standard set of specifications to determine if:

- All booklets (used and unused) are accounted for and the student ID labels are removed;
- The original (blue) version of the Administration Schedule (without names) is included;
- The original Roster of Questionnaires (without names) is included;
- The School Questionnaire, SD/LEP Questionnaires, and Teacher Questionnaires are transmitted as reflected on the Roster;
- ID numbers on the booklets match those on the Administration Schedule;
- Entries on the cover of each completed booklet are admissible and correctly coded; and
- The shipment is packed correctly.

If errors are detected that cannot be resolved at NCS Pearson, your supervisor will be notified and the AC and/or AAs will be called and asked to correct the errors (which can sometimes necessitate returning to the school). A memo on errors discovered will be sent to Westat by NCS Pearson. Westat will discuss errors with the supervisors so that corrective action can be taken, if necessary.



Report Assessment Results to Your Supervisor

It is critical that all ACs report to their supervisors on a regular basis. This means you should plan to have a telephone conference with your supervisor at least once a week. Your supervisor will be at the AC training in January to discuss your assignments and set a time for the weekly reporting call.

As you prepare for your weekly reporting call, you will want to make sure that your Log is fully up-to-date (see box on this page for a description of the Log). You should have all of your School Folders accessible in case your supervisor needs any information from them. You may want to keep a written, on-going list of nonurgent questions to discuss during this call.

The weekly telephone call with your supervisor will involve the following:

- The status of your preassessment calls;
- For assessments conducted during the previous week, your supervisor will need the information from the summary box of each Administration Schedule and the tracking numbers for the boxes that were shipped to NCS Pearson;
- For assessments in the upcoming week, your supervisor will want to review the schedule of AAs to be sure all assessments are properly staffed; and
- A discussion of any problems that arise.

If you have a question or issue that requires immediate attention, you should not wait for your scheduled call to contact your supervisor. If he/she is unavailable, you should contact your field manager or the Westat home office at 1-800-283-NAEP (6237).

The AC's Log of Schools

The AC's Log of Schools will help you schedule your activities and keep accurate records during the assessment period. The Log will contain a complete listing of all schools in your area in ID number order. Information provided about each school will include:

- The school name, principal's name, and school address;
- The number and type of assessment sessions scheduled at the school; and
- The assessment date.

There will be space on the Log for you to record information about each school as you work through your assignment, including:

- The date your preassessment call was completed;
- The date a makeup session is scheduled (if required);
- The date you mailed assessment materials to NCS Pearson and the UPS tracking number(s) for the boxes;
- The date you mailed the School Folder to your supervisor; and
- Any other notes pertaining to the school.

Your supervisor will give you your Log and instructions for using it at the AC training session in January.



Finalize and Ship School Folder to Supervisor

Within 24 hours of each weekly reporting call with your supervisor, you will need to ship the School Folders for assessments conducted during the previous week to your supervisor.

Before sending each School Folder to your supervisor, you should carefully check that the following materials are included:

- Photocopy of the final Administration Schedule for each session (without names);
- Photocopy of the final Roster of Questionnaires (without names);
- Call Log;
- Session Debriefing Form for each session; and
- Tracking number from the shipping label for each box of materials sent to NCS Pearson.

It is crucial that the School Folder contain all required information because Westat staff members will frequently refer to its contents during booklet processing and statistical checks.

Once the School Folder is complete, you will need to ship it to your supervisor via FedEx. There are two options for getting your package to FedEx:

1. Call to request a pickup time and location. The courier will come to your house, or other designated location, and pick up the package.
2. Drop your package off at any FedEx location.

To request a pickup time or to get a list of FedEx locations, call 1-800-GO FEDEX, or go to the web site at <http://www.fedex.com/us>.

You will need to obtain your own supply of FedEx labels to use for shipping the School Folders. You can request FedEx to deliver labels and envelopes to your home, or you can pick up a supply at any FedEx location.

An example of a completed FedEx shipping label is shown to the right. The labels will not be preprinted, so it is important that you enter the correct billing information on each label, as follows:

- In **Section 2**, labeled **Your Internal Billing Reference Information**, record the project charge code first and then a space and the project name: **7131.07.08 NAEP**.
- In **Section 7**, labeled **Payment**, check the **Third Party** box and then record the following number on the **FedEx Account No.** line: **1290-1574-8**.

To complete the remaining sections of the label, you should do the following:

- **Section 1:** Enter the date, your name, address, and phone number. (Leave the Sender's FedEx Account Number line blank.)
- **Section 3:** Enter your supervisor's name, address, and phone number.
- **Section 4a:** Check the **FedEx Priority Overnight** box.
- **Section 4b:** LEAVE THIS LINE BLANK.
- **Section 5:** Check the box for the appropriate size package you are sending.
- **Section 6:** Check the **No** box.
- **Section 8:** Discuss with your supervisor if he/she wants you to sign here, authorizing FedEx to leave the package at your supervisor's home in the event that he/she is not there to accept it.

Sample FedEx Domestic Airbill

FedEx USA Airbill FedEx Tracking Number **804690527506**

1 From (please print and press hard)
 Date 2/9/02 Sender's FedEx Account Number _____
 Sender's Name Assessment Coordinator Name Phone # AC Phone #
 Company _____
 Address Assessment Coordinator Address
 City Anywhere State CT ZIP 00220

2 Your Internal Billing Reference Information
 (Optional) (First 24 characters will appear on invoice) 7131.07.08 NAEP

3 To (please print and press hard)
 Recipient's Name Supervisor Name Phone # Supervisor Phone #
 Company _____
 Address Supervisor Address Check here if residence (Extra charge applies for FedEx Express Saver)
 City Anywhere State CT ZIP 00221

For HOLD at FedEx Location check here
 Hold Weekday (Not available with FedEx First Overnight)
 Hold Saturday (Not available at all locations) (Available for FedEx Priority Overnight and FedEx 2Day only)

For WEEKEND Delivery check here (Extra Charge. Not available to all locations)
 Saturday Delivery (Available for FedEx Priority Overnight and FedEx 2Day only)
 NEW Sunday Delivery (Available for FedEx Priority Overnight only)

Service Conditions, Declared Value, and Limit of Liability - By using this Airbill, you agree to the service conditions in our current Service Guide or U.S. Government Service Guide. Both are available on request. SEE BACK OF SENDER'S COPY OF THIS AIRBILL FOR INFORMATION AND ADDITIONAL TERMS. We will not be responsible for any claim in excess of \$100 per package whether the result of loss, damage, or delay, non-delivery, misdelivery, or misinformation, unless you declare a higher value, pay an additional charge, and document your actual loss in a timely manner. Your right to recover from us for any loss includes intrinsic value of the package, loss of sales, interest, profit, attorney's fees, costs, and other forms of damage, whether direct, incidental, consequential, or special, and is limited to the greater of \$100 or the declared value but cannot exceed actual documented loss. The maximum declared value for any FedEx Letter and FedEx Pak is \$500. Federal Express may, upon your request, and with some limitations, refund all transportation charges paid. See the FedEx Service Guide for further details.

Questions?
 Call 1-800-Go-FedEx® (800)463-3339

Form I.D. No. **0200** **Sender's Copy**

4a Express Package Service Packages under 150 lbs. Delivery commitment may be later in some areas.
 FedEx Priority Overnight (Next business morning)
 FedEx First Overnight (Earliest next business morning delivery to select locations) (Higher rates apply)
 FedEx 2Day (Second business day)
 FedEx Standard Overnight (Next business afternoon)
 FedEx Express Saver (Third business day)
FedEx Letter Rate not available. Minimum charge: One pound rate.

4b Express Freight Service Packages over 150 lbs. Delivery commitment may be later in some areas.
 FedEx Overnight Freight (Next business day)
 FedEx 2Day Freight (Second business day)
 FedEx Express Saver Freight (Up to 3 business days)
(Call for delivery schedule. See back for detailed descriptions of freight services.)

5 Packaging FedEx Letter (Declared value limit \$500) FedEx Pak FedEx Box FedEx Tube Other Pkg.

6 Special Handling (One box must be checked) (Shipper's Declaration not required)
 Does this shipment contain dangerous goods? No Yes (Shipper's Declaration required) Yes (Shipper's Declaration not required)
 Dry Ice (Dry Ice, 9 UN 1845) _____ kg Cargo Aircraft Only
*Dangerous Goods cannot be shipped in FedEx packaging.

7 Payment
 Bill to: Sender (Account No. in Section 1 will be billed) Recipient (Enter FedEx Account No. or Credit Card No. below) Credit Card Cash/Check
 FedEx Account No. 1290-1574-8 Exp. Date _____
 Credit Card No. _____
 Total Packages _____ Total Weight _____ Total Declared Value* \$.00 Total Charges \$ _____

8 Release Signature Sign to authorize delivery without obtaining signature.
 (AC's Signature)
 Your signature authorizes Federal Express to deliver this shipment without obtaining a signature and agrees to indemnify and hold harmless Federal Express from any resulting claims.

322

Rev. Date 12/97 Part #153024 ©1994-97 FedEx PRINTED IN U.S.A. LSPFC 009

REMAIN THIS COPY FOR YOUR RECORDS



Report Your Time and Expenses

The Field Time and Expense Report (T&E), shown on the following page, is to be used to record hours worked each day, the number of miles driven between schools and your home, and any other expenses that relate directly to your assessment duties. It is your responsibility to complete this form accurately and submit it on schedule to your supervisor.

ACs should report 8 hours for each nonweekend day on the project, as specified in their Fieldworker Agreement.

AAs will be paid for 8 hours each day during the assessment period and for actual hours worked before then, as specified in their Fieldworker Agreement. This includes time spent at schools, travel time between schools and home, and any other work relating to the assessment that you may be asked to do.

Overtime (more than 40 hours per week) for both ACs and AAs will be allowed **only** under special circumstances and must be approved in advance by your supervisor and field manager.

ACs and AAs will be reimbursed for all **authorized** expenses incurred during the assessment period. Allowable and nonallowable expenses are listed on pages 5.13-5.14. In general, a receipt should accompany all expenses listed on the T&E. Of course, for certain expenses such as mileage or parking meters, it will be impossible to get a receipt.

Westat has recently redesigned the T&E. This new form is to be used by all field staff (supervisors, ACs, AAs, etc.) effective September 20, 2001. An example of a completed T&E is shown on the following page.

The Field T&E has five copies:

- Payroll copy (White);
- Accounts Payable (A/P) copy (Green);
- Field Director copy (Canary);
- Supervisor copy (Pink); and
- Employee copy (Gold).

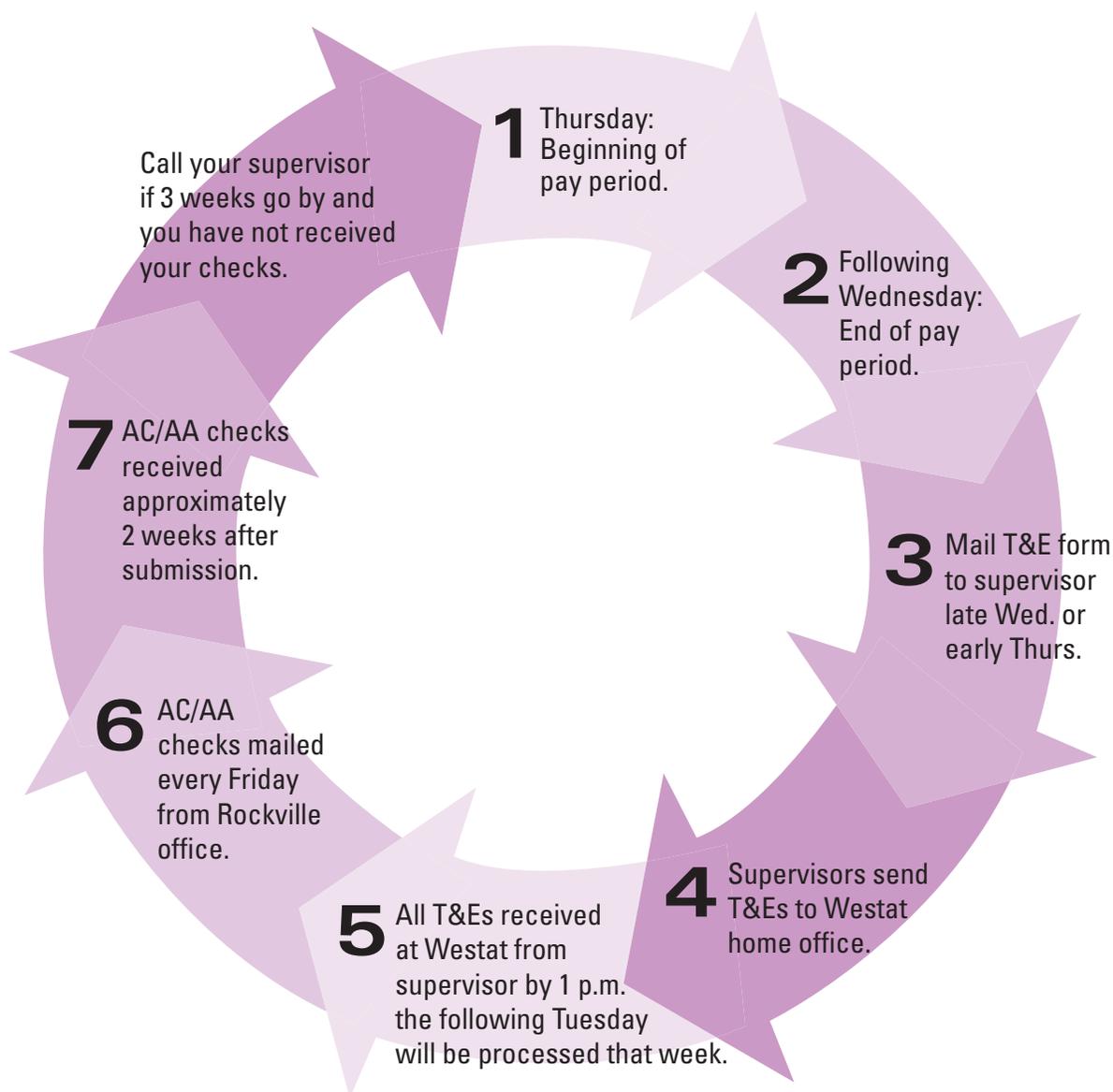
Each copy is a different color and is reproduced on pressure-sensitive paper that requires no carbon paper. For this reason it is important that you be careful to write on only one set of T&Es at a time. You should use a black or blue ballpoint pen and press firmly. You may keep the last (gold) copy for your records.

Never record names (other than your own) or notes anywhere on a time sheet. If you have a comment you would like to send to your supervisor or the home office, you should paper clip it to your timesheet.

The first four copies of the T&E should be mailed to your supervisor on late Wednesday or early Thursday. Westat's accounting system issues time and expense checks only once a week on Friday. T&Es received at the home office by 1 p.m. on Tuesday will be paid with the payroll checks issued that Friday. Therefore, it will take approximately 2 weeks, from the time you submit your T&E to your supervisor, until you receive your

check. If you have not received your check in 3 weeks, you should let your supervisor know. Checks are mailed every Friday from Westat's main office in Rockville, Maryland. You will receive two separate checks or notifications of deposits: one for hours worked and one for mileage and expenses. The graphic below illustrates this process.

Payroll Process



Identifying Information – Top Section

You need to be sure to print the following information across the top of your T&E:

- **WINS # (Westat Information Number System):** Using WINS numbers has replaced the old convention of using Social Security Numbers on Westat T&Es. All T&E transactions will be linked through your WINS number. Each Westat field employee will be assigned a WINS number after all personnel paperwork is completed and handed in. If you have not yet received your WINS number from Westat, contact your supervisor immediately.

- **Period Ending Date:** Enter the Wednesday date that ends the T&E week.

PERIOD ENDING DATE: Wednesday

		-			-		
Month			Day			Year	

WESTAT
 An Employee-Owned Research Corporation
 1650 Research Blvd. • Rockville, MD 20850 • 301 251-1500

WINS #: W -

Time - Middle-Left Section

Hours Worked: Time is reported for each work day. You need to record the month and date for each day of the week. Each AC and AA will charge for 8 hours per day, 40 hours per week during the field period.

Time should be recorded separately for field work and travel as follows:

- **Name:** Print your legal name, being sure to notice order: Last Name, First Name, Middle Initial.
- **City/State:** Record the city and state of your residence. This is for identification purposes only; it is not necessarily your mailing address. If you have a new address, make sure you notify your supervisor immediately to ensure that the proper paperwork is submitted to the home office. The address on the T&E will **NOT** update the address to which your check is mailed.

- **FW (Field Work):** Include all time spent:
 - Conducting preassessment calls with school coordinators (**ACs only**);
 - Conducting assessments in schools;
 - At the school preparing for the assessment and reviewing, editing, and coding completed booklets and other assessment materials following the assessment;
 - Meeting with your assessment team members;
 - Meeting with and reporting to your supervisor; and
 - Doing other tasks as requested by your AC or supervisor. These may include sampling or other preparations for the assessment activities.
- **T (Travel):** Include the time spent traveling between your home and the location of your assessments by personal car or mass transportation.

FIELD TIME AND EXPENSE REPORT

Please Print

Name:

Last First M.

City/State: /

City State

* NOT F

There is space to record time associated with field work and travel for four different charge codes. Because you will be using only one charge code for NAEP, record time on only the first set of lines in this section of the T&E.

Miles Driven: Record the miles driven each day in the bottom box in the daily column. At the end of the week, total the daily miles driven and enter the total amount in the right hand box designated **MILES DRIVEN (B)**.

At the end of each day, total the number of hours worked for the day. At the end of the week, enter the total number of hours worked across all rows and columns and then total the hours worked across all project charge codes and enter this number at the bottom of the total column in **TOTAL HOURS (A)**. The sum of the hours entered in the total column should match the sum of the hours entered in the daily row.

Production Report: DISREGARD THE PRODUCTION REPORT SECTION FOR THIS PROJECT.

Enter time to the nearest .25 hour (ENTER MONTH and DATE)								Total	Project Name
THU	FRI	SAT	SUN	MON	TUE	WED	Charge Code:		
M/D	M/D	M/D	M/D	M/D	M/D	M/D			
/	/	/	/	/	/	/			
*FW								Project Name	
*T								Charge Code:	
*FW								Project Name	
*T								Charge Code:	
*FW								Project Name	
*T								Charge Code:	
*FW								Project Name	
*T								Charge Code:	
HOURS							(A)	TOTAL HOURS:	
MILES							(B)	MILES DRIVEN:	
Production Report									

FW: Field Work (all time spent working)

T: Travel (time spent traveling between your home and your work assignment)

Total Hours (per pay period)

Total Miles Driven (per pay period)

Hours Worked (per day)

Miles Driven (per day)

Expenses - Middle-Right Section

This section of the form is used for submitting allowable out-of-pocket work expenses. For any expense over \$1, a receipt is required. All receipts should be stapled to the right-hand side edge of the top (white) copy of the time sheet.

Similar to reporting your hours worked, expenses can be reported for up to four charge codes. Again, you will be using only the first row for NAEP. Expenses must be reported by category across the row and totaled at the end of the row. It is also necessary to total down the columns.

Respondent Incentives: DISREGARD THIS COLUMN FOR THIS PROJECT.

Copying: List any copying expenses.

Telephone: During the course of the project, you may be required to make some long distance calls to your supervisor or to schools. When reporting telephone expenses, enter the amount on the T&E along with a copy of your telephone bill. Your statement should have all calls highlighted for which you are requesting reimbursement. No long distance expenses will be reimbursed without a copy of the bill. If a pay phone was used, indicate that on your T&E as **pay phone** and no receipt is needed.

Supplies: List any preapproved supply expenses.

* NOT FOR OUT-OF-TOWN TRAVEL *

SUMMARY OF EXPENSES BY PROJECT CODE								
SUPERVISOR'S	Respondent Incentives	Copying	Telephone	Supplies	Postage	Other Specify:	Mileage Allowance (FLDLOC)	Total Expenses Including Mileage:
	(DRESPI)	(DCOPY)	(DTELE)	(DSUPP)	(DPOST)	(FLDOTH)	@ _____ per Mile	
							_____ Miles \$ _____	
							_____ Miles \$ _____	
							_____ Miles \$ _____	
Totals:							_____ Miles \$ _____ (B)	

Total Expenses (per row) Including Mileage (points to the rightmost column of each row)

Rate per Mile (points to the 'per Mile' field in the Mileage Allowance column)

Mileage Allowance (number of miles and dollar amount at above rate per mile). (points to the Miles and Dollar fields in the Mileage Allowance column)

Total Expenses (per column) (points to the 'Totals' row)

Postage: List any postage expense you may have incurred. Expenses for purchasing stamps to mail to your supervisor or the home office is an allowable expense. Be sure to obtain a receipt from your post office. All FedEx shipping will be charged directly to Westat by indicating it on the shipping label. If there are circumstances where you ship using a carrier other than FedEx, Westat will reimburse your postal expenses. Submit the expenses on the T&E with a receipt attached.

Other: List the name and amount of each miscellaneous expense that you are claiming. If you incurred more than one miscellaneous expense, list and record the amount in the next box in the column. Then total the miscellaneous expenses and circle the total.

Allowable **other** expenses include:

- **Tolls.** Tolls or road fees on bridges, expressways, tunnels, etc., are acceptable and should be shown on the T&E with attached original receipts.
- **Parking.** In congested urban areas where free parking is not available, Westat will pay for parking. To obtain reimbursements for parking, enter charges on your T&E and attach the original receipt. If metered parking, indicate on your T&E as *Parking Meter* and no receipt is needed.
- **Travel by Mass Transportation.** Fares for bus, subway, and other forms of mass transportation used on official business are allowable expenses. Indicate the number of trips on a single day.

You will **NOT** be reimbursed for the following expenses:

- Meals (except as allowed in special circumstances by advance agreement with your supervisor);
- Fines — Westat assumes no responsibility for payment of fines, such as traffic tickets, towing, or other indebtedness of ACs or AAs caused by their own violation of laws or errors in judgment;
- Car repairs, car upkeep, or car insurance;
- Taxi fares (unless supervisor approved); or
- Pager fees or cellular phones.

Mileage Allowance: Mileage is paid at the rate of 34.5 cents for each mile driven on NAEP business. Enter the mileage allowance (34.5 cents) at the top of the column. Enter the total miles driven on the **Miles** line for each charge code. Multiply the total miles driven by 34.5 cents to arrive at the reimbursement amount line (\$___). Round up to the nearest whole cent. Total the number of miles and reimbursement amount at the bottom in the **Totals** row. Total miles in the expense total (B) must match total miles in the **Miles Driven** column (**B**).

Total Expenses: In the final column, total all expenses by charge code. Then total all expenses for a category of expense at the bottom of the column.

Type of Pay - Bottom-Left Section

Type of Pay Rate: Enter your pay rate on the **Special Rate** line. It is very important that you correctly enter this information.

Hours: Transfer the total number of hours from the time reporting section (left of page) to the hours line next to your pay rate. Total the hours on the **Hrs. Total** line **(A)**. This total should match the **Total Hours (A)** in the time section of the report.

Amount: Multiply the hours by your hourly rate to compute the total amount earned.

Pay Total: Total your pay amount on this line.

Other: DISREGARD THIS SECTION OF THE T&E FOR THIS PROJECT.

Grand Total: DISREGARD THIS SECTION OF THE T&E FOR THIS PROJECT.

Page **of** : DISREGARD THIS SECTION OF THE T&E FOR THIS PROJECT.

KEY	TYPE OF PAY	RATE	HOURS	AMOUNT
	Base Rate	\$ _____	X _____	= \$ _____
	Special Rate	\$ _____	X _____	= \$ _____
	Supervisor Rate	\$ _____	X _____	= \$ _____
			(A) _____	_____
			HRS. TOTAL	PAY TOTAL
	Other	\$ _____	_____	\$ _____
		\$ _____	_____	\$ _____
			GRAND TOTAL:	_____

Should Match
(B) These Miles
Should Match

Page of

Hours Total (enter total amount of hours here)

Pay Total (enter total pay amount here)

Special Rate line (enter pay rate here)

Payroll Authorization - Bottom-Right Section

Home Office Authorization: This area is for office use only. Do **NOT** make any entries.

Payroll Authorization: This must be completed and signed before the T&E can be approved and paid. You must not work more than 40 hours a week without authorization from your supervisor. Enter the date the reporting week began and check whether you **have** or **have not** worked more than 40 hours. If you have worked more than 40 hours that week, provide the name of the person who authorized the overtime and the number of extra hours you worked. In all cases you must sign this box. Your T&E will not be processed unless this section is completed and signed in ink. Use only dark blue or black ink. Do **NOT** use pencil or red ink.

Copies: Send only the first four copies to your supervisor. Keep the final gold copy for your records.

HOME OFFICE AUTHORIZATION	PAYROLL AUTHORIZATION
<input type="checkbox"/> Base <input type="checkbox"/> Special <hr/> Overtime Hours <hr/> Signature <hr/> Date	<p>This report will not be processed unless this section is completed.</p> <p>I certify that the information on this form is accurate and that during the week described above I have <input type="checkbox"/>, have not <input type="checkbox"/>, charged Westat for more than 40 hours. If more than 40 hours, I was authorized by (NAME) _____ and worked _____ additional hours.</p> <p>* Or more than 8 hrs/day in AK, CA, or NV.</p> <p style="text-align: right;">_____ (EMPLOYEE'S SIGNATURE) (DATE)</p> <p>----- For Supervisor: I have reviewed and approved this T&E report. -----</p> <p>_____ (SUPERVISOR'S SIGNATURE) (DATE) _____ (SUPERVISOR'S SIGNATURE) (DATE)</p>

COPIES: WHITE: PAYROLL GREEN: A/P CANARY: FIELD DIRECTOR PINK: SUPERVISOR GOLD: EMPLOYEE

Sign & Date Here

B

Reporting Travel Expenses

The work of most ACs and AAs will not require overnight travel. However, for those whose assignments do necessitate overnight travel, the Trip Expense Report (TER) is used to report expenses associated with out-of-town travel for reimbursement. The TER and the Westat travel policy are described in the Travel Guide provided as Appendix F.



Appendix A

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

1

Checklist of Tasks for ACs and AAs

Schedule	Page
10 Days Before the Assessment:	
○ Conduct the preassessment call with the school coordinator (AC Only)	3.7-3.27
After the Preassessment Call:	
○ Check the session boxes for the school; be sure not to open the bundles of booklets until the day of the assessment (AC Only)	3.28-3.32
○ Gather any additional materials needed for the sessions from your bulk supplies (AC Only)	3.33-3.35
○ Request additional materials, if necessary (AC Only)	3.35
○ Complete Assessment Information Form for each AA assigned to the school (AC Only)	3.36-3.37
A Few Days Before the Assessment:	
○ Confirm arrival time with the AC and review your Assessment Information Form	3.37 & 4.1
On Assessment Day:	
○ 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
1-1/2 Hours Before the Assessment:	
○ Review the Administration Schedule and obtain any missing information from the school coordinator (AC Only)	4.4
○ Assign accommodation booklets, if necessary (AC Only)	4.4-4.5
○ Complete the summary box at the top of the Administration Schedule (AC Only)	4.6
1 Hour Before the Assessment:	
○ Give AAs the materials needed for the session (AC Only)	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
- Hispanic Pacific Islander
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Other

National School Lunch Program

- Student not eligible
- Free lunch
- Free lunch (free 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 60-65) _____

Total in Sample _____ TO BE ASSESSED _____

Student Name	Bundle #s 01001 01002	For Use in Column "F"	For Use in Column "G"	"D" Birth Date		"E" Sex 1 = Male 2 = Female	"F" Race/Eth.	"G" School Lunch	"H" Title I	"I" SD 1 = Yes 2 = No	"J" LEP 1 = Yes 2 = No	"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	01	0	4	0	2	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	0	2	0	1	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	03	0	6	0	1	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	04	1	0	0	2	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	05	1	1	0	2	1	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	06	0	9	0	2	1	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	07	0	1	0	1	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	08	0	5	0	2	1	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	09	0	7	0	2	1	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	10	0	9	0	1	3	1	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	11	1	2	0	2	4	2	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	12	1	0	0	1	2	1	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	13	0	6	0	2	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	14	0	2	0	1	1	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	15	1	0	0	1	3	1	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

Session Number: **RW0801**

TOTAL ASSESSED: _____

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 13 = 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	56 = Not in sample 60 = SD- Cannot be assessed 61 = SD-Required accom. not offered 62 = LEP- Cannot be assessed 63 = LEP-Required accom. not offered 64 = SD- Cannot be assessed 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 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	
		Yes	No
Questionnaire ID # 09 0 - 0 0 3 7 6 8 - 2		Yes	No
(Barcode ID# on Cover)		<input type="radio"/>	<input type="radio"/>
		Completed Electronically	<input type="radio"/>
		Returned	<input type="radio"/>

Student's Name	Distributed To (Staff Name)	II. SD/LEP														Returned						
		Student Booklet ID # (Column "K" or "L" on Admin. Schedule)				SD/LEP Questionnaire ID # (Barcode ID# on Cover)				Returned												
		2	0	4	0	0	0	0	0	0	0	0	0	0	0	2	9	8	7	Yes	No	
01	Tim Dublin																					
02	Paul Hernandez																					
03																						
04																						
05																						
06																						
07																						
08																						
09																						
10																						
11																						
12																						
13																						
14																						

Instructions for Distributing Questionnaires

Instructions for Distributing School Questionnaire
 Give the School Questionnaire to the principal. On the cover of the questionnaire, record the date it is to be returned. Once it is returned, grid in the oval in the Returned column.

Instructions for Distributing SD/LEP Questionnaires
 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.

Roster of Questionnaires - Back

III. Teacher Questionnaire		SCHOOL #: 1 0 0 - 1 0 2 - 1 ○ NCS Use Only																				
Teacher's Name	Teacher #	Teacher Questionnaire ID #										Returned	Completed Electronically	Instructions for Distributing Questionnaires								
		01	02	03	04	05	06	07	08	09	10				11	12	13	14	15	16	17	
01	09	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes	No	<p>Instructions for Distributing Eighth-Grade Teacher Questionnaires</p> <p>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.</p> <p>On this roster:</p> <ol style="list-style-type: none"> Create a list of <i>all</i> 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. <p>On the front cover of each questionnaire:</p> <ol style="list-style-type: none"> 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). <i>It is critical that this number is recorded accurately.</i>
02	09	7	2	3	1	7																
03	09	7	9	4	6	5																
04	09																					
05	09																					
06	09																					
07	09																					
08	09																					
09	09																					
10	09																					
11	09																					
12	09																					
13	09																					
14	09																					
15	09																					
16	09																					
17	09																					

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

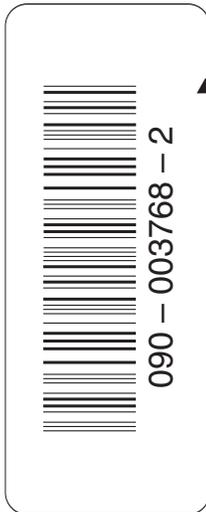
Please complete this questionnaire online.

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

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 (PL. 103-382, 20 U.S.C. §9010). While you are not required to respond, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. O.M.B. NO. 1850-0628* Approval Expires 10/31/2003
Mark Reflex® by NCS EM-166##-001-1:654321 Printed in U.S.A.



Criteria for Inclusion – Page 1 Front

2002 NAEP

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

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

Students with Disabilities

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

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

2. Students with Limited English Proficiency

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

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

3. Consult with School Staff

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

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

**WHEN THERE IS DOUBT, INCLUDE THE STUDENT.
SEE BACK FOR FURTHER EXPLANATION
AND LIST OF THE OFFERED ACCOMMODATIONS.**

Criteria for Inclusion – Page 1 Back

2002 NAEP

FURTHER EXPLANATION FOR LEP STUDENTS

The phrase "less than 3 school years including the current year" means, therefore, in 2 applying the criteria, you should perform the following:

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

ACCOMMODATIONS MOST FREQUENTLY OFFERED BY NAEP

Reading Sessions	Writing Sessions	Mathematics Sessions
<ul style="list-style-type: none"> ■ Large print booklet (73) 	<ul style="list-style-type: none"> ■ Bilingual dictionary (72) 	<ul style="list-style-type: none"> ■ Bilingual booklet (71)
<ul style="list-style-type: none"> ■ Extended time in regular session (74) 	<ul style="list-style-type: none"> ■ Large print booklet (73) 	<ul style="list-style-type: none"> ■ Bilingual dictionary (72)
<ul style="list-style-type: none"> ■ Small group (76) 	<ul style="list-style-type: none"> ■ Extended time in regular session (74) 	<ul style="list-style-type: none"> ■ Large print booklet (73)
<ul style="list-style-type: none"> ■ One-on-one (77) 	<ul style="list-style-type: none"> ■ Read aloud in regular session (75) 	<ul style="list-style-type: none"> ■ Extended time in regular session (74)
<ul style="list-style-type: none"> ■ Scribe or use of a computer used to record answers (78) 	<ul style="list-style-type: none"> ■ Small group (76) 	<ul style="list-style-type: none"> ■ Read aloud in regular session (75)
<ul style="list-style-type: none"> ■ Other format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment if provided by the school (79) 	<ul style="list-style-type: none"> ■ One-on-one (77) 	<ul style="list-style-type: none"> ■ Small group (76)
	<ul style="list-style-type: none"> ■ Use of computer to record answers (78) 	<ul style="list-style-type: none"> ■ One-on-one (77)
	<ul style="list-style-type: none"> ■ Other format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment if provided by the school (79) 	<ul style="list-style-type: none"> ■ Scribe or use of computer used to record answers (78)
		<ul style="list-style-type: none"> ■ Other format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment if provided by the school (79)

Criteria for Inclusion Page 2 – Front

B

THE FOLLOWING ARE QUESTIONS FROM THE SD/LEP QUESTIONNAIRE THAT PERTAIN TO THE DECISION REGARDING WHETHER A STUDENT IDENTIFIED AS HAVING A DISABILITY (SD) CANNOT BE INCLUDED IN THE ASSESSMENT:

3. Does the student's IEP state that he or she cannot participate in assessments such as NAEP, even with accommodations?

- A Yes
 B No
 C I don't know.

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

- A Yes, tested with accommodations or adaptations → *Go to Question 9*
 B No, tested without accommodations or adaptations → *Skip to Question 13*
 C IEP states that this student cannot be tested → *Skip to Question 13*
 D Two or more years below grade level
 E I don't know.

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

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

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

Criteria for Inclusion Page 2 – Back

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

- A Response in Braille
- B Response in sign language
- C Oral responses
- D Pointing to answers
- E Tape recording of answers
- F Use of computer to respond
- G Use of typewriter to respond
- H Use of calculator including talking or Braille calculators
- I Use of template to respond
- J Use of large marking pen or specially designed writing tool
- K Other (specify) _____

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

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

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

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

13. How would this student most appropriately participate in the NAEP language arts assessment?

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

Criteria for Inclusion Page 3 – Front

B

THE FOLLOWING ARE QUESTIONS FROM THE SD/LEP QUESTIONNAIRE THAT PERTAIN TO THE DECISION REGARDING WHETHER A STUDENT IDENTIFIED AS LIMITED ENGLISH PROFICIENT (LEP) CANNOT BE INCLUDED IN THE ASSESSMENT:

15. Including the current school year, how long has this student been **receiving academic instruction** primarily in English?
- A Student does not receive academic instruction primarily in English.
 - B 1 year
 - C 2 years
 - D 3 years
 - E 4 years or more
 - F I don't know.
19. Are any accommodations or adaptations used for district or statewide achievement testing for this student?
- A Yes, tested with accommodations or adaptations → *Skip to Question 20*
 - B No, tested without accommodations or adaptations → *Skip to Question 21*
 - C IEP states that student cannot be tested (for LEP students classified as SD) → *Skip to Question 21*
20. If your answer to question 19 is “Yes,” which accommodations or adaptations are used for district or statewide achievement testing with this student? **(Fill in all ovals that apply.)**
- A Native language version of test
 - B Bilingual version of test
 - C Word lists or glossaries
 - D Bilingual dictionary
 - E Help from a native speaker in interpreting directions and questions
 - F Directions read aloud in English
 - G Questions read aloud in English
 - H Extended time
 - I Other (specify) _____
21. How would this student most appropriately participate in the NAEP language arts assessment?
- A English version without accommodations or adaptations
 - B English version with accommodations or adaptations
 - C Native language version or bilingual version with or without accommodations or adaptations
 - D This student would not participate.

New Enrollee Listing Form – Back

INSTRUCTIONS FOR LISTING NEWLY ENROLLED STUDENTS

About two weeks before your assessment date, the NAEP representative will review this form with you and determine whether any newly enrolled students will be added to the sample. After the sampling is completed, the NAEP representative will instruct you to copy the sampled students' names and demographic information onto the appropriate Administration Schedule.

THE FOLLOWING STUDENT DATA ARE REQUIRED:

- Student Name
- Birth date (month and year)
- Homeroom or intact classroom indicator
- Sex: **1=Male**
 2=Female
- Race/Ethnicity (using definitions below)
 - 1=White, not Hispanic:** A person having origins in any of the original peoples of Europe [except Spain], North Africa, or the Middle East.
 - 2=Black, not Hispanic:** A person having origins in any of the Black peoples of Africa.
 - 3=Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish [but not Portuguese] culture of origin, regardless of race.
 - 4=Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.
 - 5=American Indian or Alaskan Native:** A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
 - 6=Other:** A person who identifies with more than one of the first five categories or has a background other than the ones listed.
- Title I (receiving Title I services): **1= Yes**
 2= No
- SD: SD is defined as a student with a disability (SD) or having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons other than being gifted and talented.
 1= Yes
 2= No
- LEP: LEP is defined as a student classified by the school as limited English proficient.
 1= Yes
 2= No
- Participation in National School Lunch Program:

1= Student not eligible	3= Free lunch
2= Reduced price lunch	6= School not participating

U.S. Department of Agriculture Letter – Front



United States
Department of
Agriculture

SEP 26 2001

Food and
Nutrition
Service

3101 Park
Center Drive
Alexandria, VA
22302-1500

SUBJECT: Reissuance of Policy on Limited Disclosure of Children's Eligibility Information to Title I and the National Assessment of Educational Progress (NAEP)

TO: Regional Directors
Special Nutrition Programs
All Regions

Department of Education's Title I of the Elementary and Secondary Education Act and the NAEP are the two Federal education programs that request the use of children's free and reduced price meal eligibility information most frequently. We have issued several memoranda on the disclosure of children's eligibility information. This memorandum consolidates the policy relating to Title I and the NAEP.

The Healthy Meals for Healthy Americans Act of 1994, P.L. 103-448, amended Section 9(b)(2)(C) of the Richard B. Russell National School Lunch Act (NSLA) (42 U.S.C. 1751(b)(2)(C)) to allow the disclosure of children's eligibility information, without parental consent, to certain persons and programs. Among these persons and programs are individuals directly connected with Federal education programs, such as Title I and the NAEP.

School food authorities may disclose, without parent/guardian consent, participants' names and eligibility status (whether they are eligible for free meals or free milk or reduced price meals) to persons *directly* connected with the administration or enforcement of Title I and the NAEP. Additionally, school food authorities may disclose participants' names and eligibility status to persons directly connected with the administration or enforcement of State educational assessment programs to the extent that the State assessment is part of the NAEP or the assessment program is established at the State, not local level. Other State education programs are also eligible to have access to participants' names and eligibility status, without parent/guardian consent, but the program must be established at the State, not local level.

The term "persons directly connected" for the purpose of disclosure to Title I or NAEP includes Federal, State and local program operators responsible for Title I or NAEP program administration or program compliance and their contractors. This does not imply that these persons have routine access to participants' eligibility status. There must be a "need to know" for legitimate Title I or NAEP purposes.

U.S. Department of Agriculture Letter – Back

Regional Directors

2

While not currently required, we recommend that school food authorities inform households if they plan to disclose or use eligibility information outside the originating program. We also recommend that the school food authority enter into a written agreement with Title I and NAEP officials. We suggest that the agreement be signed by both the school food authority and Title I and NAEP officials, as appropriate, that the agreement identify the entity receiving the information, describe the information to be disclosed and how it will be used, describe how the information will be protected from unauthorized uses and disclosures, and describe the penalties for unauthorized disclosure. Prior to developing State and local disclosure policies, we also recommend that State agencies and school food authorities discuss the disclosure provisions with their legal counsel.

Providing aggregate information that does not identify individuals continues to be permitted without consent. Additionally, any costs associated with the disclosure of information beyond that used for program purposes cannot be charged to the school food service account, except that incidental costs are acceptable. In accordance with the statute, school food authorities are not *required* to disclose eligibility information. This is a State and local decision.

For further information and guidance on the disclosure of children's eligibility information, please refer to our memorandum of December 7, 1998, Limited Disclosure of Children's Free and Reduced Price Eligibility Information (SP 99-3); (CACFP 99-2).

STANLEY C. GARNETT
Director
Child Nutrition Division

Sample Parent Notification Letter

January 2002

Dear Parent:

The National Assessment of Educational Progress (NAEP), an ongoing survey of what Americans know and can do in various academic subjects taught in school, will be administered in schools in 2002. This school has been selected to participate in NAEP, and your child has been selected to participate.

The subjects to be assessed in 2002 are reading, writing, and mathematics in fourth, eighth grade and reading and writing in twelfth grade. Each NAEP assessment will take approximately 1½ hours to administer. All responses are confidential. No results are ever reported to schools. The names of students who take part are not recorded on any of the assessment materials that leave the school, and your child's grades or progress in school will not be affected.

NAEP asks students questions about the subject matter and also about their learning experience, and what teachers teach in the classroom. General background questions are asked to allow NAEP to report data to the state by the type of school, sex, race/ethnicity, and other factors related to learning.

If you would like more information about the 2002 assessment, a NAEP Demonstration Booklet that contains samples of the types of reading, writing, and mathematics as well as the general background questions that students are asked. To see a sample of that NAEP has provided, please contact your school principal. For more information about NAEP, visit the web site at <http://nces.ed.gov/nationsreportcard>.

NAEP is an important activity that keeps us, as parents, citizens, and educators, informed about what American students are learning. We want you to know that we appreciate the participation of every child who is selected.

Sincerely,

Sample Teacher Notification Letter

Date: _____

TO: _____

FROM: _____

SUBJECT: National Assessment of Educational Progress

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

Your district and school were selected to participate in NAEP 2002. We have selected students and developed an assessment schedule in collaboration with the school. Each assessment session will take about 90 minutes. The assessments are scheduled for:

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

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

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

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

Thank you very much for your cooperation.



Student Certificates of Appreciation – 1 pack of 35



NAEP Storage Envelope

THE NATION'S
REPORT
CARD



Staple NAEP Return Postcard
HERE

STORAGE ENVELOPE

(Use for Administration Schedules, Student Lists, and other assessment materials.)

Please retain the enclosed materials until June 1 or the end of your school year;
then return the NAEP postcard and **destroy** the contents.

School Coordinator:

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

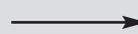
AFTER THE CALL, CONTACT YOUR SUPERVISOR TO HAVE ADDITIONAL QUESTIONNAIRES SHIPPED TO THE SCHOOL COORDINATOR.

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 below¹.

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.

¹ 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
		GR4 Type A Reading/Writing		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
		GR8 Type A Reading/Writing		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
		GR12 Type A Read/Writ - Public		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"			Miscellaneous Materials
	Set of 3	Social Security Instructions "S"		Each	Sealing Tape Roll
		GR12 Type A Read/Writ - Private		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
		GR4 Type B Math/Reading		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"
		GR8 Type B Math/Reading		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"
		GR4 Type C Reading		Each	O.E. Math Poster Gr. 4
	Bndl of 13	Gr. 4 Reading Spiral		Each	O.E. Math Poster Gr. 8
		GR8 Type C Reading		Set of 10	Gr. 4 Writing Brochure "A"
	Bndl of 17	Gr. 8 Reading Spiral		Set of 12	Gr. 8 Writing Brochure "B"
		GR12 Type C Reading		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"
		GR4 Type D Math		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"
		GR8 Type D Math		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"
		Questionnaires/Rosters		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
		Accommodation Books		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.) 2nd 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: _____