

# N A E P

National Assessment of Educational Progress



THE NATION'S REPORT CARD



# NAEP 2003

## Assessment Coordinator Manual

### Table of Contents

Chapter	Page
<b>1. Welcome to NAEP</b>	
1. Introduction to Westat .....	1.1
2. NAEP Overview .....	1.2
A. NAEP Background.....	1.3
B. NAEP Organizational Structure .....	1.6
3. The NAEP Program for 2003 .....	1.8
<b>2. Roles and Responsibilities</b>	
1. Overview of the NAEP Team Responsibilities .....	2.1
2. Schedule of Data Collection Activities .....	2.4
3. Questions About NAEP.....	2.5
4. Attitude and Conduct .....	2.5
5. Assessment Code of Ethics .....	2.5
<b>3. Activities in December and January</b>	
<b>TASK 1.</b> Complete Home-Study Package and Attend the In-Person Training .....	3.1
<b>TASK 2.</b> Assist Supervisor with Student Sampling Activities .....	3.2
<b>TASK 3.</b> Assist Supervisor with Assembling Preassessment Packets .....	3.2
<b>TASK 4.</b> Receive the School Folders from Your Supervisor .....	3.3
A. Understanding the Administration Schedule .....	3.3
B. Guidelines for Completing Scannable Documents .....	3.4
<b>TASK 5.</b> Receive and Secure Assessment Materials from NCS Pearson .....	3.6
A. Accounting for Assessment Materials .....	3.6
B. Condition of Assessment Materials and Supplies .....	3.6
C. Requests to View NAEP Materials .....	3.6
<b>4. Contacting Your Assigned Schools</b>	
<b>TASK 1.</b> Overview of Contact Procedures.....	4.1
<b>TASK 2.</b> Prepare for the Preassessment Visit .....	4.1
<b>TASK 3.</b> Use the Contact Log to Document the Preassessment Visit/Call .....	4.3
<b>Step A.</b> Conduct Confirmation Phone Call and Schedule Preassessment Contact .....	4.10
<b>Step B.</b> Review Status of School and Teacher Questionnaires (Grades 4 and 8 Only) .....	4.12
<b>Step C.</b> Verify That Parents/Guardians Have Been Notified about NAEP .....	4.18
<b>Step D.</b> Complete the Administration Schedule .....	4.20

<b>Step E.</b> Select Sample of Newly Enrolled Students .....	4.26
<b>Step F.</b> Review Status of SD/LEP Questionnaires .....	4.32
<b>Step G.</b> Determine Student Accommodations with School Staff .....	4.37
<b>Step H.</b> Make Assessment Arrangements .....	4.51
<b>TASK 4.</b> Verify Assessment Materials .....	4.55
<b>A.</b> Check School Materials .....	4.55
<b>B.</b> Check Bulk Supplies .....	4.58
<b>C.</b> Request Additional Materials, If Necessary .....	4.60

## 5. Working with Assessment Administrators

1. AAs Hired for Your Area .....	5.1
<b>A.</b> Overview of AAs’ Responsibilities .....	5.1
<b>B.</b> Your Role in Training the AAs .....	5.1
2. Working as a Team .....	5.2
<b>A.</b> Your Role as the Team Leader .....	5.2
<b>B.</b> Individual Styles and Preferences .....	5.5
<b>C.</b> Linking Preferences to Your Team’s Development .....	5.8
<b>D.</b> Leading Your Team to Success .....	5.9
3. Planning the Assessment Schedule .....	5.10
<b>A.</b> Effective Communication with Your AAs .....	5.10
<b>B.</b> Situations That May Affect Your Assessment Schedule .....	5.12

## 6. Assessment Day Activities

<b>TASK 1.</b> Preparing for the School’s Assessment .....	6.1
<b>A.</b> Materials to Bring to the School .....	6.1
<b>TASK 2.</b> Report to the School on the Day of the Assessment .....	6.2
<b>A.</b> Professional Behavior and Dress .....	6.2
<b>TASK 3.</b> Complete Initial Activities at the School .....	6.3
<b>A.</b> Obtain a Copy of the Parent Notification Letter .....	6.3
<b>B.</b> Review the Administration Schedule .....	6.3
<b>C.</b> Assign Accommodation Booklets .....	6.4
<b>D.</b> Complete the Top of the Administration Schedule .....	6.5
<b>E.</b> Give AAs Their Session Materials .....	6.6
<b>F.</b> Your Responsibilities Immediately before the Session .....	6.6
<b>TASK 4.</b> Prepare the Booklets (AA Task) .....	6.8
<b>A.</b> Open the Bundles of Booklets .....	6.8
<b>B.</b> Prepare the Assessment Booklets .....	6.11
<b>TASK 5.</b> Prepare the Room (AA Task) .....	6.14
<b>TASK 6.</b> AC Responsibilities Once the Session Has Begun .....	6.16
<b>TASK 7.</b> Administer the Session (AA Task) .....	6.17
<b>A.</b> Setting the Tone .....	6.17
<b>B.</b> Using the Script to Conduct the Session .....	6.17
<b>C.</b> Using Calculators .....	6.21
<b>D.</b> Using Ancillary Materials .....	6.22

**TASK 8.** Monitor the Session (AA Task) .....6.22

**A.** Managing the Classroom .....6.23

**B.** Working with Students at Each Grade Level .....6.28

**C.** Rules for Supervising the Session .....6.30

**TASK 9.** Assess Students with Disabilities or Limited English Proficiency (AA Task) .....6.33

**A.** Conducting Accommodation Sessions .....6.33

**B.** Keeping Children with Disabilities Comfortable and On Task .....6.35

**TASK 10.** Account for All Materials Used (AA Task) .....6.36

**TASK 11.** Record Administration Codes on the Administration Schedule (AA Task) .....6.36

**TASK 12.** Complete the Top of the Administration Schedule (AA Task) .....6.41

**TASK 13.** Code the Booklet Covers (AA Task) .....6.42

**TASK 14.** Complete the Session Debriefing Form (AA Task) .....6.44

**TASK 15.** Collect the Questionnaires .....6.47

**TASK 16.** Edit Assessment Materials .....6.47

**TASK 17.** Prepare the NAEP Storage Envelope .....6.49

**TASK 18.** Prepare Materials for Shipping (AA Task) .....6.50

**TASK 19.** Schedule and Conduct a Makeup Session, If Necessary .....6.51

**A.** Schedule the Makeup Session .....6.51

**B.** Secure Assessment Materials for Makeup .....6.52

**C.** Conduct the Makeup Session and Complete the Administration Schedule .....6.52

**D.** Code the Booklet Covers .....6.53

**TASK 20.** Collect and Review Session Debriefing Forms .....6.53

**TASK 21.** Debrief the School Coordinator .....6.54

**TASK 22.** Quality Control and Observation .....6.60

**A.** School Visits by NAEP Staff .....6.60

**B.** School Visits by Your Supervisor .....6.60

**C.** Followup Phone Calls .....6.60

## Appendices

### Appendix A

Checklist of Tasks for ACs .....	A.2
Glossary .....	A.4
Frequently Asked Questions .....	A.7

### Appendix B

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

### Appendix C

General Interviewing Techniques .....	C.1
---------------------------------------	-----

### Appendix D

Special Procedures for Grade 4 Schools Where All Students Are Included .....	D.1
--	-----

## Acknowledgements:

The NAEP project staff wishes to thank Pat Davis, at Westat; 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. Pat Davis provided the comprehensive teambuilding section presented in Chapter 5, and Ms. Zilber provided the insightful classroom management strategies presented in Chapter 6. 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 4 and 6.

# 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 1,500 home office staff members are individuals trained in areas such as education, sociology, statistics, epidemiology, psychology, and technical and support services. An additional 7,300 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 the following: 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.

For more information about Westat, visit the web site at [www.westat.com](http://www.westat.com).

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.

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 Schedule of NAEP Assessments 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. The NAEP long-term trend assessments have given information on student achievement over the past 30 years. 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.

In 2001, legislation was passed called “No Child Left Behind.” Under this legislation, beginning in the 2002-2003 school year, any state that receives Title I funds is required to participate in the NAEP biennial state-level assessment in reading and mathematics in grades 4 and 8. At the district level, recipients of Title I subgrants must also agree to participate in biennial state NAEP assessments of grades 4 and 8 reading and mathematics if they are selected for the NAEP sample. Participation in NAEP assessments is voluntary for students and schools.

NAEP is also required to conduct a national assessment and may conduct an assessment in reading and mathematics in grade 12 at regularly scheduled intervals. Additional assessments may be conducted at regularly scheduled intervals in such subjects as writing, science, history, geography, civics, economics, foreign languages, and arts.

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

Schedule of NAEP Assessments from 1969-2003			
Year	National	Long-Term Trend <sup>1</sup>	State
1969-70	Citizenship Science Writing	Science <sup>2</sup>	
1970-71	Literature Reading	Reading <sup>2</sup>	
1971-72	Music Social Studies		
1972-73	Mathematics Science	Mathematics <sup>2</sup> Science <sup>2</sup>	
1973-74	Career & Occupational Development Writing		
1974-75	Art Index of Basic Skills Reading	Reading <sup>2</sup>	
1975-76	Citizenship/Social Studies Mathematics <sup>3</sup>	Citizenship/Social Studies <sup>2</sup>	
1976-77	Basic Life Skills <sup>3</sup> Science	Science <sup>2</sup>	
1977-78	Consumer Skills <sup>3</sup> Mathematics	Mathematics <sup>2</sup>	
1978-79	Art Music Writing		
1979-80	Reading Literature Art	Reading <sup>2</sup>	
1981-82 <sup>4</sup>	Mathematics Science Citizenship Social Studies	Mathematics <sup>2</sup> Science <sup>2</sup>	
1984	Reading Writing	Reading Writing	
1986	Computer Competence U.S. History <sup>3</sup> Literature <sup>3</sup> Mathematics Science Reading	Mathematics Science Reading <sup>5</sup>	
1988	Civics Document Literacy <sup>3</sup> Geography <sup>3</sup> U.S. History Reading Writing	Civics <sup>2</sup> Mathematics Science Reading Writing	
1990 <sup>6</sup>	Mathematics Science Reading	Mathematics Science Reading Writing	Mathematics <sup>7</sup> (8)

Schedule of NAEP Assessments from 1969-2003 (continued)			
Year	National	Long-Term Trend <sup>1</sup>	State
1992	Mathematics Reading Writing	Mathematics Science Reading Writing	Mathematics <sup>7</sup> (4, 8) Reading <sup>7</sup> (4)
1994	Geography U.S. History Reading	Mathematics Science Reading Writing	Reading <sup>7</sup> (4)
1996	Mathematics Science	Reading Writing Mathematics Science	Mathematics (4, 8) Science (8)
1997	Arts (8)		
1998	Reading Writing Civics		Reading (4, 8) Writing (8)
1999		Reading Mathematics Science	
2000	Mathematics Science Reading (4)		Mathematics (4, 8) Science (4, 8)
2001	U.S. History Geography		
2002	Reading Writing		Reading (4, 8) Writing (4, 8)
2003	Reading (4, 8) Mathematics (4, 8)		Reading (4, 8) Mathematics (4, 8)

<sup>1</sup> Long-term trend assessments are at ages 9, 13, and 17.

<sup>2</sup> This assessment appears in reports as part of long-term trend. Note that the civics assessment in 1988 is the third point in trend with citizenship/social studies in 1975-76 and in 1981-82. There are no points on the trend line for writing before 1984.

<sup>3</sup> This was a small, special-interest assessment administered to limited national samples at specific grades or ages and was not part of a main assessment. Note that this chart includes only assessments administered to in-school samples; not shown are several special NAEP assessments of adults.

<sup>4</sup> Explanation of format for year column: before 1984, the main NAEP assessments were administered in fall of 1 year through spring of the next. Beginning with 1984, the main NAEP was administered after the new year in winter, although the assessments to measure long-term trend continued with their traditional administration in fall, winter, and spring. Because the main assessment is the largest component of NAEP, beginning with 1984 we have listed its administration year rather than the 2 years over which trend continued to be administered. Note also that the state component is administered at essentially the same time as the main NAEP.

<sup>5</sup> The 1986 long-term trend reading assessment is not included on the trend line in reports because the results for this assessment were unusual. Further information on this reading anomaly is available in Beaton and Zwick (1990).

<sup>6</sup> Since 1990, grades 4, 8, and 12 have been assessed in National NAEP, unless otherwise noted.

<sup>7</sup> State assessments began in 1990 and in 1990-94 were referred to as trial state assessments (TSA).

**B**

## NAEP Organizational Structure

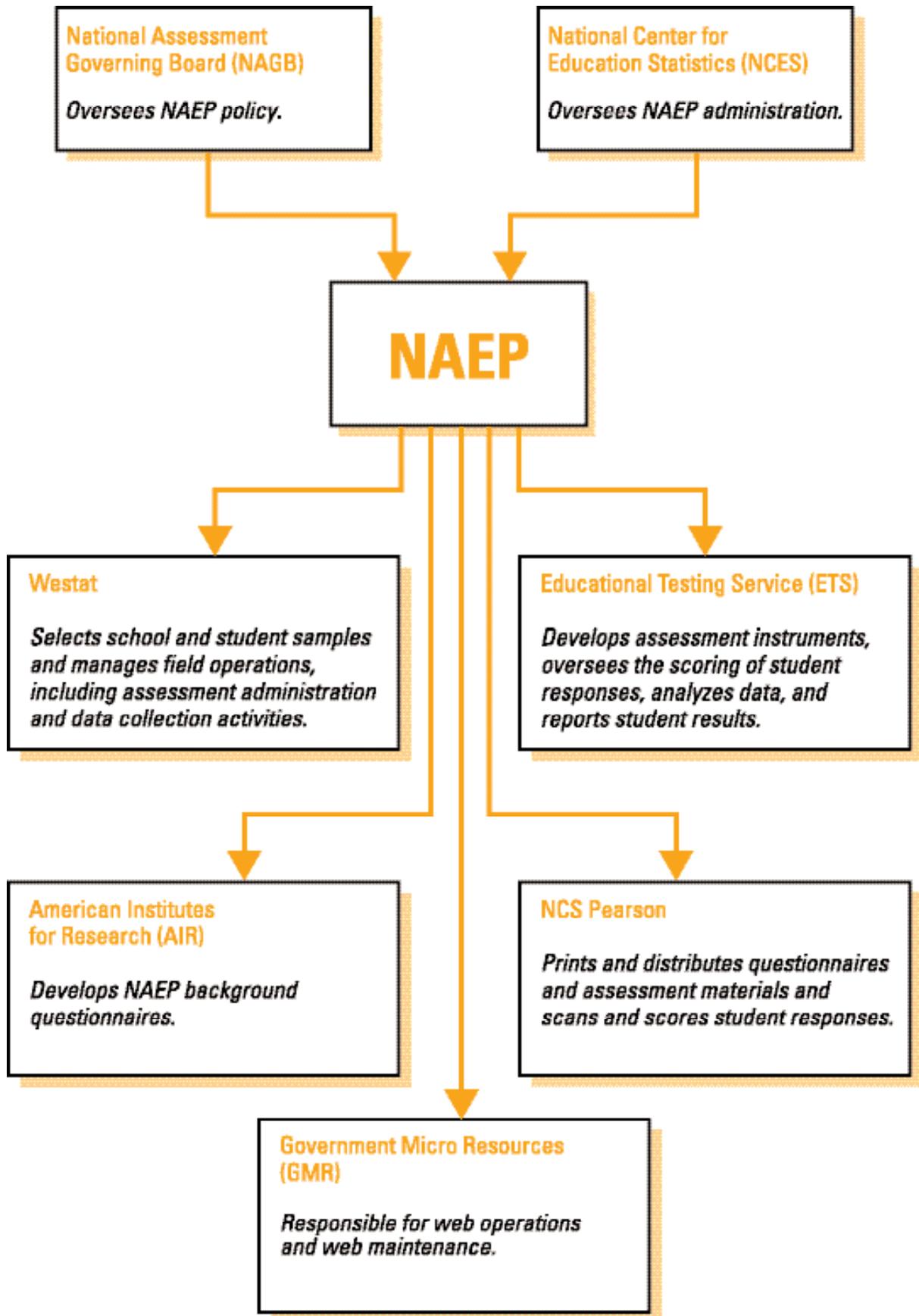
The chart on the next page shows the current organizational structure of NAEP. The Commissioner of Education Statistics, who heads the National Center for Education Statistics (NCES) in the U.S. Department of Education, is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations. The Associate Commissioner for Assessment at NCES 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 contracts with other organizations to assist the Board in determining the assessment content through a comprehensive, deliberative framework development process. NAGB also contracts with organizations to conduct its broad-based standard setting activities to inform the Board's decisions on achievement levels.

NCES 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 is responsible for printing and distributing the assessment materials and for scanning and scoring students' responses. American Institutes for Research (AIR) is responsible for developing the background questionnaires. Government Micro Resources (GMR) is responsible for NAEP web operations and web maintenance.

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





### The NAEP Program for 2003

The 2003 assessment will be conducted from January 27 through March 7, 2003, in a sample of approximately 15,000 fourth- and eighth-grade public and nonpublic schools located throughout the 50 states and territories of the United States. Approximately 750,000 students in grades 4 and 8 will participate in the assessment. In addition, 100 grade 12 schools will participate in a field test of mathematics and reading items.

The subjects for NAEP 2003 are reading and mathematics. These will be conducted in combined reading/mathematics sessions in grades 4, 8, and 12. The following chart is a breakdown of the number of schools by grade.

#### Number of Schools Selected for NAEP 2003

Grade	Number of Schools
4	8,000
8	7,000
12	100

This year, NAEP will be conducting a Trial District Assessment in 10 school districts. The purpose of the study is to provide a district-level indicator of educational progress to local educators and policymakers. The following 10 districts have been selected for the Trial District Assessment:

- |               |                 |
|---------------|-----------------|
| New York, NY  | Cleveland, OH   |
| Boston, MA    | Houston, TX     |
| Atlanta, GA   | Albuquerque, NM |
| Charlotte, NC | Los Angeles, CA |
| Chicago, IL   | San Diego, CA   |

Each assessment session will require approximately 90 minutes to administer, including distribution and collection of materials.

This year, questionnaires will be distributed only in fourth- and eighth-grade schools. There are three types of questionnaires – School, Teacher, and SD/LEP Questionnaires. Teachers of selected students will be asked to complete a questionnaire about their background and teaching practices. Principals 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 any of the questionnaires online or in the traditional booklet format.

The following pages show the NAEP Summary of Activities for Public and Nonpublic Schools. This document was sent to schools in the fall and briefly defines the NAEP program and the role of participating schools.

## Summary of Activities for Public Schools (front)



# NAEP

National Assessment of Educational

## Summary of Activities for Public Schools

### What is NAEP?

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what America's students know and can do in school in a variety of key subject areas. NAEP assessments are given periodically at the fourth, eighth, and twelfth grades in core academic subjects. NAEP is mandated to assess reading and mathematics in grades 4 and 8 every 2 years starting in the 2002/2003 school year.

NAEP is mandated by the U.S. Congress and is administered by the National Center for Education Statistics (NCES), within the Office of Educational Research and Improvement at the U.S. Department of Education. Policies for NAEP are set by the National Assessment Governing Board (NAGB), whose members are appointed by the Secretary of Education.

Every 2 years, states participate in assessments in reading and mathematics. In 2003, 10 large urban districts and 5 jurisdictions will participate. About 12,000 students per state/jurisdiction participate in each assessment or about 750,000 students overall. States use NAEP results to compare their students' performance both over time and to performance of students nationally and in other states.

Full participation in NAEP by schools and students helps ensure that NAEP will continue to provide uniquely valuable information on

the performance of American students for both the Nation and the states. Participation by individual schools and students is voluntary.

This document provides a brief overview of assessment plans and the roles of participating schools and school staff. NAEP State Coordinators and NAEP field staff will provide more detailed information when they contact schools in the fall to discuss the assessment.

### When is the assessment?

Between January 27 and March 7, 2003, NAEP will assess students in grades 4 and 8 in reading and mathematics. In a small number of grade 12 schools, NAEP will also conduct a field test assessment in reading and mathematics. All assessments will be conducted by NAEP field staff, and materials will be provided by NAEP.

### What is involved for school staff and students?

- 1 Each student selected to participate will be assessed in either reading or mathematics.
- 1 Assessments will take 90 minutes of each student's time.
- 1 In most grade 4 schools, NAEP will assess all eligible students.
- 1 In most grade 8 schools, the sample will be approximately 62 students.
- 1 In states with fewer than 100 schools, additional students will be selected at each grade.

1 Questionnaires will be distributed to the principal and teachers of sampled students. Teachers of selected students with disabilities (SD) and limited English proficiency (LEP) will also be given questionnaires.

1 Schools are requested to designate a staff member, the School Coordinator, to assist NAEP field staff with in-school arrangements. A detailed list of School Coordinator responsibilities can be found on the back of this document.

### What are the responsibilities of the NAEP State Coordinator and NAEP field staff?

The NAEP State Coordinator works at your State Department of Education and will be responsible for the following tasks:

- 1 Work with schools to set an assessment date between January 27 and March 7, 2003;
- 1 Provide schools with instructions for preparing a list of grade-eligible students;
- 1 Provide schools with information about notifying parents of the selected students;
- 1 Respond to questions from the school community throughout the assessment period; and
- 1 Provide schools with a copy of the NAEP state report as soon as it becomes available.

## Summary of Activities for Public Schools (back)

**NAEP field staff members are employed by an NCES contractor and will perform the following tasks:**

- 1 Select a sample of students from the school list of grade-eligible students;
- 1 Send a preassessment packet of information to the School Coordinator at least 2 weeks before the assessment date;
- 1 Call or visit the School Coordinator shortly after the preassessment packet is received to finalize assessment arrangements;
- 1 Bring all assessment materials to the school on the scheduled day; and
- 1 Conduct the assessments.

### **What are the School Coordinator's responsibilities?**

**During October, the School Coordinator will be responsible for completing the following tasks:**

#### **1. Schedule the assessment.**

The School Coordinator will work with the NAEP State Coordinator to arrange a convenient date between January 27 and March 7, 2003. The School Coordinator will be responsible for securing sufficient and appropriate space for the NAEP field staff to conduct the assessment.

#### **2. Provide the State Coordinator with a list of grade-eligible students.**

Soon after the school is contacted about the assessment, the School Coordinator will receive instructions for preparing a list of the students in the grades being assessed. The list may be prepared by the school or district, whichever has the most up-to-date information on enrollment. Lists may be submitted through E-File on the MySchool web site or in hard copy. All student names will always be kept confidential.

**Individual student responses or scores are NEVER reported.**

#### **3. Inform parents.**

By law, parents of children selected to participate in NAEP must be informed before the administration that their child may be excused from participation for any reason, is not required to finish the assessment, and is not required to answer all test questions.

The NAEP State Coordinator will provide additional information about how this should be accomplished.

**Two weeks before the assessment date, the School Coordinator will be responsible for the following tasks:**

#### **4. Receive the preassessment packet and begin final preparations for the assessment.**

Approximately 2 weeks before the school's assessment date, the School Coordinator will receive a preassessment packet of information and instructions on how to make the final preparations for NAEP.

#### **5. Confirm status of materials in the preassessment packet with the NAEP representative.**

NAEP field staff will call or visit the School Coordinator soon after the package of materials has been received to review the status of the materials and answer any questions the School Coordinator has.

#### **6. Distribute and collect the assessment questionnaires.**

The preassessment packet will include the following items:

- 1 The School Questionnaire to be completed by the principal;
- 1 Teacher Questionnaires for the teachers of students being assessed; and
- 1 SD/LEP Questionnaires for teachers of sampled SD or LEP students.

The questionnaires should be completed by appropriate staff either online through the MySchool web site or by hand on the hard copies provided. All hard-copy responses will be collected by the NAEP field staff on assessment day.

**On the assessment date, the School Coordinator will be responsible for the following tasks:**

#### **7. Ensure that students attend the session.**

The School Coordinator will be available prior to the assessment start time to ensure that students attend the sessions. The school coordinator and/or teachers of the selected students are encouraged to remain in the room during the assessment. NAEP field staff will conduct the session(s) and will bring all assessment materials to the school. It is very important that attendance rates be as high as possible to avoid the need for makeup sessions.

### **Where can I find more information?**

In addition to contact with your NAEP State Coordinator and NAEP field staff representative, the MySchool web site is a valuable source of information. The MySchool web site will walk you through the entire assessment process and provide updated information throughout the process. To register for the MySchool web site follow the instructions listed below:

- 1 Go to [www.mynaep.org](http://www.mynaep.org);
- 1 Enter your 7-digit NAEP ID as the user ID; and
- 1 Enter the word "GUEST" as the password.

You also may access the NAEP web site at <http://nces.ed.gov/nationsreportcard> for general information including a profile on your state, past reports, and sample NAEP assessment questions.

## Summary of Activities for Nonpublic Schools (front)



# NAEP

National Assessment of Educational

## Summary of Activities for Nonpublic Schools

### What is NAEP?

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what America's students know and can do in school in a variety of key subject areas. NAEP assessments are given periodically at the fourth, eighth, and twelfth grades in core academic subjects.

NAEP is mandated by the U.S. Congress and is administered by the National Center for Education Statistics (NCES), within the Office of Educational Research and Improvement at the U.S. Department of Education. Policies for NAEP are set by the National Assessment Governing Board (NAGB), whose members are appointed by the Secretary of Education.

This document provides a brief overview of assessment plans and the roles of participating schools and school staff. NAEP State Coordinators and NAEP field staff will provide more detailed information when they contact schools in the fall to discuss the assessment.

### Why assess nonpublic schools?

Because 11%-13% of all students in the U.S. attend nonpublic schools, without their participation trends in student achievement at the elementary, middle, and high school levels would be incomplete. NAEP has the support of many nonpublic school organizations, including Council of American Private Education (CAPE) and their member groups, such as the National

Catholic Educational Association (NCEA). **The identity of schools and students who participate in NAEP is strictly confidential.**

At the request of nonpublic school organizations, data in 2000 and 2002 were provided for the nonpublic school community as a whole and with breakdowns by Catholic, Lutheran, Conservative Christian, and other nonpublic schools. Some of these data are available on the NAEP web site, <http://nces.ed.gov/nationsreportcard>. Because of the success of this special effort, we are repeating it in 2003 for reading and mathematics.

### When is the assessment?

Between January 27 and March 7, 2003, NAEP will assess both public and nonpublic school students in grades 4 and 8 in reading and mathematics. In a small number of grade 12 schools, NAEP will also conduct a field test assessment in reading and mathematics. All assessments will be conducted by NAEP field staff, and materials will be provided by NAEP.

### What is involved for school staff and students?

- ▮ Each student selected to participate will be assessed in either reading or mathematics.
- ▮ Assessments will take 90 minutes of each student's time.
- ▮ In most grade 4 schools, NAEP will assess all eligible students.
- ▮ In most grade 8 schools, the sample will be up to 62 students.
- ▮ Questionnaires will be distributed to the principal and teachers of sampled students. Teachers of

selected students with disabilities (SD) and limited English proficiency (LEP) will also be given questionnaires.

- ▮ Schools are requested to designate a staff member, the School Coordinator, to assist NAEP field staff with in-school arrangements. A detailed list of School Coordinator responsibilities can be found on the back of this document.

### What are the responsibilities of the NAEP field staff?

NAEP field staff members are employed by an NCES contractor and will perform the following tasks:

- ▮ Work with schools to set an assessment date between January 27 and March 7, 2003;
- ▮ Provide schools with instructions for preparing a list of grade-eligible students;
- ▮ Select a sample of students from the list prepared by the school;
- ▮ Provide schools with information about notifying parents of the selected students;
- ▮ Send a preassessment packet of information to the School Coordinator at least 2 weeks before the assessment date;
- ▮ Call or visit the School Coordinator shortly after the preassessment packet is received to finalize assessment arrangements;
- ▮ Bring all assessment materials to the school on the scheduled day and conduct the assessments;
- ▮ Provide NAEP reports when they are available; and
- ▮ Respond to questions from the school community throughout the assessment period.

## Summary of Activities for Nonpublic Schools (back)

### What are the School Coordinator's responsibilities?

During October, the School Coordinator will be responsible for completing the following tasks:

#### 1. Schedule the assessment.

The School Coordinator will work with the NAEP representative to arrange a convenient date between January 27 and March 7, 2003. The School Coordinator will be responsible for securing sufficient and appropriate space for the NAEP field staff to conduct the assessment.

#### 2. Provide the NAEP staff with a list of grade-eligible students.

Soon after the school is contacted about the assessment, the School Coordinator will receive instructions for preparing a list of the students in the grades being assessed. The list may be submitted through E-File on the MySchool web site or in hard copy. All student names will always be kept confidential. **Individual student responses or scores are NEVER reported.**

#### 3. Inform parents.

By law, parents of children selected to participate in NAEP must be informed before the administration that their child may be excused from participation for any reason, is not required to finish the assessment, and is not required to answer all test questions.

The NAEP field staff will provide additional information about how this should be accomplished.

Two weeks before the assessment date, the School Coordinator will be responsible for the following tasks:

#### 4. Receive the preassessment packet and begin final preparations for the assessment.

Approximately 2 weeks before the school's assessment date, the School Coordinator will receive a preassessment packet of information and instructions on how to make the final preparations for NAEP.

#### 5. Confirm status of materials in the preassessment packet with the NAEP representative.

NAEP field staff will call or visit the School Coordinator soon after the package of materials has been received to review the status of the materials and answer any questions the School Coordinator has.

#### 6. Distribute and collect the assessment questionnaires.

The Preassessment packet will include the following materials:

- 1 The School Questionnaire to be completed by the principal;
- 1 Teacher Questionnaires for the teachers of students being assessed; and
- 1 SD/LEP Questionnaires for teachers of sampled SD or LEP students.

The questionnaires should be completed by appropriate staff either online through the MySchool web site or by hand on the hard copies provided. All hard-copy responses will be collected by the NAEP field staff on assessment day.

On the assessment date, the School Coordinator will be responsible for the following tasks:

#### 7. Ensure that students attend the session.

The School Coordinator will be available prior to the assessment start time to ensure that students attend the sessions. The school coordinator and/or teachers of the selected students are encouraged to remain in the room during the assessment. NAEP field staff will conduct the session(s) and will bring all assessment materials to the school. It is very important that attendance rates be as high as possible to avoid the need for makeup sessions.

### Where can I find more information?

In addition to contact with your NAEP field staff representative, the MySchool web site is a valuable source of information. The MySchool web site will walk you through the entire assessment process and provide updated information throughout the process. To register for the MySchool web site follow the instructions listed below:

- 1 Go to [www.mynaep.org](http://www.mynaep.org);
- 1 Enter your 7-digit NAEP ID as the user ID; and
- 1 Enter the word "GUEST" as the password.

You also may access the NAEP web site at <http://nces.ed.gov/nationsreportcard> for general information and sample NAEP assessment questions.



**Notes:**







# 2

## Roles and Responsibilities



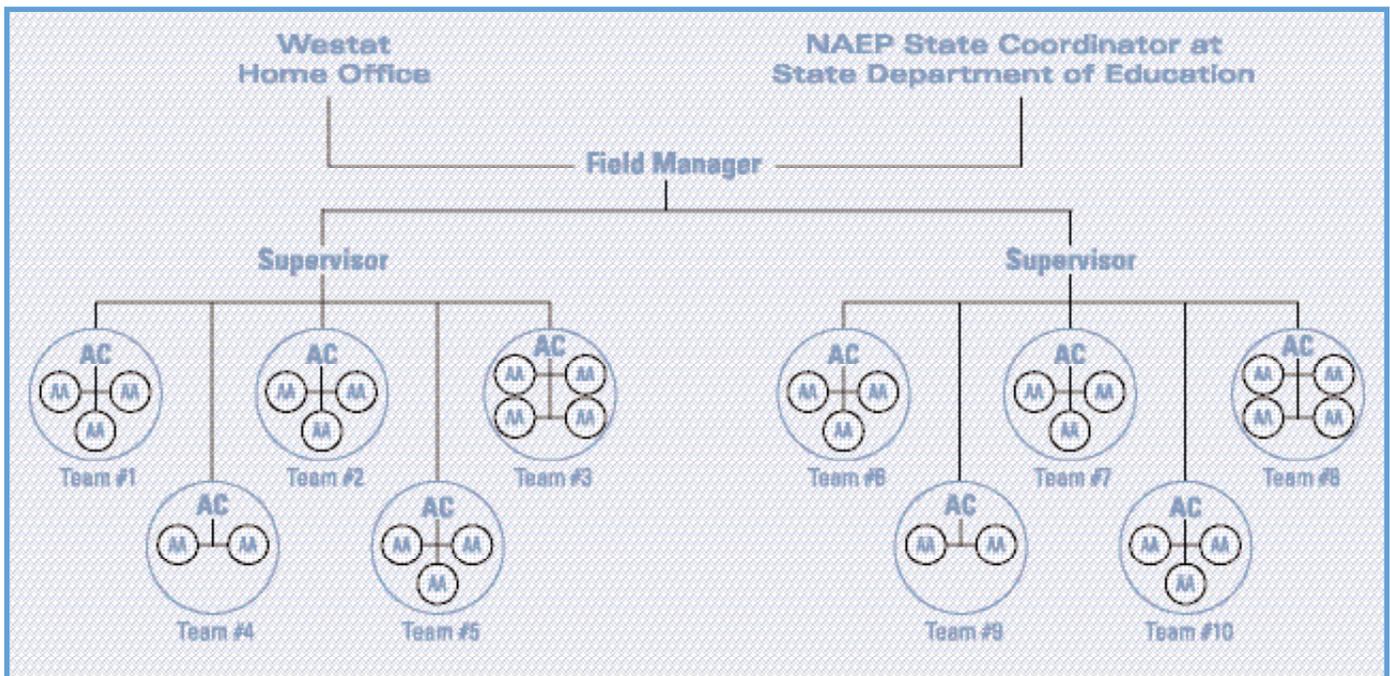
### Overview of the NAEP Team Responsibilities

In order to conduct assessments in approximately 15,000 schools within a 6-week period, NAEP has a team that includes employees of state and local education agencies in every state as well as more than 3,000 Westat employees working throughout the country. The NAEP team is composed of NAEP State Coordinators, district/school staff, and the Westat field staff,

which includes field managers, supervisors, assessment coordinators (ACs), and assessment administrators (AAs). Each member of the NAEP team is critical to the success of the program. The responsibilities of the team members are outlined in the chart shown on the following pages.

An example of the NAEP team structure in a given state is illustrated by the flowchart below.

### NAEP 2003 Team Structure



NAEP State Coordinator	District/School Staff	Field Manager
<ol style="list-style-type: none"> <li>1. Receive school sample from the Westat home office staff.</li> <li>2. Contact each sampled district and public school to obtain cooperation.</li> <li>3. Secure the participation of public schools.</li> <li>4. Confirm the assessment date for each participating public school.</li> <li>5. In public schools, send the school coordinator instructions for parental notification.</li> <li>6. Arrange to receive a list of all grade-eligible students from each participating public school or have the school submit its list by E-File.</li> <li>7. Oversee receipt of lists of eligible students from each participating school and verify that the lists are complete.</li> <li>8. Report the information needed about assessment activities via the State Coordinator System web site.</li> <li>9. Obtain the name of the school coordinator responsible for working with the NAEP representative at each school.</li> <li>10. Keep NAEP field managers and supervisors informed of any changes in scheduled assessment dates.</li> <li>11. Be available to districts and schools for any questions or problems.</li> <li>12. Attend AA training in the state.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assign a school coordinator at each school to work with the NAEP representative.</li> <li>2. Send NAEP a list of all grade-eligible students by hard-copy list or by E-File by a specified date.</li> <li>3. Receive the preassessment packet at least 2 weeks before the school's assessment date.</li> <li>4. Maintain a list of students who have enrolled in the school after the original list has been submitted.</li> <li>5. Supply any information missing from the Administration Schedule for each sampled student.</li> <li>6. Determine how to include SD and/or LEP students according to NAEP criteria.</li> <li>7. Distribute School, Teacher, and SD/LEP Questionnaires to appropriate school staff members (grades 4 and 8 only).</li> <li>8. Make arrangements for suitable space for the assessment.</li> <li>9. Notify parents, students, and teachers about the assessment.</li> <li>10. Keep a log of parent refusals.</li> <li>11. Collect all questionnaires not completed online from school staff (grades 4 and 8 only).</li> <li>12. Be available after the session to discuss the assessments with the NAEP representative.</li> </ol>	<ol style="list-style-type: none"> <li>1. Coordinate all field activities with the State Departments of Education and the Westat home office staff.</li> <li>2. Recruit, hire, and train the assessment teams.</li> <li>3. Manage all field activities.</li> </ol> <p style="text-align: center;"><b>Supervisor</b></p> <ol style="list-style-type: none"> <li>1. Attend the in-person trainings.</li> <li>2. Contact nonpublic schools to obtain cooperation.</li> <li>3. Confirm the assessment date for each participating nonpublic school.</li> <li>4. In nonpublic schools, send the school coordinator instructions for parental notification.</li> <li>5. Arrange to receive a list of all grade-eligible students from each participating nonpublic school or have the school submit its list by E-File.</li> <li>6. Select sample of students for each participating school in his/her assignment.</li> <li>7. Assemble preassessment packets and mail to participating public and nonpublic schools at least 2-3 weeks before their assessment date.</li> <li>8. Supervise assessment teams.</li> <li>9. Conduct quality control field visits.</li> </ol>

### Assessment Coordinator (AC)

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li><b>1.</b> Complete the home study and attend the in person training.</li> <li><b>2.</b> Assist supervisor with sampling activities.</li> <li><b>3.</b> Assist supervisor with assembling pre-assessment packets.</li> <li><b>4.</b> Receive Contact Logs and School Folders (including Administration Schedules) from supervisor.</li> <li><b>5.</b> Receive and secure assessment materials.</li> <li><b>6.</b> Conduct preassessment visit or call with the school coordinator.             <ol style="list-style-type: none"> <li><b>A.</b> Conduct the confirmation phone call and schedule the preassessment contact.</li> <li><b>B.</b> Review status of School and Teacher Questionnaires (grades 4 and 8 only).</li> <li><b>C.</b> Verify that parents/guardians have been notified about NAEP.</li> <li><b>D.</b> Complete the Administration Schedule.</li> <li><b>E.</b> Select a sample of newly enrolled students.</li> <li><b>F.</b> Review status of SD/LEP Questionnaires.</li> <li><b>G.</b> Determine student accommodations with knowledgeable school staff.</li> <li><b>H.</b> Make assessment arrangements.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li><b>7.</b> Verify assessment materials and request additional materials, if necessary.</li> <li><b>8.</b> Distribute assessment schedule to AAs.</li> <li><b>9.</b> Coordinate the work of a team of AAs.</li> <li><b>10.</b> Prepare for the school's assessment.</li> <li><b>11.</b> Report to the school on assessment day.</li> <li><b>12.</b> Complete initial activities at the school.</li> <li><b>13.</b> Monitor the sessions and evaluate the work of the AAs.</li> <li><b>14.</b> Collect the questionnaires not completed online from school coordinator (grades 4 and 8 only).</li> <li><b>15.</b> Prepare the NAEP Storage Envelope.</li> <li><b>16.</b> Schedule makeup session(s), if necessary.</li> <li><b>17.</b> Collect Session Debriefing Forms from AAs.</li> <li><b>18.</b> Debrief the school coordinator.</li> <li><b>19.</b> Ship assessment materials to NCS Pearson.</li> <li><b>20.</b> Report assessment results to supervisor.</li> <li><b>21.</b> Enter assessment results and shipment information in the School Control System web site.</li> <li><b>22.</b> Finalize and ship the Contact Log/School Folder to supervisor.</li> <li><b>23.</b> Report time and expenses weekly to Westat.</li> </ol> |
|--|--|

### Assessment Administrator (AA)

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li><b>1.</b> Complete the home study and attend the in person training.</li> <li><b>2.</b> Report to the school on assessment day.</li> <li><b>3.</b> Complete initial activities at the school.</li> <li><b>4.</b> Prepare the assessment booklets.</li> <li><b>5.</b> Prepare the assessment room.</li> <li><b>6.</b> Administer the session.</li> <li><b>7.</b> Monitor the session.</li> <li><b>8.</b> Assess students with disabilities or limited English proficiency, when necessary.</li> <li><b>9.</b> Account for all materials used.</li> </ol> | <ol style="list-style-type: none"> <li><b>10.</b> Record Administration Codes on the Administration Schedule.</li> <li><b>11.</b> Complete the top of the Administration Schedule.</li> <li><b>12.</b> Code the booklet covers.</li> <li><b>13.</b> Complete the Session Debriefing Form.</li> <li><b>14.</b> Prepare materials for shipping.</li> <li><b>15.</b> Conduct makeup session, if necessary.</li> <li><b>16.</b> Report time and expenses weekly to Westat.</li> <li><b>17.</b> Assist AC with other assessment related tasks.</li> </ol> |
|--|--|



## Schedule of Data Collection Activities

Preparations in the field for NAEP 2003 began during the summer of 2002. The chart below provides an overview of this year’s data collection activities.

Schedule of Data Collection Activities	
September 2002	<p>Westat sent NAEP State Coordinators informational materials and the list of schools selected for the NAEP 2003 assessment.</p> <p>NAEP State Coordinators were briefed on participation issues and the schedule of assessment activities.</p> <p>Westat conducted supervisor training on securing participation for nonpublic schools and recruiting assessment teams.</p>
September – November 2002	<p>NAEP State Coordinators obtained cooperation from districts and public schools and reported participation status to the Westat field manager via the State Coordinator System web site. Each State Department of Education office sent informational materials to participating schools.</p> <p>Supervisors obtained cooperation from nonpublic schools and reported participation status to their field manager via the School Control System web site. Westat sent informational materials to participating schools.</p>
November 2002	<p>Westat conducted supervisor training on selecting student samples, preparing preassessment packets, and supervising assessment teams and quality control procedures.</p>
December 4 – 11, 2002	<p>Westat conducts AC training.</p>
December 2002	<p>Supervisors select random student samples for each session. Supervisors and ACs prepare a preassessment packet of NAEP materials for each school, which will be mailed to the school at least 2 weeks before the assessment date.</p>
January 6 – 24, 2003	<p>Field managers conduct AA trainings.</p>
January 27 – March 7, 2003	<p>ACs coordinate all NAEP activities in the schools. AAs conduct assessments.</p> <p>Field managers, supervisors, and other NAEP staff conduct quality control visits.</p>

## 3

**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. Other questions 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. Refer to Appendix A for a list of some of the most common questions you may be asked and suggested responses. If you do not know the answer to a question, say so, and tell the school personnel you will get back to them with the answer after contacting your supervisor. Follow-through is critical.

## 4

**Attitude and Conduct**

The NAEP assessment teams are critical to NAEP's success. 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 knows and 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 stu-

dents, 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.

## 5

**Assessment 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 Assessment Administration and Data Collection. This Code of Ethics, provided on pages 2.6 and 2.7, defines the principles that guide NAEP assessment 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 the following Oath of Office committing yourself to uphold the principles stated in the Code:

"I acknowledge that I have been instructed in and understand the NAEP Code of Ethics. I do solemnly swear (or affirm) that I will adhere to this Code of Ethics; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office upon which I am about to enter."

## 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 offered by NAEP 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 offered by NAEP.
3. Testing personnel shall comply with NAEP administration guidelines included in this 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

## Activities in December and January



### Complete Home-Study Package and Attend the In-Person Training

Before attending the in-person training, you will need to complete a home-study package. The first component of the home study is a careful review of this manual in its entirety so that you will be prepared to attend the training session. The in-person training session will give an overview of your tasks as an assessment coordinator (AC). However, you are responsible for learning the details associated with each task. In addition, the procedures for completing your timesheet (described on pages 7.6-7.16) will not be covered at the in-person training. You should bring any questions you may have to the training session so they can be discussed with the trainer or your supervisor.

The second component of the home study is to review a DVD on your NAEP laptop that contains an overview of Westat and NAEP and a presentation on how to build an effective assessment team. The classroom management techniques that are covered in the DVD can be reviewed either before or after the in-person training.

The third component of the home study is to complete the email tutorial on your NAEP laptop. After the tutorial is complete, you will be instructed to send and receive an email for testing purposes. Your training kit will provide detailed instructions for completing this component of the home study.

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 and materials. It will also give you the opportunity to become acquainted with your supervisor and the other ACs in your state. **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.**

**Task  
2**

**Assist Supervisor  
with Student  
Sampling Activities**

Throughout late November and December, your supervisor will select the sample of students to be assessed in each school. When you begin your assignment, you will assist your supervisor with student sampling activities. These activities will require you to do the following:

- Review student lists to ensure they are complete, clarifying confusing markings and partially erased or crossed off names;
- Number students sequentially on the lists;
- Compare total number of students listed with the total enrollment recorded on the Student Listing Form (SLF); and
- Enter the sampled students' names and other available demographic information into the Student Data System (SDS) on your supervisor's computer.

Your participation in these activities will depend on the number of sampling activities that have been successfully completed in your area before you begin your assignment. Your supervisor will detail your responsibilities with regard to student sampling and provide further instruction.

**Task  
3**

**Assist Supervisor  
with Assembling  
Preassessment Packets**

Throughout December and January, you will work with your supervisor to assemble the preassessment informational packets for the schools in your area. A packet will be sent to each school coordinator at least 2 weeks before the assessment date. The school coordinator is the person appointed by the principal to coordinate all NAEP activities in the school. The packet will contain the following materials:

- Instructions to School Coordinators for Preparing the Materials;
- SCHOOL COPY of the Administration Schedule(s);
- SCHOOL COPY of the Roster of Questionnaires (grades 4 and 8 only);
- NAEP School, Teacher, and SD/LEP Questionnaires (grades 4 and 8 only);
- Criteria for Including Students with Disabilities and Students with Limited English Proficiency in NAEP Assessments;
- List of Accommodations Used by NAEP and the State;
- New Enrollee Listing Form;
- U.S. Department of Agriculture Letter authorizing the disclosure of National School Lunch Program information;
- Example Teacher Notification Letters for schools to use or modify as they see fit;
- Copy of the Sample Parent Notification Letter;
- A Teacher's Guide to NAEP;
- Demonstration Booklets;
- NAEP Reading and Mathematics Frameworks;
- For grades 8 and 12, Student Appreciation Certificates and labels with student names that schools may use as appointment cards for the selected students; and
- The NAEP Storage Envelope to store the materials at the school.

Before you begin preparing the packets, your supervisor will review these materials with you and provide packing instructions. An example preassessment packet is provided as Appendix B of this manual.

## Task 4

### Receive the School Folders from Your Supervisor

You will receive one School Folder from your supervisor for each participating school in your area. The School Folder contains the following:

- The original Administration Schedule for each session;
- The original grade 4 or 8 Roster of Questionnaires;
- Instructions for Sampling Newly Enrolled Students;
- A Certificate of Appreciation to give to the school on assessment day; and
- If a nonpublic school, there will be records of all the contacts NAEP has had with the school since the fall.

## A

### Understanding the Administration Schedule

The Administration Schedule, shown on page 3.5, 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 non-sampled student to participate). When you receive the Administration Schedules, they will contain each selected student's name, birth date, sex, 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, race/ethnicity, and an indication of the student's eligibility for the National School Lunch Program (NSLP)<sup>1</sup> and Title I services.<sup>2</sup>

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 for that school.

The **Session Number** appears at the top left and top right of the Administration Schedule. The first two letters indicate the subject(s) being assessed. There will be an **RM** for Reading/Math Sessions in grades 4 and 8 public schools and a **PR** for Reading/Math Sessions in grades 4 and 8 nonpublic schools. All grade 12 schools will use the session indicator **RM**. 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 in a school. For example, a grade 4 public school with three sessions would have three Administration Schedules: one Administration Schedule for session RM0401, the second for session RM0402, and the third for session RM0403.

Column **B**, labeled **Homeroom or Other Locator**, is used to locate the students on assessment day.

Although sessions contain both reading and math assessments, 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 or an **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 6.8-6.10. School staff will also refer to this subject indicator when determining student accommodations.

Column **D**, labeled **Birth Date**, is used to record each student's month and year of birth.

Column **E**, labeled **Sex**, is used to record each student's sex.

Column **F**, labeled **SD**, is used to record each student's disability status.

Column **G**, labeled **Final SD Code**, will be used to record a student's SD status if it has changed from what was originally recorded on the Administration Schedule.

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

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

Column **H**, labeled **LEP**, is used to record each student’s limited English proficiency status.

Column **I**, labeled **Final LEP Code**, will be used to record a student’s LEP status if it has changed since it was originally recorded on the Administration Schedule.

Column **J**, labeled **Race/Eth.**, is used to record each student’s race/ethnicity.

Column **K**, labeled **School Lunch**, is used to record each student’s eligibility status in the National School Lunch Program (NSLP).

Column **L**, labeled **Title I**, is used to record each student’s Title I status.

Column **M**, labeled **New Enrollee**, will be used to identify each student selected from the list of new enrollees.

In column **N**, 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 throughout the assessment process.**

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

Column **P**, labeled **Admin. Code**, 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 **R**. The Administration Codes are further defined on pages 6.37-6.40.

Column **Q**, labeled **Atten.**, is used to indicate whether a student was present or absent for the assessment.

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.**

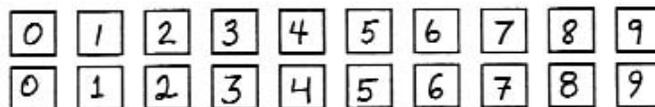
### **B** Guidelines for Completing Scannable Documents

When entering pertinent information onto the Administration Schedule, Roster of Questionnaires, questionnaire covers, and assessment booklet covers, you must adhere to the following guidelines:

- 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
- Other than single-digit birth date months, 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:





**Task  
5**

## Receive and Secure Assessment Materials from NCS Pearson

In early January, NCS Pearson will mail you the materials needed to conduct all the assessments in your area. These materials will be delivered by UPS. The boxes will be addressed to your home address unless your supervisor has informed NAEP that a different name or address should be used. Proper handling and storage of all assessment materials and supplies are very important parts of your job.

You will receive one box of materials for **every session** to be conducted in each school. Each session box will have enough booklets to assess 28 students at grade 4 and 32 students at grades 8 and 12. When you receive the bulk supplies and boxes from NCS Pearson, you must verify that you have received the correct number of boxes for each school.

**A**

### Accounting for Assessment Materials

It is your responsibility to account for all assessment materials you receive. You must 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.

Do not lend unused booklets to other NAEP staff. You will need to account for every used and unused booklet sent to you from NAEP. You will inventory the initial shipment and note in the School Control System (SCS) that you have received all materials shipped to you. You will also note each time you receive an additional shipment in this system. Details on using the SCS to inventory your assessment will be provided at the in-person training.

You should never leave completed or unused 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 used or unused 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.

**As an AC, you sign an Oath of Office and Pledge of Confidentiality committing yourself to keeping the used and unused assessment materials secure before, during, and after the assessment. The violation of the oath or pledge is sufficient grounds for disciplinary action, including dismissal and criminal penalties.**

**B**

### 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 remain 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 Chapter 4. Note that all damaged or misprinted booklets must be accounted for and returned to NCS Pearson.

## C

## Requests to View NAEP Materials

Since its inception, NAEP has administered both cognitive test questions and background questionnaires. The test questions assess student knowledge and skills in academic subject areas. The background questionnaires provide information for reporting categories and collect noncognitive data, related to achievement, on students, their family background, teachers, and schools.

By statute (P.L. 107-110), “the public shall have access to all assessment data, questions, and complete and current assessment instruments” of NAEP with two important exceptions:

- “Personally identifiable” information about individual students, their families, and schools must remain confidential in accordance with the Federal Privacy Act (Sec. 552a of Title 5, U.S. Code); and
- Access to cognitive questions may be restricted to maintain security if such questions are to be reused. **Breaches of security are punishable as a felony.**

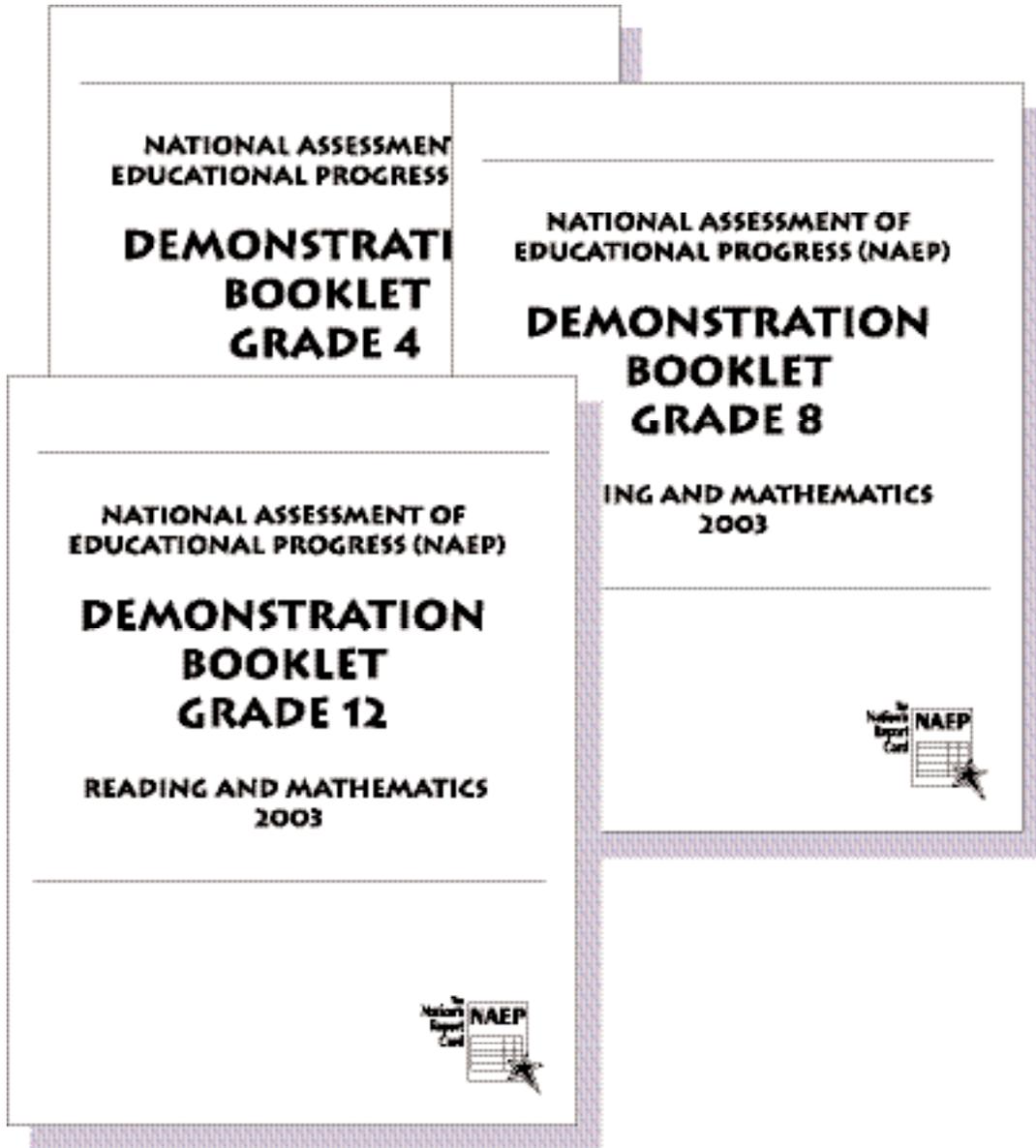
To fulfill the first requirement, NAEP has made sure since its inception that no information on individual students or schools is included in its data releases or reports. The names of students who have taken NAEP shall not leave the school building in which the assessment is administered, and all information collected by NAEP about individual students and schools will remain strictly confidential.

To fulfill the second requirement, the National Assessment Governing Board adopted a strict policy on how to handle requests to see NAEP assessment booklets. All requests to view NAEP assessment booklets must be handled in the following ways:

- If a request is made to view the background questions asked in the student’s assessment booklets, you must provide copies of the NAEP Demonstration Booklets. The Demonstration Booklets (shown on the following page) contain the NAEP 2003 background questionnaires accompanied by explanations and rationales for the questions. You will receive a supply of Demonstration Booklets from Westat, and the booklets will also be posted on the MySchool and NAEP web sites.
- If a request is made to view the actual test questions by school staff members, parents, or anyone else, that person or persons must submit a written request to the National Center for Education Statistics (NCES). Under the statute, all secure cognitive questions must be made available within 45 days after a written request, provided test security is maintained. All written requests to view test questions should be sent to the NAEP State Coordinator.

In addition, never, under any circumstance, allow anyone to examine materials completed by students or school staff. Copying or duplicating actual assessment booklets is never permitted. Following each assessment, NAEP releases approximately 25 percent or more of the test questions. The questions appear in the NAEP reports and on the web site. You should encourage any interested party to view the previously released NAEP test questions on the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

NAEP 2003 Demonstration Booklets





**Notes:**







# 4

## Contacting Your Assigned Schools

### Task 1

#### Overview of Contact Procedures

Between December 16, 2002 through January 17, 2003, you must contact each school in your assignment to confirm the assessment date and schedule the preassessment visit or phone call. Instructions for contacting your school are on page 4.9. Your supervisor will FedEx the preassessment packet **at least 2 weeks** before the assessment date. Once the packet is received, you will either visit or phone the school coordinator. The decision whether to visit or phone will be made by you and your supervisor. This decision will usually be based on school size, school location, selected grade, and number of students to be assessed. Once you review the School Folders, you can work with your supervisor to determine which schools would be better served with an in-person visit or by a phone contact. The purpose of this contact is to do the following:

- Review the contents of the preassessment packet and finalize assessment arrangements;
- Verify that parents have been notified; and
- Answer any questions the school coordinator may have about the preassessment materials or the assessment day.

### Task 2

#### Prepare for the Preassessment Visit

It is expected that about three-fourths of all schools will require an in-person visit. You should begin setting these dates immediately after you and your supervisor determine which schools would be better served with an in-person visit. When you speak with the school coordinator, you should suggest dates that fit your assessment schedule.

The school coordinator should allot up to 1 hour for the visit. The average length of time per school will vary depending on the factors listed below:

- The grade to be assessed. Grade 4 schools that selected the take-all option (see Appendix D) may require a longer visit. Grade 12 schools will not complete questionnaires, so the visit will be shorter.
- The status of parental notification. You will need to verify that the parents of selected students have been notified about the assessment. If parents of the selected students have not been notified, you will need to work with the school coordinator to ensure that parents are notified about the assessment as soon as possible.
- The more complete the Administration Schedule, the shorter the visit. If the Administration Schedule has a lot of missing information, it will take longer to review and gather the missing information.
- The number of students with disabilities (SD) or students with limited English proficiency (LEP). You will need to work with the school coordinator to determine whether each student identified as SD and/or LEP on the Administration Schedule can be assessed in the regular session with or without accommodations, assessed in a separate session, or cannot be assessed at all. Therefore, if a school has many students with an SD or LEP indicator, the visit will take longer.

Before the visit, make sure that you have an extra supply of documents and questionnaires to bring with you. Below is a list of materials you will need to bring to the visit:

- The School Folder;
- The correct Administration Schedule(s), Roster of Questionnaires, and Instructions for Sampling Newly Enrolled Students for that school;
- An extra School Questionnaire for the grade(s) to be assessed;
- Extra Teacher Questionnaires for the grade(s) to be assessed;
- Extra SD/LEP Questionnaires;
- Extra NAEP Teacher Notification Letters;
- If an eighth- or twelfth-grade school, extra NAEP Student Appreciation Certificates;
- Extra Sample Parent Notification Letters;
- Extra NAEP publications;
- The Contact Log for the school; and
- Your manual.

**Task  
3****Use the Contact Log to Document the Preassessment Visit/Call**

The Contact Log will be used to record all contacts with the school coordinator. You will receive a Contact Log for each of the schools in your area. The results of each visit and call must be recorded in the school's Contact Log and retained in the School Folder.

The first part of the Contact Log is divided into **Steps A** through **H**. **Step A** instructs you to confirm the school's assessment date and schedule the preassessment visit or call. In **Step B**, you review the status of the School and Teacher Questionnaires and determine whether additional questionnaires are needed. **Step C** instructs you to verify the parental notification procedures that are in place. **Step D** instructs you to review the Administration Schedule(s) with the school coordinator. In **Step E**, you select a sample of newly enrolled students using the Instructions for Sampling New Enrollees. In **Step F**, you review

the status of the SD/LEP Questionnaires and inquire whether additional students have been classified as SD and/or LEP. In **Step G**, you lead the school coordinator in identifying students who require accommodations or must be excluded from the assessment. In **Step H**, session dates, times, and locations are established and the remaining arrangements are made for the assessment day.

You should plan to visit or call 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 at least 2 weeks before the assessment date. You should contact the school coordinator at the telephone number printed on the Contact 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 Contact Log. If you have not made contact 1 week before the assessment date, report this to your supervisor immediately.

### Organization of the Contact Log

The front cover of the Contact Log 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 your name, the date the pre-assessment contact is completed, and the names of the assessment administrators (AAs) available to conduct the assessments.

School Information		
ID: 102-102-1	REGION: VA2	AREA: 2
SCHOOL: CENTRAL MIDDLE SCHOOL		
ADDRESS: 3800 WASHINGTON BLVD. VIENNA, VA 22180		
PHONE: (703) 555-2249		
PRINCIPAL: MARK MAXWELL		
SCHL COOR: CHRIS THOMAS		
PHONE:		
SESSID: RM0801, RM0802		
ASSESSMENT DATE: 2/06		

Contact Summary
Contact Conducted by: .....
Phone: .....
Visit: .....
Date Completed: .....
AAs Assigned to Assess in School: ..... ..... .....

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 contact by using the information on the label. The **# of Students**, **Time**, and **Location** columns for each session should be entered during the preassessment contact. After the contact, 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 contact 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. The bilingual mathematics book requires a separate session as well.

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

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



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 4	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 60%;"><u>STATUS</u></th> <th style="width: 30%;"><u>DATE(S)</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 <input type="checkbox"/></td> <td>Not Required</td> <td></td> </tr> <tr> <td style="text-align: center;">2 <input type="checkbox"/></td> <td>Required and Completed</td> <td>_____</td> </tr> <tr> <td style="text-align: center;">3 <input type="checkbox"/></td> <td>Required But Not Completed</td> <td></td> </tr> <tr> <td></td> <td>Explain: _____</td> <td></td> </tr> <tr> <td></td> <td>_____</td> <td></td> </tr> <tr> <td></td> <td>_____</td> <td></td> </tr> <tr> <td></td> <td>_____</td> <td></td> </tr> </tbody> </table>		<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: _____			_____			_____			_____	
	<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)**, affix the tracking number stickers from each UPS label used on shipments from this school.

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

The first page of the Contact Log provides you with two checklists of tasks to complete. The first checklist, shown below, lists the tasks to complete prior to the confirmation call.

**Before conducting the confirmation phone call, complete the following tasks:**

- Review the Contact Log Label and determine the school coordinator's name and whether the assessment date(s) are indicated for each session. If the assessment date or school coordinator's name is not preprinted, contact your supervisor.
- Consult with your supervisor to determine whether you will conduct an in-person visit or phone call.
- Identify a date that you would like to conduct the call/visit.

The second checklist, shown below, lists the tasks to complete prior to the pre-assessment contact.

**Before conducting the preassessment contact, complete the following tasks:**

- Find out the date the preassessment packet was sent to the school.
- If you are conducting a visit, call the school coordinator 2 days before the visit to verify the packet has been received.
- Fill in the blanks in the script and highlight the appropriate text where options are listed to help you follow the script.
- If you are contacting a grade 4 take-all school, review the special procedures in Appendix D of your manual.
- Review the School Control System (SCS) to see if any information regarding the parent letters has been recorded for the school. If parent letter information has been recorded, enter it in the Contact Log.
- Complete columns 1 and 2 in the chart on page 11 for each student identified as SD and/or LEP on the Administration Schedule(s).
- Review a map to determine if you need to ask the school coordinator for more detailed directions to the school.

**Step A** **Conduct Confirmation Phone Call and Schedule Preassessment Contact**

From December 16 through January 17, you must contact each school in your assignment to confirm the assessment date and schedule the preassessment visit or phone call. During this phone call, you should follow the script that is on page 3 of the Contact Log and appears below.

INTRODUCTION WITH SCHOOL COORDINATOR: Hello, my name is ..... and I represent the National Assessment of Educational Progress or NAEP. I am calling to confirm the assessment date schedule at your school and to set a date and time for the preassessment (*call/visit*) and to review the activities that will take place during the visit.

NAEP will be assessing students in your (*fourth grade/eighth grade/twelfth grade*) on (*date*). You will receive a preassessment packet from NAEP at least 2 weeks prior to the assessment date. I would like to schedule a time to (*visit/call*) you to review the packet materials and make final arrangements for the assessment.

**IF CONDUCTING A VISIT, SAY:** The preassessment visit should take about 1 hour. I will call you 2 days before the visit to verify that you have received the preassessment packet.

**IF CONDUCTING A CALL, SAY:** The preassessment call should take up to 30 minutes.

Now, let's set a date and time for the (*visit/call*). Will (*date*) work for you?

- Yes ..... 1 —————> ASK THE SCHOOL COORDINATOR WHAT TIME WOULD BE CONVENIENT FOR HIM/HER. RECORD DATE AND TIME ON YOUR CALENDAR.
- No ..... 2 —————> SUGGEST OTHER DATES UNTIL YOU ARE ABLE TO SET A DATE AND TIME. RECORD DATE AND TIME ON YOUR CALENDAR.

If you have any questions before the (*visit/call*), please let me know. I can be reached at \_\_\_\_\_. Thank you for your time, I look forward to speaking with you on (*date*).

**COMPLETE STEPS B-H DURING THE VISIT OR PHONE CALL.**

You should contact the schools in your area with the earliest assessment date first. The confirmation phone call should take no longer than 5 minutes per school, so all of your phone calls should be completed within a few days. If a school coordinator is hard to reach, or if a school is on winter break, you should attempt to reach them the week of January 13. All of the confirmation phone calls must be completed by January 17, 2003.

The assessment date is printed on the cover of the Contact Log. 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.

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.

Although we ask the school coordinator to allow up to 1 hour for the visit, you may need to be at the school longer than an hour, depending on the other school staff members whom you may need to get information from such as special education teachers regarding student accommodations.

If you are conducting a visit, you must call the school coordinator 2 days before the visit to verify that the preassessment packet has been received. If, at that time, 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 your 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 and contact your supervisor to arrange to have the preassessment packet resent. If there is not enough time to resend the package, bring it with you when you conduct the preassessment visit.

**Step B** **Review Status of School and Teacher Questionnaires (Grades 4 and 8 Only)**

The next step of the preassessment call or visit 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 or visit.) 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 math are asked to fill out a Teacher Questionnaire. At grade 8, teachers who teach English are asked to complete a Reading Teacher Questionnaire and teachers who teach math are asked to complete a Math Teacher Questionnaire. The School and Teacher Questionnaires can be completed in the hard-copy version or online by following the instructions provided on the questionnaire covers.

1. **IF GRADE 4 SCHOOL, SAY:** Did you receive enough Teacher Questionnaires for all the teachers who teach reading and math to students in the fourth grade?

**IF GRADE 8 SCHOOL, SAY:** Did you receive enough Teacher Questionnaires for all the teachers who teach English and math to students in the eighth grade?

Yes ..... 1

No ..... 2 —————> *How many additional questionnaires do you need?*

NUMBER OF <u>ADDITIONAL</u> TEACHER QUESTIONNAIRES NEEDED: # ..... GRADE .....
---

**IF IN-PERSON VISIT,** LEAVE QUESTIONNAIRE(S) WITH THE SCHOOL COORDINATOR.

**IF CALL,** SHIP ADDITIONAL QUESTIONNAIRE(S) TO THE SCHOOL COORDINATOR.

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. If you are at the school, you should have an extra supply of questionnaires with you so you can leave them with the school coordinator. If you are on the phone, after the call mail the additional questionnaires to the school coordinator. You will have extra Teacher Questionnaires to use for this purpose in your bulk supplies. Prior to providing the additional questionnaires, you will need to prepare the covers for distribution. You will also need to enter the questionnaire ID number on the Roster as described on pages 4.15-4.17.

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 MySchool web site.

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

3. 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 MySchool 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/her to do so as soon as possible.

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.

### Roster of Questionnaires

The school coordinator will receive a Roster of Questionnaires (shown on the following page) to keep track of the questionnaires distributed at the school. There are two versions of the Roster—one for fourth grade and one for eighth 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 two 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 instructions for distributing the School, Teacher, and SD/LEP Questionnaires are printed on the right side of the Roster.

## Grade 8 Roster of Questionnaires

This form must be completed in No. 2 Pencil.



**NAEP 2003 — Grade 8**  
**Roster of Questionnaires**  
(School, SIVLEP, and Teacher Questionnaire Tracking Form)

SCHOOL #:  -  -

**I. School Questionnaire**

Questionnaire ID # **094** -

Returned:  Yes  No  Pending/Retrieved

SCHOOL NAME: \_\_\_\_\_

CITY/STATE: \_\_\_\_\_

II. SIVLEP Questionnaire		II. SIVLEP Questionnaire										Returned			Instructions for Distributing Questionnaires			
Student's Name	Assigned to (Last Name)	Student Booklet ID # (Enter "0" in blank columns)										No.	No.	Completed/Retrieved				
01																		<p><b>Instructions for Distributing School Questionnaires</b></p> <p>Give an Individual 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.</p> <p><b>Instructions for Distributing SIVLEP Questionnaires</b></p> <p>Every student identified on the NAEP Administration Schedule as SD or/and identified as LEP should be listed in the column on the left. An SIVLEP 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 SIVLEP Questionnaire, you will need to do the following:</p> <ol style="list-style-type: none"> <li>On each SIVLEP Questionnaire cover, write the name of the school staff member most knowledgeable about the student on the response label. Record the date the questionnaire needs to be returned to you.</li> <li>On this roster, write the name of the staff member to whom the questionnaire will be given.</li> <li>As the questionnaire is returned, grid in the oval in the "Returned" column.</li> </ol>
02																		
03																		
04																		
05																		
06																		
07																		
08																		
09																		
10																		
11																		
12																		
13																		
14																		

**III. Teacher Questionnaire**

**III. Teacher Questionnaire**

SCHOOL #:  -  -

NCS Use Only

Teacher's Name	Teacher Questionnaire ID #	Teacher Questionnaire ID #										Returned			Instructions for Distributing Questionnaires		
												No.	No.	Completed/Retrieved			
01	09																<p><b>Instructions for Distributing Eighth-Grade Teacher Questionnaire</b></p> <p>Ask all eighth-grade teachers who teach English to fill out a Reading Teacher Questionnaire. Ask all eighth-grade teachers who teach Mathematics to fill out a Mathematics Teacher Questionnaire. Follow the procedures below for each questionnaire you distribute.</p> <p><b>On this roster:</b></p> <ol style="list-style-type: none"> <li>Create a list of all eighth-grade English or Mathematics teachers under "Teacher's Name."</li> <li>In the column labeled "Teacher Questionnaire ID," record the unique eight-digit ID number from the questionnaire you give to each teacher placed in the first column. (The "09" prefix has been preprinted.)</li> <li>As the questionnaire is returned, grid in the oval in the "Returned" column.</li> </ol> <p><b>On the front cover of each questionnaire:</b></p> <ol style="list-style-type: none"> <li>Record the name of the teacher receiving the questionnaire and the date the questionnaire needs to be returned to you.</li> <li>Record the two-digit teacher number located in the column to the right of the teacher's name on this roster (e.g., 01, 02, 03). It is critical that this number is recorded accurately.</li> </ol>
02	09																
03	09																
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																

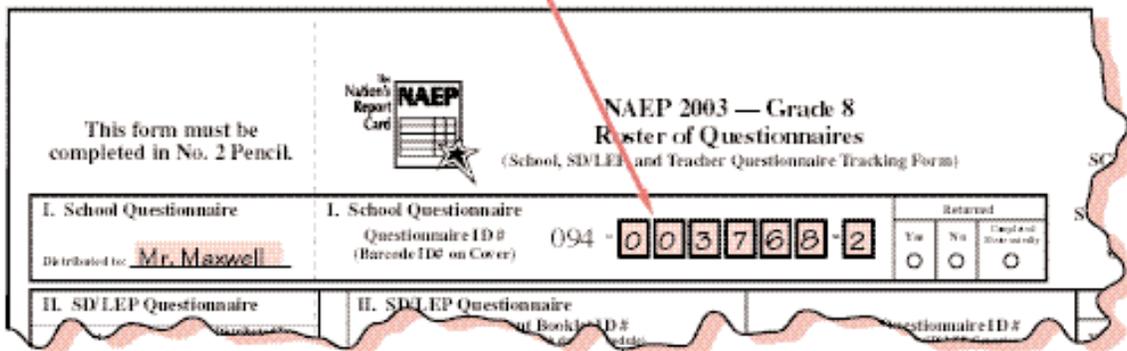
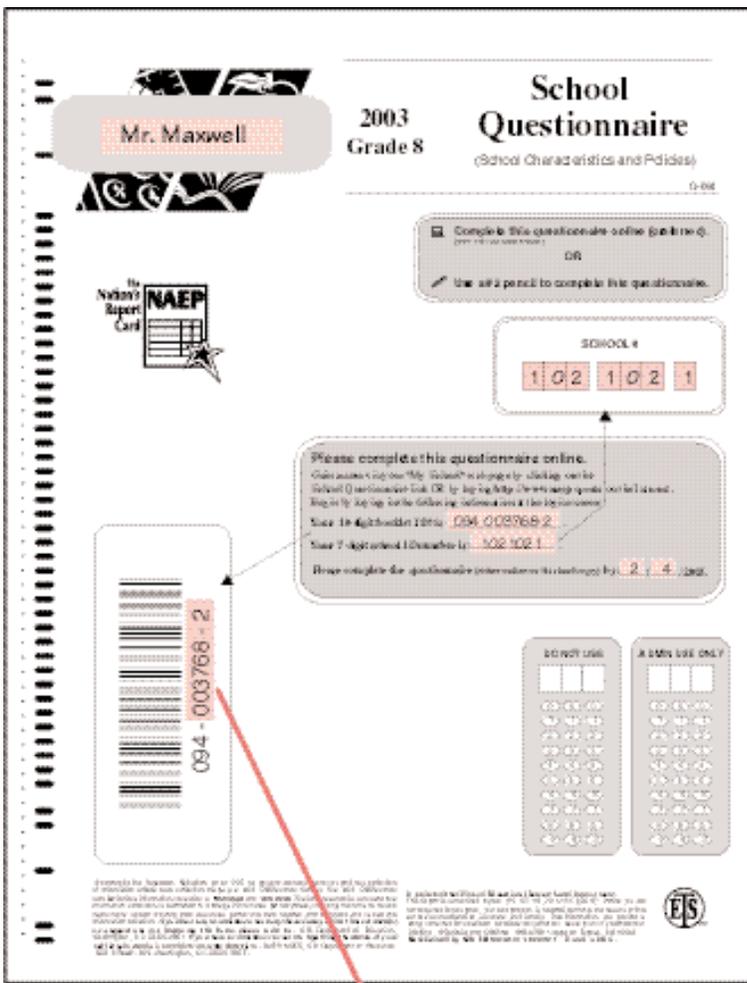
This form must be completed in No. 2 pencil.

### 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 visit or 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, you or your supervisor will have already completed most of the information on the cover and Roster. As shown in this example, the seven-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 on page 6.47), 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 the label prior to shipping the material back to NCS Pearson. If there is any information missing from the cover or Roster, you will need to enter it after the assessment.



## Teacher Questionnaires

There are three Teacher Questionnaires: one for fourth-grade reading and math teachers, one for eighth-grade math teachers, and one for eighth-grade English teachers. All teachers in the selected grade will be asked to complete a questionnaire. The first part of each questionnaire is a section on background characteristics and educational training. The remainder of each questionnaire surveys the teacher's instructional practices. The example on the next page shows a completed Grade 8 Reading Teacher Questionnaire cover and Roster.

When schools sent in their student lists in the fall, they also included the number of teachers who teach math and reading or English. Your supervisor assigned and mailed questionnaires according to that number. Prior to mailing the questionnaires, your supervisor recorded the unique eight-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 questionnaire 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 the example on the next page.

When you collect the completed questionnaires on assessment day (discussed in more detail on page 6.47), you will need to record how each 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 on the following page), you will need to remove the label prior to shipping the material back to NCS Pearson. If there is any information missing from the cover or Roster, you will need to enter it after the assessment.



Step  
C

## Verify That Parents/Guardians Have Been Notified about NAEP

1. Now, let's review the status of parental notification. A Sample Parent Notification Letter was included in your materials. Have you notified parents about the assessment?

Yes ..... 1 → **IF IN-PERSON VISIT**, ASK FOR A COPY OF THE DATED PARENT NOTIFICATION. STORE THE COPY IN THE SCHOOL FOLDER.

**IF CALL**, TELL THE SCHOOL COORDINATOR THAT WE WILL COLLECT THE DATED PARENT NOTIFICATION ON ASSESSMENT DAY.

No ..... 2 → *Please notify parents about the assessment as soon as possible. We will not be able to assess students until parents are notified about the assessment. I will need to call you before the assessment to verify that parental notification procedures are in place. When is a good day and time to call you for this information?*

DAY AND TIME TO CALL BACK: \_\_\_\_\_

**SKIP TO STEP D.**

2. Date that the parent notifications were sent: \_\_\_\_\_ .
3. How were the parents notified? (circle one)
- Letter mailed home
  - Letter sent home with student
  - Notice posted in newsletter
  - Other (specify) \_\_\_\_\_ .
4. Were letters sent to sampled students or all students in the grade? \_\_\_\_\_ .
5. Have any parents refused? (circle one)
- YES → How many? \_\_\_\_\_ .
  - NO
7. Date the parent notification was received by AC: \_\_\_\_\_ .

**IMPORTANT: PUT THE DATED PARENT LETTER IN THE SCHOOL FOLDER AND RECORD INFORMATION ABOUT PARENTAL NOTIFICATION IN THE SGS AFTER THE VISIT/CALL!**

### Enter Parent Notification Information in the SCS

The next step of the preassessment call or visit will guide you through reviewing the status of parental notification. The No Child Left Behind Act requires that the parents of students selected for NAEP assessments be notified that their child has been selected and that participation is voluntary. The manner in which parents are notified will be determined by states, districts, or schools. In the fall, public schools received a Sample Parent Notification Letter from the NAEP State Coordinator, and nonpublic schools received the letter from your supervisor. A copy of the Sample Parent Notification Letter was also included in the preassessment packet sent to the school coordinator. Schools can adapt the Sample Parent Notification Letter to satisfy the No Child Left Behind requirement and any parental notification requirements of the district and school.

Prior to the visit or call, you will need to review the School Control System (SCS) to see if the State Coordinator or supervisor has recorded any information regarding the parent letters. If not, you must collect the following information from the school coordinator:

- The date the parent notifications were sent out;
- How the parents were notified (mail, newsletter, sent home with students, etc.);
- If the notice was given to sampled students or all eligible students;
- How many notifications were sent;
- How many parents refused; and
- If a copy of the parent letter was received. You must keep the dated copy of the parent letter in the School Folder.

**Participating schools must provide you with a dated copy of the parent letter before the assessment can be conducted.**

The information you will collect in the Contact Log regarding parent/guardian notification must be entered in the SCS after the contact is complete. Refer to the SCS User's Guide for further instructions on entering the status of parental notification in the SCS.

**Step D** Complete the Administration Schedule

1. Now please locate 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 homeroom, birth date, race/ethnicity, school lunch status, SD, LEP, and Title I, you will need to enter that data before we come to assess. 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.

Have you collected any of the missing student information?

- Yes ..... 1 —————> OBTAIN THE INFORMATION FROM THE SCHOOL COORDINATOR AND RECORD IT ON THE ADMINISTRATION SCHEDULE.
- No ..... 2 —————> *Please collect the missing student information and enter it directly on the Administration Schedule(s). We will collect the missing information on assessment day.*

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

The next step of the preassessment visit or call requires you to review the Administration Schedule with the school coordinator. In the fall, schools were asked to include each student’s name, birth date, sex, and SD/LEP status on the lists that were sent to NAEP. Therefore, you should only have to obtain the following missing student information from the school coordinator and record it on the original blue Administration Schedule:

- Homeroom or other locating information (refer to Appendix D if you are assessing a grade 4 take-all school);
- Race/ethnicity;
- National School Lunch Program (NSLP) status;
- Title I status; and
- New enrollee status.

**NOTE:** Some schools will provide this information on their student lists in the fall. For these schools, you will only need to verify that the student information is correct.

The remainder of this step provides details about how to record information in each column of the Administration Schedule.

### Record Student Information Missing from the Administration Schedule

You will need to record homeroom or other locating information in column **B**, race/ethnicity in column **J**, NSLP status in column **K**, Title I status in column **L**, and new enrollee status in column **M**.

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.

**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.

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 "J"

Session Number  
RM0801

**National School Lunch Program**

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

For Use in Column "K"

Bundle #s  
01001  
01002

**NAEP 2003 Administration Schedule**

The Nation's Report Card

NAEP

School #: 102-102-1      Grade: 8

School Name: Central Middle School

Administrator's Name: Mary Jones

Original student scheduled by: Debra Thorne/Tab. 6

Time: 8:00

Location: Rm 121

Original student scheduled by: \_\_\_\_\_

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

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

Original student scheduled by: \_\_\_\_\_

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

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

Student Name	Grade	Sex	Month	Day	Year	NAEP	NSLP	Title I	Other	Original Student ID #	Assigned Room
01 Mark Atley	10	M	04	09	00	1	2		2	101 000293	4
02 Betty Bates	10	R	02	09	01	2	2		2	001 054008	9
03 Wise Block	10	M	06	09	00	1	2		2	102 005241	1
04 Angela Burns	10	R	10	09	00	2	2		2	002 000043	8
05 _____	12	M	11	09	00	2	2		2	103 006922	1



### Fill in the Box for Title I Status

You will record a **1** in column **L** for any student receiving Title I services; record a **2** for any student who is not receiving Title I services. If a school has a school-wide Title I program, you will record a **1** for each student.

### Fill in the Box for New Enrollee Status

A New Enrollee Listing Form is included in the 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 so that these students have a chance of selection in the assessment.<sup>3</sup>

All students selected in the original sample in the fall will have a **2** in column **M** indicating they are part of the original sample of students. Any student who enrolled since the original list of students was submitted to NAEP or any student who was inadvertently left off the original list will be sampled to determine whether or not the student should be added to the Administration Schedule.

You will record a **1** in column **M** for each student selected from the new enrollee sample and added to the Administration Schedule. The new enrollee sampling process is described on pages 4.26-4.29.

### Identify and Eliminate Withdrawn

This form must be completed in No. 2 pencil.

**Race/Ethnicity Codes**

1 = Without Hispanic  
2 = Black and Hispanic  
3 = Hispanic/Latino  
4 = American Indian or Alaska Native  
5 = Other

For Use in Column "L"

**Session Number**  
RM0801

**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 "K"

**Bundle #s**  
01001  
01002

**NAEP 2003 Administration Schedule**

**NAEP**  
The Nation's Report Card

School # 102-102-1 Grade B Original session conducted or planned Thurs, Feb. 6

School Name Central Middle School Title 8:05

Administrator's Name Mary Jones Location Rm 221

# Original Sample 30 # Withdrawn & Replaced (Lunch Code 1, 2, 3, 4, 5) \_\_\_\_\_

# New Enrollee Sample \_\_\_\_\_ # New Enrollee (Lunch Code 6, 7) \_\_\_\_\_

Total Sample \_\_\_\_\_ TO BE ASSIGNED \_\_\_\_\_

Student Name	Grade	Session	Mark	Month	Year	1	2	3	4	5	6	7	8	9	10	11	12	Original Booklet ID#	Accession #
Mark Atley	10	M	0	4	9	0	1	2	2	2	2	1	2	2	2	2	2	101 000293	4
Betty Bates	10	R	0	2	9	1	2	2	2	2	2	1	1	2	2	2	2	001 054006	9
Wee Block	10	M	0	6	9	0	1	2	2	2	2	1	2	2	2	2	2	102 005241	1
Angela Burns	10	R	1	0	9	0	2	2	2	2	2	2	1	2	2	2	2	002 000043	8
Nicki Campbell	12	M	1	1	9	0	2	2	2	2	2	1	1	2	2	2	2	103 006922	1
Nancy Cordaro	12	R	0	9	9	0	2	2	2	2	2	1	1	2	2	2	2	003 000841	2
Tim Dublin	10	M	0	1	9	1	1	1	2	2	2	1	3	2	2	2	2	104 043569	2
Kimberly Frank	12	R	0	5	9	0	2	2	2	2	2	1	1	2	2	2	2	004 005301	1
Carla Grahams	10	M	0	7	9	0	2	2	2	2	2	1	1	2	2	2	2	105 210021	3
Paul Hernandez	10	R	0	9	9	0	1	2	2	2	2	3	1	2	2	2	2	005 210001	6
Becky Hoecke	10	M	1	2	9	0	2	2	2	2	2	4	2	2	2	2	2	106 073201	2
Daniel Jaemer	12	R	1	0	9	0	1	2	2	2	2	2	1	2	2	2	2	006 002407	7
Sarah Kruger	10	M	0	6	9	0	2	2	2	2	2	2	1	2	2	2	2	107 000031	9

<sup>3</sup> In year-round schools, any student who will be off-track on the assessment date should not be included on the New Enrollee Listing Form.

**and  
Ineligible Students**

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

Yes ..... 1 → ENTER AN ADMINISTRATION CODE OF **51** FOR WITHDRAWN STUDENT(S) ON THE ADMINISTRATION SCHEDULE IN COLUMN **P**. THEN, DRAW A SINGLE LINE THROUGH THE STUDENT'S NAME UP TO THE PERFORATION.

No ..... 2

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

Yes ..... 1 → ENTER AN ADMINISTRATION CODE OF **55** FOR INELIGIBLE STUDENT(S) IN COLUMN **P**. THEN, DRAW A LINE THROUGH THE STUDENT'S NAME UP TO THE PERFORATION.

No ..... 2

Next, during the preassessment contact, you will need to ask the school coordinator to identify any students who have officially withdrawn from the school or who are not currently enrolled in the selected grade.

Students who have withdrawn or are ineligible should have the following entered on the Administration Schedule:

- Administration Code of **51** (withdrawn or graduated) in column **P** for any students who have officially withdrawn from the school. Then, draw a single line through the student's name up to the perforation; or
- Administration Code of **55** (ineligible) in column **P** for any student not currently enrolled in the selected grade. Then, draw a line through his/her name up to the perforation.

No other information needs to be completed for those students identified as withdrawn or ineligible.

The form must be completed in No. 2 pencil.

**Race/Ethnicity Codes**

1 = White not Hispanic  
2 = Black not Hispanic  
3 = Hispanic/Latino  
4 = Asian or Pacific Islander  
5 = American Indian/Alaska Native  
6 = Other

**National School Lunch Program**

1 = Student not eligible  
2 = Reduced-price lunch  
3 = Free lunch  
4 = Schoolwide or individual student  
5 = Full-price  
6 = School not participating

**NAEP 2003 Administration Schedule**

NAEP National Report Card

Student ID: 102-102-1 Grade: 8

School Name: Central Middle School

Administrator Name: Mary Jones

Original School ID #: 101 000200 4

Address: 1000 Main St, City, State, ZIP

Phone: ( ) - -

Fax: ( ) - -

Session Number: 01001

Bundle #: 01002

Student Name	Grade	Sex	DOB	Year	1	2	3	4	5	6	7	8	9	10	11	12	Original School ID #	Address	City	State	ZIP	Admin. Code
Mark Aley	10	M	04 08 00	1	2	2	2	2	2	2	2	2	2	2	2	2	101 000200 4					51
Bonny Berke	10	F	02 08 01	2	2	2	2	2	2	2	2	2	2	2	2	2	001 051000 8					51
Wes Block	10	M	08 08 00	1	2	2	2	2	2	2	2	2	2	2	2	2	102 005241 1					51
Angela Burns	10	F	10 08 00	2	2	2	2	2	2	2	2	2	2	2	2	2	002 000043 8					51
Nick Campbell	12	M	11 08 00	2	2	2	2	2	2	2	2	2	2	2	2	2	103 000922 1					51
Nancy Conlano	12	F	08 08 00	2	2	2	2	2	2	2	2	2	2	2	2	2	003 000841 2					51
Tim Dublin	10	M	01 08 01	1	1	2	2	2	2	2	2	2	2	2	2	2	104 043588 2					51
Kimberly Frank	12	F	08 08 00	2	2	2	2	2	2	2	2	2	2	2	2	2	004 005301 1					51
Carla Graham	10	M	07 08 00	2	2	2	2	2	2	2	2	2	2	2	2	2	106 210021 3					51
Paul Hernandez	10	M	09 08 00	1	2	2	2	2	2	2	2	2	2	2	2	2	006 210001 6					51
Betsy Henke	10	F	12 08 00	2	2	2	2	2	2	2	2	2	2	2	2	2	108 073201 2					55
Daniel Jeaner	12	F	10 08 00	1	2	2	2	2	2	2	2	2	2	2	2	2	006 062407 7					51
Beth Kruger	12	M	06 08 00	2	2	2	2	2	2	2	2	2	2	2	2	2	107 000031 9					51
Perry Love	12	F	03 08 01	2	2	2	2	2	2	2	2	2	2	2	2	2	007 078206 8					51
Paul Lucas	10	M	10 08 00	1	2	2	2	2	2	2	2	2	2	2	2	2	108 076206 5					51

**Step  
E**

**Select Sample of  
Newly Enrolled Students**

The next step of the preassessment call or visit requires you to select a sample of students who have enrolled since the original list was prepared. You will begin by asking whether the school coordinator has kept a list of newly enrolled students, and if not, you will ask him/her to create one. 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. New enrollees include students selected to participate from the New Enrollee Form, either because they enrolled after the original list was prepared **OR** they were inadvertently left off the original list.

You will need to select a sample of newly enrolled students during the preassessment visit or call using the Instructions for Sampling New Enrollees. Your supervisor will include a unique set of Instructions for Sampling New Enrollees in each School Folder. This form (shown on the next page) provides the following information:

- The date, if known, the master list of students was created. Students in the selected grade who enrolled after that date or who were inadvertently left off the master list should be listed on the New Enrollee Listing Form;
- The maximum number of students on the list that, if exceeded, requires a telephone call to your supervisor; and
- A set of line numbers used to to select the students for the assessment.

## Example of Instructions for Sampling New Enrollees

School Name: Central Middle School

8:40AM

School ID: 102-102-1

10/25/2002

## 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 1, 2002.

Any student who has enrolled and then withdrawn from the school should be deleted from the New Enrollee Listing Form 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 62 students on the new enrollee list, call your supervisor for directions before proceeding.
4. New Enrollee Line Numbers:

To identify the students selected to be assessed, enter an **X** in column 2 under the **For Sampling Only** heading on the New Enrollee Listing Form next to the line numbers listed below:

2, 5, 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

Many line numbers have been provided. 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 and complete the required demographic information. Remember to enter a **1** in column **M** for each student selected from the new enrollee sample.

### Example of Assigning Line Numbers and Identifying the Selected Students

**2003 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 1, 2002.

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

											<b>FOR SAMPLING ONLY</b>	
Student's Name			Birth Date	Sex	If SD (X)	If LEP (X)	Home Room	Race / Eth.	NSLP Status	If TITLE I (X)	Line #	Selected (X)
First	Initial	Last	Month/Year									
Shanna		Donaldson	3/91	2			10	1	1		1	
Beth		Warren	12/90	2			10	1	1		2	X
Michael		Cree	4/91	1			10	2	1		3	
Megan		Davis	7/91	2			12	1	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 1, 2002.

Any student who has enrolled and then withdrawn from the school should be deleted from the New Enrollee Listing Form 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 62 students on the new enrollee list, call your supervisor for directions before proceeding.

4. **New Enrollee Line Numbers:**

To identify the students selected to be assessed, enter an **X** in column 2 under the **For Sampling Only** heading on the New Enrollee Listing Form next to the line numbers listed below:

2, 5, 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

Many line numbers have been provided. 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 and complete the required demographic information. Remember to enter a 1 in column M for each student selected from the new enrollee sample.

### Example of Adding Selected Student to the Administration Schedule

You will record the name, demographic information, and a **1** in column **M** for each student selected from the New Enrollee Listing Form on the Administration Schedule.

**2003 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 1, 2002.

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

										<b>FOR SAMPLING ONLY</b>		
Student's Name			Birth Date	Sex	IF SD (X)	IF LEP (X)	Home Room	Race (Eth.)	NSLP Status	IF TITLE I (X)	Line #	Selected (X)
First	Initial	Last	Month/Year									
Shanna		Donaldson	3/91	2			10	1	1		1	
Beth		Warren	12/90	2			10	1	1		2	X
Michael		Free	4/91	1			10	2			3	

Student ID	Student Name	Grade	Sex	DOB	IF SD	IF LEP	Home Room	Race	NSLP	IF TITLE I	Line #	Selected
01	Eric Malone	10	R	08/90			2	3	1	2	2	
02	Paul Mayne	12	M	05/90			2	5	2	2		
03	Teresa Mayer	10	F	02/91			2	1	1	2	2	
04	Aracelis Neamat	10	M	11/90			2	1	1	2	2	
05	Betha Ortiz	10	F	09/90			2	3	2	2	2	
06	Michael Popelka	12	M	12/90			2	3	1	2		
07	Kate Ray	10	F	08/90			2	3	1	2	2	
08	Amy Schlober	10	M	09/90			2	3	2	2		
09	Ryan Scott	12	F	11/90			2	5	1	2	2	
10	Jessie Tabbert	12	M	05/91			2	5	1	2	2	
11	Dan Tesch	12	R	07/90			2	1	2	2	2	
12	Jenaka Trocke	10	M	04/90			2	3	1	2	2	
13	Louie Wallace	12	F	01/91			2	2	1	2	2	
14	Chris Wang	10	M	09/90			2	3	1	2	2	
15	Tras Zimmerman	10	F	05/90			2	5	2	2	2	
16	Beth Warren	10	M	12/90			2	1	1	2	2	X
17												
18												
19												
20												

100-100-1  
FBI  
FBI/DOJ P.O.  
12345 - 6

The remainder of this step provides instructions on completing Step E in the Contact Log.

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? **SKIPTO STEP F.**

DAY AND TIME TO CALL BACK: \_\_\_\_\_.

No new enrollees ..... 3 —————> **SKIPTO STEP F.**

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. If you are visiting the school and the school coordinator cannot complete the New Enrollee Listing Form before you leave, 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 F.

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

No new students will be selected. **SKIPTO STEP F.**

If the total number of newly enrolled students is less than the lowest number on the Instructions for Sampling New Enrollees, then no students will be selected and you should skip to Step F.

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

Because we will be assessing all the students in the fourth grade, we will add the student name(s) and demographic information to the bottom of the Administration Schedule for the class that the new student(s) (*is/are*) in. Please tell me the student name(s) and demographic information.

ENTER THE STUDENT INFORMATION ON THE APPROPRIATE ADMINISTRATION SCHEDULE. PROMPT THE SCHOOL COORDINATOR TO ENTER THE INFORMATION ON HIS/HER COPY OF THE ADMINISTRATION SCHEDULE. **GOTO #5.**

In the fall, grade 4 schools with 120 or fewer students were given the option of assessing all their students, rather than a selected sample of 62 students. Any schools that selected the take-all option will be noted on the label on the front cover of the Contact 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. GRADE 4 (NON TAKE-ALL OPTION), GRADE 8, OR GRADE 12

**IF IN-PERSON VISIT:** CONSECUTIVELY NUMBER EACH STUDENT ON THE LIST IN COLUMN **1** UNDER THE HEADING "FOR SAMPLING ONLY."

PUT AN **X** BESIDE LINE NUMBERS LISTED ON THE INSTRUCTIONS FOR SAMPLING NEW ENROLLEES THAT IS LOCATED IN THE SCHOOL FOLDER.

ENTER THE STUDENT INFORMATION ON THE APPROPRIATE ADMINISTRATION SCHEDULE. PROMPT THE SCHOOL COORDINATOR TO ENTER THE INFORMATION ON HIS/HER COPY OF THE ADMINISTRATION SCHEDULE. **GOTO #5.**

**IF CALL:** Please put an **X** beside the following line numbers as I read them to you. READ LINE NUMBERS LISTED ON THE INSTRUCTIONS FOR SAMPLING NEW ENROLLEES THAT IS LOCATED IN THE SCHOOL FOLDER.

Now we will add the names of the students that have just been identified to the appropriate Administration Schedule.

ENTER THE STUDENT INFORMATION ON THE APPROPRIATE ADMINISTRATION SCHEDULE. PROMPT THE SCHOOL COORDINATOR TO ENTER THE INFORMATION ON HIS/HER COPY OF THE ADMINISTRATION SCHEDULE. **GOTO #5.**

Here you or the school coordinator will consecutively number the list of students in column **1**. Then, you or the school coordinator will indicate which students have been selected by assigning an **X** in column **2**.

When the sampling is complete, you will add the names of the selected students to the Administration Schedule as indicated on page 4.29.

5. IF NEWLY ENROLLED STUDENTS HAVE BEEN SELECTED, SAY: Have/Has the parent(s) of the students we just added to the assessment been notified about NAEP?

Yes ..... 1 —————> **ENTER IN THE SCS AFTER THE CALL.**

No ..... 2 —————> *Please notify the parents of the student(s) as soon as possible. This/these student(s) cannot be assessed until we receive notice from you that the parents have been notified of NAEP.* **ENTER IN THE SCS AFTER THE CALL.**

*When is a good day and time to call you to verify the notification has taken place?*

DAY AND TIME TO CALL BACK: \_\_\_\_\_

As described on page 4.19, the No Child Left Behind Act requires that the parents of selected students be notified that their child has been selected and that participation is voluntary. You must ensure the parents/guardians of the selected newly enrolled students have been notified about NAEP. Once this information is collected, you must enter it in the SCS as described in the SCS User's Guide.

**Step F Review Status of SD/LEP Questionnaires**

The next step of the preassessment visit or call requires you to ask the school coordinator if there are any students whose SD and/or LEP classification has changed since the fall and review the status of the SD/LEP Questionnaires.

Now let's look at students identified on the Administration Schedule(s) as SD and/or LEP in columns **F** and **H**.

1. Are there any students who are newly classified or no longer classified as SD or LEP?

Yes ..... 1 —————> **UPDATE THE ADMINISTRATION SCHEDULE TO REFLECT THE CHANGE. REMEMBER TO MAKE CHANGES IN THE FINAL SD AND FINAL LEP COLUMNS.**

No ..... 2 —————> **CONTINUE WITH Q2. EXCEPTION: IF THERE ARE NO STUDENTS IDENTIFIED AS SD AND/OR LEP AND THERE ARE NO NEW CLASSIFICATIONS, VERIFY, THEN SKIP TO STEP H.**

At Question 1, ask the school coordinator if there are any students on the Administration Schedule who have new SD and/or LEP classifications or who are no longer classified as SD and/or LEP.

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 H.

**Fill in the Boxes for Final SD Code and Final LEP Code**

If any students have changed classifications, you will need to enter either a **1** or **2** in column **G** labeled **Final SD Code** or column **I** labeled **Final LEP Code** as shown in the exhibit below. For example, if a student was classified as LEP in the fall, there will be a **1** in column **H**. If during the call, the coordinator indicates that the student is no longer classified as LEP, you will record a **2** in column **I**.

This form must be completed in No. 2 pencil.

**Race/Ethnicity Codes**

1 - White not Hispanic  
2 - Black not Hispanic  
3 - Hispanic/Latino  
4 - American Indian or Alaska Native  
5 - American Indian or Alaska Native  
6 - Other

For Use in Column "J"

**National School Lunch Program**

1 - Student not eligible  
2 - Reduced price lunch  
3 - Free lunch  
4 - Information not available  
5 - Refused  
6 - Student is participant

For Use in Column "K"

**NAEP 2003 Administration Schedule**

**The Nation's Report Card**

School ID: 102-102-1 Grade: B

School Name: Central Middle School

Administrator's Name: Mary Jones

Original Session Date/End of Day: Thurs, Feb. 6  
8:05  
Lunch: 30 min

# English Sample: 30

# Science Sample: \_\_\_\_\_

# Math Sample: \_\_\_\_\_

# Reading Sample: \_\_\_\_\_

# Writing Sample: \_\_\_\_\_

# Social Studies Sample: \_\_\_\_\_

# Foreign Language Sample: \_\_\_\_\_

# Other Sample: \_\_\_\_\_

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

# Students in Sample (Label Code G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z)

# Students in Sample (Label Code G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z)

Student Name	Grade	Level	Date	SD Code		Final SD Code	Final LEP Code	Original Student ID#	Access Point								
				Mar	Apr												
Mark Atley	10	M	04/08	0	1	2		2		2		2		2		101 000293	4
Betty Bates	10	R	02/01	0	2	2		2		2		1		2		001 054006	9
Wee Block	10	M	06/08	0	1	2	1	2		2		1		2		102 005241	1
Angela Burns	10	R	10/08	1	0	2		2		2		2		2		002 000043	8
Nick Campbell	12	M	11/08	1	1	2		2		2		1		2		103 006922	1
Nancy Cordaro	12	R	09/08	0	9	2		2		1	2	1		2		003 000841	2
Tim Dublin	10	M	01/08	0	1	2	1	1		2		1	3	2		104 043569	2
Kimberly Frank	12	R	05/08	0	5	2		2		2		1		2		004 005301	1
Carla Grahams	10	M	07/08	0	7	2		2		2		1		2		105 210021	3
Paul Hernandez	10	R	09/08	0	9	2		2		1		3	1	2		005 210001	6
Becky Hoecke	10	M	12/08	1	2	2		2		2		4	2	2		106 073201	2
Daniel Jaemer	12	R	10/08	1	0	2		2		2		2	1	2		006 002407	7
Sarah Kruger	10	M	06/08	0	6	2	1	2		2		2	1	2		107 000031	9

2. 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?*

NUMBER OF ADDITIONAL SD/LEP QUESTIONNAIRES NEEDED: #.....
---

**IF IN-PERSON VISIT,** LEAVE QUESTIONNAIRE(S) WITH THE SCHOOL COORDINATOR.

**IF CALL,** SHIP ADDITIONAL QUESTIONNAIRE(S) TO THE SCHOOL COORDINATOR.

Your supervisor sent one SD/LEP Questionnaire for each student identified as SD and/or LEP on the Administration Schedule. During the call or visit, you should check that the school coordinator has a sufficient supply of SD/LEP Questionnaires so that every student with a classification of **1** in columns **F, G, H,** and **I** will have a questionnaire completed by a designated school staff member. You will give, or in some cases mail, the school coordinator an SD/LEP Questionnaire for any student who is being classified as SD or LEP for the first time. You will have extra SD/LEP Questionnaires to use for this purpose in your bulk supplies. Prior to providing the additional questionnaire(s), you will need to prepare the covers for distribution. You will also need to enter the student's name, 10-digit booklet ID, and SD/LEP Questionnaire ID on the Roster as described on pages 4.35-4.36.

3. 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 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.

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.

## Preparing the SD/LEP Questionnaire for Distribution

The remainder of this step provides instructions on how to prepare SD/LEP Questionnaire covers, fill in the Roster of Questionnaires, and distribute questionnaires to appropriate staff.

When schools submitted their original student lists in the fall, they indicated which students had an SD and/or LEP classification. For every student identified on the 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. A questionnaire should be completed for each student, regardless of whether or not that student will be assessed. Any student who is no longer classified as SD and/or LEP will not need an SD/LEP Questionnaire filled out for him/her. The SD/LEP Questionnaire can be completed online or in the hard-copy version. The online questionnaire is located on the MySchool web site at [www.mynaep.com](http://www.mynaep.com).

Your supervisor should have prepared the questionnaire(s) as described below and illustrated on the following page. 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 should 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).

When you collect the completed questionnaires on assessment day (discussed in more detail on page 6.47), you will need to record how each questionnaire was completed 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 information missing from the cover or Roster, you will need to enter it after the assessment.

Example of Preparing an SD/LEP Questionnaire

This form must be completed in No. 2 Pencil.

**NAEP 2003—Grade 8**  
**Router of Questionnaires**  
 (School, SD/LEP, and Teacher Questionnaire Tracking Form)

SCHOOL #: **102-102-1**

SCHOOL NAME: **Central Middle School**  
 CITY/STATE: **Washington, DC**

I. School Questionnaire  
 Questionnaire ID # (Excludes IDP on Cover) **094-003768-2**

II. SD/LEP Questionnaire  
 Student Number ID # (Columns "S" to "L" in Address Labels)

Student Name	Assigned To (Class/Room)	S	T	R	O	N	E	S	I	D	L	E	P	095	096	097	098	099	Returned	Instructions for Distributing Questionnaires
Wes Block	Mrs. Wilson	1	0	2	0	0	9	2	4	1	1	0	0	0	2	9	8	7	<input type="checkbox"/>	Instructions for Distributing School Questionnaires: Give the School Questionnaire to the principal. On the cover of the questionnaire, record the date it is received. Once it is returned, give it to the student in the "Returned" column.  Instructions for Distributing SD/LEP Questionnaires: Every student identified on the NAEP Administration Schedule as SD/LEP and/or identified as LEP should be listed in the column on the left. An SD/LEP Questionnaire must be completed for each student by the teacher (not knowledgeable about the 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 student and the teacher (not knowledgeable about the student) on the reverse side. Record the date the questionnaire needs to be returned in year. 2. On the cover, write the name of the staff member to whom the questionnaire will be given. 3. At the questionnaire are returned, give it to the student in the "Returned" column.
Paul Hernandez	Mr. Cox	0	0	5	2	1	0	0	0	1	6	0	0	0	3	1	2	1	<input type="checkbox"/>	
Sarah Kruger	Mr. Cox	1	0	7	0	0	0	3	1	9	9	0	0	2	1	3	4	7	<input type="checkbox"/>	
Tim Dublin	Mr. Cox	1	0	4	0	4	3	5	6	9	2	0	0	1	2	4	5	9	<input type="checkbox"/>	
																			<input type="checkbox"/>	
																			<input type="checkbox"/>	
																			<input type="checkbox"/>	
																			<input type="checkbox"/>	
																			<input type="checkbox"/>	
																			<input type="checkbox"/>	
																			<input type="checkbox"/>	
																			<input type="checkbox"/>	
																			<input type="checkbox"/>	
																			<input type="checkbox"/>	
																			<input type="checkbox"/>	

**2003 SD/LEP Questionnaire**

Complete for Wes Block

095-00298-7

102-102-1

102-003768-1

06199011112

NAEP 2003 Administration Schedule

Student Name: **Wes Block**

Student Name	Grade	Sex	DOB	S	T	R	O	N	E	S	I	D	L	E	P	095	096	097	098	099	Returned	Teacher	Class	Room	Address	State	Zip
Wes Block	10	M	04/08/01	1	0	2	0	0	9	2	4	1	1	0	0	2	9	8	7	<input type="checkbox"/>	Mrs. Wilson						
Paul Hernandez	10	M	05/21/00	0	0	5	2	1	0	0	0	1	6	0	0	3	1	2	1	<input type="checkbox"/>	Mr. Cox						
Sarah Kruger	10	F	07/00/00	1	0	7	0	0	0	3	1	9	9	0	0	2	1	3	4	7	<input type="checkbox"/>	Mr. Cox					
Tim Dublin	10	M	04/04/00	1	0	4	0	4	3	5	6	9	2	0	0	1	2	4	5	9	<input type="checkbox"/>	Mr. Cox					
Mark Arley	10	M	04/08/01	1	0	2	0	0	9	2	4	1	1	0	0	2	9	8	7	<input type="checkbox"/>	Mrs. Wilson						
Bobby Bell	10	M	03/08/01	0	0	3	8	1	2	2	2	1	1	0	2	1	3	2	1	<input type="checkbox"/>	Mr. Cox						
Wes Block	10	M	04/08/01	1	0	2	0	0	9	2	4	1	1	0	0	2	9	8	7	<input type="checkbox"/>	Mrs. Wilson						
Angie Burne	10	F	03/08/01	0	0	3	8	1	2	2	2	1	1	0	2	1	3	2	1	<input type="checkbox"/>	Mr. Cox						
Mark Campbell	10	M	03/08/01	0	0	3	8	1	2	2	2	1	1	0	2	1	3	2	1	<input type="checkbox"/>	Mr. Cox						
Nancy Collins	10	F	03/08/01	0	0	3	8	1	2	2	2	1	1	0	2	1	3	2	1	<input type="checkbox"/>	Mr. Cox						
Tim Dublin	10	M	04/04/00	1	0	4	0	4	3	5	6	9	2	0	0	1	2	4	5	9	<input type="checkbox"/>	Mr. Cox					
Kimberly Frank	10	F	03/08/01	0	0	3	8	1	2	2	2	1	1	0	2	1	3	2	1	<input type="checkbox"/>	Mr. Cox						
Celia Evans	10	F	07/00/00	1	0	7	0	0	3	1	9	9	0	0	2	1	3	4	7	<input type="checkbox"/>	Mr. Cox						
Paul Hernandez	10	M	05/21/00	0	0	5	2	1	0	0	0	1	6	0	0	3	1	2	1	<input type="checkbox"/>	Mr. Cox						
Bobby Horvath	10	M	03/08/01	0	0	3	8	1	2	2	2	1	1	0	2	1	3	2	1	<input type="checkbox"/>	Mr. Cox						
David Justice	10	M	03/08/01	0	0	3	8	1	2	2	2	1	1	0	2	1	3	2	1	<input type="checkbox"/>	Mr. Cox						
Sarah Kruger	10	F	07/00/00	1	0	7	0	0	3	1	9	9	0	0	2	1	3	4	7	<input type="checkbox"/>	Mr. Cox						
Penny Lane	10	F	03/08/01	0	0	3	8	1	2	2	2	1	1	0	2	1	3	2	1	<input type="checkbox"/>	Mr. Cox						
Paul Lopez	10	M	04/08/01	1	0	4	0	4	3	5	6	9	2	0	0	1	2	4	5	9	<input type="checkbox"/>	Mr. Cox					

**Step  
G****Determine Student Accommodations  
with School Staff**

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.

The following pages show the Criteria for Inclusion that schools should 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.

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.

## Criteria for Inclusion of SD/LEP Students

### 2003 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 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 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 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 14.
- Students with limited English proficiency: Questions 16, 17, and 21 through 24.

**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)

### 2003 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 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 or mathematics without an accommodation;
- **Include** and provide accommodations permitted by NAEP to other LEP students who can demonstrate their knowledge of reading or mathematics only with those accommodations; and
- **Exclude** LEP students **ONLY if they cannot** demonstrate their knowledge of reading 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)

##### 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)

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

During the visit or call, you will need to enter an Administration Code for all students who require an accommodation. This code will indicate the specific accommodation the student is to receive on assessment day. The Administration Codes for students who require accommodations are printed on page 4.44 and are also printed in column **R** of the Administration Schedule.

In all NAEP schools, accommodations will be offered, as necessary, for students with disabilities or limited English proficiency. The accommodation(s) 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 the following: extended time, one-on-one testing, small group testing, reading aloud to

the student (not available in the reading assessment), bilingual dictionary (not available in the reading assessment), use of a scribe or computer to record answers, bilingual booklets (not available in the reading assessment), and large-print booklets. Students who require certain types of accommodations may need to use a special accommodation assessment booklet. Brief descriptions of the accommodations most frequently provided by NAEP are provided on pages 4.42-4.44.

School coordinators were sent a list of the accommodations allowed by NAEP and those allowed by the state on state tests to help them determine appropriate student accommodations for NAEP. An example of this list is shown on the next page. You should refer to this list when discussing student accommodations with the school coordinator.

### Example of NAEP and State Accommodations Chart

Accommodation	NAEP	STATE OMEGA
<i>Presentation Format</i>		
Explanation of directions	Yes	Yes
Oral reading in English	Yes	No
Oral reading in native language	No	No
Person familiar to student administers test	Yes	No
Translation directions	No	No
Translation of test into native language	No	No
Bilingual version of test	Yes (mathematics only)	Yes
Repeat directions	Yes	Yes
Large print	Yes	Yes
Bilingual dictionary	Yes (except for reading)	Yes
<i>Setting Format</i>		
Alone in study carrel	Yes	Yes
Administer test in separate room	Yes	Yes
With small groups	Yes	Yes
Preferential seating	Yes	Yes
Special lighting	Yes	Yes
Special furniture	Yes	Yes
<i>Timing/Scheduling</i>		
Extended testing time (same day)	Yes	Yes
More breaks	Yes	Yes
Extending sessions over multiple days	Yes	Yes
<i>Response Format</i>		
Braille writers	Yes	Yes
Word processors or similar assistive device	Yes	Yes
Write directly in test booklet	Yes	Yes
Tape recorders	No	Yes
Scribes	Yes	Yes
Answer orally, point or sign an answer	Yes	Yes
One-on-one administration	Yes	Yes
<i>Other Accommodations Provided for State Assessment but not for NAEP</i>		
Braille edition of assessment	No	Yes
Audio tape administration of assessment	No	Yes
Calculator	No	Yes
Abacus	No	Yes
Arithmetic tables	No	Yes
Graph paper	No	Yes
Responses in native primary language	No	Yes
Thesaurus	No	Yes
Spelling and grammar checking software and devices	No	Yes

## 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 booklets will need additional time and should be administered the assessment in separate sessions. During the preassessment visit or call, you should arrange to have someone at the school who is proficient in Spanish read the Spanish script unless you have a bilingual team member. 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 visit or call. You must account for all bilingual booklets that you request from NCS Pearson.

**The bilingual booklet accommodation 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** on 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 and LEP- Required accommodation not offered)**.

- **Bilingual dictionary** (Admin. Code 72) – For a math session, 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.

**The bilingual dictionary is only available to students being assessed in math.** Therefore, if a student requires a bilingual dictionary 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 and LEP- Required 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 visit or call. 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 he/she may go back and continue working on the cognitive sections following the session. 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.<sup>4</sup>
- **Read aloud** (of questions and answer categories in math booklets, only). 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

<sup>4</sup> 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.

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 accommodation in a regular session 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/small group booklets to use in math small group sessions. Read-aloud/small group booklets will be prepackaged in bundles of five booklets. If there is only one student who requires the 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. The original booklet and the special read-aloud booklet for each student must be accounted for and returned to NCS Pearson. You will receive bundles of read-aloud/small group 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 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.

**Reading directions aloud, when asked, so that students understand where and how to record their answers is NOT an accommodation, should not be recorded, and is allowed with all students and both subjects.**

**If a student selected for mathematics requires the read-aloud accommodation (for questions and answer categories), 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), read aloud in small group (76), or read aloud 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 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 **61 (SD- Required accommodation not offered)** or a **63 (LEP- Required accommodation not offered)** or a **65 (SD and LEP- Required accommodation not offered)**.

- **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 students may have physical disabilities impeding their ability 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. Remember that in reading sessions, the questions and passages 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. The student will need to use his/her own computer or one provided by the school. NAEP will not provide computers.
- **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 as long as the school can provide the required equipment and/or personnel. 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 supervisor for guidance. After the session, note on the front cover of the booklet the type of accommodation offered.

**NOTE:** Unless a scribe or use of computer is required, 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, then he/she should remain in the regular session as long as no other accommodation is required for the student.

### 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 for the student even though he/she 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 (math only)	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 (math only)	
76	Small group	Extended time; read aloud (math only)
77	One-on-one	Extended time; help recording answers; read aloud (math only)
78	Scribe or use of computer	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)	

**Complete Step G in the Contact Log**

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

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

→ IF IN-PERSON VISIT, ASK TO SPEAK WITH THE TEACHER MOST KNOWLEDGEABLE ABOUT THE STUDENTS. IF THE TEACHER IS UNAVAILABLE, SCHEDULE A TIME TO CALL THE SCHOOL COORDINATOR TO DISCUSS STUDENT ACCOMMODATIONS.

DAY AND TIME TO CALL BACK: ..... TELEPHONE NUMBER: .....
---

**IFCALL:** *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 for this information?* **SKIPTO STEP H.**

If you are visiting the school and the school coordinator has not identified the students who require an accommodation, you should ask if the teacher most knowledgeable about the students is available to speak with you. If you are on the phone, you should arrange to call the school coordinator back to complete Step G. Record call back information on your calendar and skip to Step H.

It is extremely important that you learn about any separate accommodation sessions at the time of the preassessment visit or 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 **F**, **G**, **H**, and **I**.

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 **F**, **G**, **H**, or **I**, 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 visit or 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 in columns **3** through **6** 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 Contact Log. If possible, plan for separate sessions to be held after the regular sessions, so that AAs already scheduled in the school can conduct the separate session.





## 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. Terms that are sometimes used are "English Language Learner" (ELL) and "English as Second Language (ESL) Student," recognizing that these students are in the process of acquiring English language skills and knowledge. Unlike disabilities, which usually are permanent, LEP 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 cultures, 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.

### Who Are the Students with Disabilities?

To be eligible to receive services in the schools under the Individuals with Disabilities Education Act, or 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 1 out of every 10 students 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 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.

### 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.

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 reference the student's IEP to 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.

Generally, if a student is tested in a state or district testing program, he/she should also be tested in NAEP. Students can be tested with or without accommodations as specified in the IEP.

**Step  
H**
**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 reading and math 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 final step of the preassessment visit or 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.

The assessment date and number of sessions to be conducted will be preprinted on the cover of the Contact Log. If separate accommodation sessions are needed, it is critical that they are entered on the cover of the Contact 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 Contact Log.

2. In your packet of information, there is 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.

The Teacher Notification Letter is provided for the school coordinator's use if he/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 60-90 minutes 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 1 1/2 hours before the start of the first session—1/2 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 Assessment Information Form.

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

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

The school coordinator should know that it is important for each selected student to be assessed.

8. 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.

IF GRADE 12: On the Administration Schedule, students with booklet ID beginning with 191 or 192 will need to bring their own calculators to the assessment. However, students are not permitted to use a laptop or other portable computer, pocket organizer, device with a typewriter-style keyboard, electronic writing pad, or pen-input device. NAEP will provide a calculator for any student who does not have one.

IF IN-PERSON VISIT, OFFER TO PREPARE STUDENT APPRECIATION CERTIFICATES FOR EIGHTH- AND TWELFTH-GRADE STUDENTS.

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 November 15, 2002, 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 12 assessments, the Appreciation Certificates will also be used to remind students, whose booklet IDs are M191C or M192C, to bring their calculators. You will offer to prepare the Certificates for these twelfth-grade students.

In schools with grade 4 assessments, the Appreciation Certificates will not be used as appointment cards, rather, the AAs will hand them out as a thank you to students after the session.

9. We have found that students respond more positively when they know that the assessment has the backing of the school administration. We encourage you or a school staff member to stay in the room during the assessment. Is it possible for the principal or another school staff member to be present at the beginning of each session to introduce the assessment and reinforce its importance to the students?

NAEP encourages the school coordinator or other staff members who are interested in NAEP to remain in the room during the assessment. If the school coordinator indicates a staff person will introduce NAEP or stay in the room during the session, record that information in the space provided. This information should be provided to the AAs who will administer the individual sessions, although it is not necessary to know this ahead of time.

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

You will be the primary contact for the school coordinator in the event a problem arises. You will also give the school coordinator the NAEP help desk telephone number in case you are not available or a question needs to be answered immediately.

11. 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 Contact Log and on your calendar.

12. 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?

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 the NAEP help desk) or offer to obtain an answer and call back.

## After the Preassessment Contact

When the preassessment visit or call is complete, complete the following checklist of tasks that appear on page 13 of the Contact Log:

**After conducting the preassessment contact, review the Contact Log and complete the following tasks:**

- Record that the preassessment contact is complete on the back cover of the Contact Log.
- Ship any additional questionnaires to the school coordinator.
- Verify school materials and request any additional material from NCS Pearson.
- Enter callback information on your calendar.
- Enter parent notification information into the SCS and place the dated copy in the School Folder.
- Determine the number of AAs required to cover all assessments sessions for the school.
- Assign an AA to each session and enter the name in the column provided on the front cover of the Contact Log.
- Prepare an Assessment Information Form for each AA assigned to the assessment.
- Notify the AAs of their assignments.

### Task 4

## Verify Assessment Materials

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

### A

## Check School Materials

Assessment booklets will be packaged in bundles of 14 booklets for grade 4 and 16 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 and upper right 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.

After the completion of each preassessment visit or call, open the school's session box(es) and check that the bundle numbers on the Administration Schedule(s) match those included in the shipment. Then, check the materials in your shipment against the packing lists and Administration Schedule to see that you have sufficient supplies. Pages 4.57 list the materials in each session box.



## Materials in Reading/Math Session Boxes

Grade 4 Public Schools	
Quantity	Item
2 Bundles	Grade 4 Reading and Math Booklets (Public) (14 per bundle; 28 total booklets)
5	Grade 4 Math Set "X"
5	Grade 4 Math Set "G"
5	Rulers "R"
1	Sign <b>Testing in Progress – Do Not Disturb</b>
2	Rubber Bands
28	Preprinted Student ID Labels
1	Return Shipment Label

Grade 8 Public Schools	
Quantity	Item
2 Bundles	Grade 8 Reading and Math Booklets (Public) (16 per bundle; 32 total booklets)
5	Grade 8 Math Set "Y"
5	Grade 8/12 Math Set "G"
5	Protractors/Rulers "P"
1	Sign <b>Testing in Progress – Do Not Disturb</b>
2	Rubber Bands
32	Preprinted Student ID Labels
1	Return Shipment Label

Grade 4 Nonpublic Schools	
Quantity	Item
2 Bundles	Grade 4 Reading and Math Booklets (Private) (14 per bundle; 28 total booklets)
5	Grade 4 Math Set "X"
5	Grade 4 Math Set "G"
5	Rulers "R"
1	Sign <b>Testing in Progress – Do Not Disturb</b>
2	Rubber Bands
28	Preprinted Student ID Labels
1	Return Shipment Label

Grade 8 Nonpublic Schools	
Quantity	Item
2 Bundles	Grade 8 Reading and Math Booklets (Private) (16 per bundle; 32 total booklets)
5	Grade 8 Math Set "Y"
5	Grade 8/12 Math Set "G"
5	Protractors/Rulers "P"
1	Sign <b>Testing in Progress – Do Not Disturb</b>
2	Rubber Bands
32	Preprinted Student ID Labels
1	Return Shipment Label

Grade 12 Schools	
Quantity	Item
2 Bundles	Grade 12 Reading and Math Spiral (16 per bundle; 32 total booklets)
1	Sign <b>Testing in Progress – Do Not Disturb</b>
2	Rubber Bands
32	Preprinted Student ID Labels
1	Return Shipment Label

**NOTE:** Calculator, pencils, timers, and math posters are needed for each session and can be found in your bulk supplies.

**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 a few will come from Westat. You will need to use the calculators, pencils, timers, and sealing tape from your NCS Pearson bulk supplies for every assessment. The remaining materials are for you to use if you need extra for your sessions.

As described on pages 4.42-4.43, there are three types of accommodations that require separate accommodation booklets: bilingual booklet, large-print booklet, and small group where read-aloud booklets will be used. **Your bulk supplies will include five bundles of grade 4 and 8 read-aloud/small group booklets.** If a student requires a bilingual or large-print booklet, or if you need to conduct a read-aloud/small group session in a twelfth-grade school, you must request these booklets from NCS Pearson. When requesting grade 12 small group/read-aloud booklets, request the same booklet numbers as the first student listed on the Administration Schedule who requires the read-aloud/small group accommodation.

**Your bulk supplies will include one bundle of extra fourth- and eighth-grade public school assessment booklets.** As described on page 4.57, each grade 4 session box will contain 28 booklets and each grade 8 session box will contain 32 booklets. Therefore, if you discover during your preassessment contact that you will need additional fourth- or eighth-grade private school booklets or twelfth-grade booklets, you must contact NCS Pearson to place an order.

Remember, you must account for all of the regular and accommodation booklets that you receive in your bulk supplies or via short shipment request to NCS Pearson. As described on page 3.6, it is your responsibility to be sure that you have a sufficient number of the appropriate assessment materials needed for each school and that you can account for all of these materials (used and unused) when the assignment is completed. You may not, under any circumstances, borrow booklets from another session box or another AC.

## NCS Pearson Bulk Supplies

General Bulk Supplies from NCS Pearson	
Quantity	Item
1	Tape Dispenser
2 Rolls	Sealing Tape
5	Digital Timer
1 Package	AA Batteries
20	Supplemental Shipping Envelope
50	Rubber Bands
3	Sign <b>Testing in Progress – Do Not Disturb</b>
25	Materials Request Form
25	UPS A.R.S. Fax Form
5	Return Mailing Labels (for bulk materials only)
10	No. 2 Pencils (144 per box)

Bulk Reading and Math Supplies from NCS Pearson	
Quantity	Item
5	Grade 4 TI-108 “C” Calculator Poster
5	Grade 8 TI-30 “C” Calculator Poster
5	Grade 4 OE Math Poster
5	Grade 8 OE Math Poster
10	Rulers “R”
10	Protractor/Ruler “P”
10	Grade 4 Math Set “X”
10	Grade 8 Math Set “Y”
10	Grade 4 Math Set “G”
10	Grade 8/12 Math Set “G”
60	Grade 4 Simple Calculators TI-108 “C” (Blue)
60	Grade 8/12 Scientific Calculators TI-30 “C” (Gray)

Other Bulk Supplies	
Quantity	Item
5 Bundles	Grade 4 Read Aloud Booklets (5 booklets per bundle)
5 Bundles	Grade 8 Read Aloud Booklets (5 booklets per bundle)
1 Bundle	Grade 4 Reading and Math Booklets (Public) (14 per bundle)
1 Bundle	Grade 8 Reading and Math Booklets (Public) (16 per bundle)
5	Grade 4 Roster of Questionnaires (blank)
5	Grade 8 Roster of Questionnaires (blank)
10	Supplemental SD/LEP Rosters
10	Grade 4 Teacher Questionnaire
10	Grade 8 Math Teacher Questionnaire
10	Grade 8 Reading Teacher Questionnaire
50	SD/LEP Questionnaires
5	Grade 4 School Questionnaire
5	Grade 8 School Questionnaire
10	Administration Schedules (blank)

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

Publications
Summary of NAEP Activities – Public
Summary of NAEP Activities – Private
Teacher’s Guide to NAEP
Demonstration Booklets
MySchool Web Site Brochures and Folders
Mathematics Frameworks
Reading Frameworks

Forms and Materials
NAEP Storage Envelopes
“Destroy by” Postcards
Student ID Labels (blank)
Student Appreciation Certificates (for grade 4 sessions)

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.

### **C** Request Additional Materials, If Necessary

If you discover that you need additional materials, you should first use the extra materials sent in your bulk supplies. If you deplete your bulk supplies or if you need to request 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 as indicated below:

- 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](mailto:ncsnaep@ncs.com).

The NCS Pearson help desk is available between 7:00 a.m. and 5:00 p.m. CT. Overnight orders for short shipments must be in by 3:00 p.m CT.

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.



**Notes:**







# 5

## Working with Assessment Administrators

As an assessment team leader, you will be responsible for the assessment administrators (AAs) in your team. It is important that you have a good understanding of the AAs' responsibilities before, during, and after the assessment.

1

### AAs Hired for Your Area

Field managers and supervisors began recruiting AAs during the summer. They initially recruited experienced staff who had been successful on previous administrations of NAEP. Once the existing pool of experienced NAEP staff was exhausted, they began recruiting new staff with a background in education and strong organizational and professional skills. Advertisements were placed in city papers, and flyers were sent to retired teachers associations, universities, and employment web sites.

By January, two to four AAs will be assigned to each area. The number of AAs in a given area will depend on the following factors:

- Geographic size of the area;
- Number of schools in the area;
- Anticipated number and size of the sessions;
- Schedule of the assessments; and
- Any known scheduling problems, e.g., vacation periods, irregular school schedules.

A

### Overview of AAs' Responsibilities

AAs will be responsible for completing a number of tasks for each session assigned to them. These tasks are organized into three major categories: preassessment, assessment, and postassessment. The primary tasks include the following:

- Completing preassessment activities such as preparing assessment booklets and the assessment room;
- Conducting assessment sessions including original, makeup, and accommodation, using session scripts; and
- Completing postassessment recordkeeping activities and preparing the assessment materials for shipping.

A complete list of AA tasks can be found on page 2.3.

B

### Your Role in Training the AAs

AAs will attend a 1-day local training session in January. Most states will hold one AA training for the entire state. Larger states may hold two or more AA trainings. This training session will prepare AAs for their role in the assessment by teaching procedures, providing experience with forms, and giving them the opportunity to ask questions about the procedures.

You are expected to attend the AA training in your state and to play an active role in the training. In most cases, this will be your first opportunity to meet and get to know your AAs in person. You will need to observe and assist your AAs throughout the training session to make sure they are gaining an adequate understanding of the NAEP procedures and their role as an AA. Immediately following the session, you will have the opportunity to meet briefly with your supervisor, your AAs, and the other assessment teams in your region to discuss assignments and other logistical issues, as necessary.

Assessment coordinators (ACs) are responsible for the quality of work performed by their AAs. You should observe the first few assessment sessions conducted by each of your AAs and then meet with each AA to review his/her performance. You should also regularly review your AAs' work, including coded booklets and completed Administration Schedules, to determine if information has been omitted or errors have been

made. If you find a mistake, inform the AA and make sure that it is corrected. It will be your responsibility to determine whether your AAs are functioning effectively or need additional training. Notify your supervisor if at any time you have concerns about an AA's performance.

2

### Working as a Team

Throughout the assessment period, you will work as a team with your AAs to complete assessment activities. As the AC, you will serve as the team leader and coordinate all activities for your team. This section discusses the basic framework of how teams grow and develop. It also contains suggestions for creating the kind of environment that will help your team grow quickly and in a healthy manner.

A

### Your Role as the Team Leader

You have a short timeframe to help your team become an organized, functioning group. Teams that are well supported and nurtured in the early developmental stages usually have an easier time carrying out their tasks and responding to challenges. Because you don't have a long period of time to build relationships, we want to help you streamline the process and develop a united, capable team in the timeframe available.

### How a Team Develops

We use the *Drexler Sibbet Team Performance Model™* (shown on the following page) to illustrate how a team grows and develops. A team is defined as a group of people working together to achieve a common goal. A team has its own unique identity, created from the combined characteristics of individual members. You should think of your assessment team as a being or entity that goes through developmental stages from the time it is first formed until it disbands.

The *Drexler Sibbet Team Performance Model™* has seven possible developmental stages. All teams go through the first five stages, especially teams that come together for a specific purpose, exist for a defined (and often short) period of time, and then disband. Each of these five stages has a

question associated with it. The work of the team in a given stage is to answer the relevant question. If the question is not answered, or if the complexion of the team later changes (someone leaves and/or joins), the group will need to go back and address the question again.

The five pertinent stages according to the *Drexler Sibbet Team Performance Model™* are the following:

- Stage 1. Orientation: Why am I here?
- Stage 2. Trustbuilding: Who are you?
- Stage 3. Goal and Role Clarification: What are we doing?
- Stage 4. Commitment: How are we doing it?
- Stage 5. Implementation: Who does what, when, and where?

It is tempting for groups with little time to skip or skim over the first three or four stages. People often want to immediately start working on the "to do" list – mistakenly thinking that they only need to know the specifics of their particular job. You should resist this temptation. Although it may look like a viable shortcut, it often leads to misunderstanding, confusion, and ultimately more work.

### Stage 1: Orientation

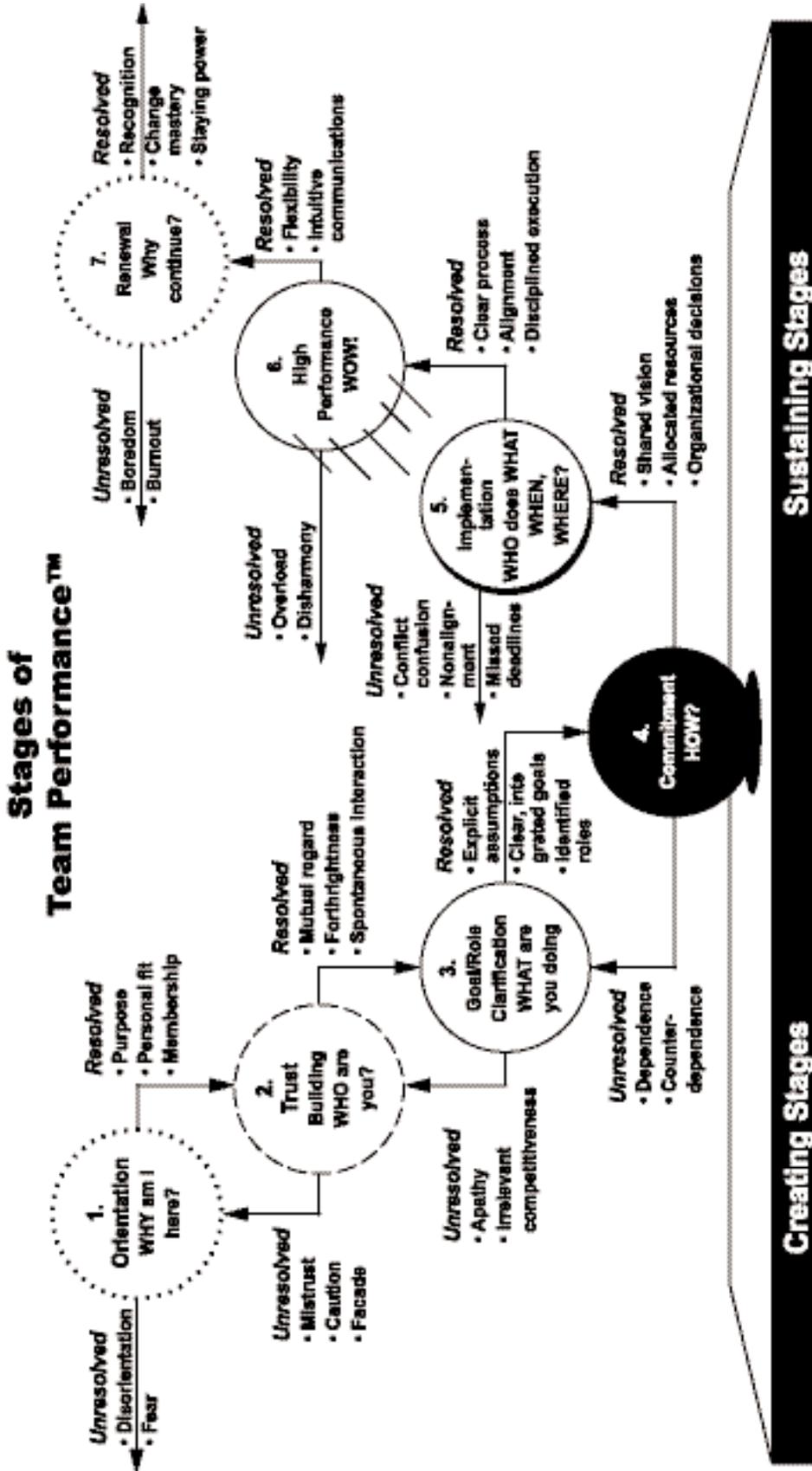
Each team member wonders why he/she is part of this particular team. Individuals ask the following:

- Why was I selected?
- What am I expected to contribute to the team?
- How will my contribution be used and help the team meet its overall goal?
- What is the overall goal?

Once each person has answers to these questions, the focus shifts to "What am I going to get out of being part of this team?" Everyone expects to get something back, and it isn't always just a paycheck. However, few people will volunteer that information. As a team leader, you can help your team by asking each person:

- What contribution do you hope to make?
- What do you hope to gain in return?

Drexler Sibbet Team Performance Model



**Drexler/Sibbet Team Performance™ Model**

Reprinted from A.B. Drexler, D. Sibbet, & R.H. Forrester, "The Performance Model." from *Team Building: Blueprints for Productivity and Satisfaction*. Alexandria, VA: NTL Institute, and San Diego, CA: University Associates, 1988, Used with permission

Knowing the answers to these questions will help you better understand, motivate, and support your team. In turn, the team members will understand each other better, and you will begin to establish credibility as a leader willing to deal with “sensitive” topics.

### Stage 2: Trustbuilding

Once people understand their expected contribution, they need to learn about the other team members. The Trustbuilding stage asks “Who are you?” This question is complex. Answers may change over time. Essentially, people want to know the following:

- What are you doing on this team – what value do you bring?
- How is your presence going to affect me?
- Can I trust you to be competent, responsible, and deliver quality work?

The first question can be answered early. It involves sharing answers from the Orientation stage. The second question is often skipped. Begin to help your team members find the answer to this question by giving them an idea of “the big picture” and where they each fit in. The big picture helps people understand the working relationships, which accomplishes two important things:

- People will have some of the knowledge they need to fill in gaps and help each other if someone else gets into trouble or something is missed.
- People who must understand the working relationships before they can begin to work on their own tasks will have that information.

We will look at some ways to help your team members understand the big picture and working relationships later in this section.

The answer to the third question evolves over time. Some people extend trust up front and only remove it if they are disappointed, whereas others trust nothing until they have seen proof of an individual’s ability and dependability or dole out trust a little at a time. No one way is “right” or “wrong.” It is just a question of personal preference.

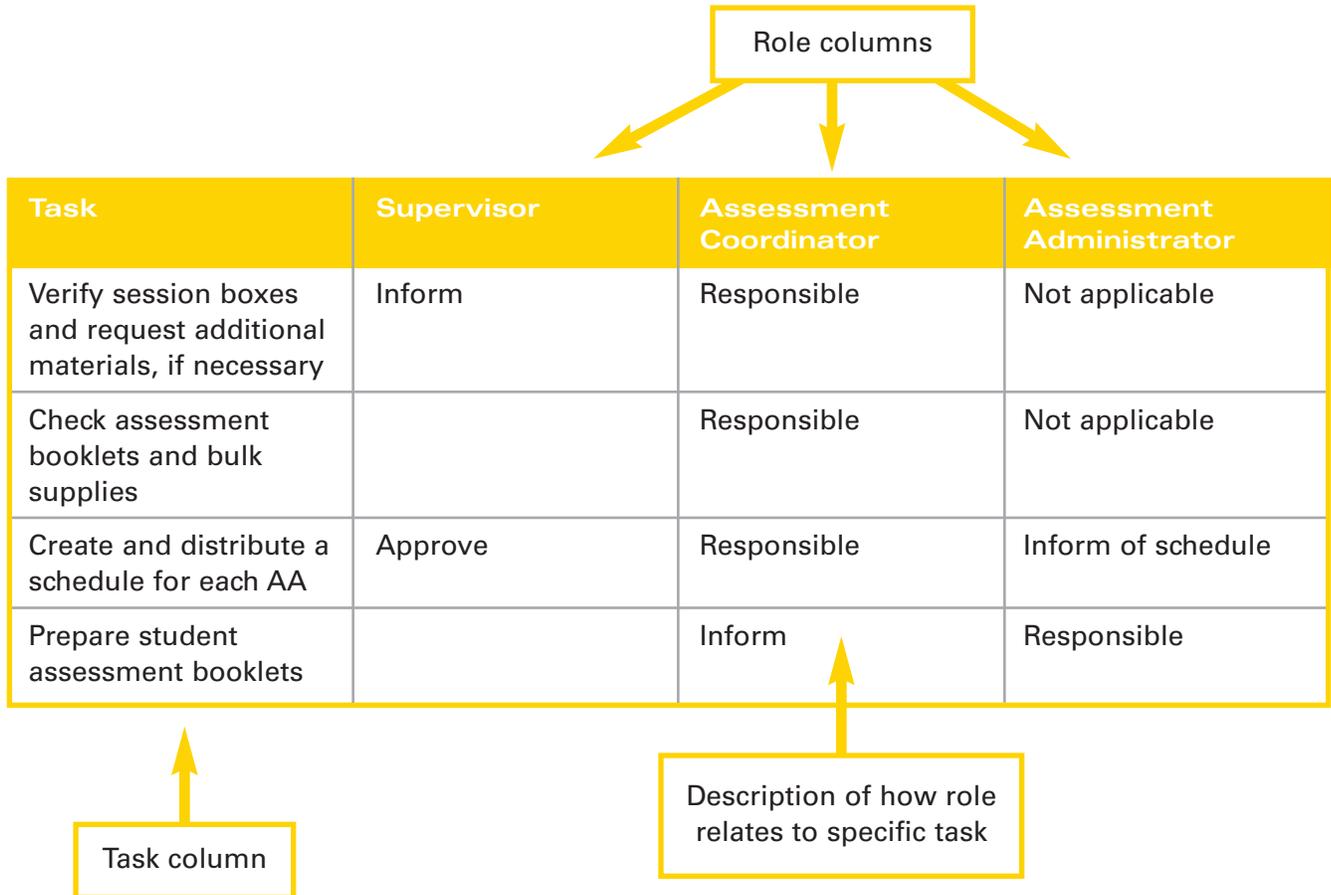
### Stage 3: Goal and Role Clarification

Teams need to have a clear picture of the following:

- Each person’s roles and responsibilities;
- The tasks that must be performed for each role to meet the overall goal;
- The sequence, guidelines, and processes to follow when carrying out specific tasks;
- Whom to call for what;
- What must be communicated and to whom; and
- The decisionmaking process.

The Roles and Responsibilities Chart will help you list the specific tasks and illustrate how the work flows. As the chart on the next page illustrates, the left column contains the list of specific tasks and subtasks. Then, each team member and/or role is listed in the following columns. The rows describe the relationship of each member of the assessment team to the task. Who is leading the task and responsible for the results? Who actually carries out the work? Who approves the result? Who is not directly involved with the task but must be informed of the task’s status?

### Sample Roles and Responsibilities Chart



#### Stage 4: Commitment

Once your team members understand the tasks and responsibilities, their next question will usually be “How are we going to get this done?” No team has unlimited time, money, or other resources. Tradeoffs must be made. The Commitment stage is an opportunity to be sure people understand the priorities of the work and uncover unspoken assumptions that people make but don’t think to ask about or communicate. Assumptions may be very different from one person to the next – right on target or way off base. In either case, you should be aware of them so you can either validate or correct them.

The Commitment stage is also an opportunity to be sure you have “buy in” from each member. Ask your team members if they feel ready to do their job. Encourage people to go the extra mile to get the job done. Then, be sure they have the resources to do so.

#### Stage 5: Implementation

The Implementation stage tests the health of the team’s development thus far. If stages 1-4 were completed successfully, the team should find implementation a logical and natural transition because the groundwork has already been laid. People know who is doing what, when, and where. People also understand the big picture and the priorities. They know whom to call and what to do if something unexpected happens. Although Implementation itself can be challenging, it goes smoother when you have built a solid foundation.

#### **B** Individual Styles and Preferences

The five developmental stages describe how teams operate as if they are separate beings or entities. However, each team is made up of individuals with varying styles and preferences. Styles and preferences have a strong impact

because they affect perception, communication, “quality” of work products, and approach to tasks. This section explains type and preferences, based on the work of Carl Jung (a Swiss psychiatrist), Kathryn Briggs, and her daughter, Isabelle Briggs Myers. You may be familiar with their work and might have even taken the **Myers Briggs Type Indicator®**.

Essentially, each person has a preferred way of doing the following:

- Gathering information;
- Making decisions;
- Obtaining energy; and
- Relating to the outside world.

No particular preferences are “right” or “wrong.” They are just different ways of accomplishing the same goal. People can often do things in a “non-preferred” way, but it usually takes more time and energy. Now, let’s look at how preferences affect your team.

### Data Gathering

The first step for most people is to gather information. They do this through their senses. However, in gathering information, some people stick to “just the facts,” whereas others link the facts to other ideas, possibilities, or patterns. When describing an object like a classroom, some people may give you information like the following:

- The dimensions of the room;
- The number of windows;
- The location and number of walls;
- The color of the walls;
- The number of rows;
- The number of desks in each row;
- The number of blackboards;
- The number of bookshelves and their dimensions;
- The number and type of posters on the wall; and
- The number of bulletin boards.

These people are probably Sensors or “just the facts” people. Other people may start with some of the facts listed above and then add the following information:

- The materials on the bulletin boards;
- The subject that appears to be taught in the classroom (based on what they noticed about the bulletin boards and posters); and
- The “feel” of the room (warm and inviting versus empty and less welcoming).

These people may be Intuitives, people who start with the facts but then go on to link them to patterns and possibilities.

These different approaches influence your team’s ability to communicate. Suppose you need a report from an AA and expect a list of specific details like Sensors would provide. What would you think if the AA gave you a more general description that included more of his/her impressions and less of the specific details? You might think that your instructions were misunderstood or that the AA did a poor job. If you don’t know that this AA gathers information but quickly moves past the facts to find possibilities and patterns, you might jump to the wrong conclusions. You also might not realize that you need to help that AA understand what you are asking for and how that result should look.

The reverse could also be true. If you are looking for impressions or a sense of how an event was received, a sequential list of exactly what took place (with no indication of how people felt) might not give you the proper perspective.

The gathering information preference also affects the order in which people process information. Sensors often like to begin with specific details (often related to their task) and then move on to the big picture. Intuitives typically begin with the big picture and then drill down to specifics and details.

Presenting information can be a challenge if you have Sensors and Intuitives on your team. One way to cope effectively with these different preferences is to use the Roles and Responsibilities

Chart. The chart is useful for Sensors because they can see the list of tasks for which they are responsible. It is also useful for Intuitives who can see a broader picture of how each role relates to the various tasks.

Once you have gathered information, the next step is to decide what to do with it. The next set of preferences concerns making decisions.

### Making Decisions

Some people make decisions logically and analytically using a cause and effect approach. When dealing with difficult situations, these individuals tend to tackle the problem first and then think about the people. They are called Thinkers.

Others are more subjective. They take information and run it through an internal filter based on their personal values. These people think of the people first and the problem second. Their approach to many situations begins with thinking about how that situation would make them feel. They are known as Feelers. Although both groups think about the problem and feel for other people, Thinkers and Feelers consider the problem and people in a different order. No way is better than the other; both groups make some good and bad decisions.

Decision-making preferences also affect how people prioritize tasks. If you understand how your AAs make decisions, you may have an idea of how they'll react in a given situation and take precautions if you don't think they would respond in an appropriate manner. For example, let's say that a student becomes disruptive during an assessment session. Although there are guidelines to help AAs deal with these types of situations, an AA's preference may affect when that student is excused. Thinkers may assume that it is more important for the majority of students to work undistracted and excuse the student fairly quickly. Feelers, on the other hand, might want to give that student more opportunities to behave.

Regardless of how each of us gathers information and makes decisions, everyone needs energy before they can perform either of these tasks. Preferences also determine how we obtain energy.

### Obtaining Energy

Some people become very energized being around others and participating in group events. They lose energy if alone for a long period of time. They are Extroverts. Others are energized by spending time alone reflecting on their own thoughts and ideas. These people lose energy when interacting with groups. They are Introverts.

Although every human needs to spend some time alone and some time interacting with others, the amount of time varies from person to person. You should think about whether you are energized by interacting with people or by being alone. How does your answer influence how you feel about attending meetings, communicating by phone or in person, or assuming additional responsibilities?

In addition, Extroverts often think out loud. They "speak to think." Introverts usually think before speaking. This difference can cause serious misunderstandings and problems between team members. People who speak to think may spend more time talking during a meeting, because they are trying to arrive at a conclusion. People who think before speaking may become impatient. They wonder why these individuals don't think about the topic (silently) before talking. They don't realize that the person is thinking in his/her own preferred way.

**Note:** There is no correlation between whether you are an Introvert or Extrovert and your social skills. People with good social skills can be Extroverts or Introverts. The same is true for people with poor social skills. Introversion and Extroversion are preferences describing how you obtain your energy.

The final set of preferences describes how people relate to the outside world.

### Relating to the Outside World

Some people are planners and schedulers. They like to work out the details of what is happening ahead of time and then stick to the plan. They create "to do" lists, schedules, and charts. They are also punctual and thrive on structure and closure. These people are called Judges.

Other people are more flexible in how they relate to the world. They are more comfortable with adapting to the situation and making changes. They like to keep their options open as long as possible, often resisting making a final decision until they feel they must. These individuals are less likely to create detailed lists and plans ahead of time. They are called Perceivers.

C

### Linking Preferences To Your Team's Development

Preferences affect a team in each developmental stage. However, their influence is most obvious during the Trustbuilding, Goal and Role Clarification, and Implementation stages. During these stages, differences can prevent the team from answering the relevant questions. As you read over the bullets below, think about possible strategies to ensure the relevant questions get answered.

#### Trustbuilding: Who Are You?

- Introverts are less likely to share a lot of information with people they don't know.
- Sensors may answer the exact question(s) asked and not volunteer the amount or type of information that an Intuitive will.
- Feelers need to know the people they are working with to a greater degree than Thinkers who often just want the list of tasks. Feelers need to understand the working relationships before getting started on the tasks. The process of reaching such an understanding may frustrate Thinkers and make them impatient. They prefer to get to know the others in the context of accomplishing of the tasks.
- Introverts may prefer minimal face-to-face contact. They often like to communicate in writing via emails. Extroverts enjoy face-to-face contact and may prefer meetings to email communications.

#### Goal and Role Clarification: What Are We Doing?

- Intuitives like the big picture presented up front. They will drill down from the big picture to the details. Sensors like the details up front. They like to put the pieces together to form the big picture. (Notice both groups eventually get to both the big picture and the details.)
- Sensors may want clear, specific, and detailed processes and instructions before proceeding. Intuitives may prefer less detail, assuming they can "figure it out" when the need arises.
- Intuitives (who are also Thinkers) may enjoy discussing the concepts and ideas behind a task more than doing the actual task.

#### Implementation: Who Does What, When, and Where?

- Sensors (who are also Judgers) may have a difficult time with change especially last minute changes. However, they are excellent at putting tasks and activities into a process.
- Intuitives (who are also Thinkers) and Sensors (who are also Perceivers) may resist following a process if it does not appear to "make sense." However, both will usually work with change comfortably and can manage situations where negotiation or troubleshooting is needed.
- Judgers like schedules, budgets, and plans that are made ahead of time and followed. They tend to value punctuality and like to do things in an orderly manner.
- Perceivers are more fluid in their use of schedules, budgets, and plans. They may run late. They may not see a huge difference between 3:00 and 3:10. They will often be more relaxed in a less organized, structured situation.

With this information on developmental stages and preferences, there are certain things you, as the team leader, can do to help your team succeed. These things can be done on your own before you have your first team meeting or when you are with a member of your team or the entire team. Let's look at some ideas for each of these situations.

## D

## Leading Your Team to Success

When you interact with members of your team, model the behavior and attitude you want to see them demonstrate.

- Set the tone for your team.
- Don't promise more than you can deliver.
- Saying "I don't know" is fine as long as you get back to people.
- Think about how someone's preferences may have influenced him/her in performing a task.
- Ask if you are not sure of something.
- Listen to the response(s).
- Encourage your team members to ask if they don't understand something about you or your style preferences.

### Your First Team Meeting

When you meet with your team for the first time, go over roles, responsibilities, tasks, goals, and expectations.

- **Establish rapport with each team member.**  
This can be accomplished quickly by identifying areas or interests you share with each other – past jobs, current hobbies, etc.
- **Discuss the goal(s) of your assessment team.**  
Distribute the Roles and Responsibilities Chart that you received in your bulk supplies. Go over it. Point out that this chart gives everyone an idea of how all the tasks fit together and how people will need to work together to ensure that the job gets done. Emphasize that the reason you are covering this subject in such detail is that your expectation is that everyone will help fill in any gaps or needs that might impede a successful assessment process.
- **Share your work style.** It will be possible some AAs will have worked for NAEP many years

with various supervisors or ACs. Because styles do differ, it may be necessary to remind them that changes in procedure do occur and you need their assistance to ensure that NAEP standards are met. Let people know they can ask if they are not receiving enough detail or don't understand the priorities.

- **Give your team an opportunity to share experiences and learn from each other in an appropriate environment.** School activities can spawn positive or negative behavior, so let the AAs share their assessment experiences. Remind them, however, not to talk about incidents, student names, or school personnel issues unless they are in a private, nonschool location. A casual conversation can often be misconstrued. While in schools, avoid participating in any conversation or activity that a school might find offensive and complain about. Acting in a professional manner will benefit everyone. As the team leader, you can provide appropriate opportunities for everyone to share their experiences.
- **Give on-going feedback to each team member (privately) and praise to your team as a group. Make your feedback FAST:**
  - F: Factual (and behavior based, not personal)
  - A: Accurate
  - S: Specific (telling an AA that he/she did a good job of preparing the booklets and the room is better than just saying "good job")
  - T: Timely (avoid delays – sooner is better than later)

You should meet one-on-one to discuss any concerns that you have with a team member. Work together to decide how to correct the situation and follow up with the AA to confirm that the situation has improved. It is easier for the AA to make changes if he/she is alerted; otherwise problems can persist throughout the field period.

3

### Planning the Assessment Schedule

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 frequently and possibly revised upon completion of each school's pre-assessment call or visit.

Prior to hiring, AAs committed to working a minimum of 30 hours per week. AAs will be guaranteed pay for 20 hours per week, but will be expected to work at least 30 hours if the work is available for them. You may ask AAs to work up to 40 hours per week, if necessary. AAs will be paid on an hourly basis for the actual number of hours they work above 20 per week. If you do not have enough AAs available to conduct the assessment sessions in a school, you should talk with your supervisor as early as possible to request additional staff.

A

### Effective Communication with Your AAs

Effective communication between you and your AAs is crucial to NAEP's success. The Assessment Information Form (shown on the following page) has been developed for ACs to communicate specific information to the AAs about their assignment. You should either mail AAs their

Assessment Information Forms or give the forms to them in person. You will need to complete one form for each AA scheduled to conduct a session in a school. On the form, you will record the following:

- The school name and NAEP ID;
- The school address and telephone number;
- The assessment date and time;
- The session number assigned to the AA;
- The room where the session will be held;
- The school coordinator's name;
- Directions to the school and where to park once the AA arrives at the school;
- Information about accommodations, such as the number and types in the session;
- Instructions for meeting the assessment team; and
- Any other pertinent information, such as the policy for dismissing students, how to handle persistently disruptive students, and students who arrive after the session has begun.

This form should be distributed to the AAs 1-2 weeks before each assessment.

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

AA: Winston Jones  
 Region/Area: VA2

#### ASSESSMENT INFORMATION FORM

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

ADDRESS: 3800 Washington Blvd.  
Vienna, VA 22180

PHONE #: 703-555-2249

SCHOOL COORDINATOR: Chris Thomas

ASSESSMENT DATE: Feb 6, 2003 TIME: 8:05 a.m.

SESSION NUMBER: RM0801 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\*\*\***

**B**

## Situations That May Affect Your Assessment Schedule

Previous NAEP assessments have taught us that assessments generally run smoothly and according to procedure. On occasion, however, you may encounter a situation that requires special attention, such as those described below. Even though these situations occur infrequently, you must know how to handle them. Remember to document and discuss any unusual situations with your supervisor.

### Makeup Sessions

A makeup session is a small session that must be held at a later date if the student attendance at the original session is too low. Chapter 6 of this manual thoroughly describes the procedures associated with makeup sessions. It is best to complete the makeup as soon after the original session as possible. Be sure to examine your calendar to be certain that your schedule will accommodate the date suggested by the school. You may schedule an AA to return to the school to conduct the makeup session without you. In these instances, you must arrange for the AA to return the session box to you after the makeup is completed. It is your responsibility to ensure that all booklets have been returned to you by the AA. If the school is eager to get the makeup out of the way but the dates it offers conflict with your team's schedule, talk to your supervisor about the possibility of someone else covering the session.

### Accommodation Sessions

Separate accommodation sessions may be conducted for students with disabilities (SD) and/or students with limited English proficiency (LEP). This process is described on pages 4.41-4.43 of this manual. You will need to be familiar with the differences in the administrative process of these sessions, as well as with the allowable accommodations for these students.

Whenever possible, you should schedule regular sessions to be conducted in the morning and separate accommodation sessions to be conducted afterwards to reduce the total number of AAs needed at the school. If there are not enough AAs

available to conduct the accommodation sessions in a school, you may need to conduct a session.

In staffing sessions where students will be accommodated, it is important that you or the AA assigned to the session be comfortable working with special needs children. For example, an AA with a special education background would be ideal. Similarly, an AA who is a retired teacher, particularly at the elementary level, will likely be familiar with reading aloud quietly and with determining when and how to encourage students.

If students are being accommodated as part of the regular session, the AA administering the session may need additional help. Depending on the nature of the accommodations, an additional AA for every three to five accommodated students might be necessary. Each AA should know in advance the student(s) with whom they will be working and the nature of the accommodation.

### AA Cannot Conduct the Session

The assessment rules specify that only an individual who attended the AA training session can administer the assessment. If something unforeseeable happens on assessment day (e.g., an AA is ill), you may need to conduct a session. If you do not have enough AAs to staff the sessions in a school, you should speak with the school coordinator about possibly combining two of the same session types into one large room, such as the cafeteria, or holding the session on the same day at a later time. In this case, ask the school to provide a proctor because the group is large.

### Rescheduling Sessions Due to Bad Weather

It is possible that in some areas of the country, bad weather could prevent the school from holding a scheduled assessment or prevent you from reaching the school. If a school is closed due to inclement weather, contact the school coordinator the following morning to reschedule. In most situations involving bad weather, you will be in the school's local area the evening before the session. The school's decision to open will depend largely on whether the buses can run. If the school opens

the following day, you should be able to make it to the session, unless you already have sessions at another school scheduled that day. Be alert for delays in the school's schedule.

### **The School Postpones the Assessment**

If the school coordinator calls to inform you that the school will need to postpone the assessment, you should attempt to reschedule it immediately. Be sure to notify your supervisor of any schedule changes. The changes could have an effect on other areas or require troubleshooter notification.

**Notes:**





**Notes:**







# 6

## Assessment Day Activities

This chapter describes the activities that you and your assessment administrators (AAs) will complete on assessment day. Throughout this chapter, the assessment coordinator (AC) tasks are distinguished from AA tasks. AA tasks will be identified as **AA Task** and will appear on shaded paper. Even though some tasks have been identified as the main responsibility of the AA, you must learn all of the material in this chapter, as you will be responsible for overseeing the work of your AAs and on occasion conducting sessions.

### Task 1

#### Preparing for the School's Assessment

To be prepared for the school's assessment, you, as the AC, will need to complete the following tasks before you arrive at the school on assessment day:

- Review the Contact Log to ensure that all the preassessment activities have been completed;
- Review the materials in the School Folder to ensure that you bring the correct materials for the scheduled sessions; and
- Verify that you have the correct box(es) of materials from NCS Pearson for the school as well as any additional required materials that you will need.

### 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 below:

- Session boxes assigned to the school;
- General NAEP materials —
  - School Folder containing Administration Schedule and Roster of Questionnaires you will use for each session,
  - The AC and AA Manuals, and
  - Your NAEP ID badge;
- Materials from NCS Pearson bulk supplies —
  - 35 sharpened No. 2 pencils for each session,
  - 1 timer for each session,
  - 10 blue calculators for each grade 4 session,
  - 10 gray calculators for each grade 8 and grade 12 session,
  - Accommodation booklets, if necessary,
  - 1 math and 1 calculator poster for each session,
  - Sealing tape for each session box,
  - Supplemental shipping envelope, and
  - Extra grade-appropriate ancillary materials; and
- Materials from Westat bulk supplies —
  - Student Appreciation Certificates for grade 4 sessions,
  - Blank student ID labels, and
  - Session Debriefing Forms (to distribute to AAs before the session).

## Task 2

### Report to the School on the Day of the Assessment

On the assessment day, you should plan to arrive at the school at least 1 hour before the first session is scheduled. When possible, you 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.

## A

### 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 classroom attire:

#### For women:

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

#### For men:

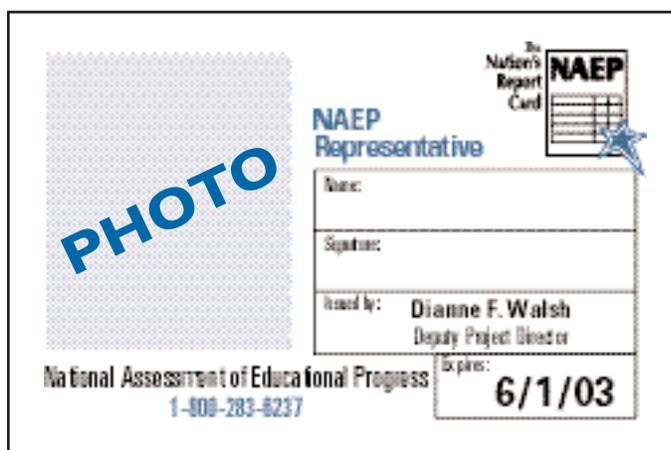
- a suit and tie; or
- dress trousers with a sports jacket and tie.

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 members 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.



The image shows a sample NAEP Representative Identification Card. It features a large blue 'PHOTO' watermark on the left side. The card is titled 'NAEP Representative' and includes a 'Name:' field, a 'Signature:' field, and a 'Issued by:' field with the name 'Dianne F. Walsh' and title 'Deputy Project Director'. The card also displays the 'National Assessment of Educational Progress' logo and phone number '1-800-283-6237'. A 'Expires:' field shows the date '6/1/03'. In the top right corner, there is a small 'NAEP' logo and a 'The Nation's Report Card' logo.

**Task  
3****Complete Initial  
Activities at  
the School**

After checking in at the school office, you will need to complete the following activities at the school. Ideally, these activities should be completed before the AAs arrive.

**A****Obtain a Copy of the  
Parent Notification Letter**

First, if you have not already done so, you will need to obtain a dated copy of the Parent Notification Letter from the school coordinator and place it in the School Folder. You will need to work with the school coordinator to determine if any students should not be assessed because of parental refusals. You will enter an Administration Code of 46 or 47 in column **P** of the Administration Schedule for all parent and student refusals. **If parent notification has not taken place, the assessment will have to be postponed.**

**B****Review the  
Administration Schedule**

You will need to review the Administration Schedule(s) to make sure there are no missing data for any of the selected students. If there are any empty boxes in the columns for birth date, sex, race/ethnicity, school lunch, Title I, SD, or LEP, you will need to ask the school coordinator to provide the data before the assessment team can proceed with the assessment day activities.

If for some reason completing the Administration Schedule will prevent the AAs from preparing the assessment booklets (as described in Task 4) in time for the session to begin as scheduled, you should ascertain the missing information during the session.

## C Assign Accommodation Booklets

You will need to review the Administration Schedule one more time to make sure that you have entered the correct Administration Code for each student with a disability (SD) and each student with limited English proficiency (LEP) who requires an accommodation. 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 as follows: 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 4.42-4.43.)

Included in each bundle of accommodation booklets is a Bundle Slip listing the type of accommodation in which the booklet(s) should be used. To assign the booklets, 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 **O** 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 below.

The diagram illustrates the process of assigning an accommodation booklet. At the top, a booklet labeled 'BOOK MI05C' is shown with a label '105-050001-1'. An arrow points from this label to the 'Column O' in a student schedule table. The table lists students and their corresponding IDs and accommodation codes.

Student Name	Grade	Section	Accommodation Code	Booklet ID
Nancy Corales	12	E	0	102 100022 1
Tay Dublin	10	M	0	104 042509 2
Elmerly Frank	12	E	0	104 005301 1
Carla Gutierrez	10	M	0	105 210021 3
Paul Lucio	10	M	1	106 073201 2
Daniela Jimenez	12	E	1	106 602407 7
Gerardo Friger	12	M	0	107 600031 9
Romy Lopez	12	E	0	107 076206 0
Paul Lucio	10	M	1	108 076206 5

## D Complete the Top of the Administration Schedule

After obtaining any missing information from the school coordinator, you will need to complete the first part of the 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 & 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**.

If you do not have to collect missing information on the assessment day, you may complete this activity prior to arriving at the school.

School #: <u>102-102-1</u> Grade: <u>8</u>		Original session scheduled for: Day/Date: <u>Thurs./Feb. 6</u>		Makeup session scheduled for: Day/Date: _____		If Makeup Needed: Makeup Held: <input type="radio"/> Makeup Not Held: <input type="radio"/>	
School Name: <u>Central Middle School</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>	# Absent	_____	# Assessed (Original Session)	_____
# New Enrollee Sample	<u>1</u>	# Excluded (Admin. Codes 60-65)	<u>1</u>	# Returned	_____	# Assessed (Makeup Session)	_____
+ = <u>31</u> = Total in Sample		+ = <u>28</u> = TO BE ASSESSED		+ = _____		= _____ = TOTAL ASSESSED	

E

### 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 original Administration Schedule;
- A copy of the Roster of Questionnaires (grades 4 and 8 sessions);
- The box of session materials;
- 10 grade-appropriate calculators;
- 1 math and 1 calculator poster;
- Timer;
- 35 sharpened No. 2 pencils;
- Extra ancillary 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 should 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, 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.

F

### Your Responsibilities Immediately Before the Session

Once the AAs have received their session materials, you will need to complete the following activities:

- Encourage the school coordinator to accompany you and your AAs to the assessment locations in time for the rooms to be prepared. The school coordinator can quickly identify the assessment rooms, and his/her presence helps with introductions with teachers.
- If the assessment will be conducted in classrooms, introduce yourself and the assigned AA to each teacher, showing by words and actions that you understand you are guests in the teacher's classroom and that you appreciate the use of the classroom for the NAEP assessment.
- Explain to the teacher that the AA will conduct the 90-minute session reading from a script; distribute the booklets, pencils, and all necessary materials to the students; monitor the session; and answer any questions the students may have. This explanation is necessary so that the teachers realize they should not be monitoring and answering questions. However, you should encourage the teacher and/or school coordinator to remain in the classroom during the assessment.
- Move from room to room to ensure that the AAs are preparing the rooms properly, that they have all the materials they need, that all **Testing – Do No Disturb** signs are posted and visible, and that any last-minute questions are answered.

You should see to it that students attend the correct session, in the correct location, including any students who require accommodations. In grade 12 schools and some grade 8 schools, it is also very important that you work closely with the school coordinator to ensure that all participating students who are in school at the time of the assessment go to their assessment location. The following are suggested methods to accomplish these tasks:

- Give copies of Administration Schedules for all sessions to each AA so he/she can quickly direct any students who are not in his/her session to the correct assessment location, thereby ensuring that each student attends the correct session.
- Be available in halls and near the assessment rooms with copies of all Administration Schedules to work with the teachers and school coordinator to get the students to the correct assessment locations as quickly as possible.
- Work with the school coordinator to retrieve missing students who are in school but have not come to the assessment location. Some schools will agree to call out the names of missing students over the PA system and ask teachers to release the students, while other schools prefer to have staff members available to go to the students' classrooms and bring the students to the assessment location.

Finally, you should also encourage the school coordinator, principal, teacher, or other school official to introduce you, if present, and your AA to the students prior to beginning the script, thereby showing school support for the NAEP assessment. You will discuss these arrangements with the school coordinator prior to assessment day and verify on the morning of the assessment.

### Task 4 AA Task

## Prepare the Booklets

Preparing the assessment materials for distribution is a multistep process. It involves the following:

- 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, parental refusals, 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, as a general rule 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.

In some instances, in schools where more than one session is taking place on a given day, the AC may decide that there will be insufficient time to complete all preassessment activities before the sessions are scheduled to begin. In these cases, your AC may schedule to meet with you the day before the scheduled assessment day to prepare the booklets with the ancillary materials. It is important to note that even if this preparation is done the day before the assessment, assessment booklets must remain with your AC until you both meet on the day of the assessment in order to protect the security of the assessment materials.

You will receive assessment materials packed by session. Booklets for all session types will be shrink-wrapped in bundles of 14 booklets for grade 4 and bundles of 16 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 in column **N** on the Administration Schedule. The Bundle Slip numbers will also match those preprinted in the upper-left and upper-right corners of the Administration Schedule. An example of an Administration Schedule with corresponding Bundle Slips appears on page 4.56. 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

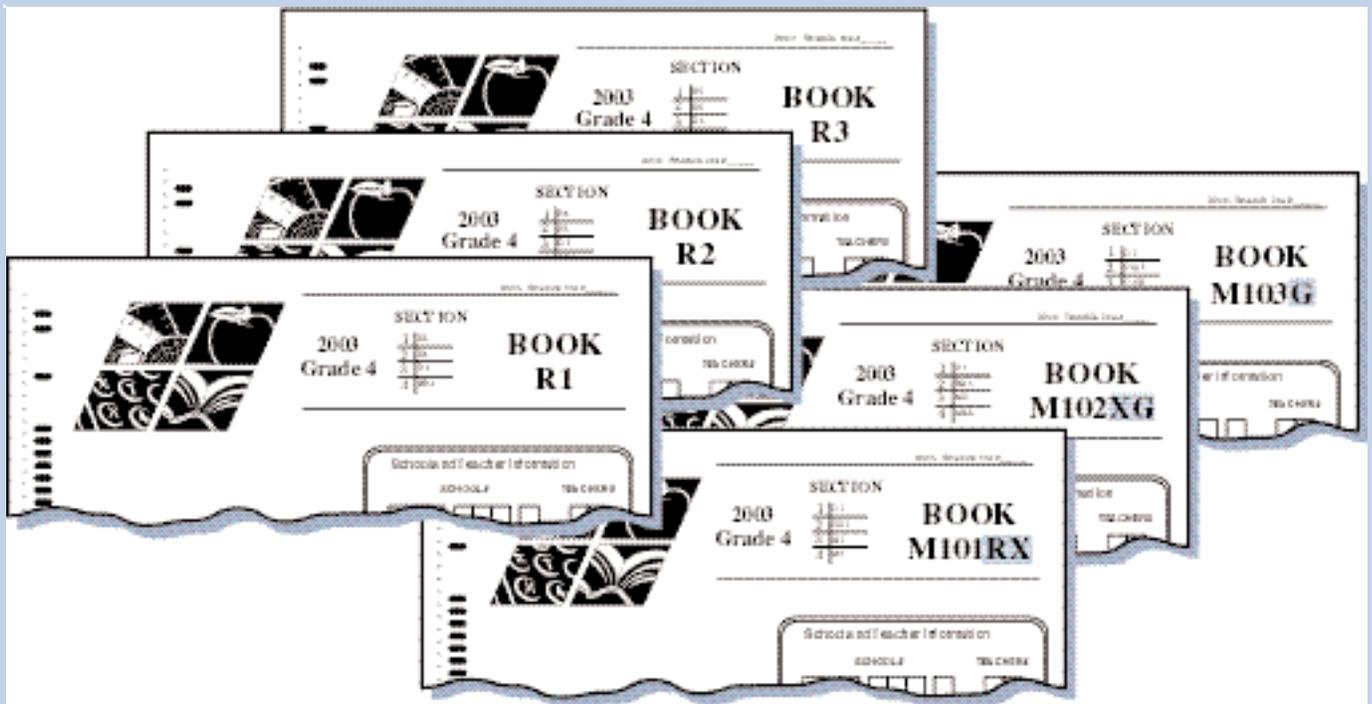
Note that each booklet has a code in the upper-right corner (see examples on the following pages). This code is made up of the following three components:

1. A letter identifying the subject. All reading booklets begin with the letter **R**, 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 ancillaries or additional materials the booklet requires. Some of the additional materials will be individually prepackaged in clear plastic bags. A label on the bag 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. **NOTE:** There are no additional materials for reading booklets.

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.

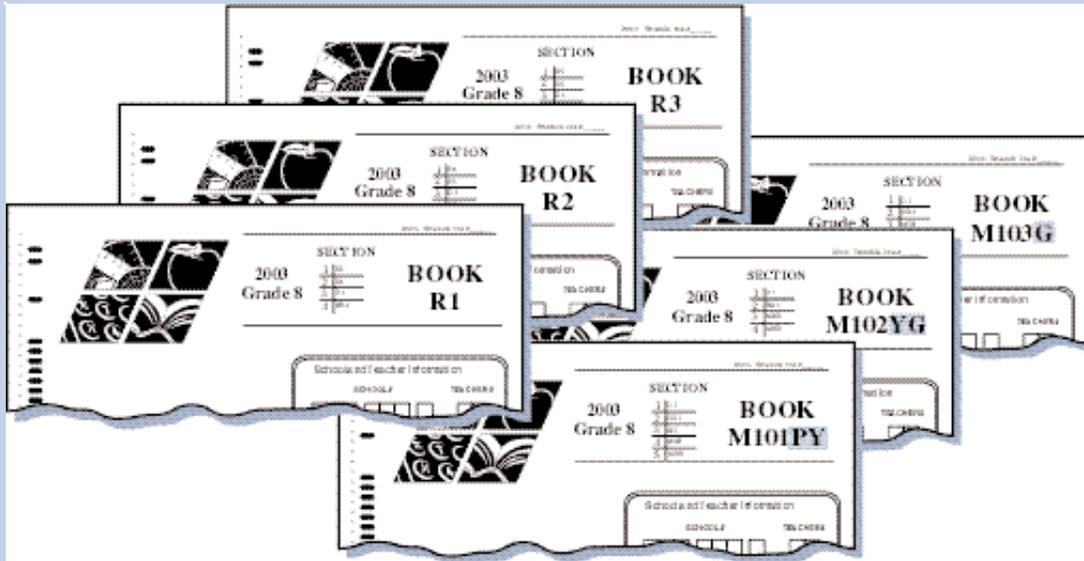
To help further distinguish the correct booklets for a session, the booklet covers are printed in different colors: grade 4 in blue ink, grade 8 in brown ink, and grade 12 in gray ink.

## Grade 4 Booklet Covers and Ancillary Materials

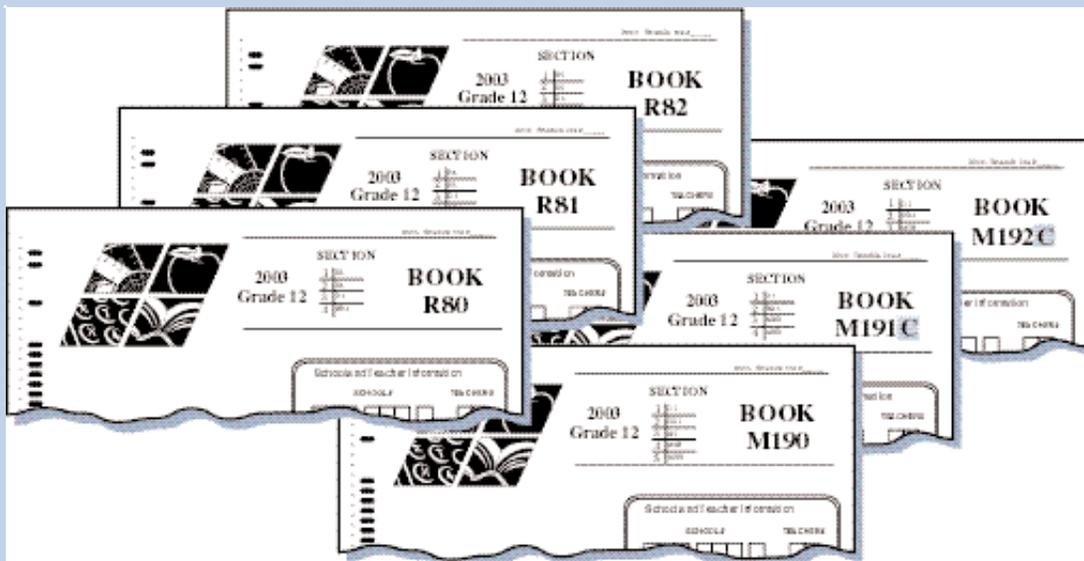


Grade 4	
Subject	Ancillary Materials
Mathematics	<b>C</b> = Calculator <b>G</b> = Set "G" (aqua) <b>R</b> = Ruler <b>X</b> = Set "X" (blue)

## Grades 8 and 12 Booklet Covers and Ancillary Materials



Grade 8	
Subject	Ancillary Materials
Mathematics	<b>C</b> = Calculator <b>G</b> = Set "G" (blue - single sheet) <b>P</b> = Ruler/Protractor <b>Y</b> = Set "Y" (tan)



Grade 12	
Subject	Ancillary Materials
Mathematics	<b>C</b> = Calculator

## B

## Prepare the Assessment Booklets

### Materials Needed

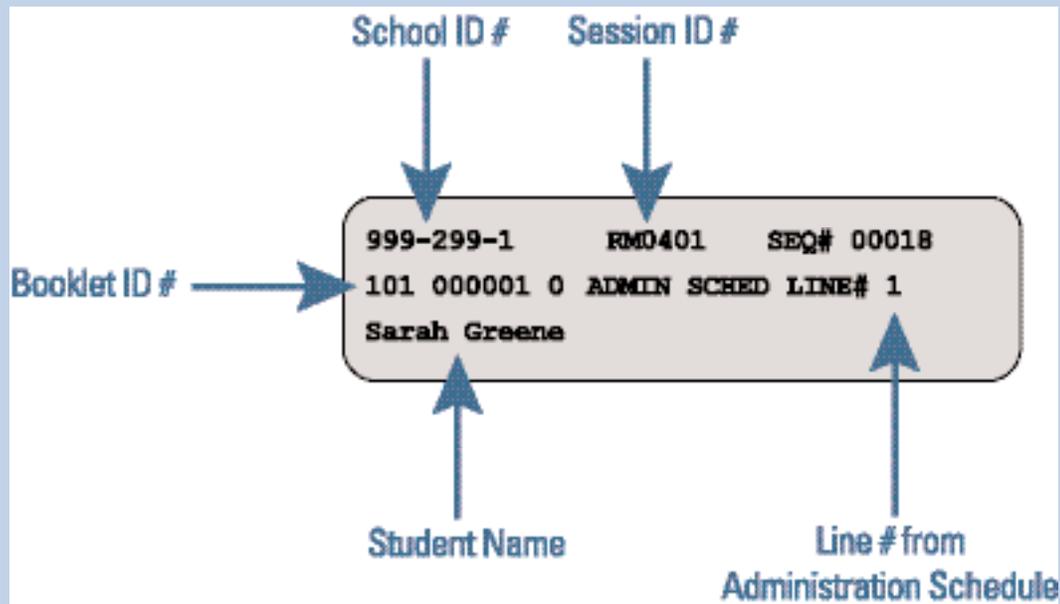
- Administration Schedule;
- Preprinted removable student ID labels;
- Assessment booklets;
- Accommodation booklets, if necessary; and
- Ancillary booklet materials.

### 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. 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 the Administration Schedule order by session. For schools whose students were sampled by November 15, 2002, 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 NAEP 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.



## 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 **O** 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/Graduated), **55** (Ineligible), or **46-47** (Parent or Student Refusal) 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 6.9-6.10 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:** During the booklet preparation, you will not fill in any information in the box labeled School and Teacher Information on the cover of the booklets. This information will be completed during or after the assessment as described on page 6.18.

# Preparing Assessment Booklets for Distribution

The image displays three overlapping covers of 2003 Grade 8 NAEP assessment booklets. Each cover features a 'NAEP National Report Card' and a barcode. The booklets are labeled as follows:

- BOOK M102YG**: Admin. Booklet Line # 5. SECTION 1: M4B, 2: M3B, 3: D1, 4: M3I.
- BOOK R1**: Admin. Booklet Line # 2. SECTION 1: R2, 2: R4, 3: D1, 4: R1L.
- BOOK M101PY**: Admin. Booklet Line # 1. SECTION 1: M2D, 2: M4E, 3: D1, 4: M3I.

Each cover also includes a 'School and Teacher information' section with fields for SCHOOL # and TEACHER #, and a 'TOTAL TIME for ACCOMMODATION' section with fields for ACCOM CODE and ADMIN CODE. A calculator icon is visible on the bottom right cover.

Below the booklets is a student data table with the following columns: Student Name, Grade, Sex, Race, Ethnicity, Disability, and various test scores. The table includes data for five students:

Student Name	Grade	Sex	Race	Ethnicity	Disability	NAEP Score	Booklet #
Mark Aday	10	M	O	4	B	0	101 000293 4
Susie Benson	10	F	O	2	B	1	001 054006 9
Wes Bink	10	M	O	6	B	0	102 005241 1
Angela Barne	10	F	1	0	B	0	002 000048 8
Todd Campbell	10	M	1	1			101 000293 4

**Task  
5  
AA Task**

## 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 and doorways, and if you can help it, never seat students facing each other.

If you have permission from the school, you should erase the chalkboards 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 AA manual, turned to the session script;
- Prepared assessment booklets (with appropriate ancillary or additional materials inserted);
- 10 calculators (blue calculators for grade 4 or gray calculators for grades 8 and 12);
- Calculator poster;
- Mathematics poster;
- Administration Schedule for the session;
- Copy of the Roster of Questionnaires (grade 4 and 8 sessions);
- 35 sharpened No. 2 pencils;
- Timer;
- Student Appreciation Certificates (grade 4 sessions only);
- Copies of other Administration Schedules (if there is more than one session in the school); and
- Session Debriefing Form.

Included with your supplies will be two posters to be used to assist those students who receive a mathematics booklet. 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.

Also, for both fourth- and eighth-grade sessions, you will need to write two items on the chalkboard at the front of the room. If you are conducting a session in a room without a board, you should make arrangements to have a portable board or easel in place. These items are as follows:

- 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 to record on their booklet covers the two-digit number of their teacher. Because there are no Teacher Questionnaires distributed 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, you will also need to write the school ID number on the board. The script will instruct grades 8 and 12 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.)

## Roster of Questionnaires - Side 2

III. Teacher Questionnaire		III. Teacher Questionnaire										SCHOOL#: 1 0 2 - 1 0 2 - 1 <input type="checkbox"/> NCS Use Only					
Teacher's Name	Grade	Teacher Questionnaire ID#										Return			Instructions for Distributing Questionnaires		
		09	7	0	0	0	9	9	2	7	0	0	0	Yes		No	Completed (Return only)
01 Mrs. Brown	01	09	7	0	0	0	9	9	2	7	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>Instructions for Distributing Eighth-Grade Teacher Questionnaires</b></p> <p>Ask all eighth-grade teachers who teach English to fill out a Reading Teacher Questionnaire. Ask all eighth-grade teachers who teach Mathematics to fill out a Mathematics Teacher Questionnaire. Follow the procedures below for each questionnaire you distribute.</p> <p>On this roster:</p> <ol style="list-style-type: none"> <li>Create a list of all eighth-grade English or Mathematics teachers under "Teacher's Name."</li> <li>In the column labeled "Teacher Questionnaire ID," record a unique eight-digit ID number from the questionnaire you give to each teacher named in the first column. (The "09" prefix has been preprinted.)</li> <li>As the questionnaire is returned, grid in the "0" in the "Returned" column.</li> </ol> <p>On the front cover of each questionnaire:</p> <ol style="list-style-type: none"> <li>Record the name of the teacher receiving the questionnaire and the date the questionnaire is returned to you.</li> <li>Record the two-digit teacher number located in this column to the right of the teacher's name on the roster (e.g., 09, 02, 05). <i>It is critical that this number is recorded accurately.</i></li> </ol> <p style="text-align: right;">NCS 2009-10-11</p>
02 Mr. Fisher	02	09	7	0	0	1	2	5	3	1	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
03 Ms. Marshall	03	09	8	0	1	4	3	9	8	7	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
04 Mr. Herbert	04	09	8	0	2	1	4	6	7	3	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	05	09									0	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	06	09									0	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	07	09									0	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	08	09									0	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	09	09									0	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10	09									0	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	11	09									0	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	12	09									0	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	13	09									0	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	14	09									0	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	15	09									0	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	16	09									0	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	17	09									0	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

This form is to be completed by No. 2 pencil.

Teacher Name

Teacher #

**Task  
6**

**AC Responsibilities  
Once the Session  
Has Begun**

It is your responsibility to ensure that the assessment is administered in a professional and timely manner, correct procedures are followed, and all of the selected students attend the correct session. You will work closely with the school coordinator to accomplish these tasks. During the session, you will need to do the following:

- Verify that each session is underway and running properly;
- Observe AAs conducting sessions;
- Visit each session to observe AAs to ensure that students, who require accommodations, are being assessed properly;
- Be available and close to the assessment locations in the event that your AAs need assistance or have questions;
- Answer questions that the school coordinator, teachers, or other school staff may have about NAEP or the actual assessments;
- Keep track of the progress of each session in order to inform the school coordinator of the approximate ending time; and
- Review the Administration Schedules for students requiring separate accommodation sessions that will be conducted after the regular sessions and verify the arrangements with the school coordinator.

When sessions are held simultaneously at a school, you will not be able to observe an AA conduct an entire session. You may observe an AA at the beginning of the session and then move to another session. You should use your instincts and impression from the AA training to determine which AA is more in need of observation. If you are unable to observe an AA at a school, make sure that you observe that AA at the next school.

While observing the session, you may have to resist a natural tendency to assist your AAs. You should allow your AAs to perform their duties independently so that you can accurately evaluate their work. However, if an AA is having difficulties that could negatively impact the assessment, you will need to step in and remedy the situation.

You will also work with the school coordinator to identify reasons for student absences and schedule a makeup session, if necessary. Remember to keep in mind the importance of being available for your AAs if questions or problems arise.

After the session, you will need to visit each assessment location to verify that all assessment materials including **Testing in Progress – Do Not Disturb** signs have been removed from the assessment locations and that classrooms have been restored to their original condition. You should also thank the teachers again for the use of their classroom and their assistance if they are still in the classroom.

**Administer**

## Task 7

AA Task

### the Session

#### Setting the Tone

A

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 8 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 groups that have the potential to cause disruptions 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, 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.

It is always best to encourage the students’ teacher to remain in the room throughout the assessment. This will help to alleviate student and teacher anxiety. The presence of the teacher is also an effective way of maintaining classroom control. You should never tell school staff members that they cannot be present during 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. Each grade has a different script. There are differences from script to script in wording, in procedures, and in the materials required.

The scripts for all three grades are found in the Appendix of the AA manual. 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 (with expression) to make sure that all sessions for any given grade are administered the same throughout the country. Failure to do so could jeopardize the assessment.

The sections of the script common to all grades 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. There are two ways to distribute these materials. The first way is to call 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. The other way to distribute materials is to place a preassigned booklet, additional materials, and a pencil at each student’s desk. This procedure is described in the scripts and works well for larger sessions.

As you distribute the materials, you will need to record the attendance status of each student by entering a **4** for present or an **A** for absent above the diagonal line in the **Attend.** (**4/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 and on the student's booklet cover.)

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 sessions may be conducted at any one time in any one school. 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 ascertain the student's name 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. Proceed with the assessment if it is determined that missing students are in fact absent or after 5 minutes have passed. **Do not, under any circumstances, allow another student to substitute for a sampled student who is absent from the session.**
- **No student may be admitted to any session once the students have begun reading the booklet directions.** Students who arrive after this point should be counted as absent and instructed to return to their classrooms.

### Code the Booklet Cover

The script instructs grade 4 and grade 8 students to write on the booklet covers the two-digit teacher number for the teacher of the subject in which they are being assessed (as described in Task 5). You will have already written this number on the board at the front of the classroom. You should walk around the room to ensure the students are recording their teacher numbers in the correct area of their booklet covers

The script also instructs grade 8 and 12 students to record the NAEP School ID number on their booklet covers. This number will also be on the board in front of the classroom for students. You will record the school ID number on all grade 4 booklets after the session has been completed.

## 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 students to answer. Each booklet will contain two 25-minute cognitive blocks.<sup>1</sup> 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. The content of the cognitive sections varies by subject and booklet version, while the background questions remain the same across all booklet versions within a subject and grade.

The cognitive blocks are followed by the background questions. 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 grade, and you should become thoroughly familiar with each set prior to your first assessment session.

Background and cognitive sections are timed while students work independently. The session script provides instructions for the timing of each section. As a reference, the specific timing of each section by grade level is summarized in the charts on the following pages. 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 bulk 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.

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.**

<sup>1</sup> There is one exception. One grade 8 booklet contains one 50-minute cognitive block instead of two 25-minute blocks.

## Ending the Session

At the end of the session, the script instructs you to collect all materials (except pencils), to distribute Student Appreciation Certificates at grade 4, and to dismiss students according to the school's preference. Students may keep the pencils as a thank-you gift for participating in NAEP. You will instruct the students to visit the web site printed on the pencil for more information about 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 addi-

tional 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 and ancillary materials before allowing any students to leave the session.**

Regardless of the collection procedure you choose, you must strive to maintain control of the classroom. This may be a difficult task as students will most likely be anxious to leave once the assessment is over.

## Timing of Booklet Sections by Grade

### Grade 4 – Reading and Mathematics Booklet Sections

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

### Grade 8 – Reading and Mathematics Booklet Sections

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

### Grade 12 – Reading and Mathematics Booklet Sections

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

## C

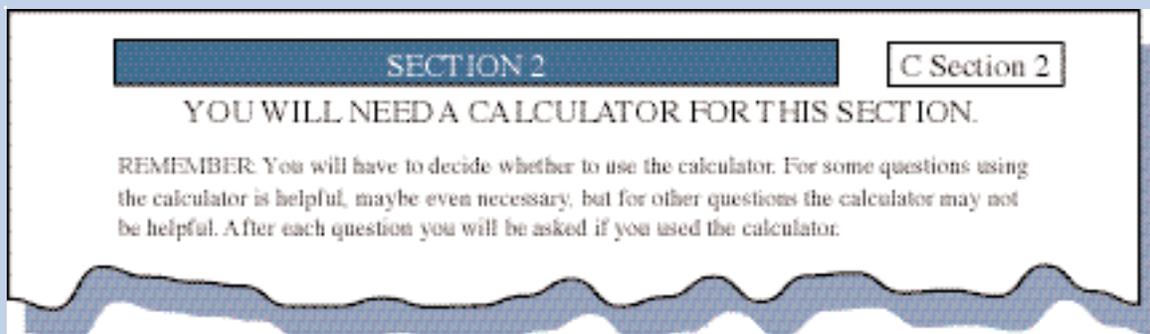
## Using Calculators

The calculator instructions will be printed on the back cover of the booklets, and 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. Your script will guide you through using both the calculator and mathematics posters supplied with your session materials.

Some students being assessed in math will need to use a calculator. 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.

In the AC bulk supplies from NCS Pearson, the AC received 60 blue calculators for fourth-grade students and 60 grey calculators for eighth- and twelfth-grade students. **At twelfth grade only, students may use their own calculators.** However, twelfth-grade students are not permitted to use a laptop or other portable computer, pocket organizer, device with a typewriter-style (QWERTY) keyboard (e.g., HP-95, TI-92, etc.), electronic writing pad, or pen-input device (Newton, Palm, etc.). Students at grade 12 who do not bring a calculator should be furnished with one of the grey calculators provided by the AC.



## D

**Using Ancillary Materials**

The rules for the use of other additional materials are less stringent than those for calculators. Other materials, such as rulers and math sets, 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 6.9 and 6.10) 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.

## Task

## 8

## AA Task

**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 assessment items throughout the session. 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.

The remainder of Task 8 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 you 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****Managing the Classroom**

Having knowledge of procedural information is only half the battle in accomplishing a successful assessment 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 who routinely deals with dis-

cipline), 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.

## Using Body Language

Use strong body language and calm facial expressions to project a sense of confidence (but do not forget to smile). 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 AA is in control of the session. When speaking to students concerning an inappropriate behavior, only 20 percent of the message that is conveyed pertains to the words used. The other 80 percent pertains to 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 setup 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 without disturbing other students in the session.

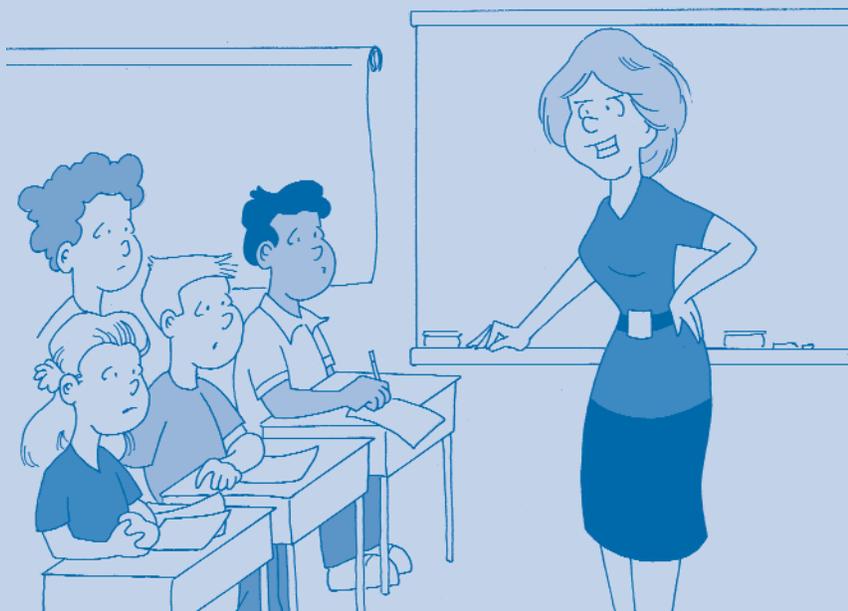
## Using Positive Reinforcement

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 appropriately. 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.

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



## 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. Then, if necessary, give 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.

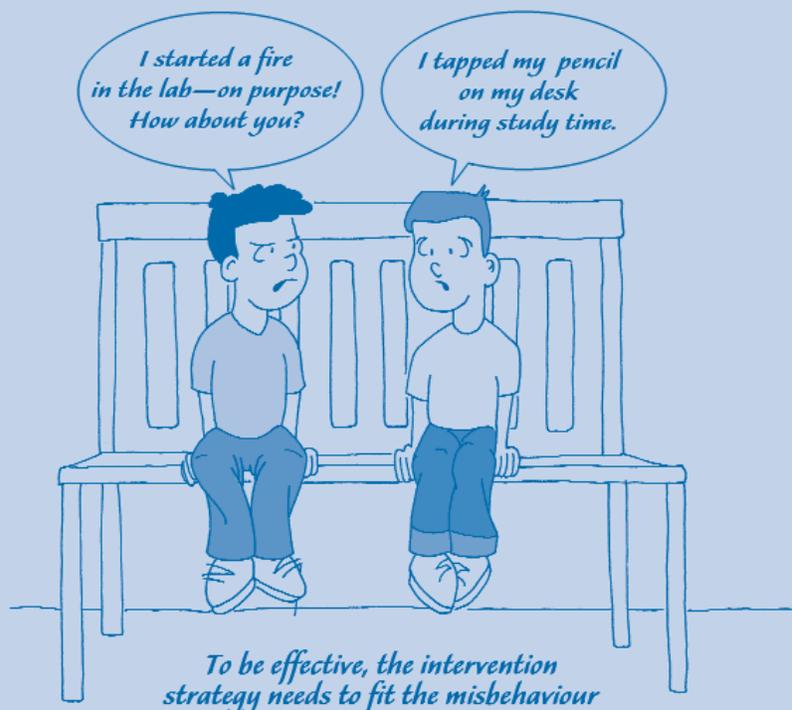
Next, establish direct eye contact with the student. This sends a calm message to encourage the student to behave appropriately. When standing close to the student, it is important that the student not feel that his/her personal space has been invaded. The student will usually respond to proximity by 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 choose 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.

### Dealing with Reluctant Students

All parents have received a letter notifying them that their student has been chosen to participate in the assessment. The letter emphasizes that participation is voluntary, and thus parents decide whether or not to allow their student to participate. Sometimes a student will recall that participation is voluntary and ask you if he/she actually has to participate. While student participation is indeed voluntary, it is of utmost importance that you contain the situation or additional students may decide to leave the room.

Therefore, it is important that your AC discusses this possibility with the school coordinator and that they derive a plan in advance of the assessment day. It is then your responsibility to talk with your AC to become familiar with this plan. Possible solutions to this situation could be that students who refuse to participate are sent to the office of the principal or the school coordinator to be dismissed from the session.

If you have to answer such questions as, ***“Do I have to take this?”*** or ***“Why do I need to participate?”*** or ***“Couldn’t you pick someone else?”***, be sure to address individual questions about participation immediately and make it as inconvenient as possible for a student to refuse. Other students

are less likely to follow suit and more inclined to cooperate once they realize they must get permission to be released. Speak calmly and professionally. Be positive and never argue with students.

Here are some suggested responses to the questions above that you may want to practice.

- ***“Your school has agreed to participate in this study. I do not have the authority to excuse you. You would need to see the principal (or school coordinator) in order to obtain a note dismissing you from the assessment.”***
- ***“The assessment is voluntary in that schools volunteer to participate if they are selected. Because your principal has made the decision for your school to participate, you would need to speak with him/her and obtain a note dismissing you from the assessment.”***
- ***“Schools and students are scientifically selected at random to be representative of the population as a whole. We cannot replace a student who does not participate. That means that there are a large number of students who are (demographically) just like you who will not be represented in the assessment if you do not participate. Just as voting and giving blood are responsibilities good citizens happily assume for the welfare for society as a whole, so is participation in this assessment. Participating students are doing their part to assure that legislators, educators, and researchers have the information they need for providing the very best educational programs for all American students. I know you want to do your part by taking the assessment seriously and doing the very best you can.”***

### 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

If 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 pre-

pare 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 hairstyles 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 PA 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.

### 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.
- A student may skip any question he/she does not feel comfortable answering.
- **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 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 write a brief note on the original booklet cover explaining the problem. If a booklet of the same version number is not available, have the student skip the defective portion and continue working on the remaining portions of the booklet. When the booklets are collected, be sure to write a note on the front cover explaining the problem.

### If a Student Asks to Leave the Session Early

Students should leave the session only in an emergency situation. Be sure to use the appropriate administration code in these instances. 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.
- 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. Refer to page 6.27 for suggestions on how to deal with reluctant students.

### 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 other 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 9 AA Task

### Assess Students with Disabilities or Limited English Proficiency

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 limited English proficiency may need an accommodation in the assessment and some may not be able to participate at all.

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 Individualized Education Plan (IEP) and routinely used in testing the student. These accommodations include, but are not limited to the following: 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 booklet. Your AC will request special accommodation booklets from NCS Pearson on an as-needed basis.

Brief descriptions of the accommodations most frequently provided by NAEP are provided on pages 4.42-4.44.

**NOTE:** For a student who requires extended time, it is important that the total time the student took for the two **cognitive sections** be recorded on the front cover of the student's booklet. It will be your responsibility to keep track of this and note it in the three boxes labeled **TOTAL TIME FOR ACCOMMODATION** after the session. 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. If the student did not use extra time, you should record the regular time allowed for the cognitive sections in these boxes. For all three grades, the regular time allowed is 50 minutes.

## 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, all 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. AAs should become familiar with these guidelines.

### 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 pages 4.42-4.44. 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 students 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 IEP or that are not normally used by the student during testing.

## B

## Keeping Children with Disabilities Comfortable and On Task

Whether accommodating students in the original session or in special sessions, it is important that 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. An alternative would be to 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 assessment, the approximate amount of time they will have to complete the assessment, and the materials that will be provided. 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 working on the assessment, try standing next to his/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 participation in the session should be discontinued. Be careful, however, not to arrive at the decision to discontinue too quickly. Many students with disabilities get very nervous during assessments 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/her 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 assessment booklet will bring his/her attention back to the task at hand.

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

**Task  
10**

AA Task

**Account for All  
Materials Used**

You are responsible for returning all NAEP materials to the AC immediately following the assessment(s) in a school. Each and every assessment booklet whether completed by a student or blank must be accounted for and returned to NCS Pearson; none will be left in the school or thrown away for any reason. You are expected to use all materials properly and to return them in good condition. Only by maintaining rigid control over all booklets and other materials will you protect your accountability.

**Task  
11**

AA Task

**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 **P**, 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.
- 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.
- 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-makeup 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 6.42 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 student selected for the reading 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.
- 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. 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. 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.
- 79** **Other, specify on cover.** Assessed with some other accommodation. Specify the accommodation on booklet cover.

**Task 12**  
AA Task

**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 40-45 and 48). This includes students who were absent on assessment day and students who arrived at the session too late to participate. It does not include student or parent refusals, withdrawn, ineligible, or excluded students.
2. On the line labeled **# Refused**, enter the total number of parent and student refusals (Admin. Codes 46 and 47).
3. Add the **# Absent** (Admin. Codes 40-45 and 48) to the **# Refused** (Admin. Codes 46 and 47) and subtract that number from the **To Be Assessed** to get the **# Assessed (Original 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).

4. If 10 percent or more students were absent (not counting parent and student refusals) from the session, a makeup session is required. To determine the need for a makeup session, divide the **# Assessed (Original Session)** by the number **TO BE ASSESSED** subtracted by **# Refused**. The parent and student refusals do not count in determining the need for a makeup session because those students will not be invited to attend a makeup.

In other words, use the following formula for determining the need for a makeup session:

$$\frac{\text{\# Assessed (Original Session)}}{\text{\# To Be Assessed} - \text{\# Refused}}$$

This number should be rounded up to the next whole number if 0.5 or greater and rounded down if 0.4 or less. 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).

5. 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 #: 102-102-1		Grade: 8		Original session scheduled for: Day/Date: Thurs./Feb. 6		Makeup session scheduled for: Day/Date: _____		# Makeup Needed																																								
School Name: Central Middle School		Administrator's Name: Mary Jones		Time: 8:05		Time: _____		Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/>																																								
Location: Rm 121		Location: _____																																														
# Original Sample 30		# Withdrawn & Ineligible (Admin. Codes 41 & 55) 2		# Absent 2		# Assessed (Original Session) 26																																										
+ = 31		- = 28		+ = 26		+ = 26																																										
# New Entries Sample 1		# Excluded (Admin. Codes 60-65) 1		# Refused 0		# Assessed (Makeup Session) 0		TOTAL ASSESSED																																								
Total In Sample		TO BE ASSESSED																																														
<table border="1"> <tr> <td>"E"</td> <td>"SD"</td> <td>"G"</td> <td>"H"</td> <td>"I"</td> <td>"J"</td> <td>"K"</td> <td>"L"</td> <td>"M"</td> <td>"N"</td> <td>"O"</td> <td>"P"</td> <td>"Q"</td> </tr> <tr> <td>Sec.</td> <td>SD</td> <td>Final</td> <td>LED</td> <td>Final</td> <td>Race/</td> <td>School</td> <td>TIME</td> <td>Accommodation</td> <td>Admin.</td> <td>AM</td> <td>AM</td> <td>AM</td> </tr> <tr> <td></td> <td>1-56</td> <td>Code</td> <td></td> <td></td> <td>Code</td> <td>Length</td> <td>1-5</td> <td>Code</td> <td>Code</td> <td></td> <td></td> <td></td> </tr> </table>										"E"	"SD"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	Sec.	SD	Final	LED	Final	Race/	School	TIME	Accommodation	Admin.	AM	AM	AM		1-56	Code			Code	Length	1-5	Code	Code			
"E"	"SD"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"																																				
Sec.	SD	Final	LED	Final	Race/	School	TIME	Accommodation	Admin.	AM	AM	AM																																				
	1-56	Code			Code	Length	1-5	Code	Code																																							

**“Not In Sample” Students**

Sometimes, 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.


**Task  
13  
AA Task**
**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 recorded their teacher number in the space provided according to the guidelines for completing scannable documents (see page 3.5). If not, you should erase the number and reenter it correctly. If a teacher number was not recorded, you should leave the boxes empty.

Then, for each student, you will 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 will 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 **P** 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 19 of this chapter. These booklets will be coded after the makeup session.

Admin. Schedule Line # 1

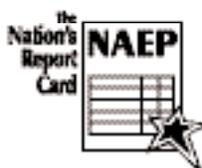


**2003  
Grade 8**

**SECTION**

1	M3B
2	M4B
3	D1
4	MB1

**BOOK  
M101PY**



**School and Teacher Information**

SCHOOL #

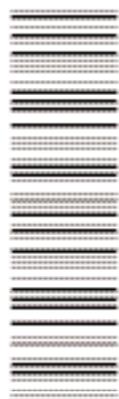
TEACHER #

102 102 1 03

TOTAL TIME for  
ACCOMMODATION

ADMIN  
CODE

10



101 - 000293 - 4

DO NOT USE



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 1800-0029 and 1800-0126. The time required to review this information collection is estimated to average 20 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 collection or suggestions for improving this form, please write the U.S. Department of Education, Washington, D.C. 20203-0001. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1980 K Drive, N.W., Washington, D.C. 20006-0001.

A project of the Office of Educational Research and Improvement.  
This report is authorized by law (20 U.S.C. 9601c). While your participation is voluntary, 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. 1800-0029 and OMB No. 1800-0126 - Approval Expires 12/31/2006



**Task  
14**  
AA Task

## 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 person 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. For each item, 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 the 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 2003 SESSION DEBRIEFING FORM

COMPLETE THIS FORM FOR EACH SESSION! REGULAR, ACCOMMODATION, AND MAKEUP.Assessment Date: Feb. 6, 2003 Region #: VA2School Name: Central Middle School School ID #: 102-102-1Person Completing Form: Mary Jones Assessment Coordinator: Barbara Smith

Other NAEP Staff Assisting with Session: \_\_\_\_\_

Other Observers Present: : \_\_\_\_\_

Session Number: RM0801 (e.g., RM0401, RM0801)This session was **CIRCLE ONE**:

- 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 No..... <input checked="" type="radio"/> 2	
Were there problems getting students to this session?	Yes..... 1 No..... <input checked="" type="radio"/> 2	
Were there problems with the session timing?	Yes..... 1 No..... 2	
Any problems with the session materials—including the distribution and use of ancillary items?	Yes..... 1 No..... <input checked="" type="radio"/> 2	
Were there any student refusals?	Yes..... 1 No..... <input checked="" type="radio"/> 2	
Did any student(s) leave the session?	Yes..... <input checked="" type="radio"/> 1 No..... 2	I 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 <input type="radio"/> 2. Mixed/Indifferent        4. Can't say	
School Staff	<input checked="" type="radio"/> 1. Positive                      3. Negative <input type="radio"/> 2. Mixed/Indifferent        4. Can't say	
Other Observers:	1. Positive                      3. Negative 2. Mixed/Indifferent        4. Can't say	



**Task 15**

**Collect the Questionnaires**

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 preassessment visit or call, you instructed the school coordinator to distribute all questionnaires to appropriate school personnel and to collect completed questionnaires by the day before the assessment.

You should attempt to collect all questionnaires not completed online from the school coordinator on assessment day. 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 on the next page.

As described in Chapter 4, all questionnaires may be completed online rather than in the traditional booklet format. If the questionnaire has been completed online, you do not need to collect the hard copy of the questionnaire. 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). You will not need to collect SD/LEP Questionnaires for any student who is no longer classified as SD or LEP. Just erase the SD/LEP Questionnaire information on the Roster.

As a quality control measure, before leaving the school you will need to do the following to 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.

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 your bulk supplies) must be left with the school coordinator so that the completed questionnaires can be returned directly to NCS Pearson.

**Completed Roster of Questionnaires - Side 2**

III. Teacher Questionnaire		III. Teacher Questionnaire										SCHOOL# 102-102-1 <input type="checkbox"/> NCS Use Only						
Teacher's Name	Teacher Questionnaire ID#	Returned										Instructions for Distributing Questionnaires						
		Yes	No	Completed Electronically														
01 Mrs. Brown	09 7 0 0 0 9 9 2 7	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>														
02 Mr. Fisher	09 7 0 0 1 2 5 3 1	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>														
03 Ms. Marshall	09 8 0 1 4 3 9 8 7	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>														
04 Mr. Herbert	09 8 0 2 1 4 6 7 3	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>														
05	09	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
06	09	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
07	09	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
08	09	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
09	09	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
10	09	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
11	09	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
12	09	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
13	09	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
14	09	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
15	09	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
16	09	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
17	09	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														

*Instructions for Distributing Eighth-Grade Teacher Questionnaires*  
 Ask all eighth-grade teachers who teach English to fill out a Reading Teacher Questionnaire. Ask all eighth-grade teachers who teach Mathematics to fill out a Mathematics Teacher Questionnaire. Follow the procedures below for each questionnaire you distribute.  
 On this roster:  
 1. Create a list of all eighth-grade English or Mathematics teachers under "Teacher's Name."  
 2. In the column labeled "Teacher Questionnaire ID#" record the unique eight-digit ID number from the questionnaire you give to each teacher and in the first column. (The "09" prefix has been preprinted.)  
 3. A three-questionnaire cover stamped with the ID is in the "Returned" column.  
 On the front cover of each questionnaire:  
 1. Record the name of the teacher receiving the questionnaire and the date the questionnaire needs to be returned to you.  
 2. Record the two-digit teacher number located in the column to the right of the teacher's name on this roster (e.g., 02, 03). It is critical that this number is recorded accurately.

This form must be completed by No. 2 pencil.

**Task  
16****Edit Assessment  
Materials**

This task applies to both ACs and AAs. Each AA will be responsible for editing his/her own work. If time allows, you should instruct AAs to switch assessment boxes to edit each other's work.

As stated earlier, as an AC you are responsible for the quality of the work of your assessment team. Therefore, you must conduct a thorough edit of all assessment materials to ensure the materials are completed accurately. Before leaving the school, you must be sure every assessment booklet, used and unused, is in the correct session box being shipped to the NCS Pearson.

The final "edit" of assessment materials does not involve correcting students' work. It does, however, encompass a number of tasks. 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 **N** and **O**.
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. All calculators, posters, extra pencils, and the timer must be returned to the AC. These materials will be used in future sessions.
4. Remove all additional materials from the booklets. All ancillary materials (except calculators) must be returned to NCS Pearson.
5. Be sure to account for all unused booklets from the session.
6. If a student did not attend an entire assessment session, make sure the circumstances are fully documented on the booklet cover.
7. Double check that there is a completed SD/LEP Questionnaire for each student classified as SD or LEP.
8. 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.
9. 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.
10. Repack all assessment materials for a school in their original box for shipping to NCS Pearson according to the diagram and instructions on page 6.50.

**Task 17**

**Prepare the NAEP Storage Envelope**

To address any questions or concerns about the assessment that may arise in the future, prepare the following materials to be left at the school in the NAEP Storage Envelope.

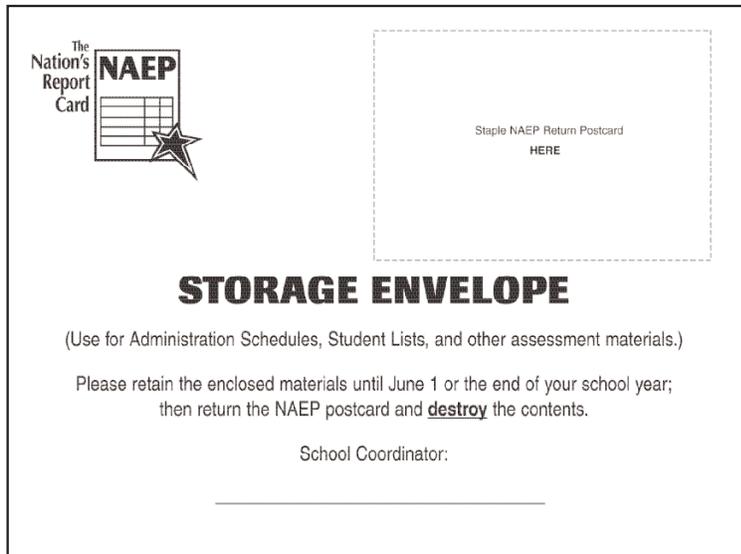
- First, make a set of copies of all pages of the completed original Administration Schedule(s) with student names and of the Roster of Questionnaires.
- Next, at the perforation, tear off the column of student names from the original Administration Schedule(s) and the column of teacher names from the original Roster.
- Place all name lists from the original documents, the SCHOOL COPY set of document copies, and the photocopies you made for the AAs 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 Administration Schedules and Roster (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 below, and staple it to the front of the NAEP Storage Envelope.

At the end of the debriefing interview with the school coordinator (see Task 21), you should give the NAEP Storage Envelope to the school coordinator and explain that the contents of the envelope should be retained until June 1, 2003, or the end of the school year. At that time, the school should destroy the contents of the envelope and complete and detach and mail the **“Destroy by”** ... postage-paid postcard. 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 **NAEP**

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: \_\_\_\_\_



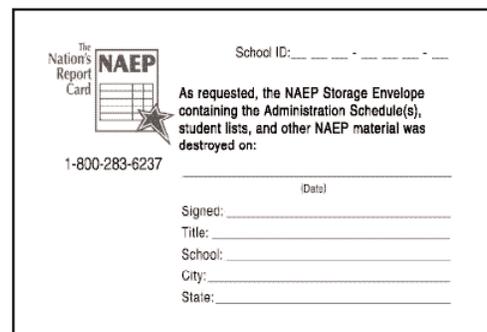
NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

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

POSTAGE WILL BE PAID BY ADDRESSEE

NAEP  
CO WESTAT  
1650 Research Boulevard  
Rockville, MD 20850-9973

GA W20  
7131.07.08



The Nation's Report Card **NAEP**

School ID: \_\_\_\_\_

As requested, the NAEP Storage Envelope containing the Administration Schedule(s), student lists, and other NAEP material was destroyed on: \_\_\_\_\_

1-800-283-6237 \_\_\_\_\_ (Date)

Signed: \_\_\_\_\_  
Title: \_\_\_\_\_  
School: \_\_\_\_\_  
City: \_\_\_\_\_  
State: \_\_\_\_\_

**Task 18**  
AA Task

**Prepare Materials for Shipping**

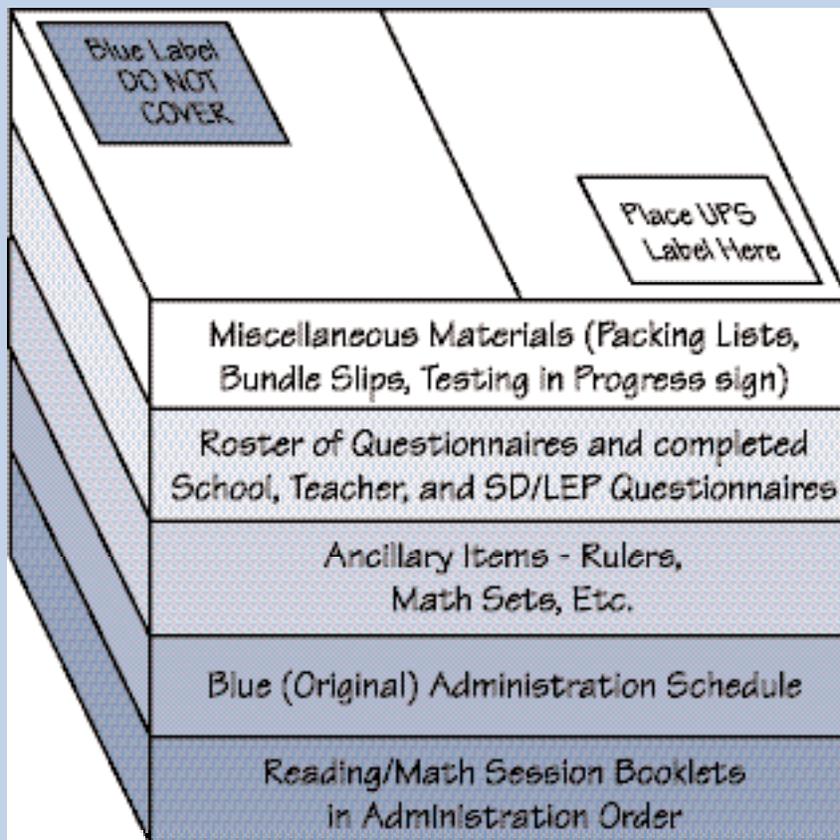
All assessment materials must be repacked in their original boxes and returned to NCS Pearson. Prepare the boxes by following the instructions and illustration shown below.

1. On the bottom of the box, place all used and unused booklets in Administration Schedule order. Used accommodation booklets should be placed with the original assessment booklets in the order in which they appear on the Administration Schedule. If a session used a large-print accommodation booklet, it can be folded and placed on top of the stack of booklets. All booklets should be banded together.
2. Next, place the Administration Schedule (the one **not** marked SCHOOL COPY).

3. Next, place all ancillary materials except the calculators. The calculators, posters, timers, and extra pencils will be returned to the AC so they can be used in future sessions.
4. Next, place the Roster of Questionnaires (the one **not** marked SCHOOL COPY) and the completed School, Teacher, and SD/LEP Questionnaires. The Roster and Questionnaires should go in the box with the materials from the first session (i.e., the session number ending in 01).
5. At the top of the shipment, place the miscellaneous materials such as packing lists, Bundle Slips, and Testing in Progress sign. Use the pillow pack as filler if necessary.

The actual shipping of the completed assessment materials will be the responsibility of the AC. On occasion, however, you may be asked to assist with this task. If so, your AC will provide you with complete instructions for doing so.

**Return Shipment Packing Diagram**



**Task  
19**

**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%), a makeup session must be held. The AA will compute the response rate for his/her session and determine if a makeup session is necessary following the guidelines on page 6.41. You will work with the school coordinator to schedule any required makeup sessions.

When holding makeup sessions, follow the guidelines listed below.

- Hold only one makeup at a school (unless the school had assessments at more than one grade level);
- Invite all students who were absent from all sessions, even if their original session does not require a makeup; and
- Consider an intact classroom of students as one session, even if the students are listed on two separate Administration Schedules.

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. 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, you should be sure to record the situation and discuss the matter with your supervisor during your next reporting 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 Not Held** oval at the top of the Administration Schedule.

8	Original session scheduled for: Day/Date: <u>Thurs./Feb. 6</u> Time: <u>8:05</u> Location: <u>Rm 121</u>	Makeup session scheduled for: Day/Date: <u>Tues./Feb. 11</u> Time: <u>9:45</u> Location: <u>Rm 114</u>	If Makeup Needed Makeup Held: <input type="radio"/> Makeup Not Held: <input type="radio"/>		Bundle #'s  01001 01002
Down & Ineligible Codes (I & SS): <u>2</u> + <u>1</u> (code 00 05) = <u>28</u> TO BE ASSESSED				# Absent: <u>4</u> # Assessed (Original Session): <u>23</u> # Refused: <u>1</u> # Assessed (Makeup Session): _____ TOTAL ASSESSED	
"M" "N" "O" "p" "Q" "R" See Student List (p. 36) Original Booklet ID# Accommodation Booklet ID# Admin. Code Abs. (Y/N) Admin. Codes					
2	101 000293 4			V	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  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
2	001 054006 9			2	
2	102 005241 1			V	
2	002 000043 8			A	
ABS					

## 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 by doing 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 in Progress – 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 5. The AA or AC 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 will instruct the AA assigned to conduct the makeup session to follow the same procedures used in the original session.

After the makeup is held, the AA will enter the results of the makeup session on the Administration Schedule from the original 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 (4/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**.

8	Original session scheduled for: Day/Date: <u>Thurs./Feb. 6</u> Time: <u>8:05</u> Location: <u>Rm121</u>	Makeup session scheduled for: Day/Date: <u>Tues./Feb. 11</u> Time: <u>9:45</u> Location: <u>Rm114</u>	<input checked="" type="checkbox"/> Makeup Held <input type="checkbox"/> Makeup Not Held	Bundle #s 01001 01002	
# Absent (Original Session) <u>4</u>	# Assessed (Original Session) <u>23</u>	# Absent (Makeup Session) <u>1</u>	# Assessed (Makeup Session) <u>4</u>	Session Number RM0801	
TO BE ASSESSED: <u>2</u> + <u>28</u> = <u>28</u>		TOTAL ASSESSED: <u>1</u> + <u>4</u> = <u>27</u>			
"M"	"N"	"O"	"P"	"Q"	"R"
Max. Excludes 1-17 hrs	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Attn. (A/A)	Admin. Codes
2	101 000293 4		1 0	<input checked="" type="checkbox"/>	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
2	001 054006 9		5 1	<input checked="" type="checkbox"/>	
2	102 005241 1		1 0	<input checked="" type="checkbox"/>	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
2	002 000043 8		4 0	<input checked="" type="checkbox"/>	

**D****Code the Booklet Covers**

Using the information from the Administration Schedule, the AA should also code the covers of the booklets for all students invited to attend the makeup session, as described in Task 13 earlier in this chapter.

After completing these tasks, the AA will return the assessment materials to you. You will be responsible for shipping the materials as soon as possible after the makeup session.

**Task  
20****Collect and Review  
Session Debriefing  
Forms**

As described in Task 14, 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. A Session Debriefing Form must be completed for each original session, each separate accommodation session, and each makeup session held in the school. The person who conducted the session should complete the form. You 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.

**Task  
21**

## **Debrief the School Coordinator**

After sessions have ended, paperwork has been completed, and the NAEP Storage Envelope has been prepared, you will use Part 2 of the Contact 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 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.

When it is necessary to schedule makeup sessions, you should conduct the debriefing interview on the original assessment day. 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 you are unable to meet with the school coordinator before leaving the school, or if an AA will be returning to the school to conduct a makeup session, leave the NAEP Storage Envelope and the School Certificate of Appreciation with the school secretary and call the school coordinator to confirm that he/she has the envelope and to conduct the debriefing interview over the phone.

The questions that appear in this section are from the Contact Log and will be asked once all the sessions are completed. The interview should always be conducted with the school coordinator. Comments should be recorded clearly and verbatim whenever possible.

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

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 and pencil. 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 ANY ISSUES THAT SHOULD BE BROUGHT TO THE SCHOOL COORDINATOR'S ATTENTION.

Item 10 of the interview prompts you to review with the school coordinator any items from the Session Debriefing Forms. 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.
- **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.

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.

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.

**Task  
22**

## 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 do the following:

- 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;
- Ensure that assessment materials are accounted for at each step of the administration process;
- Review each session 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 with you in advance. The purpose of the supervisor visits is similar to that of the NAEP staff visits. He/she will observe each assessment team 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**

### Followup 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 Mendler, A. N. (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.











## **Appendix A**

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



## Checklist of Tasks for ACs

### Schedule

### Page

#### December 16, 2002-January 17, 2003:

- Consult with your supervisor to determine whether you will conduct an in person visit or phone call and identify a preassessment contact date to suggest to the school coordinator. . . . . 4.1-4.2
- Review the Contact Log Label and determine the school coordinator’s name and whether the assessment date(s) are indicated for each session. . . . . 4.9-4.11
- Conduct confirmation phone call and schedule preassessment contact . . . . . 4.10-4.11

#### Before the Preassessment Visit/Call:

- Find out the date the preassessment packet was sent to the school. . . . . 4.9
- If you are conducting a visit, call the school coordinator 2-days before the visit to verify the packet has been received. . . . . 4.9
- Fill in the blanks in the script and highlight the appropriate text where options are listed to help you follow the script. . . . . 4.9
- If you are contacting a grade 4 take-all school, review the special procedures in Appendix D of your manual. . . . . D.1-D.7
- Review the School Control System (SCS) to see if any information regarding the parent letters has been recorded for the school. If parent letter information has been recorded, enter it in the Contact Log. . . . . 4.9
- Complete columns 1 and 2 in the chart on page 11 of the Contact Log for each student identified as SD and/or LEP on the Administration Schedule(s). . . . . 4.9
- Review a map to determine if you need to ask the school coordinator for more detailed directions to the school. . . . . 4.9

#### During the Preassessment Contact:

- Using the Contact Log, conduct the preassessment contact with the school coordinator by completing the following steps: review status of School and Teacher Questionnaires (grades 4 and 8 only), verify parents were notified and obtain dated copy of notification (if in-person contact), complete the Administration Schedule, select sample of newly enrolled students, review status of SD/LEP Questionnaires (grades 4 and 8 only), determine student accommodations, and make assessment arrangements . . . . . 4.12-4.54

**After the Preassessment Visit/Call:**

- Record any callback dates on your calendar . . . . . 4.55
- Enter parent letter information in SCS . . . . . 4.55
- Check the session boxes for the school . . . . . 4.55-4.57
- Gather any additional materials needed for the sessions from your bulk supplies . . . . . 4.58-4.60
- Request additional materials, if necessary . . . . . 4.60
- Complete Assessment Information Form for each AA assigned to the school . . . . . 5.10-5.11
- Notify AAs of their assignments. . . . . 5.10-5.11

**A Few Days Before the Assessment:**

- Review the Contact Log to ensure that all preassessment activities have been completed. . . . . 6.1
- Review the materials in the School Folder to ensure you bring the correct materials for the session . . . . . 6.1
- Verify that you have the correct box(es) of materials for the school as well as any additional materials you will need . . . . . 6.1

**On Assessment Day:**

- Gather the materials needed for the assessment . . . . . 6.1
- Report to the school at least 1-1/2 hours before the assessment (if possible) . . . . . 6.2

**1-1/2 Hours Before the Assessment:**

- Obtain a dated copy of the Parent Notification Letter (if not collected during the preassessment contact) . . . . . 6.3
- Review the Administration Schedule and obtain any missing information from the school coordinator (if not completed during the preassessment contact) . . . . . 6.3
- Assign accommodation booklets, if necessary . . . . . 6.4
- Complete the summary box at the top of the Administration Schedule (if not completed during the preassessment contact) . . . . . 6.5

**1 Hour Before the Assessment:**

- Give AAs the materials needed for the session . . . . . 6.6

**Immediately Before the Session:**

- Encourage the school coordinator to accompany the team to the assessment location. . . . . 6.6
- Introduce yourself and the AAs to the classroom teachers. Give the teachers a brief explanation of what will happen during the session . . . . . 6.6
- Verify that the room has been prepared properly and AAs have all of the materials needed for the assessment . . . . . 6.6
- Work with the school coordinator to ensure that all selected students attend the correct session. . . . . 6.7

**During the Session:**

- Observe AAs conducting sessions. . . . . 6.16
- Observe accommodation sessions to ensure they are being conducted properly. . . . . 6.16
- Work with the school coordinator to identify reasons for student absences . . . . . 6.16
- Be available to answer questions and assist AAs, if necessary . . . . . 6.16
- Be available to answer questions from the school staff . . . . . 6.16
- Schedule a makeup session, if necessary. . . . . 6.51

**Immediately Following the Assessment:**

- Collect all questionnaires not completed online . . . . . 6.47
- Edit assessment materials . . . . . 6.48
- Prepare the materials to be left at the school in the NAEP Storage Envelope . . . . . 6.49
- Finalize makeup session arrangements, if necessary . . . . . 6.51
- Collect and review Session Debriefing Forms . . . . . 6.53
- Conduct the debriefing interview with the school coordinator . . . . . 6.54-6.59

**Within 1 Day After the Assessment:**

- Ship assessment materials to NCS Pearson . . . . . 7.1-7.2
- Enter assessment results in SCS . . . . . 7.3
- Verify tracking number and enter ship date in SCS . . . . . 7.3

**Within Several Days After the Assessment:**

- Report assessment results to your supervisor . . . . . 7.3-7.4
- Ship the completed School Folder to your supervisor . . . . . 7.4-7.5

**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 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 individualized education plan (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)**

Contractor 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.

**Contact Log**

Form used by assessment coordinators to document the preassessment visit/call 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.

**GMR (Government Micro Resources)**

Contractor responsible for the NAEP web operations and web maintenance.

**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**

Contractor 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 the 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 grade level has a different script.

### **State Coordinator**

Staff member at the 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 I**

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.

### What publications are available from NAEP?

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 the following:

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

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

- 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?**

The “No Child Left Behind” legislation, which was signed into law by President Bush on January 8, 2002, links receipt of Title I funds at the state and district levels to participation in NAEP. Regulations regarding the implementation of this law are being developed by the U.S. Department of Education. Participation in NAEP has always been, and remains, voluntary for students.

### **Why does the school coordinator 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 cognitive area questions. These may be copied and made available to parents who request such detailed information. Requests to see the actual booklets should be directed to the NAEP State Coordinator. Field managers, supervisors, assessment coordinators, and assessment administrators are not authorized to show actual assessment booklets to anyone.

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

In keeping with our pledge of confidentiality for schools and individual students, NAEP does not permit videotaping of assessments. If this situation happens, the assessment coordinator should call the NAEP help desk at 1-800-283-6237 to have a copy of the NAEP Press Release faxed to the school. The school should provide the press release to the reporter and refer the reporter to the State Coordinator or to ETS at 1-800-223-0267 if more information is requested.

### **Should the school coordinator 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 a 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

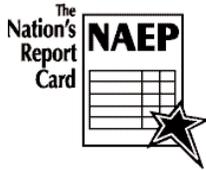
## Appendix B

### Example of a Grade 8 Preassessment Packet for the School Coordinator

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



## Instructions to the School Coordinator for Preparing the Materials



The National Assessment of Educational Progress

1650 Research Boulevard  
Rockville, Maryland 20850-3195  
Telephone: 1.800.283.6237  
Fax: 301.517.4003

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

We greatly appreciate your support of the National Assessment of Educational Progress (NAEP) and the participation of your school in the 2003 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 before the assessment. A NAEP representative will visit or call you shortly after you received this packet to assist with these activities and to answer any questions you may have.

### Enclosed materials:

Material	Description	Color/Quantity
School Copy of the Administration Schedule(s)	Master list of students selected for the assessment.	Legal-size paper, printed in blue ink; 1 per session
School Copy of the Roster of Questionnaires (grades 4 & 8 only)	Used to assign and track each of the questionnaires.	1 per school
School Questionnaire (grades 4 & 8 only)	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 instructional practices.	1 for each mathematics and reading or English teacher at the sampled grade
SD/LEP Questionnaires (grades 4 & 8 only)	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
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 assess these students.	Yellow paper; 1 per school
List of NAEP and State Accommodations	Used to help determine appropriate student accommodations for NAEP.	Green 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

## Instructions to the School Coordinator for Preparing the Materials

Page 2

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
Example Teacher Notification Letter	Explains the assessment and its importance to teachers of students selected for the assessment. May be modified and used at your discretion.	White paper; 1 per school
Copy of the Parent Notification Letter	Explains the assessment and its importance to parents of students selected for the assessment. May be modified to satisfy No Child Left Behind notification requirement and any parental notification requirements of the district and school.	White paper; 1 per school
A Teacher's Guide to NAEP	Provides information about NAEP that is of interest to teachers. One brochure should be given to every teacher asked to complete a questionnaire.	1 per teacher questionnaire
Demonstration Booklet	Contains NAEP 2003 background questionnaires accompanied by explanations and rationales.	1 per grade
Reading and Mathematics Frameworks	Describes the test design and content of the reading and math assessments.	1 each per school
Student Appreciation Certificates (grades 8 & 12 only)	May be used as appointment cards for students selected for the assessment. Some schools will be provided with labels that contain student names to affix on the certificate.	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

### School Coordinator Activities:

#### Step 1. Send Parent Letters

- The No Child Left Behind legislation requires that the parents of students selected for NAEP assessments be notified in writing that their child has been selected for the assessment and that participation is voluntary. You may adapt the enclosed sample Parent Notification Letter to satisfy the No Child Left Behind requirement and any parental notification requirements of your district and school. You should send the parent letters as soon as possible. You will need to provide the NAEP representative with a dated copy of the notification sent to parents. We will not be able to assess until all parents have been notified.

#### Step 2. Review the Administration Schedule(s)

- If there are any empty boxes in the columns for homeroom, birth date, sex, race/ethnicity, school lunch status, SD, LEP, and Title I on the Administration Schedule(s), please collect the missing information and enter it directly on the Administration Schedule. We will ask you for the missing student information during the preassessment contact. 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 in this preassessment packet.

## Instructions to the School Coordinator for Preparing the Materials

B

Page 3

- Columns F and H 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. We will ask you to identify any students whose classification has changed during the preassessment contact. The new classification will need to be entered in column G or column I.
- 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 and the List of NAEP and State Accommodations when making these decisions. The NAEP representative will talk with you further about these students during the preassessment contact.

### Step 3. Distribute the School Questionnaire (Grades 4 & 8 Only)

- 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 the 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 4. Distribute the Teacher Questionnaires (Grades 4 & 8 Only)

- Please give a Teacher Questionnaire to each staff member who teaches math and reading or English at the grade to be assessed. Teacher Questionnaires may be completed online, as explained on the questionnaire cover, or in the hard-copy booklet. All questionnaires not completed online, 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. Please include a copy of the Teacher’s Guide to NAEP with each teacher questionnaire.
- 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.

### Step 5. Distribute the SD/LEP Questionnaires (Grades 4 & 8 Only)

- 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. SD/LEP Questionnaires may be completed online, as explained on the questionnaire cover, or in the hard-copy booklet.
- 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.

## Instructions to the School Coordinator for Preparing the Materials

Page 4

### **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 or 12 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.

Thank you in advance for completing these activities before the assessment. Remember, a NAEP representative will visit or 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 help desk at 1-800-283-(NAEP) 6237.

We look forward to a successful assessment!

Sincerely,

---

NAEP Supervisor



# Administration Schedule - Back

Column Indicators:	"A" Student Name	"B" Member Number	"C" Line #	"D" Birth Date	"E" Sex	"F" SD	"G" LEP	"H" IEP	"I" 504	"J" 504	"K" Lunch	"L" TRS	"M" Original Booklet ID #	"N" Accommodation Booklet ID #	"O" Admin. Code	"P" Admin. Code	"Q" Allow. (Y/N)	"R" Admin. Codes
16	Eric Malone	R	16	09/09/00	M	2	2	2					008 000232 9				16	ASSESSED IN ORIGINAL 10 = In session full time 11 = No response in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover
17	Paul Mayne	M	17	05/09/00	M	2	2	2					109 000233 2				17	ASSESSED IN MAKEUP 20 = In session full time 21 = No response in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover
18	Teresa Meyer	R	18	02/09/01	M	2	2	2					009 000234 5				18	ABSENT 40 = Temporary 41 = Long-term 42 = Chronic health 43 = Suspended or expelled 44 = In school, did not attend 45 = In school, did not attend 46 = In school, did not attend 47 = Student refusal 48 = Other, specify on cover
19	Amanda Newman	M	19	01/09/00	M	2	2	2					110 000235 9				19	OTHER 51 = With/without 52 = Unassigned book (unused) 53 = Ineligible 54 = Not in sample
20	Beina Ortiz	R	20	01/09/00	M	2	2	2					010 000236 1				20	REASONS FOR EXCLUSION 55 = Ineligible 56 = Not in sample 57 = Other, specify on cover
21	Michael Poppelka	M	21	02/09/01	M	2	2	2					111 000237 5				21	ASSESSED WITH ACCOMMODATIONS 71 = Bilingual booklet - math only 72 = Bilingual dictionary 73 = Not use with reading booklet 74 = Large print book 75 = Large print book 76 = Read aloud in regular session 77 = Read aloud in reading session 78 = Small group 79 = One-on-one 80 = Scribe or use of computer 81 = Other, specify on cover
22	Kate Ray	R	22	06/09/01	M	2	2	2					011 000142 8				22	
23	Amy Schloeter	M	23	09/09/00	M	2	2	2					112 008651 4				23	
24	Ryan Scott	R	24	01/09/01	M	2	2	2					012 000005 5				24	
25	Jason Tabbert	M	25	03/09/01	M	2	2	2					113 098008 4				25	
26	Dan Tesch	R	26	07/09/00	M	2	2	2					013 000841 3				26	
27	Jessica Trocke	M	27	04/09/00	M	2	2	2					114 034002 9				27	
28	Louis Walton	R	28	01/09/01	M	2	2	2					014 004926 0				28	
29	Chris Wray	M	29	09/09/00	M	2	2	2					115 025003 4				29	
30	Fran Zimmerman	R	30	05/09/00	M	2	2	2					015 008064 2				30	
31		M	31										116 000761 5				31	
32		R	32										016 019009 7				32	
33			33														33	
34			34														34	

102-102-1  
RM  
RM0801 P2  
12345 - 6





NAEP School Questionnaire



2003  
Grade 8

School  
Questionnaire

(School Characteristics and Policies)

Q-094



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

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL #

1	0	2	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: 094-003768-2  
Your 7-digit school ID number is: 102-102-1  
Please complete the questionnaire (either online or this hard copy) by: 2 / 4 /2003.

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. This valid OMB control number for this information collection is 1820-0028 and 1820-0792. The time required to complete this information collection is estimated to average 20 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. 20205-4601. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCEES, U.S. Department of Education, 1000 K Street, N.W., Washington, D.C. 20009-5801.

A project of the Office of Educational Research and Improvement.  
This report is authorized by law (21,107-110, 20 U.S.C. §9913). While your participation is voluntary, 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. 1820-0028 and OMB No. 1820-0792 • Approval Expires 10/31/2006  
Item #16848 by NCEP/Pearson ERI-19999-001-1584827 Printed in U.S.A.



B



NAEP SD/LEP Questionnaires

B

Admin Schedule Line # 10 from Session # RM0801

Admin Schedule Line # 7 from Session # RM0801

Admin Schedule Line # 6 from Session # RM0801

The Nation's **NAEP**

Nancy Cordaro

# 2003 SD/LEP Questionnaire

G-095

**Please complete this questionnaire online.**

Gain access via your "MySchool" 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: 0950002987

Your 7-digit school ID# is: 1021021

This will bring up a list of Student Booklet IDs for SD and/or LEP students. Match this ID with und ID on the list. If this ID is not on the list, manually enter the 10-digit Student Booklet ID to gain access to the online questionnaire.

Please complete the questionnaire (either online or this hard copy) by: 2 / 4 / 2003.

To be completed by the staff member most knowledgeable about a student identified as SD and/or LEP. PAGES:  
If Student with a Disability (SD): 2, 3-7  
If Limited English Proficient (LEP): 2, 8-10

Please mark how you wish to take this questionnaire.

Complete this questionnaire online (preferred). (see instructions to left)

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL #

1 0 2 1 0 2 1

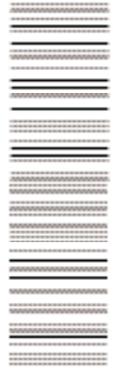
Student Booklet ID  
(from column N on Administration Schedule)

1 0 2 0 0 5 2 4 1 1

Birth Date Sex R/E SD LEP

0 1 1 9 9 1 1 1 1 2

**IMPORTANT NOTE**  
If you choose to respond on the paper questionnaire, please complete all fields on this cover, including the student demographic information to the right. Use a #2 pencil. Thank you.



095 - 000298 - 7

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 1880-0029 and 1880-0298. The time required to complete the information collection is estimated to average 20 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 estimated or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4020. If you have questions or concerns regarding the status of your individual submission of this form, write directly to: NAEP/OPER, U.S. Department of Education, 1875 H Street, N.W., Washington, D.C. 20038-4411.

A project of the Office of Educational Assessment and Improvement. This report is authorized by law (20 U.S.C. 9611b, 99 U.S.C. 9611b). While your participation is voluntary, your cooperation is needed to make the results of the survey representative, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1820-0029 and OMB No. 1820-0298 - Approved Expires 10/31/2003



## Criteria for Inclusion – Page 1 Front

### **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 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 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 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 14.
- Students with limited English proficiency: Questions 16, 17, and 21 through 24.

**WHEN THERE IS DOUBT, INCLUDE THE STUDENT.**

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

## Criteria for Inclusion – Page 1 Back

### 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 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 or mathematics without an accommodation;
- Include and provide accommodations permitted by NAEP to other LEP students who can demonstrate their knowledge of reading or mathematics only with those accommodations; and
- Exclude LEP students ONLY if they cannot demonstrate their knowledge of reading 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)

#### 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)

## Criteria for Inclusion Page 2 – Front

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 IFP state that he or she cannot participate in assessments such as NAEP, even with accommodations? VF02-019
- Yes
- No
- I don't know.

8. Are any accommodations or adaptations used for district or statewide achievement testing for this student? VF02-024
- Yes, tested with accommodations or adaptations ♦ **Go to Question 9**
- No, tested without accommodations or adaptations ♦ **Skip to Question 13**
- IFP states that this student cannot be tested. ♦ **Skip to Question 13**

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

9. **Presentation Accommodations (Fill in all ovals that apply.)** VF02-025

- Read directions aloud
- Read problems aloud (except on reading test)
- Signing of directions
- Use of audiotaped version of test
- Assistance with interpretation of directions
- Braille edition of test
- Large-print edition of test
- Use of magnifying equipment
- Other (specify) \_\_\_\_\_

## Criteria for Inclusion Page 2 – Back

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

- Response in Braille
- Response in sign language
- Oral responses
- Pointing to answers
- Tape recording of answers
- Use of computer to respond
- Use of typewriter to respond
- Use of calculator including talking or Braille calculators
- Use of template to respond
- Use of large marking pen or specially designed writing tool
- Other (specify) \_\_\_\_\_

153395-07

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

- Test in small group
- Test individually
- Other (specify) \_\_\_\_\_

153395-08

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

- Extended time
- More breaks during test
- Test sessions over several days
- Other (specify) \_\_\_\_\_

## Criteria for Inclusion Page 3 – Front

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

VB325420

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

14. How would this student most appropriately participate in the NAEP **mathematics assessment**?

VB473704

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

The following are questions from the SD/LEP Questionnaire that pertain to the decision regarding whether a student identified as limited English proficiency (LEP) cannot be included in the assessment.

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

VB396121

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

## Criteria for Inclusion Page 3 – Back

13325401

17. Including the current school year, how long has this student been receiving **academic instruction in mathematics** 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.

13325402

21. 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 22*
- B No, tested without accommodations or adaptations ♦ *Skip to Question 23*
- C IEP states that student cannot be tested (for IEP students classified as SD). ♦ *Skip to Question 23*

13325403

22. If your answer to question 21 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) \_\_\_\_\_

## Criteria for Inclusion Page 4 – Front

23. How would this student most appropriately participate in the NAEP **language arts** assessment? V0325607

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

24. How would this student most appropriately participate in the NAEP **mathematics** assessment? V0325607

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

## List of NAEP and State Accommodations

Accommodation	NAEP	STATE OMEGA
<i>Presentation Format</i>		
Explanation of directions	Yes	Yes
Oral reading in English	Yes	No
Oral reading in native language	No	No
Person familiar to student administers test	Yes	No
Translation directions	No	No
Translation of test into native language	No	No
Bilingual version of test	Yes (mathematics only)	Yes
Repeat directions	Yes	Yes
Large print	Yes	Yes
Bilingual dictionary	Yes (except for reading)	Yes
<i>Setting Format</i>		
Alone in study carrel	Yes	Yes
Administer test in separate room	Yes	Yes
With small groups	Yes	Yes
Preferential seating	Yes	Yes
Special lighting	Yes	Yes
Special furniture	Yes	Yes
<i>Timing/Scheduling</i>		
Extended testing time (same day)	Yes	Yes
More breaks	Yes	Yes
Extending sessions over multiple days	Yes	Yes
<i>Response Format</i>		
Braille writers	Yes	Yes
Word processors or similar assistive device	Yes	Yes
Write directly in test booklet	Yes	Yes
Tape recorders	No	Yes
Scribes	Yes	Yes
Answer orally, point or sign an answer	Yes	Yes
One-on-one administration	Yes	Yes
<i>Other Accommodations Provided for State Assessment but not for NAEP</i>		
Braille edition of assessment	No	Yes
Audio tape administration of assessment	No	Yes
Calculator	No	Yes
Abacus	No	Yes
Arithmetic tables	No	Yes
Graph paper	No	Yes
Responses in native primary language	No	Yes
Thesaurus	No	Yes
Spelling and grammar checking software and devices	No	Yes



## 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)
- Sex: **1=Male**  
**2=Female**
- 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.  
**X = Yes** (leave blank if No)
- LEP: LEP is defined as a student classified by the school as limited English proficient.  
**X = Yes** (leave blank if No)
- Homeroom or intact classroom indicator.
- 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.
- Participation in National School Lunch Program:
  - 1= Student not eligible**      **3= Free lunch**
  - 2= Reduced price lunch**    **6= School not participating**
- Title I (receiving Title I services):  
**X = Yes** (leave blank if No)

## 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  
22302-1800

**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

B

## 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/nationreportcard>

Thank you very much for your cooperation.

## Sample Parent Notification Letter

### PARENT/GUARDIAN NOTIFICATION LETTER

NOTE: You must circle the appropriate reference in the second paragraph “your child **may be/is** part of that sample.”

(School Letterhead)

Dear Parent or Guardian:

I am pleased to announce that our school has been selected to participate in the National Assessment of Educational Progress (NAEP), also known as the Nation’s Report Card. NAEP is an ongoing assessment of what young Americans know and can do in various academic subjects. Given to almost 1 million students throughout the United States in 2003, NAEP will show how students in our state perform compared to other states and the country as a whole. It also shows long-term trends in academic performance over the 33 years the assessment has been in place.

The NAEP assessment will take place on \_\_\_\_\_ and will take approximately 1 1/2 hours to administer. A random sample of our \_\_\_\_\_ grade students will be selected to be assessed in reading or mathematics, and your child may be/is part of that sample. All responses are confidential, and no results will be reported to or about individual students or schools. This means that the names of students who take part in NAEP 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 in any way by participating.

NAEP data and results are often used by policymakers to make decisions regarding education. To help guide these decisions, NAEP asks students questions about their school experience, background, and what teachers teach in the classroom in addition to the subject matter questions. These questions do not address personal beliefs or attitudes. Students may omit any question or part of the assessment that they do not wish to answer. If you do not wish to have your child participate in the assessment, please contact \_\_\_\_\_.

We appreciate the participation of each child who is selected. Students who participate in NAEP will gain valuable test-taking experience, and our school’s participation will be beneficial in painting a picture of what our state’s and country’s schoolchildren are learning.

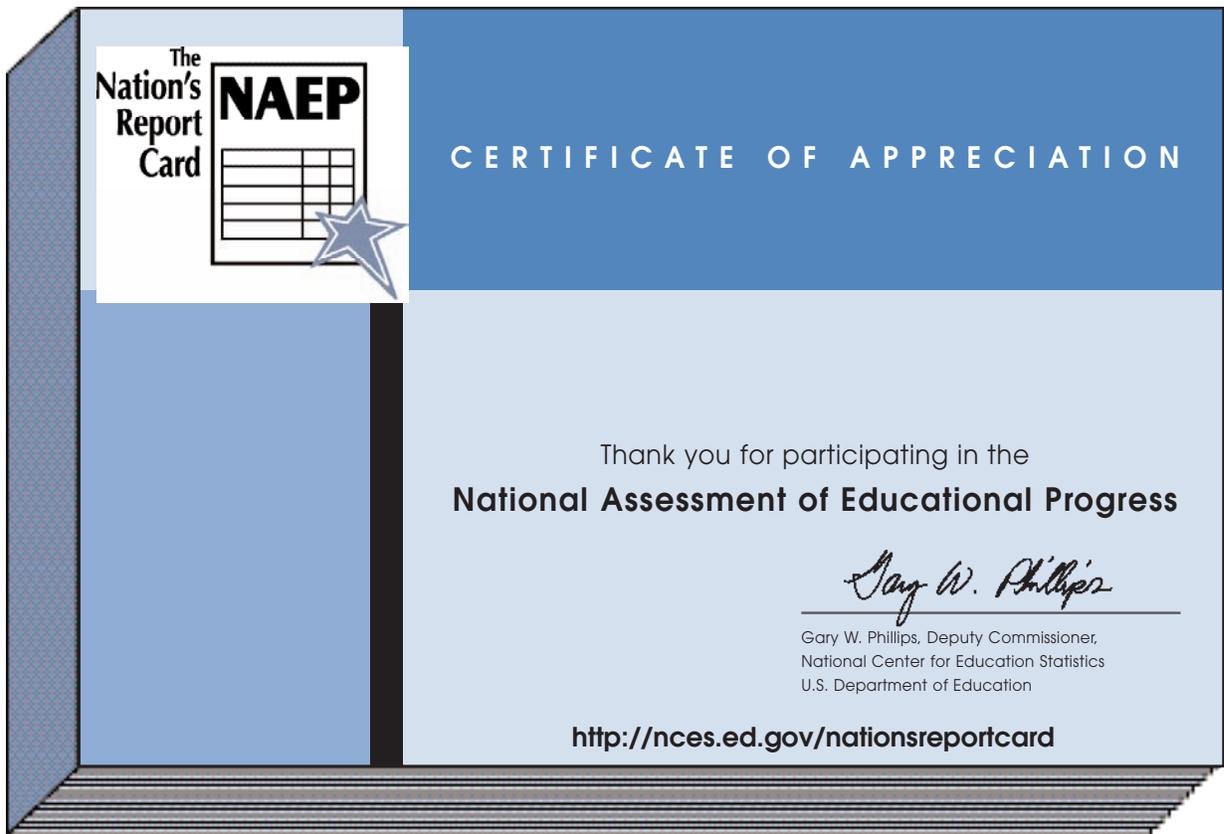
For more information about NAEP, please visit the web site <http://nces.ed.gov/nationsreportcard>. A Demonstration Booklet that contains student background questions and examples of test questions similar to those asked in this year’s assessment is available both at that web site and at the school office. If you have any questions or concerns, please contact \_\_\_\_\_.

Sincerely,

## NAEP Publications

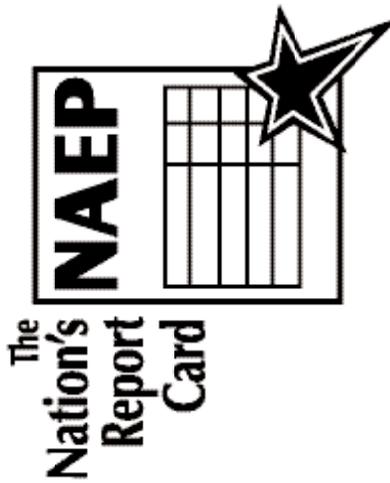


## Student Certificates of Appreciation - 1 pack of 35



B

## NAEP Storage Envelope



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

### General Questionnaire Format Conventions and Interviewing Techniques

#### Introduction

Aspects of the preassessment contact 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 2003 NAEP assessment. These techniques include the following:

- 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. An example of this type of question is Question B2 from the Contact Log requiring a **Yes** or **No** answer.

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 MySchool web site.*

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 Contact 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 F.***

DAY AND TIME TO CALL BACK: .....

No new enrollees ..... 3 —————▶ **SKIP TO STEP F.**

- 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 that makes the question appropriate to your situation. In the following example you would substitute the grade for the word *(grade)*.

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

Yes ..... 1 → ENTER AN ADMINISTRATION CODE OF ~~55~~ FOR INELIGIBLE STUDENT(S) IN COLUMN P. THEN, DRAW A LINE THROUGH THE STUDENT'S NAME UPTO THE PERFORATION.

No ..... 2

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:

NAEP will be assessing students in your *(fourth grade/eighth grade/twelfth grade)* on *(date)*. You will receive a preassessment packet from NAEP at least 2 weeks prior to the assessment date. I would like to schedule a time to *(visit/call)* you to review the packet materials and make final arrangements for the assessment.

- 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 Contact 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, because 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 Contact 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.

There are some examples of situations that require probing on the next page. 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:**

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:**

1. 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 predesignated 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/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 Contact 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 Grade 4 Schools Where All Students Are Included

In the fall, schools with 120 or fewer fourth-grade students were given the option of assessing all students in the grade, rather than randomly sampling students to be assessed. In the previous NAEP assessment, 80 percent of the eligible grade 4 schools elected to take this option.

You should check the Contact Log for each fourth-grade school in your area to see if this option was taken. The Contact Log would indicate this by having a *Take-All Option: Yes* for fourth-grade schools on the label as shown below.

School Information		
ID: 101-101-1	REGION: DC1	AREA: 1
SCHOOL: WASHINGTON ELEMENTARY		
TAKE ALL OPTION?: YES		
ADDRESS: 50 MAIN STREET WASHINGTON, DC 20022		
PHONE: (202) 555-2121		
PRINCIPAL: BETTY SMITH		
SHEL COOR: ANTHONY DAVIS		
PHONE:		
SESSID: RM0401, RM0402, RM0403		
ASSESSMENT DATE: 2/12		

This situation will require adjustments to some of the tasks and steps listed in Chapters 4 and 6 of this manual. Those tasks and steps that require special procedures are listed on the following pages.

## Chapter 4. Contacting Your Assigned Schools

Task  
1

### Overview of Contact Procedures (Page 4.1)

Whenever possible, you should plan on conducting an in-person visit to any school that elected the “take-all” option and did not provide information in column **B**, labeled **Homeroom or Other Locator**.

Task  
3

### Use the Contact Log to Document the Preassessment Call/Visit (Page 4.3)

Most of the steps of the preassessment contact will not need to be modified. Only the steps of

the preassessment contact that require procedural adjustment are discussed in this task. You should follow the normal procedures for any steps not presented below.

Step  
D

### Complete the Administration Schedule (Page 4.20)

Fourth-grade schools that selected the take-all option will need to have the students assessed in sessions according to the homeroom or other locator in column **B** of the Administration Schedule as shown on the following page.

### Example of Grade 4 Administration Schedules with Students Sorted by Homeroom

This form must be completed in No. 2 pencil.

<b>Race/Ethnicity Codes</b> 1 = White not Hispanic 2 = Black not Hispanic 3 = Hispanic Heritage 4 = Asian/Pacific Islander 5 = American Indian/ Alaskan Native 6 = Other	<b>National School Lunch Program</b> 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 "J"	For Use in Column "K"
<b>Session Number</b> RM0401	<b>Bundle #s</b> 01001 01002

Column Indicators	"A"	"B"	"C"	"D"
Student Name	Homeroom or Other Lunch	Use of Subject	March	May
01 Mark Atley	10			
02 Betty Bates	10			
03 Wes Block	10			
04 Angela Burns	10			
05 Tim Dublin	10			
06 Carla Grahams	10			
07 Paul Hernandez	10			
08 Becky Hoecks	10			
09 Paul Lucas	10			

This form must be completed in No. 2 pencil.

<b>Race/Ethnicity Codes</b> 1 = White not Hispanic 2 = Black not Hispanic 3 = Hispanic Heritage 4 = Asian/Pacific Islander 5 = American Indian/ Alaskan Native 6 = Other	<b>National School Lunch Program</b> 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 "J"	For Use in Column "K"
<b>Session Number</b> RM0402	<b>Bundle #s</b> 01003 01004

Column Indicators	"A"	"B"	"C"	"D"
Student Name	Homeroom or Other Lunch	Use of Subject	March	May
01 Nicki Campbell	12			
02 Nancy Condaro	12			
03 Kimberly Frank	12			
04 Daniel Jaemer	12			
05 Sarah Kruger	12			
06 Penny Lowe	12			
07 Eric Malone	12			
08 Teresa Meyer	12			
09 Belna Ortiz	12			

This form must be completed in No. 2 pencil.

<b>Race/Ethnicity Codes</b> 1 = White not Hispanic 2 = Black not Hispanic 3 = Hispanic Heritage 4 = Asian/Pacific Islander 5 = American Indian/ Alaskan Native 6 = Other	<b>National School Lunch Program</b> 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 "J"	For Use in Column "K"
<b>Session Number</b> RM0403	<b>Bundle #s</b> 01005 01006

Column Indicators	"A"	"B"	"C"	"D"	
Student Name	Homeroom or Other Lunch	Use of Subject	March	May	
01 Bernard Boyce	14	M	0	4	9
02 Irving Cohen	14	R	0	2	9
03 David M. Eastman	14	M	0	6	9
04 Ming Huong	14	R	1	0	9
05 Kimberly Jackson	14	M	1	1	9
06 Louie Johnson	14	R	0	9	9
07 Elizabeth McDonald	14	M	0	1	9
08 Katherine Parr	14	R	0	5	9
09 Jennifer Schlueter	14	M	0	7	9

**NAEP 2003 Administration Schedule**

To the Nation's Report Card





Because students will need to be grouped by homeroom or other locator status, you will need to be sure column **B** of the Administration Schedule is accurate and complete for all grade 4 take-all schools by doing the following:

- **If the school provided a homeroom or other locator to NAEP in the fall, then the Administration Schedules will be grouped according to the locator.** There will be one Administration Schedule for each group of homerooms or other locators. During the preassessment contact, you must tell the school coordinator that students will be assessed according to the information in column **B** of the Administration Schedule and ask if the indicators in column **B** are still correct. If only a few students have changed classrooms, you should leave those students on the Administration Schedules and make the necessary corrections in column **B**. Next, make a note that the booklet for each student with a new classroom must be pulled from the bundle on the assessment day.
- **If the school did not provide a homeroom or other locator to NAEP in the fall, then you will need to collect this information during the preassessment contact.** Begin by asking the school coordinator how he/she would like students grouped during the assessment (typically, schools will want students grouped in the classrooms they are in during the time the assessment is scheduled to begin). You will then record the homeroom or other locator, as indicated by the school coordinator, in column **B** for each student listed on the Administration Schedule. **After the visit or phone call**, you will use blank Administration Schedules (from your NCS Pearson bulk supplies) to group the students according to their homeroom/locator status. Each unique homeroom or locator should have a different Administration Schedule. You must carefully transfer columns **A**, **B**, **C**, and **N** from the original Administration Schedules to the blank Administration Schedules as shown in the example on the previous page. You must also transfer the school name and ID number onto the blank Administration Schedule(s). AAs will use the temporary Administration Schedules to conduct the sessions. After the assessment, you will carefully transfer the attendance and Administration Codes back onto the original (preprinted) Administration Schedules. This procedure is further defined on page D.6-D.7 of this section.



Step  
E**Select Sample of Newly Enrolled Students (Page 4.26)**

Sampling is not required because all students enrolled in grade 4 on the assessment day will be assessed. You will just add any newly enrolled students to the Administration Schedule for their classroom.

**Chapter 6. Assessment Day Activities**Task  
1**Preparing for the School's Assessment (Page 6.1)**

Now that the data in columns **A**, **B**, **C**, and **N** have been transferred from the original, preprinted Administration Schedules to the temporary Administration Schedules, your next step is to prepare the booklets.

The booklets will need to be prepared in the original Administration Schedule order and then sorted into the new, temporary Administration Schedule order by classroom.

Because this task will take some time, you should plan on completing it at your house the day before the assessment. You may ask your AAs to assist you with this activity.

First, open each session box and remove the bundles of booklets, preprinted student ID labels, additional booklet materials, and accommodation booklets (if required). The booklets and student ID labels will be in the same order as the original, preprinted Administration Schedule. Therefore, you should prepare the booklets following the instructions on pages 6.11-6.13. Be sure to write the student's line number from the original, preprinted Administration Schedule in the upper-right corner of each booklet cover. You should also write the session number next to the student's line number. This will make it easier to sort the booklets after the assessment.

Once the student ID labels are affixed to the booklets, accommodation booklets have been assigned, and additional materials have been

inserted,<sup>1</sup> your next step is to sort the booklets into the new, temporary Administration Schedules that are organized by classroom.

You will need to review the temporary Administration Schedules one more time to make sure that you have entered the correct information in columns **A**, **B**, **C**, and **N**. Next, sort the booklets into the new, temporary Administration Schedule order. Once the booklets are stacked in the new, temporary Administration Schedule order, you should place the Administration Schedule on top of the stack and rubber band them together. Place the stack of booklets and Administration Schedule back in the session box. The booklets are now ready to be distributed on the assessment day.

Remember, even though the booklet preparation has been done prior to the assessment day, the booklets must remain in your possession in order to protect the security of the assessment materials. On the assessment day, you must bring both the temporary Administration Schedules that are sorted by classroom and the original preprinted Administration Schedules.

Task  
3**Complete Initial Activities at the School (Page 6.3)**Step  
B**Review the Administration Schedule (Page 6.3)**

Any updates you receive from the school coordinator on the morning of the assessment should be made to the original, preprinted Administration Schedules, because this Administration Schedule will be the only one sent to NCS Pearson after the assessment.

Step  
D**Complete the Top of the Administration Schedule (Page 6.5)**

You will complete the information at the top of the original, preprinted Administration Schedule after the assessment. Therefore, you do not need to enter information on the preprinted or the temporary Administration Schedule before the assessment.

<sup>1</sup> You may find it easier to insert the additional materials after the booklets are reorganized by classroom.

Step  
E**Give the AAs Their Session Materials (Page 6.6)**

Remind your AAs that they will be walking into a classroom of students already assembled. In these cases, AAs may not have had an opportunity to prepare the room ahead of time, so the AAs must be organized before entering the classroom.

Task  
4**Prepare the Booklets (Page 6.8)**

Schools that selected the take-all option and did not provide homeroom status in the fall will require you to prepare the booklets the day before the assessment as described in Task 1.

Schools that selected the take-all option and provided homeroom status in the fall may only have one or two students who have changed classrooms. On assessment day, as the AAs prepare the booklets, you will need to pull the booklet the student was assigned to receive and place it with the booklets for the class in which the student will be assessed. After the session, be very careful that the “swapped” booklet gets placed back with the booklets for the session in which the student was listed on the original, preprinted Administration Schedule.

Task  
11**Record Administration Codes on the Administration Schedule (Page 6.36)**

At the end of the session, the AAs should record the Administration Codes on the Administration Schedule they used to conduct the assessment.

Once the Administration Codes are recorded, you and the AAs will carefully transfer the attendance and Administration Codes from the temporary Administration Schedules to the original, preprinted Administration Schedules.

Task  
12**Complete the Top of the Administration Schedule (Page 6.41)**

Once all of the information from the temporary Administration Schedules has been recorded onto the original, preprinted Administration Schedules,

you should complete the entire summary box on the top of the original, preprinted Administration Schedules. Follow the instructions on pages 6.5 and 6.41 for this procedure.

Task  
13**Code the Booklet Covers (Page 6.42)**

The AAs should code the assessment booklet covers according to the procedures on pages 6.42-6.43. After the booklet covers are coded, you and your AAs must put the booklets back in the preprinted Administration Schedule order.

Task  
15**Edit the Assessment Materials (Page 6.47)**

Once the original, preprinted Administration Schedule is complete and the assessment booklets are in the original Administration Schedule order, you must conduct a careful edit of the materials as described on page 6.47.

Check to make sure that each booklet is in the original Administration Schedule order and that the original Administration Schedule is on top of the stack of booklets.

Task  
17**Prepare the NAEP Storage Envelope (Page 6.49)**

The original version of the Administration Schedule (with the names removed) is the only one to be sent to NCS Pearson. The temporary Administration Schedules used to organize the sessions should be left at the school in the NAEP Storage Envelope. Follow the procedures on page 6.49 to complete this task.

D

