

N A E P

National Assessment of Educational Progress



THE NATION'S REPORT CARD



NAEP 2003

Assessment Coordinator Manual

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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.

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

Schedule of NAEP Assessments from 1969-2003 (continued)			
Year	National	Long-Term Trend ¹	State
1992	Mathematics Reading Writing	Mathematics Science Reading Writing	Mathematics ⁷ (4, 8) Reading ⁷ (4)
1994	Geography U.S. History Reading	Mathematics Science Reading Writing	Reading ⁷ (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)

¹ Long-term trend assessments are at ages 9, 13, and 17.

² 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.

³ 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.

⁴ 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.

⁵ 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).

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

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

B

NAEP Organizational Structure

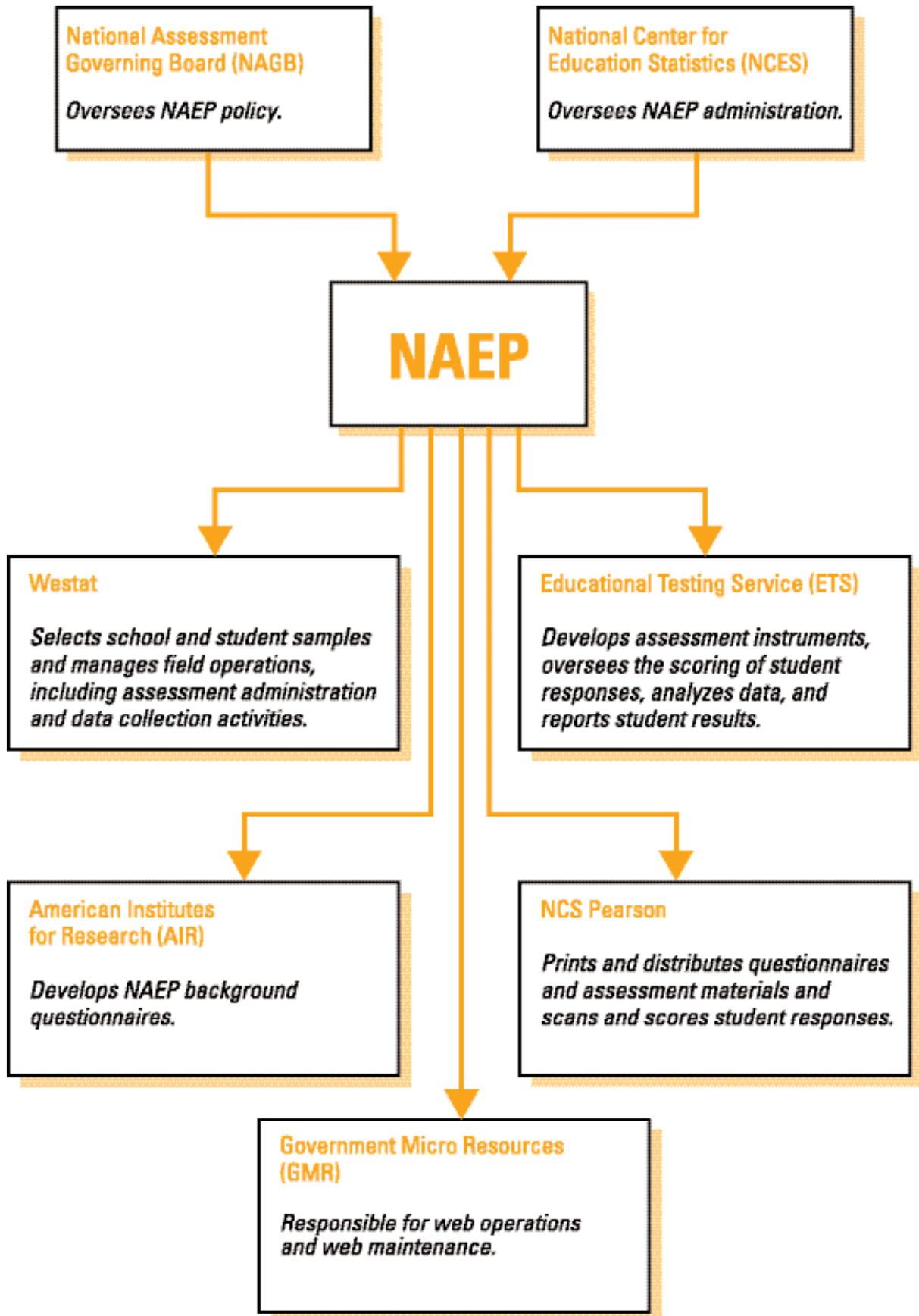
The chart on the next page shows the current organizational structure of NAEP. The Commissioner of Education Statistics, who heads the National Center for Education Statistics (NCES) in the U.S. Department of Education, is responsible, by law, for carrying out the NAEP project through competitive awards 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?

- ▮ 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 approximately 62 students.
- ▮ In states with fewer than 100 schools, additional students will be selected at each grade.

▮ 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 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:

- ▮ 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;
- ▮ Provide schools with information about notifying parents of the selected students;
- ▮ Respond to questions from the school community throughout the assessment period; and
- ▮ 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;
- 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;
- 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



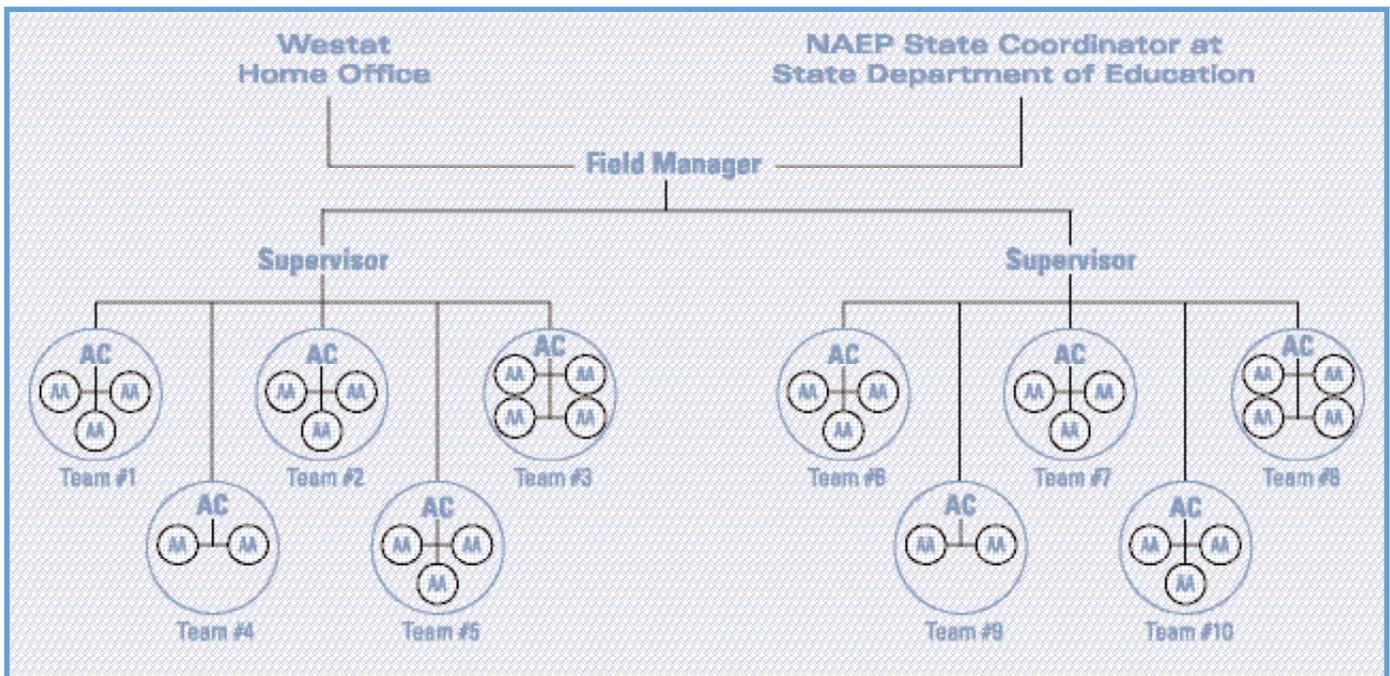
Overview of the NAEP Team Responsibilities

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

Assessment Coordinator (AC)

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

Assessment Administrator (AA)

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



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)¹ and Title I services.²

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

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

² Title 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.**

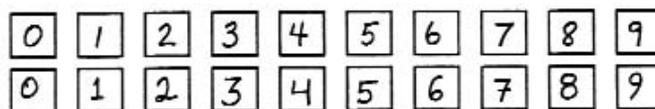
B Guidelines for Completing Scannable Documents

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

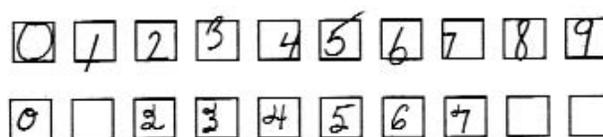
- Use only No. 2 pencils;
- Print all information neatly within the boxes. Numbers should be written clearly in the center and should not touch the sides of the boxes;
- Right justify all numerals entered in multicolumn blocks;
- Erase completely and clearly to correct entries. Do not cross out or strike 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:



Subject of student's booklet

NAEP school ID number

Session number

This form must be completed in No. 2 pencil.

NAEP 2003 Administration Schedule

NAEP

National Report Card

School: 102-102-1 Grade: 8

School Name: Central Middle School

Administrator's Name: Mary Jones

Original session scheduled to: Day/Date: Thu, 12/16, 05

Day/Date: _____

Time: 8:00

Time: _____

Location: Room 121

Location: _____

Original session scheduled to: _____

Day/Date: _____

Time: _____

Location: _____

Original session scheduled to: _____

Day/Date: _____

Time: _____

Location: _____

Session In:

Session Out:

Session In:

Session Out:

Session Number: 01001

Session Number: 01002

Session Number: FM0501

Student Name	Session Number	Grade	Subject	Session	NAEP School ID	NAEP Session ID	Original Session #1	Administration Booklet ID #	Admin. Code	Admin. Code
Mark Atley	10	M	D	4	8	0	1 2 2	101 000293 4		
Betty Bates	10	R	D	2	8	1	2 2 2	001 054006 8		
Wes Block	10	M	D	6	8	0	1 2 1 2	102 005241 1		
Angela Burns	10	R	1	0	8	0	2 2 2	002 000048 8		
Nicki Campbell	12	M	1	1	8	0	2 2 2	103 008932 1		
Nancy Conlano	12	R	0	8	8	0	2 2 1 2	003 000841 2		
Tim Durbin	10	M	0	1	8	1	1 1 2	104 043588 2		
Kimberly Frank	12	R	0	5	8	0	2 2 2	004 006301 1		
Carla Grahame	10	M	0	7	8	0	2 2 2	106 210021 3		
Raul Hernandez	10	R	0	8	8	0	1 2 1	005 210001 6		
Decky Hoecker	10	M	1	2	8	0	2 2 2	108 073201 2		
Daniel Jaerner	12	R	1	0	8	0	1 2 2	006 002407 7		
Sarah Kruger	12	M	0	6	8	0	2 2 1 2	107 000031 8		
Penny Love	12	R	0	2	8	1	2 2 2	007 078208 0		
Raul Lucas	10	M	1	0	8	0	1 2 2	108 078206 5		

Perforated to remove students' names

Preassigned booklet ID numbers

Administration Codes used to identify students' participation status in column P

Subjects	School Type	Grade	Session
Reading/Math	Public	4,8	RM
Reading/Math	Nonpublic	4,8	PR
Reading/Math	Public/ Nonpublic	12	RM

**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.**

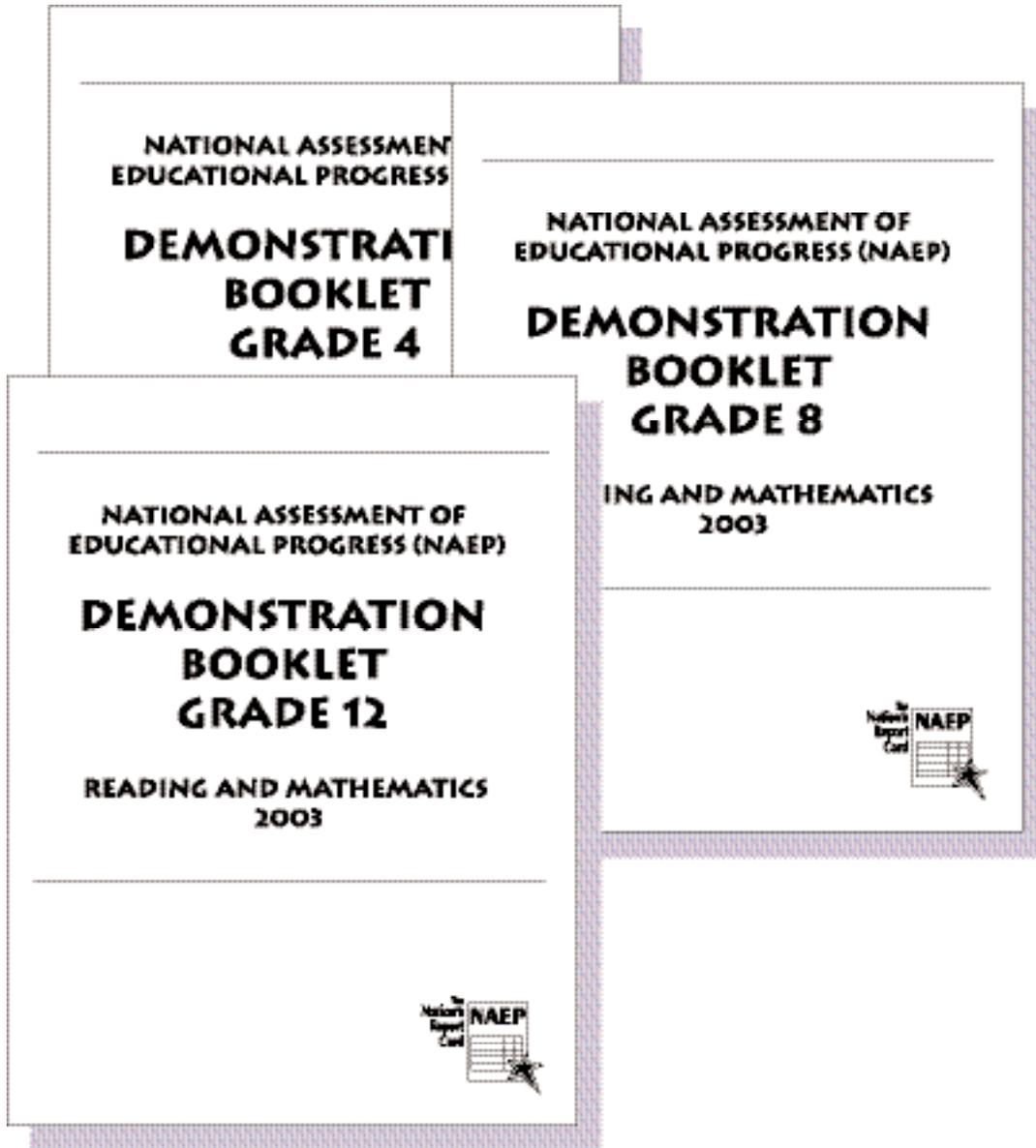
To fulfill the first requirement, NAEP has made sure since its inception that no information on individual students or schools is included in its data releases or reports. The names of students who have taken NAEP shall not leave the school building in which the assessment is administered, and all information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



