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.

The back cover of the Contact Log is divided into four sections. The top section, labeled ***Record of Telephone Calls***, is a chart for entering the results of all telephone calls to the school. It is often helpful for you to see when a school coordinator was available for previous calls when trying to reach him/her a second time.

Record of Telephone Calls			
Date	Time	Spoke With:	Result

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

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

Session Assessment Status	
1 ☐	All Scheduled Assessments Completed
2 ☐	All Scheduled Assessments Not Completed (Explain)
	_____
	_____
	_____
	_____
	_____
	_____

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

Makeup Session Status

Check one 4	STATUS	DATE(S)
1 n	Not Required	
2 n	Required and Completed	_____
3 n	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 ADDITIONAL 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, SD/LEP, and Teacher Questionnaire Tracking Form)

SCHOOL #: ___ - ___ - ___

SCHOOL NAME: _____

CITY/STATE: _____

I. School Questionnaire

Distributed to: _____

I. School Questionnaire

Questionnaire ID # (Barcode 094 on Cover) 094 - ___ - ___

Returned: Yes	No	Completed Electronically
○	○	○

II. SD/LEP Questionnaire

II. SD/LEP Questionnaire

	Student's Name	Questionnaire to (Staff Name)		Student Booklet ID # (Column "W" on Grade Schedule)	SD/LEP Questionnaire ID # (Barcode ID # on SD/LEP Cover)	Returned: Yes	No	Completed Electronically
01			01	-	095 -	○	○	○
02			02	-	095 -	○	○	○
03			03	-	095 -	○	○	○
04			04	-	095 -	○	○	○
05			05	-	095 -	○	○	○
06			06	-	095 -	○	○	○
07			07	-	095 -	○	○	○
08			08	-	095 -	○	○	○
09			09	-	095 -	○	○	○
10			10	-	095 -	○	○	○
11			11	-	095 -	○	○	○
12			12	-	095 -	○	○	○
13			13	-	095 -	○	○	○
14			14	-	095 -	○	○	○

Instructions for Distributing Questionnaires

Instructions for Distributing School Questionnaire

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

Instructions for Distributing SD/LEP Questionnaire

Every student identified on the NAEP Administration Schedule as SD and/or classified as LEP should be listed in the column on the left. An SD/LEP Questionnaire must be completed for each student by the teacher most knowledgeable about that student, regardless of whether or not the student will be assessed. Before distributing each SD/LEP Questionnaire, you will need to do the following:

1. On each SD/LEP Questionnaire cover, write the name of the school staff member most knowledgeable about the student on the removable label. Record the date the questionnaire needs to be returned to you.
2. On this roster, write the name of the staff member to whom the questionnaire will be given.
3. As the questionnaires are returned, grid in the oval in the "Returned" column.

III. Teacher Questionnaire

III. Teacher Questionnaire

SCHOOL #: ___ - ___ - ___

○ NCS Use Only

	Teacher's Name		Teacher Questionnaire ID #	Returned: Yes	No	Completed Electronically
01		01	09 -	○	○	○
02		02	09 -	○	○	○
03		03	09 -	○	○	○
04		04	09 -	○	○	○
05		05	09 -	○	○	○
06		06	09 -	○	○	○
07		07	09 -	○	○	○
08		08	09 -	○	○	○
09		09	09 -	○	○	○
10		10	09 -	○	○	○
11		11	09 -	○	○	○
12		12	09 -	○	○	○
13		13	09 -	○	○	○
14		14	09 -	○	○	○
15		15	09 -	○	○	○
16		16	09 -	○	○	○
17		17	09 -	○	○	○

This form must be completed in No. 2 pencil.

Instructions for Distributing Questionnaires

Instructions for Distributing Eighth-Grade Teacher Questionnaire

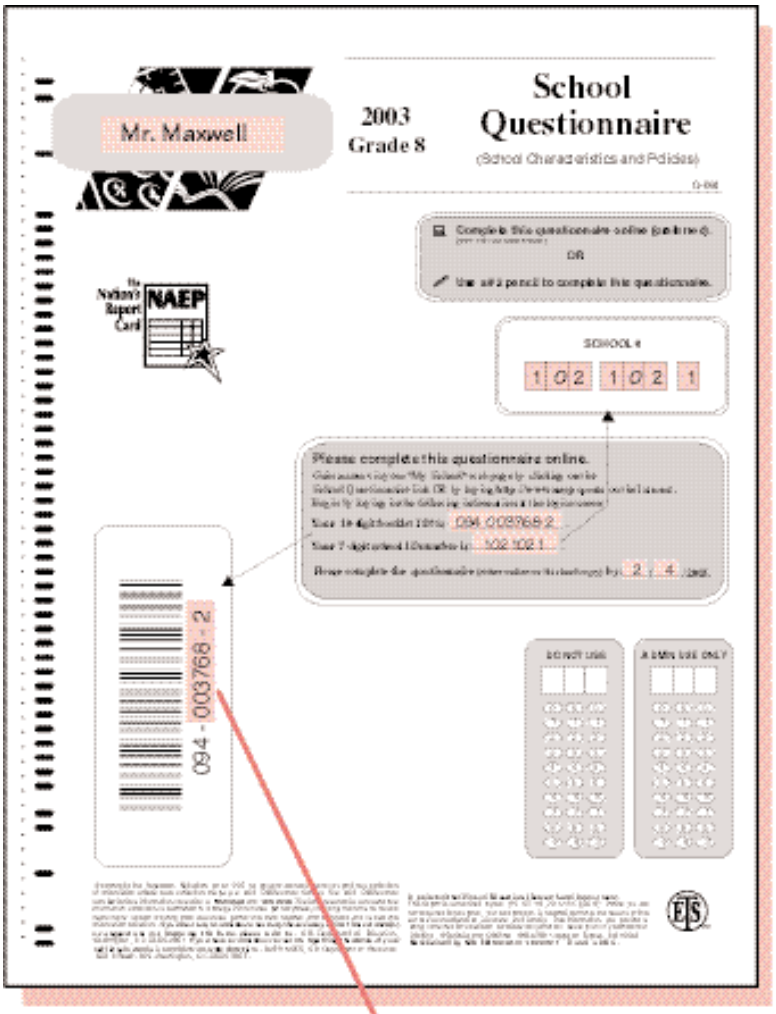
Ask all eighth-grade teachers who teach English to fill out a Reading Teacher Questionnaire. Ask all eighth-grade teachers who teach Mathematics to fill out a Mathematics Teacher Questionnaire. Follow the procedures below for each questionnaire you distribute.

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 named in the first column. (The "09" prefix has been prepprinted.)
3. As the questionnaires are returned, grid in the oval 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., 01, 02, 03). *It is critical that this number is recorded accurately.*

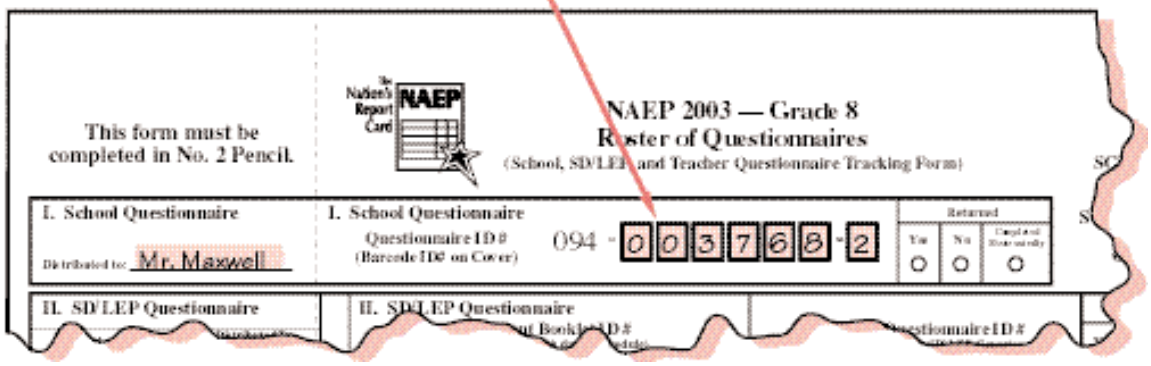


School Questionnaire

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.



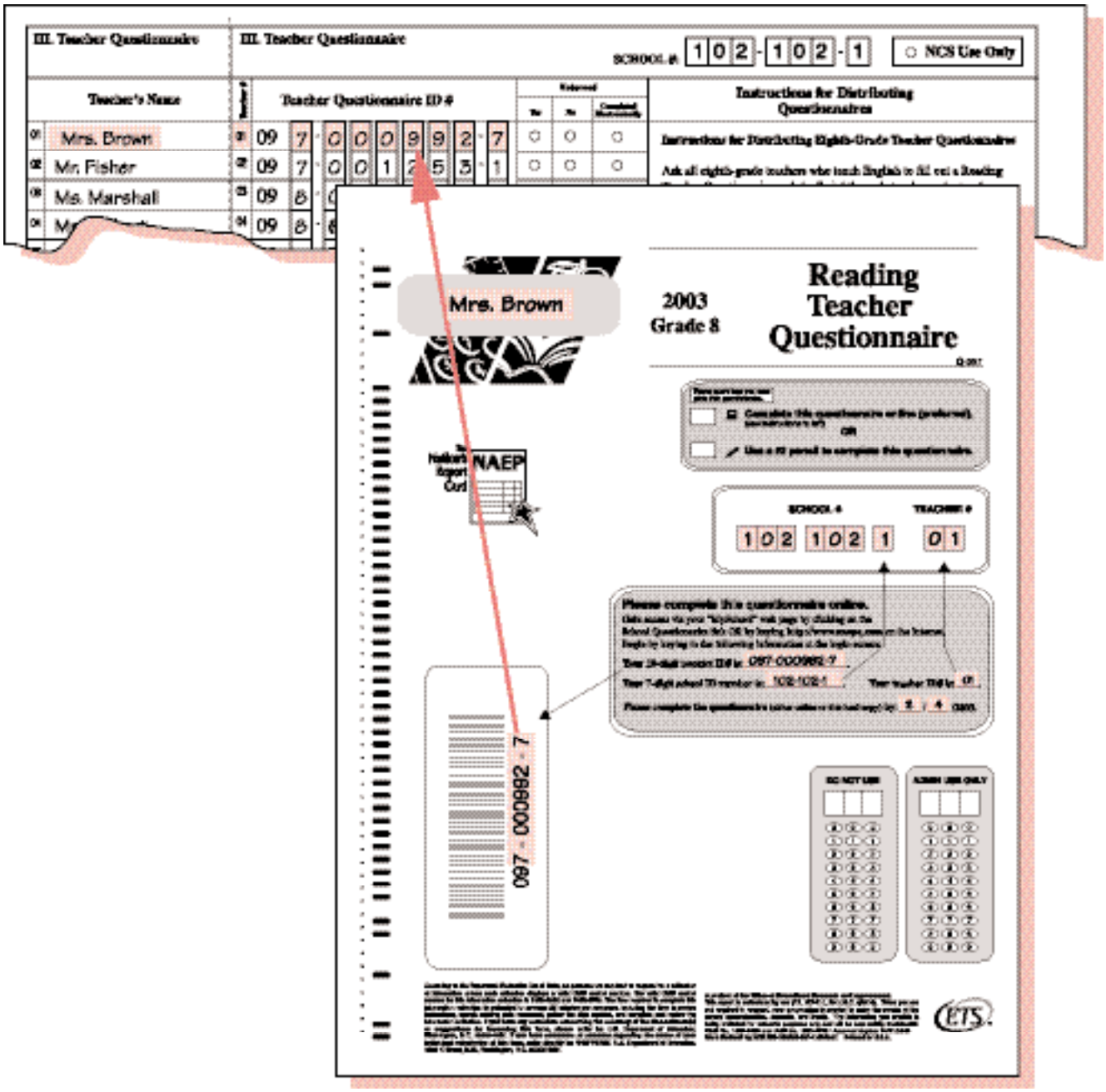
Teacher Questionnaires

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.


III. Teacher Questionnaire
III. Teacher Questionnaire
SCHOOL # 102-102-1
NCS Use Only
Teacher's Name
Teacher Questionnaire ID #
Instructions for Distributing Questionnaires
Mrs. Brown
Mr. Fisher
Ms. Marshall
Mrs. Brown
2003
Grade 8
Reading Teacher Questionnaire
NAEP
SCHOOL #
TEACHER #
102 102 1
01
Please complete this questionnaire online.
ETS

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)
   a. Letter mailed home
   b. Letter sent home with student
   c. Notice posted in newsletter
   d. Other (specify) _____ .

4. Were letters sent to sampled students or all students in the grade? _____ .

5. Have any parents refused? (circle one)
   a. YES → How many? _____.
   b. 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 SCS 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.

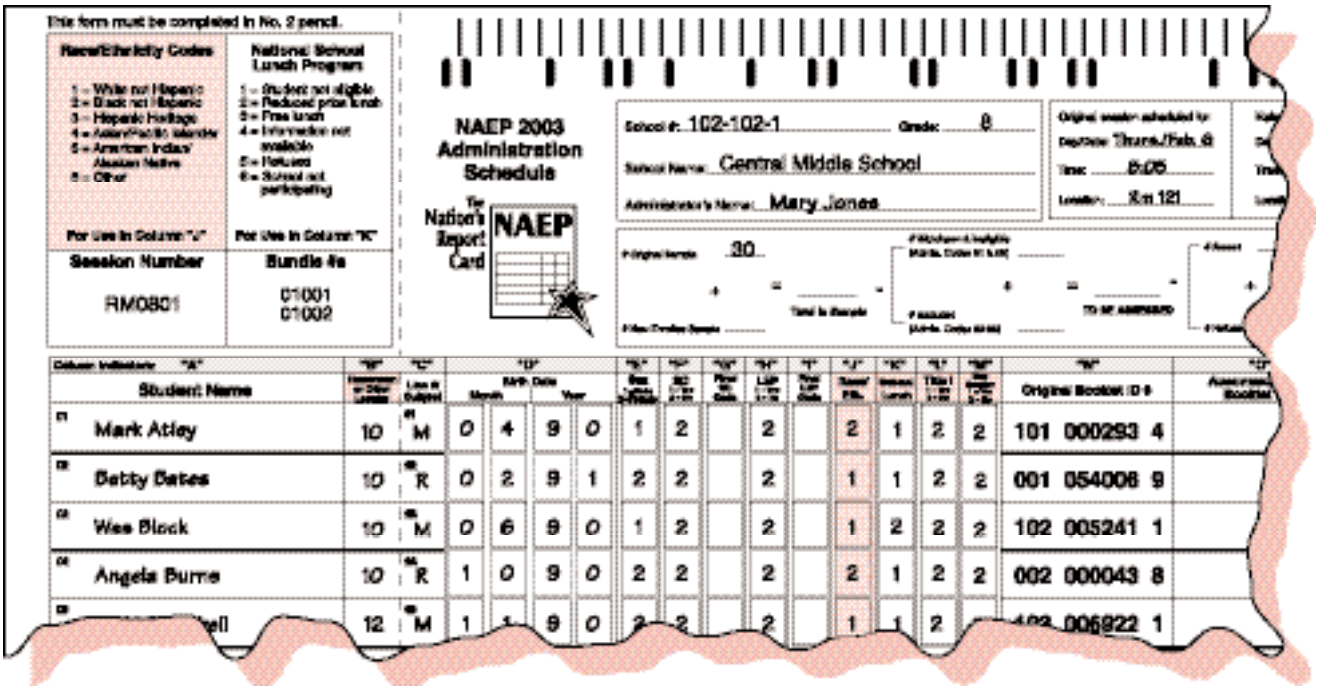
2=Black, not Hispanic: A person having origins in any of the Black peoples of Africa.

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.

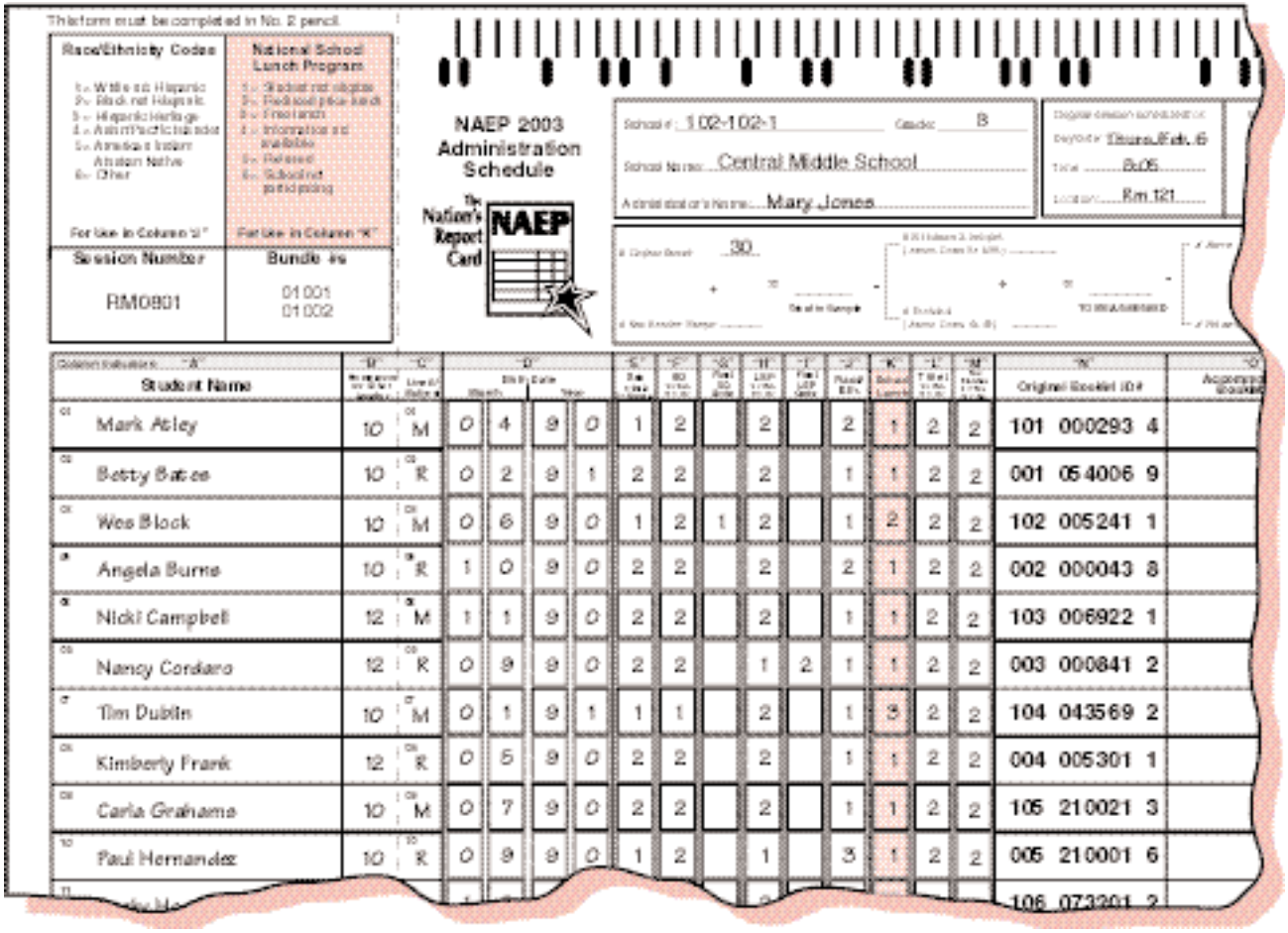


Code the Students' Eligibility for the NSLP

You will need to obtain from the school coordinator and record the students' eligibility status in the NSLP in column ***K*** labeled ***School Lunch***. The NSLP codes are printed on the Administration Schedule in the upper left-hand corner and are listed below.

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

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



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.

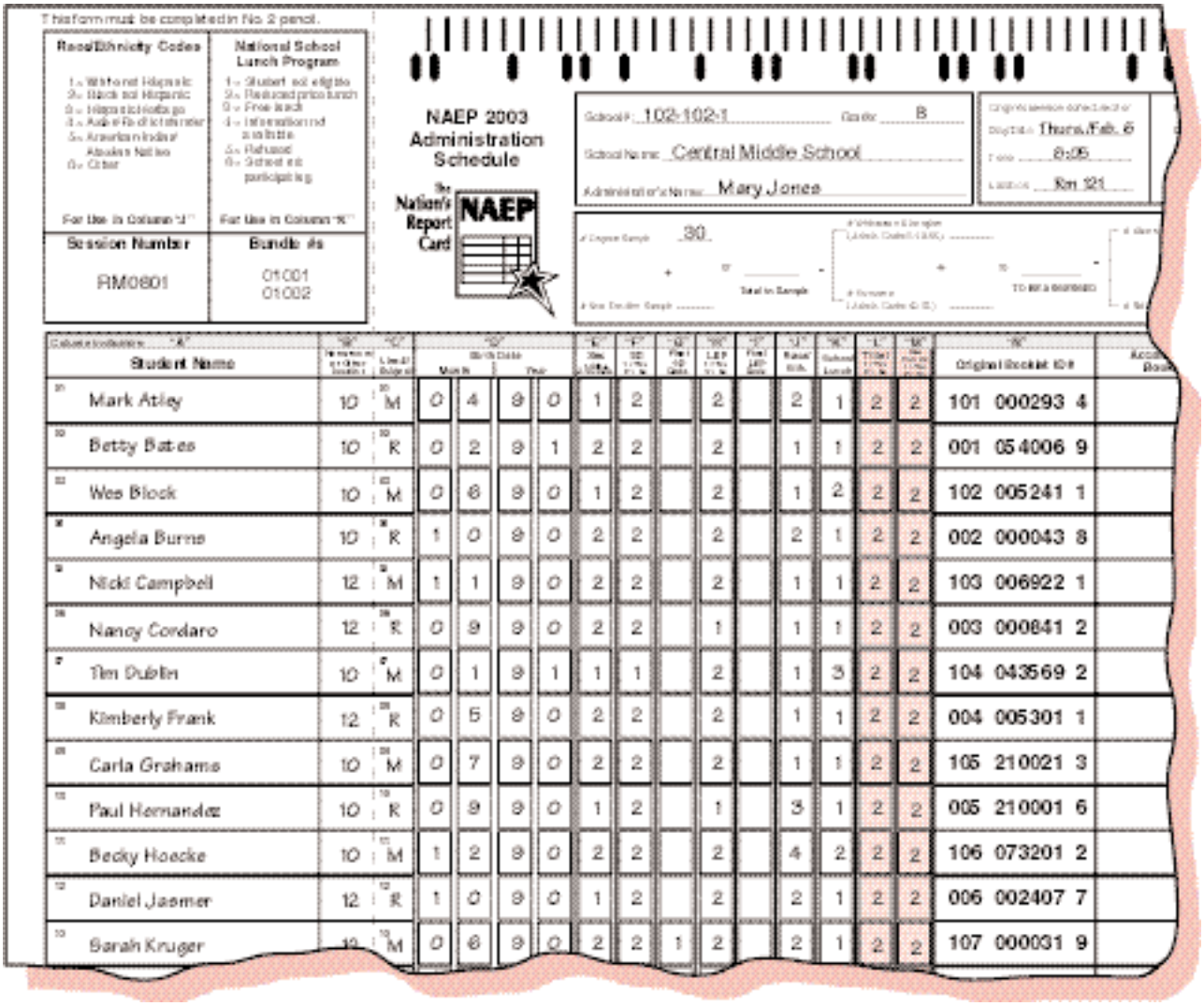
Fill in the Box for New Enrollee Status

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.[3]

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	National School Lunch Program
1 = White not Hispanic 2 = Black not Hispanic 3 = Hispanic no race 4 = Asian or Pacific Islander 5 = American Indian/ Alaskan Native 6 = Other	1 = Student not eligible 2 = Reduced price lunch 3 = Free lunch 4 = Information not available 5 = Refused 6 = School not participating
For Use in Column "J"	For Use in Column "K"
Session Number	**Bundle #s**
RM0801	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
Day/Date: Thurs./Feb. 6
Time: 8:05
Location: Rm 121
Original Sample: 30
Total in Sample
TO BE ASSIGNED

Student Name	"H"	"I"	"J" Birth Date Month		Year		"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"	"S"	"T"	Original Booklet ID #	Accom. Booklet
Mark Atley	10	M	0	4	9	0	1	2		2		2	1	2	2		101 000293 4	
Betty Bates	10	R	0	2	9	1	2	2		2		1	1	2	2		001 054006 9	
Wes Block	10	M	0	6	9	0	1	2		2		1	2	2	2		102 005241 1	
Angela Burns	10	R	1	0	9	0	2	2		2		2	1	2	2		002 000043 8	
Nicki Campbell	12	M	1	1	9	0	2	2		2		1	1	2	2		103 006922 1	
Nancy Cordaro	12	R	0	9	9	0	2	2		1		1	1	2	2		003 000841 2	
Tim Dublin	10	M	0	1	9	1	1	1		2		1	3	2	2		104 043569 2	
Kimberly Frank	12	R	0	5	9	0	2	2		2		1	1	2	2		004 005301 1	
Carla Grahams	10	M	0	7	9	0	2	2		2		1	1	2	2		105 210021 3	
Paul Hernandez	10	R	0	9	9	0	1	2		1		3	1	2	2		005 210001 6	
Becky Hoecke	10	M	1	2	9	0	2	2		2		4	2	2	2		106 073201 2	
Daniel Jaemer	12	R	1	0	9	0	1	2		2		2	1	2	2		006 002407 7	
Sarah Kruger	10	M	0	6	9	0	2	2	1	2		2	1	2	2		107 000031 9	

[3] *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.

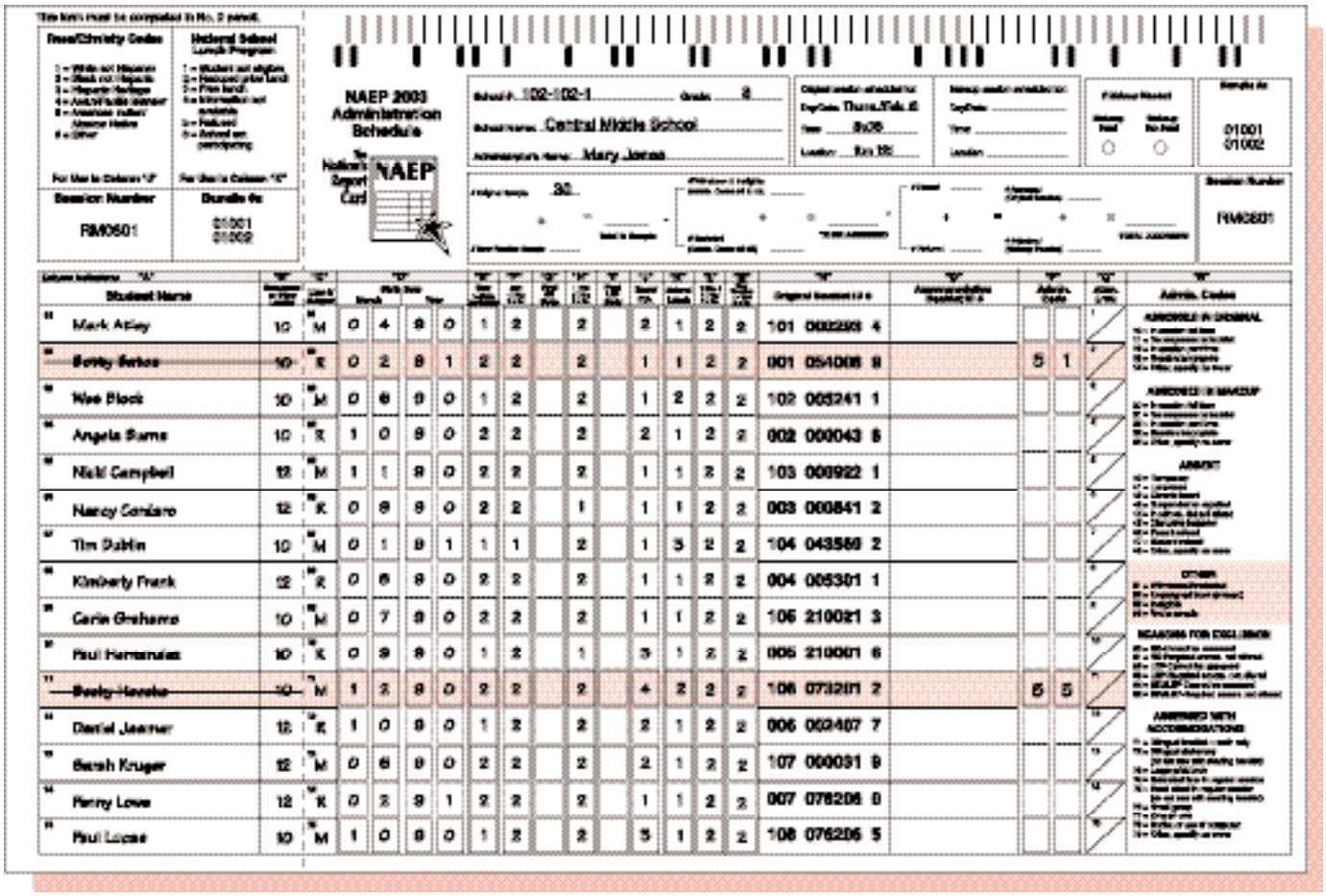
   No 2

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.



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.

Student's Name First Initial Last	Birth Date Month/ Year	Sex	If SD (X)	If LEP (X)	Home Room	Race / Eth.	NSLP Status	If TITLE I (X)	FOR SAMPLING ONLY Line #	FOR SAMPLING ONLY Selected (X)
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.

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

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?* **SKIP TO STEP F.**

   DAY AND TIME TO CALL BACK: _____.

   No new enrollees ..... 3 → **SKIP TO 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. **SKIP TO 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. **GO TO #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. **GO TO #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. **GO TO #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.**

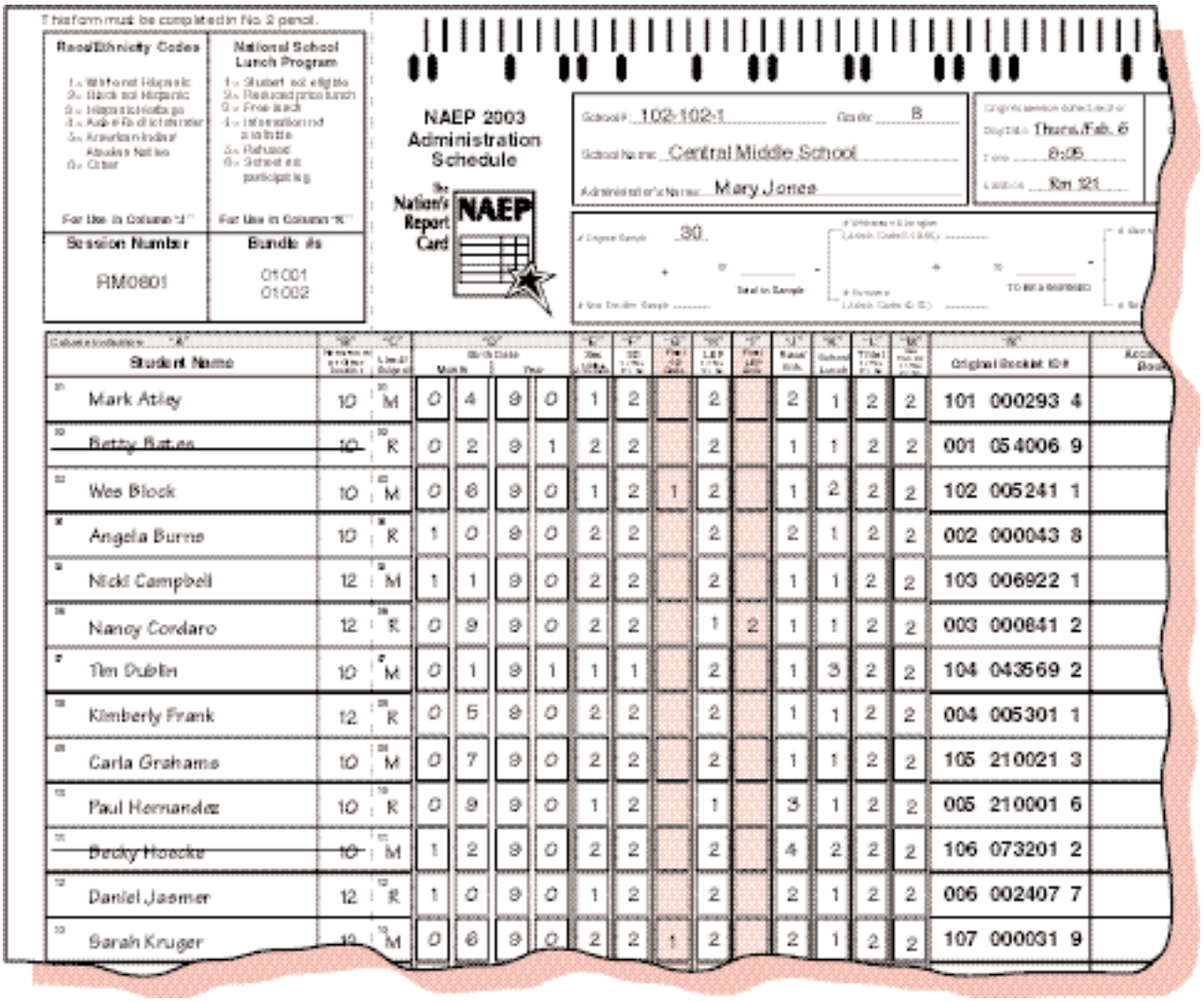
No ..... 2 → CONTINUE WITH Q2. **EXCEPTION**: IF THERE ARE NO STUDENTS IDENTIFIED AS SD AND/OR LEP AND THERE ARE NO NEW CLASSIFICATIONS, VERIFY, THEN **SKIP TO STEP H.**

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***.



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) WITHTHE 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**.

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***:

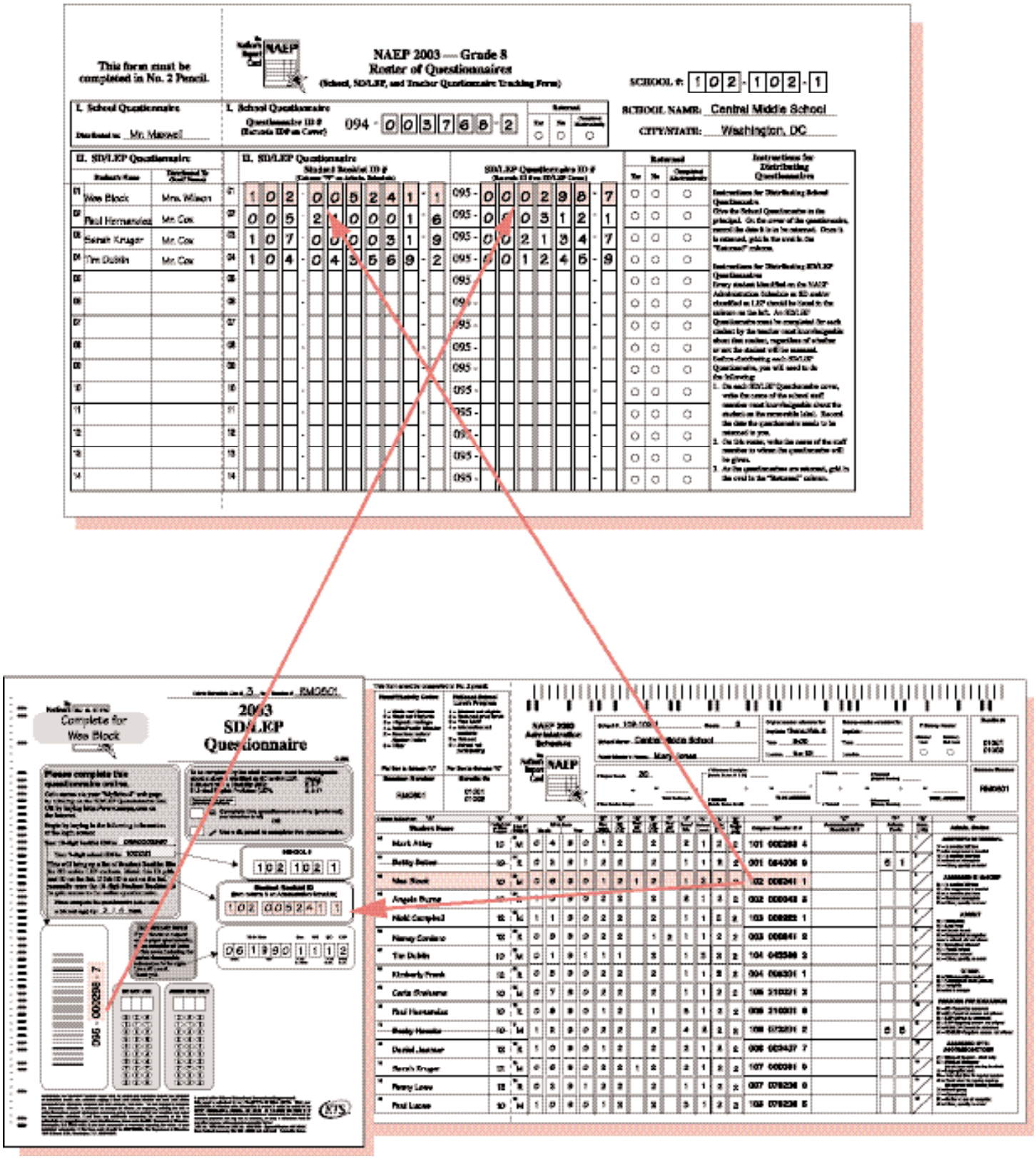
- The NAEP School ID;
- The date the questionnaire should be returned;
- The 10-digit student booklet ID (from the Administration Schedule);
- The student's demographic information (from the Administration Schedule);
- The student's line number and session number (from the Administration Schedule); and
- 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



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
Presentation Format		
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
Setting Format		
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
Timing/Scheduling		
Extended testing time (same day)	Yes	Yes
More breaks	Yes	Yes
Extending sessions over multiple days	Yes	Yes
Response Format		
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
Other Accommodations Provided for State Assessment but not for NAEP		
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.[4]

- **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

[4] *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: .....

IF CALL: *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?* **SKIP TO 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.

BEFORE THE CALL/VISIT, COMPLETE COLUMNS **1** AND **2** IN THE CHART BELOW FOR EACH STUDENT IDENTIFIED AS SD AND/OR LEP ON THE ADMINISTRATION SCHEDULE.

COMPLETE COLUMNS **3-6** AS THE SCHOOL COORDINATOR OR TEACHER MOST KNOWLEDGEABLE ABOUT THE STUDENT'S DISABILITIES GIVES YOU THE INFORMATION FOR EACH SD/LEP STUDENT. ENTER ADMINISTRATION CODES FOR STUDENTS WHO REQUIRE ACCOMMODATIONS AND EXCLUDED STUDENTS IN COLUMN ***P*** ON THE ADMINISTRATION SCHEDULE. REMEMBER TO REVIEW ALL ADMINISTRATION SCHEDULES WITH THE SCHOOL'S COORDINATOR.

1 Session Number	2 Line Number from Administration Schedule	3 Accommodation Required	4 Check If Separate Session Required	5 Check If Student Will be Excluded and Note Reason	6 Admin. Code

NUMBER OF SEPARATE ACCOMMODATIONS SESSIONS NEEDED IN THIS SCHOOL:

_____

RECORD THE SEPARATE SESSIONS IN CHART ON COVER.

Enter Administration Codes for SD/LEP Students Who Cannot Be Assessed

If the school coordinator determines any SD/LEP student cannot be assessed and therefore needs to be excluded from the assessment, you must enter one of the ***REASONS FOR EXCLUSION*** codes in column ***P*** of the Administration Schedule. The reasons for exclusion (which also are printed on the Administration Schedule) include the following Administration Codes:

60 = SD – Cannot be assessed

61 = SD – Required accommodation not offered

62 = LEP – Cannot be assessed

63 = LEP – Required accommodation not offered

64 = SD and LEP – Cannot be assessed

65 = SD and LEP – Required accommodation not offered

Codes 60, 62, and 64 apply to students whose IEP states they cannot be tested or whose cognitive functioning is so limited that they cannot be tested even with an accommodation. Codes 61, 63, and 65 apply to students requiring an accommodation that NAEP does not offer or allow.

After entering an Administration Code, draw a single line through the student's name, being sure not to obscure the name. Do not line through any information for this student beyond the perforation, as shown below.

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.

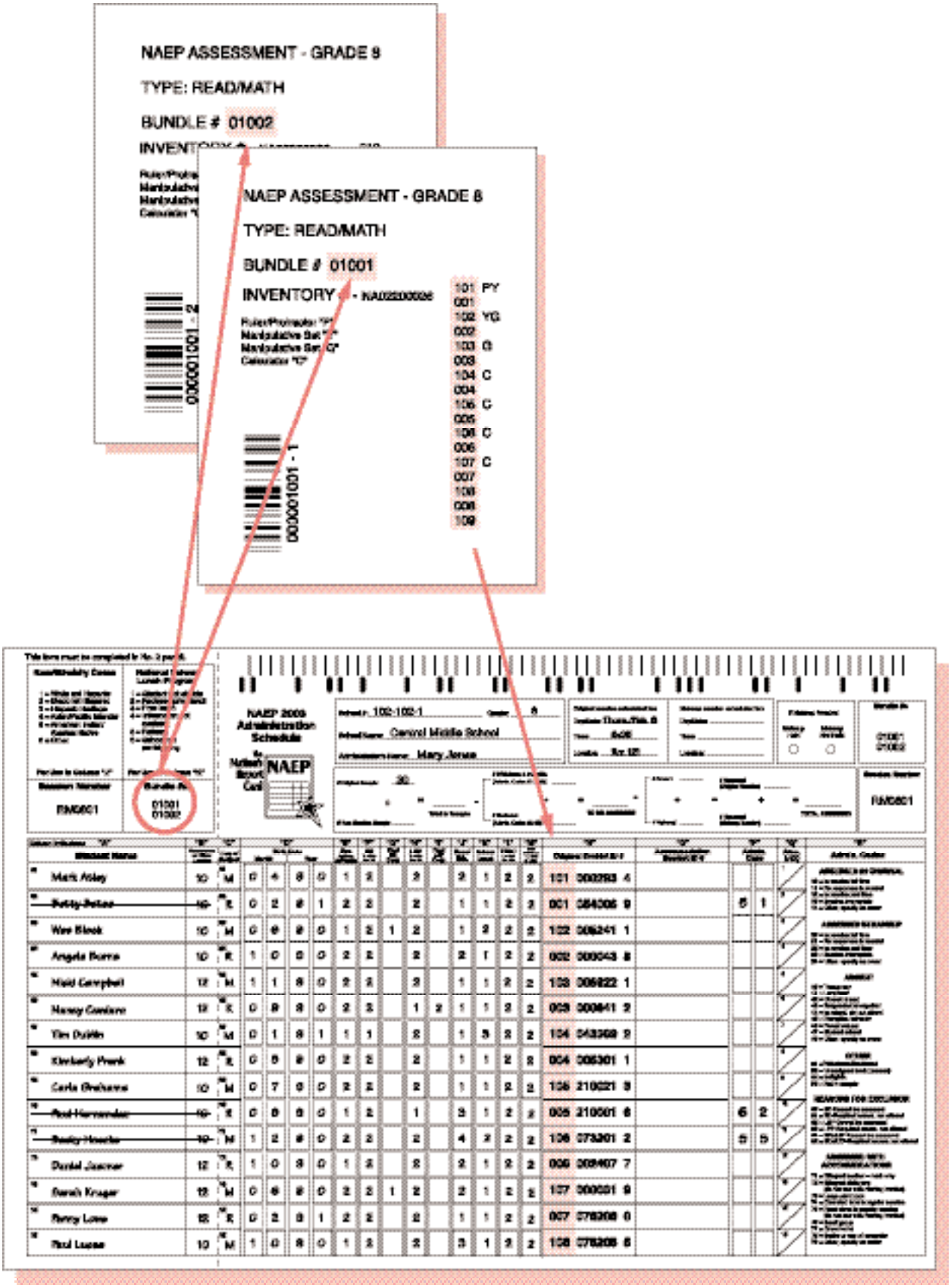
A Check School Materials

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.

Example of an Administration Schedule with Corresponding Bundle Slips



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 **Testing in Progress – Do Not Disturb**
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 **Testing in Progress – Do Not Disturb**
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 **Testing in Progress – Do Not Disturb**
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 **Testing in Progress – Do Not Disturb**
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 **Testing in Progress – Do Not Disturb**
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 **Testing in Progress – Do Not Disturb**
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**.

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:

Notes:

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 AA's 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

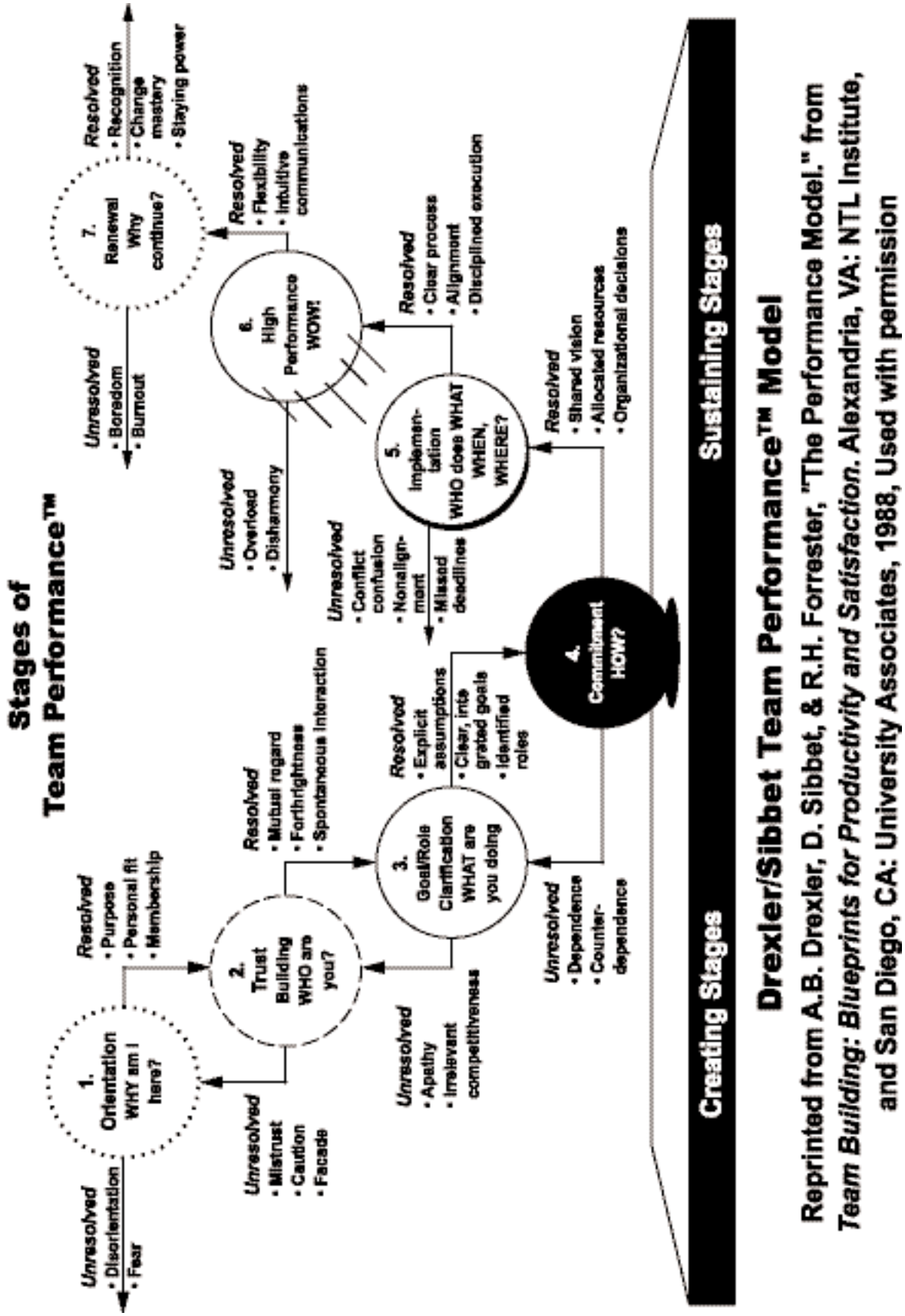
Each team member wonders why he/she is part of this particular team. Individuals ask the following:

- 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

Role columns

Task	Supervisor	Assessment Coordinator	Assessment Administrator
Verify session boxes and request additional materials, if necessary	Inform	Responsible	Not applicable
Check assessment booklets and bulk supplies		Responsible	Not applicable
Create and distribute a schedule for each AA	Approve	Responsible	Inform of schedule
Prepare student assessment booklets		Inform	Responsible

Task column

Description of how role relates to specific task

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 Judgers.

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.

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