



Appendix A

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



Checklist of Tasks for ACs

Schedule

Page

December 16, 2002-January 17, 2003:

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

Before the Preassessment Visit/Call:

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

During the Preassessment Contact:

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

After the Preassessment Visit/Call:

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

A Few Days Before the Assessment:

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

On Assessment Day:

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

1-1/2 Hours Before the Assessment:

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

1 Hour Before the Assessment:

- Give AAs the materials needed for the session 6.6

Immediately Before the Session:

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

During the Session:

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

Immediately Following the Assessment:

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

Within 1 Day After the Assessment:

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

Within Several Days After the Assessment:

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

AA (Assessment Administrator)

Westat field staff member hired and trained to administer the assessment and to assist the assessment coordinator with other NAEP activities in the school.

AC (Assessment Coordinator)

Westat field staff member hired and trained to oversee all NAEP activities in the school.

Accommodations

Alterations in the administration of standardized assessments such as NAEP that are provided to certain students with disabilities (SD) and/or limited English proficiency (LEP), as specified in the student's individualized education plan (IEP).

Administration Schedule

The central document used to list the students in a given school selected to participate in NAEP.

AIR (American Institutes for Research)

Contractor responsible for the development of NAEP student background questionnaires.

Assessment Information Form

Form used by assessment coordinators to communicate specific information to their assessment administrators about an assignment.

Assessment Session

The period of time during which test booklets are administered to students. Each regular assessment session will last approximately 90 minutes.

Bundle Slip

Form packaged with each bundle of test booklets listing session information and the first three digits of the booklet ID numbers contained in the bundle.

Contact Log

Form used by assessment coordinators to document the preassessment visit/call and the debriefing interview with the school coordinator.

Criteria for Inclusion

Instructions used to determine whether a student classified as SD or LEP should be assessed without an accommodation, assessed with an accommodation, or cannot be assessed.

ETS (Educational Testing Service)

Contractor responsible for the design, analysis, and reporting of NAEP data.

Field Manager

Westat field staff member hired to coordinate all NAEP field activities with the State Departments of Education and the Westat home office staff.

GMR (Government Micro Resources)

Contractor responsible for the NAEP web operations and web maintenance.

IEP (Individualized Education Plan)

Generally, each public school student who receives special education and related services should have an IEP. The IEP includes any accommodations needed in order for the student to participate in standardized tests such as NAEP.

LEP (Limited English Proficiency)

A term used to describe students who are in the process of acquiring English language skills and knowledge. Some schools refer to these students using the term English language learners, or ELL.

NAEP (National Assessment of Educational Progress)

NAEP is a continuing national survey of the knowledge and skills of American students in major learning areas taught in school. It is often called the Nation's Report Card.

NAEP School Number

Unique ID number for each participating school used on all NAEP materials.

NAGB (National Assessment Governing Board)

Independent organization, appointed by the U.S. Secretary of Education, that provides overall policy direction to the NAEP program.

NCES (National Center for Education Statistics)

NAEP is directed by NCES of the U.S. Department of Education.

NCS Pearson

Contractor responsible for NAEP materials distribution and processing and for scoring the student responses to the test questions.

New Enrollee Listing Form

Form used to create a list of students enrolled in the sampled grade since the original list of students was prepared in the fall.

NSLP (National School Lunch Program)

A Federally assisted meal program that provides low-cost or free lunches to eligible students.

Roster (Roster of Questionnaires)

Form used to keep track of the NAEP questionnaires distributed to school staff members.

Sample

A portion of a population, or a subset from a set of units, that is selected by some probability mechanism for the purpose of investigating the properties of the population. NAEP does not assess an entire population of schools or students but rather selects a representative sample from the population to participate in the assessment.

School Coordinator

Principal or other school staff member assigned to coordinate all NAEP activities at the school.

School Questionnaire

NAEP questionnaire completed for the school by the principal or other official. It is used to gather information concerning school administration, staffing patterns, curriculum, and student services.

SD (Student with a Disability)

A student with a disability needs specially designed instruction to meet his/her learning goals. A student with a disability will usually have an IEP, which guides his/her special education instruction. Students with disabilities are often referred to as special education students and may be classified by the school as learning disabled (LD) or emotionally disturbed (ED).

SD/LEP

Student with a disability and/or limited English proficiency.

SD/LEP Questionnaire

NAEP questionnaire completed for each selected student identified as SD and/or LEP by the school staff member most knowledgeable about the student.

Session Debriefing Form

Form used by assessment administrators to document certain details about a session.

Session Scripts

Scripts and instructions used by assessment administrators to conduct all NAEP assessments in a uniform manner. Each grade level has a different script.

State Coordinator

Staff member at the State Department of Education who works with the Westat field manager to coordinate all NAEP activities in the state.

Supervisor

Westat field staff member hired to manage assessment teams, to select the samples of students to be assessed, and to send NAEP materials to the participating schools.

Teacher Questionnaire

Questionnaire completed by teachers of students selected to participate in NAEP. It is used to gather information concerning years of teaching experience, frequency of assignments, use of teaching materials, and availability and use of computers.

Title I

A Federally funded assistance program for economically and educationally disadvantaged students.

Westat

Contractor responsible for NAEP sampling, data collection, and quality control monitoring activities.

3

Frequently Asked Questions

The following is a list of some of the most frequently asked questions from schools in previous assessments. If school staff members are interested in general or more technical information about NAEP, you should refer them to the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

Who evaluates and validates NAEP?

NAEP and its findings have a considerable impact on the public understanding of student academic achievement. Because NAEP plays a unique and prominent role, precautions must be taken to ensure the validity and reliability of its findings. Therefore, Congress consistently passes legislation that establishes panels to evaluate the assessment as a whole. In response to these mandates, the National Center for Education Statistics (NCES) has established various expert panels to study NAEP. These panels have produced a series of reports that address numerous important NAEP issues.

What publications are available from NAEP?

A list of available publications can be found on the NAEP web site at <http://nces.ed.gov/nationsreportcard>. Printed copies of NAEP publications can be ordered by contacting:

Education Publications Center (ED Pubs)

<http://www.ed.gov/pubs/edpubs.html>

Phone: (877) 4-ED-PUBS (433-7827)

Fax: (301) 470-1244

Mail: Ed Pubs

P.O. Box 1398

Jessup, MD 20794-1398

What process is used to develop the assessments?

To meet the Nation's growing need for information about what students know and can do, the NAEP assessment instruments must measure change over time and must reflect changes in curricula and instruction in diverse subject areas. Meeting these goals can be especially challenging because instructional design and objectives may change at any time in the Nation's 100,000 schools.

Developing the assessment instruments—from writing questions to analyzing field test results to constructing the final instruments—is a complex process that consumes most of the time during the interval between assessments. In addition to conducting a field test, developers subject the assessment instruments to numerous reviews to identify areas that require revision or augmentation so they comply with the specifications of the framework and the achievement levels.

What results does NAEP provide?

NAEP provides results about subject-matter achievement, instructional experiences, and school environment and reports these results for populations of students (e.g., fourth graders) and subgroups of those populations (e.g., male students or Hispanic students). NAEP does **not** provide individual scores for the students or schools assessed. Subject-matter achievement is reported in two ways—scale scores and achievement levels—so that student performance can be more easily understood. NAEP scale score results provide information about the distribution of student achievement for groups and subgroups.

Achievement levels categorize student achievement as **Basic**, **Proficient**, and **Advanced**, using ranges of performance established for each grade. (A fourth level, below **Basic**, is also reported for this scale.) Achievement levels are used to report results in terms of a set of standards for what students should know and be able to do.

Because NAEP scales are developed independently for each subject, scale score and achievement level results cannot be compared across subjects. However, these reporting metrics greatly facilitate performance comparisons within a subject from year to year and from one group of students to another in the same grade.

How does NAEP reliably score and process millions of student-composed responses?

Scoring a large number of constructed responses with a high level of reliability and within a limited time frame is essential to NAEP's success. (In 1998, approximately 3.8 million constructed responses were scored.) To ensure reliable, quick scoring, Educational Testing Service (ETS) and NCS Pearson take the following steps:

- Develop focused, explicit scoring guides that match the criteria emphasized in the assessment frameworks;
- Recruit qualified and experienced scorers, train them, and verify their abilities through qualifying tests;
- Employ an image-processing and scoring system that routes student responses directly to the scorers so they can focus on scoring rather than paper routing;
- Monitor scorer consistency through ongoing reliability checks and assess the quality of scorer decision making through frequent backreading; and
- Document all training, scoring, and quality control procedures in the technical reports.

NAEP assessments generally contain both constructed-response and multiple-choice questions. The constructed responses are scored using the image-processing system, whereas the responses to the multiple-choice questions are scored by scanning the test booklets.

Can my school get school-level or individual student-level results?

No. By design, information will not be available at these levels. Reports will disclose state, regional, and national results. Because NAEP is a large-group assessment, each student takes only a small part of the overall assessment. In most schools, only a small number of the total grade enrollment is selected to take the assessment and these students may not reliably or validly represent the total school population. Only when the student scores are aggregated across the state, region, or Nation are the data considered reliable and valid estimates of what students know and can do in the content area.

What is the purpose of asking such personal questions in the background section of the assessment booklet?

In addition to testing students' cognitive abilities, NAEP collects information from participating schools, teachers, and students about contextual background variables regarding student and school characteristics, instructional practices, and curricula. When developing the questionnaires used to gather this information, NAEP ensures that the questions do not infringe upon respondents' privacy, that they are grounded in research, and that the answers can provide information relevant to the debate about educational reform.

Student background questionnaires gather information about factors such as the following:

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

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

- Homework habits;
- The language spoken in the home; and
- The quantity of reading materials in the home.

Student subject area questionnaires gather three categories of information:

- Time spent studying the subject;
- Instructional experiences in the subject; and
- Attitudes and perceptions about the subject.

Because these questions are specific to each subject area, they can probe in some detail the use of specialized resources such as calculators in mathematics classes.

Is participation in NAEP voluntary?

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

Why does the school coordinator need to keep the New Enrollee Listing Form?

The New Enrollee Listing Form is needed in order to represent all students enrolled in the selected grade at the time of the assessment. This procedure gives new enrollees at all schools a chance for selection.

What do I do if a parent wants to see the assessment booklets?

NAEP has Demonstration Booklets available that contain all the background questions and representative samples of the cognitive area questions. These may be copied and made available to parents who request such detailed information. Requests to see the actual booklets should be directed to the NAEP State Coordinator. Field managers, supervisors, assessment coordinators, and assessment administrators are not authorized to show actual assessment booklets to anyone.

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

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

Should the school coordinator talk to the selected students about NAEP prior to the assessment?

This is a decision left to the discretion of the school. Should you choose to meet with students before the assessment, you might explain what NAEP is and why it is important to your state and the Nation. Give them the locations and times for the assessment. Encourage them to be present and do the best they can.

Can a school offer an incentive such as a pizza party or ice cream to students who participate?

NAEP has no rules prohibiting the offering of such incentives to students. In the past, many schools have given incentives to students who were selected for the assessment. This demonstrates that the school supports the assessment and encourages student participation.

What is the purpose of asking for free and reduced-price lunch information?

Congress now requires NAEP to report information on the socioeconomic status of students who participate in the assessment. Information from the National School Lunch Program is being collected because it is considered the most effective means to provide this information without violating the student’s privacy.

Free and reduced-price information is confidential. Why would schools release this information?

The U.S. Department of Agriculture has provided a letter of support to the U.S. Department of Education, which agrees to the release of school lunch information. A copy of this letter is made available to states and districts to review and is included in the school's packet of NAEP materials. The confidentiality of each child is maintained, as the names of the students are not included on any of the assessment materials that leave the school.

What is the definition of Title I?

Title I, formerly Chapter I, is the largest Federally supported program in education. Its purpose is to assist economically and educationally disadvantaged students in achieving academically at the same level as their peers.

What is the definition of 504?

Five-O-Four (504) is an equivalent classification for an Individualized Education Plan, or IEP, that is used by some states or districts where 504 legislation is in effect.

Why does the script have to be read word-for-word?

Assessment administrators are required to read the script word-for-word for uniformity. This is to ensure that all assessments are conducted the same way. Failure to do so may invalidate the results of the study.

Why is a makeup required if the assessment session attendance is less than 90 percent?

NAEP has relied on makeup sessions to give every selected student a chance to participate and to keep average participation rates well over 90 percent. If participation rates are low, the reliability and validity of the study may be jeopardized. Schools should make every attempt to conduct a makeup session, if one is needed.

How long will it take staff members to complete the Teacher Questionnaire? SD/LEP Questionnaire? School Questionnaire?

Teacher Questionnaire: About 10 minutes
SD/LEP Questionnaire: About 10 minutes
School Questionnaire: About 30 minutes

What do I do if a teacher refuses to complete a questionnaire?

Collect the questionnaire assigned to the teacher and note the circumstances on the cover. In the **Returned** column on the Roster of Questionnaires, the assessment coordinator will code the questionnaire for this teacher number as **Yes** for returned.