

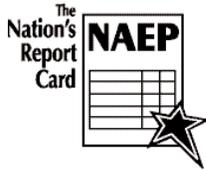
B

Appendix B

Example of a Grade 8 Preassessment Packet for the School Coordinator

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

Instructions to the School Coordinator for Preparing the Materials



The National Assessment of Educational Progress

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

Dear: _____,

We greatly appreciate your support of the National Assessment of Educational Progress (NAEP) and the participation of your school in the 2003 assessment program. We are pleased that you are serving as the coordinator for NAEP activities at your school.

The assessment at your school is scheduled for: _____(Date)

As the NAEP school coordinator, you will need to use the enclosed materials to complete the activities described below before the assessment. A NAEP representative will visit or call you shortly after you received this packet to assist with these activities and to answer any questions you may have.

Enclosed materials:

Material	Description	Color/Quantity
School Copy of the Administration Schedule(s)	Master list of students selected for the assessment.	Legal-size paper, printed in blue ink; 1 per session
School Copy of the Roster of Questionnaires (grades 4 & 8 only)	Used to assign and track each of the questionnaires.	1 per school
School Questionnaire (grades 4 & 8 only)	Collects information about your school's characteristics, staff, and instructional programs.	1 per school
Teacher Questionnaires (grades 4 & 8 only)	Collects information about the background characteristics and educational training of teachers and about their instructional practices.	1 for each mathematics and reading or English teacher at the sampled grade
SD/LEP Questionnaires (grades 4 & 8 only)	Collects important information about the nature of a student's disability or English language proficiency.	1 for each selected student classified as SD or LEP
Criteria for Including Students with Disabilities and Students with Limited English Proficiency	Used to help determine if students with disabilities and/or limited English proficiency can be included in the assessment, and if so, what accommodations, if any, will be needed to assess these students.	Yellow paper; 1 per school
List of NAEP and State Accommodations	Used to help determine appropriate student accommodations for NAEP.	Green paper; 1 per school
New Enrollee Listing Form	Used to list students who have enrolled at your school since the original list of eligible students was sent to NAEP.	White paper; 1 per school

Instructions to the School Coordinator for Preparing the Materials

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Letter from U.S. Department of Agriculture	Authorizes the disclosure of the National School Lunch Program information for the selected students.	Blue paper; 1 per school
Example Teacher Notification Letter	Explains the assessment and its importance to teachers of students selected for the assessment. May be modified and used at your discretion.	White paper; 1 per school
Copy of the Parent Notification Letter	Explains the assessment and its importance to parents of students selected for the assessment. May be modified to satisfy No Child Left Behind notification requirement and any parental notification requirements of the district and school.	White paper; 1 per school
A Teacher's Guide to NAEP	Provides information about NAEP that is of interest to teachers. One brochure should be given to every teacher asked to complete a questionnaire.	1 per teacher questionnaire
Demonstration Booklet	Contains NAEP 2003 background questionnaires accompanied by explanations and rationales.	1 per grade
Reading and Mathematics Frameworks	Describes the test design and content of the reading and math assessments.	1 each per school
Student Appreciation Certificates (grades 8 & 12 only)	May be used as appointment cards for students selected for the assessment. Some schools will be provided with labels that contain student names to affix on the certificate.	1 pad of 35 certificates per session
School Storage Envelope	Used to hold the NAEP material needed by the NAEP team on assessment day and for storage of the material following the assessment.	Bright red; 1 per school

School Coordinator Activities:

Step 1. Send Parent Letters

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

Step 2. Review the Administration Schedule(s)

- If there are any empty boxes in the columns for homeroom, birth date, sex, race/ethnicity, school lunch status, SD, LEP, and Title I on the Administration Schedule(s), please collect the missing information and enter it directly on the Administration Schedule. We will ask you for the missing student information during the preassessment contact. To assist you with collecting the National School Lunch Program participation status from the appropriate staff persons, a letter from the U.S. Department of Agriculture is included in this preassessment packet.

Instructions to the School Coordinator for Preparing the Materials

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- Columns F and H of the Administration Schedule show whether or not each student has been identified as having a disability (SD) or as having limited English proficiency (LEP). You will need to determine if any students listed are incorrectly classified as SD or LEP and if any students listed have received an SD or LEP classification since the original list was prepared. We will ask you to identify any students whose classification has changed during the preassessment contact. The new classification will need to be entered in column G or column I.
- For each student classified as SD or LEP, please consult with knowledgeable school staff members to make one of three decisions about the student: 1) can the student be assessed without an accommodation, 2) can the student be assessed with an accommodation, or 3) should the student be excluded from the assessment. Be sure to use the Criteria for Inclusion and the List of NAEP and State Accommodations when making these decisions. The NAEP representative will talk with you further about these students during the preassessment contact.

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

- Please give the School Questionnaire to the principal to be completed either online, as explained on the questionnaire cover, or in the hard-copy booklet. It should be completed and returned to you before assessment day.
- Record the name of the person to whom you will give the questionnaire on the “Distributed to:” line in the top-left corner of the front page of the Roster of Questionnaires. If you wish, you may also write the recipient’s name on the removable label affixed to the questionnaire cover.

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

- Please give a Teacher Questionnaire to each staff member who teaches math and reading or English at the grade to be assessed. Teacher Questionnaires may be completed online, as explained on the questionnaire cover, or in the hard-copy booklet. All questionnaires not completed online, should be completed and returned to you before assessment day.
- Each Teacher Questionnaire has a unique 10-digit ID number printed below the bar code in the lower left corner of the questionnaire. The ID number for each Teacher Questionnaire included in this packet has been recorded on the back of the Roster of Questionnaires in the column labeled “Teacher Questionnaire ID #.” Please assign a specific questionnaire to each teacher by linking the questionnaire ID number with a teacher’s name. Do this by recording the name of the teacher to whom you will give the questionnaire in the “Teacher’s Name” column next to the questionnaire ID number. Please include a copy of the Teacher’s Guide to NAEP with each teacher questionnaire.
- To further help you distribute the assigned questionnaire booklets to the correct teachers, you may write the name of the person to whom you are giving the questionnaire on the removable label affixed to the questionnaire cover.

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

- An SD/LEP Questionnaire should be completed for each student classified as SD or LEP on the Administration Schedule, regardless of whether or not the student will be assessed. Please distribute an SD/LEP Questionnaire to the school staff member most knowledgeable about the disabilities and/or English proficiency of the student named on each questionnaire cover. SD/LEP Questionnaires may be completed online, as explained on the questionnaire cover, or in the hard-copy booklet.
- The unique 10-digit ID number for each SD/LEP Questionnaire included in this packet has been recorded on the front of the Roster of Questionnaires in the column labeled “SD/LEP Questionnaire ID #.” Each questionnaire has already been assigned to a specific student. The student’s name and assessment booklet ID number from the Administration Schedule has been recorded next to the questionnaire ID number in the columns labeled “Student’s Name” and “Student Booklet ID #.” To assist you in distributing the SD/LEP Questionnaires to the appropriate staff member, you may enter the teacher’s name in the “Distributed to:” column next to the student’s name on the Roster. If you wish, you may also write the name of the person to whom you are giving the questionnaire next to the student’s name, which has already been recorded, on the removable label affixed to the questionnaire cover.

Instructions to the School Coordinator for Preparing the Materials

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Step 6. Inform Teachers of the Assessment

- Enclosed is an informational letter to teachers that you may use if you feel it would be helpful in informing the teachers of sampled students about NAEP. This letter briefly explains NAEP and should be accompanied by a list of selected students, such as a copy of the Administration Schedule, so that teachers will know which of their students have been selected for the assessment.

Step 7. Inform Students of the Assessment (Grades 8 & 12 Only)

- One tablet of Student Appreciation Certificates is included in this packet for each grade 8 or 12 assessment session scheduled at your school. You may use the back of the certificates to write the date, time, and location of the assessment for each student. Although you are not required to use these certificates, NAEP has found that doing so improves attendance at the assessment session.

Thank you in advance for completing these activities before the assessment. Remember, a NAEP representative will visit or call you shortly after you receive this packet to assist you with the preassessment activities and to answer any questions you may have. If you have questions or need more materials before then, please contact me at the number listed on my enclosed business card. If you cannot reach me and need immediate assistance, please call the NAEP help desk at 1-800-283-(NAEP) 6237.

We look forward to a successful assessment!

Sincerely,

NAEP Supervisor

Administration Schedule - Front

NAEP 2003 Administration Schedule

The Nation's Report Card

School #: 102-102-1 Grade: 8

School Name: Central Middle School

Administrator's Name: _____

Original Sample: 30 # Withdraw & Re-test (Admin. Codes 31 & 32): _____

New District Admin: _____ # Booked: _____

Absent: _____ # Not Assessed: _____

Assessed (Original Session): _____ # Absent (Makeup Session): _____

National School Lunch Program

1 = Student not eligible
2 = Black not Hispanic
3 = Hispanic Heritage
4 = Admin/Pack not available
5 = Information not available
6 = Refused
8 = Other

For Use in Column "K"
Bundle #s: 01001, 01002

SCHOOL COPY + SCHOOL COPY

SCHOOL COPY TO BE ASSESSED

TOTAL ASSESSED

Student Name	Race/Ethnicity Codes	NAEP Use of Other Codes	10 th Grade		11 th Grade	12 th Grade	13 th Grade	14 th Grade	15 th Grade	16 th Grade	17 th Grade	18 th Grade	19 th Grade	20 th Grade	21 st Grade	22 nd Grade	23 rd Grade	24 th Grade	25 th Grade	26 th Grade	27 th Grade	28 th Grade	29 th Grade	30 th Grade	31 st Grade	32 nd Grade	33 rd Grade	34 th Grade	35 th Grade	36 th Grade	37 th Grade	38 th Grade	39 th Grade	40 th Grade	41 st Grade	42 nd Grade	43 rd Grade	44 th Grade	45 th Grade	46 th Grade	47 th Grade	48 th Grade	49 th Grade	50 th Grade	51 st Grade	52 nd Grade	53 rd Grade	54 th Grade	55 th Grade	56 th Grade	57 th Grade	58 th Grade	59 th Grade	60 th Grade	61 st Grade	62 nd Grade	63 rd Grade	64 th Grade	65 th Grade	66 th Grade	67 th Grade	68 th Grade	69 th Grade	70 th Grade	71 st Grade	72 nd Grade	73 rd Grade	74 th Grade	75 th Grade	76 th Grade	77 th Grade	78 th Grade	79 th Grade	80 th Grade	81 st Grade	82 nd Grade	83 rd Grade	84 th Grade	85 th Grade	86 th Grade	87 th Grade	88 th Grade	89 th Grade	90 th Grade	91 st Grade	92 nd Grade	93 rd Grade	94 th Grade	95 th Grade	96 th Grade	97 th Grade	98 th Grade	99 th Grade	100 th Grade	101 st Grade	102 nd Grade	103 rd Grade	104 th Grade	105 th Grade	106 th Grade	107 th Grade	108 th Grade	109 th Grade	110 th Grade	111 st Grade	112 nd Grade	113 rd Grade	114 th Grade	115 th Grade	116 th Grade	117 th Grade	118 th Grade	119 th Grade	120 th Grade	121 st Grade	122 nd Grade	123 rd Grade	124 th Grade	125 th Grade	126 th Grade	127 th Grade	128 th Grade	129 th Grade	130 th Grade	131 st Grade	132 nd Grade	133 rd Grade	134 th Grade	135 th Grade	136 th Grade	137 th Grade	138 th Grade	139 th Grade	140 th Grade	141 st Grade	142 nd Grade	143 rd Grade	144 th Grade	145 th Grade	146 th Grade	147 th Grade	148 th Grade	149 th Grade	150 th Grade	151 st Grade	152 nd Grade	153 rd Grade	154 th Grade	155 th Grade	156 th Grade	157 th Grade	158 th Grade	159 th Grade	160 th Grade	161 st Grade	162 nd Grade	163 rd Grade	164 th Grade	165 th Grade	166 th Grade	167 th Grade	168 th Grade	169 th Grade	170 th Grade	171 st Grade	172 nd Grade	173 rd Grade	174 th Grade	175 th Grade	176 th Grade	177 th Grade	178 th Grade	179 th Grade	180 th Grade	181 st Grade	182 nd Grade	183 rd Grade	184 th Grade	185 th Grade	186 th Grade	187 th Grade	188 th Grade	189 th Grade	190 th Grade	191 st Grade	192 nd Grade	193 rd Grade	194 th Grade	195 th Grade	196 th Grade	197 th Grade	198 th Grade	199 th Grade	200 th Grade	201 st Grade	202 nd Grade	203 rd Grade	204 th Grade	205 th Grade	206 th Grade	207 th Grade	208 th Grade	209 th Grade	210 th Grade	211 st Grade	212 nd Grade	213 rd Grade	214 th Grade	215 th Grade	216 th Grade	217 th Grade	218 th Grade	219 th Grade	220 th Grade	221 st Grade	222 nd Grade	223 rd Grade	224 th Grade	225 th Grade	226 th Grade	227 th Grade	228 th Grade	229 th Grade	230 th Grade	231 st Grade	232 nd Grade	233 rd Grade	234 th Grade	235 th Grade	236 th Grade	237 th Grade	238 th Grade	239 th Grade	240 th Grade	241 st Grade	242 nd Grade	243 rd Grade	244 th Grade	245 th Grade	246 th Grade	247 th Grade	248 th Grade	249 th Grade	250 th Grade	251 st Grade	252 nd Grade	253 rd Grade	254 th Grade	255 th Grade	256 th Grade	257 th Grade	258 th Grade	259 th Grade	260 th Grade	261 st Grade	262 nd Grade	263 rd Grade	264 th Grade	265 th Grade	266 th Grade	267 th Grade	268 th Grade	269 th Grade	270 th Grade	271 st Grade	272 nd Grade	273 rd Grade	274 th Grade	275 th Grade	276 th Grade	277 th Grade	278 th Grade	279 th Grade	280 th Grade	281 st Grade	282 nd Grade	283 rd Grade	284 th Grade	285 th Grade	286 th Grade	287 th Grade	288 th Grade	289 th Grade	290 th Grade	291 st Grade	292 nd Grade	293 rd Grade	294 th Grade	295 th Grade	296 th Grade	297 th Grade	298 th Grade	299 th Grade	300 th Grade	301 st Grade	302 nd Grade	303 rd Grade	304 th Grade	305 th Grade	306 th Grade	307 th Grade	308 th Grade	309 th Grade	310 th Grade	311 st Grade	312 nd Grade	313 rd Grade	314 th Grade	315 th Grade	316 th Grade	317 th Grade	318 th Grade	319 th Grade	320 th Grade	321 st Grade	322 nd Grade	323 rd Grade	324 th Grade	325 th Grade	326 th Grade	327 th Grade	328 th Grade	329 th Grade	330 th Grade	331 st Grade	332 nd Grade	333 rd Grade	334 th Grade	335 th Grade	336 th Grade	337 th Grade	338 th Grade	339 th Grade	340 th Grade	341 st Grade	342 nd Grade	343 rd Grade	344 th Grade	345 th Grade	346 th Grade	347 th Grade	348 th Grade	349 th Grade	350 th Grade	351 st Grade	352 nd Grade	353 rd Grade	354 th Grade	355 th Grade	356 th Grade	357 th Grade	358 th Grade	359 th Grade	360 th Grade	361 st Grade	362 nd Grade	363 rd Grade	364 th Grade	365 th Grade	366 th Grade	367 th Grade	368 th Grade	369 th Grade	370 th Grade	371 st Grade	372 nd Grade	373 rd Grade	374 th Grade	375 th Grade	376 th Grade	377 th Grade	378 th Grade	379 th Grade	380 th Grade	381 st Grade	382 nd Grade	383 rd Grade	384 th Grade	385 th Grade	386 th Grade	387 th Grade	388 th Grade	389 th Grade	390 th Grade	391 st Grade	392 nd Grade	393 rd Grade	394 th Grade	395 th Grade	396 th Grade	397 th Grade	398 th Grade	399 th Grade	400 th Grade	401 st Grade	402 nd Grade	403 rd Grade	404 th Grade	405 th Grade	406 th Grade	407 th Grade	408 th Grade	409 th Grade	410 th Grade	411 st Grade	412 nd Grade	413 rd Grade	414 th Grade	415 th Grade	416 th Grade	417 th Grade	418 th Grade	419 th Grade	420 th Grade	421 st Grade	422 nd Grade	423 rd Grade	424 th Grade	425 th Grade	426 th Grade	427 th Grade	428 th Grade	429 th Grade	430 th Grade	431 st Grade	432 nd Grade	433 rd Grade	434 th Grade	435 th Grade	436 th Grade	437 th Grade	438 th Grade	439 th Grade	440 th Grade	441 st Grade	442 nd Grade	443 rd Grade	444 th Grade	445 th Grade	446 th Grade	447 th Grade	448 th Grade	449 th Grade	450 th Grade	451 st Grade	452 nd Grade	453 rd Grade	454 th Grade	455 th Grade	456 th Grade	457 th Grade	458 th Grade	459 th Grade	460 th Grade	461 st Grade	462 nd Grade	463 rd Grade	464 th Grade	465 th Grade	466 th Grade	467 th Grade	468 th Grade	469 th Grade	470 th Grade	471 st Grade	472 nd Grade	473 rd Grade	474 th Grade	475 th Grade	476 th Grade	477 th Grade	478 th Grade	479 th Grade	480 th Grade	481 st Grade	482 nd Grade	483 rd Grade	484 th Grade	485 th Grade	486 th Grade	487 th Grade	488 th Grade	489 th Grade	490 th Grade	491 st Grade	492 nd Grade	493 rd Grade	494 th Grade	495 th Grade	496 th Grade	497 th Grade	498 th Grade	499 th Grade	500 th Grade	501 st Grade	502 nd Grade	503 rd Grade	504 th Grade	505 th Grade	506 th Grade	507 th Grade	508 th Grade	509 th Grade	510 th Grade	511 st Grade	512 nd Grade	513 rd Grade	514 th Grade	515 th Grade	516 th Grade	517 th Grade	518 th Grade	519 th Grade	520 th Grade	521 st Grade	522 nd Grade	523 rd Grade	524 th Grade	525 th Grade	526 th Grade	527 th Grade	528 th Grade	529 th Grade	530 th Grade	531 st Grade	532 nd Grade	533 rd Grade	534 th Grade	535 th Grade	536 th Grade	537 th Grade	538 th Grade	539 th Grade	540 th Grade	541 st Grade	542 nd Grade	543 rd Grade	544 th Grade	545 th Grade	546 th Grade	547 th Grade	548 th Grade	549 th Grade	550 th Grade	551 st Grade	552 nd Grade	553 rd Grade	554 th Grade	555 th Grade	556 th Grade	557 th Grade	558 th Grade	559 th Grade	560 th Grade	561 st Grade	562 nd Grade	563 rd Grade	564 th Grade	565 th Grade	566 th Grade	567 th Grade	568 th Grade	569 th Grade	570 th Grade	571 st Grade	572 nd Grade	573 rd Grade	574 th Grade	575 th Grade	576 th Grade	577 th Grade	578 th Grade	579 th Grade	580 th Grade	581 st Grade	582 nd Grade	583 rd Grade	584 th Grade	585 th Grade	586 th Grade	587 th Grade	588 th Grade	589 th Grade	590 th Grade	591 st Grade	592 nd Grade	593 rd Grade	594 th Grade	595 th Grade	596 th Grade	597 th Grade	598 th Grade	599 th Grade	600 th Grade	601 st Grade	602 nd Grade	603 rd Grade	604 th Grade</
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Administration Schedule - Back

Column Indicators:	"A" Student Name	"B" Member Number	"C" Line #	"D" Birth Date	"E" Sex	"F" SD	"G" LEP	"H" IEP	"I" IEP Code	"J" IEP Code	"K" LEP Code	"L" LEP Code	"M" LEP Code	"N" Original Booklet ID #	"O" Accommodation Booklet ID #	"P" Admin. Code	"Q" Allow. (Y/N)	"R" Admin. Codes
16	Eric Malone	R	16	09/09/00	M	2	2	2	2	2	2	2	2	008 000232 9			16	ASSESSED IN ORIGINAL 10 = In session full time 11 = No response in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover
17	Paul Mayne	M	17	05/09/01	M	2	2	2	2	2	2	2	2	109 000233 2			17	ASSESSED IN MAKEUP 20 = In session full time 21 = No response in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover
18	Teresa Meyer	R	18	02/09/01	M	2	2	2	2	2	2	2	2	009 000234 5			18	ABSENT 40 = Temporary 41 = Long-term 42 = Chronic health 43 = Suspended or expelled 44 = In school, did not attend 45 = In school, did not attend 46 = In school, did not attend 47 = Student refusal 48 = Other, specify on cover
19	Amanda Newman	M	19	01/09/02	M	2	2	2	2	2	2	2	2	110 000235 9			19	OTHER 51 = With/without 52 = Unassigned book (unused) 53 = Ineligible 54 = Not in sample
20	Beina Ortiz	R	20	01/09/02	M	2	2	2	2	2	2	2	2	010 000236 1			20	REASONS FOR EXCLUSION 49 = Student refusal 50 = Student refusal 51 = With/without 52 = Unassigned book (unused) 53 = Ineligible 54 = Not in sample
21	Michael Poppelka	M	21	02/09/01	M	2	2	2	2	2	2	2	2	111 000237 5			21	ASSESSED WITH ACCOMMODATIONS 71 = Bilingual booklet - math only 72 = Bilingual dictionary 73 = Not use with reading booklet 74 = Large print book 75 = Large print book 76 = Read aloud in regular session 77 = Read aloud with reading booklet 78 = Small group 79 = One-on-one 80 = Scribe or use of computer 81 = Other, specify on cover
22	Kate Ray	R	22	06/09/01	M	2	2	2	2	2	2	2	2	011 000142 8			22	
23	Amy Schloeter	M	23	09/09/02	M	2	2	2	2	2	2	2	2	112 008651 4			23	
24	Ryan Scott	R	24	01/09/01	M	2	2	2	2	2	2	2	2	012 000005 5			24	
25	Jason Tabbert	M	25	03/09/01	M	2	2	2	2	2	2	2	2	113 098008 4			25	
26	Dan Tesch	R	26	07/09/01	M	2	2	2	2	2	2	2	2	013 000841 3			26	
27	Jessica Trocke	M	27	04/09/02	M	2	2	2	2	2	2	2	2	114 034002 9			27	
28	Louis Walton	R	28	01/09/01	M	2	2	2	2	2	2	2	2	014 004926 0			28	
29	Chris Wray	M	29	09/09/01	M	2	2	2	2	2	2	2	2	115 025003 4			29	
30	Fran Zimmerman	R	30	05/09/02	M	2	2	2	2	2	2	2	2	015 008064 2			30	
31		M	31											116 000761 5			31	102-102-1 RM RM0801 P2 12345 - 6
32		R	32											016 019009 7			32	
33			33														33	
34			34														34	

Roster of Questionnaires - Back

III. Teacher Questionnaire		SCHOOL #: 102-102-1										NCS Use Only					
Teacher's Name	Teacher #	Teacher Questionnaire ID #										Returned	Instructions for Distributing Questionnaires				
		09	07	00	00	00	01	04	03	02	05			09	02	07	Yes
	01	09	7	0	0	0	0	0	0	0	0	0	0	0	0	0	
	02	09	7	0	0	0	0	0	0	0	0	0	0	0	0	0	
	03	09	8	0	0	0	0	0	0	0	0	0	0	0	0	0	
	04	09															
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Instructions for Distributing Eighth-Grade Teacher Questionnaires

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

On this roster:

- Create a list of *all* eighth-grade English or Mathematics teachers under "Teacher's Name."
- 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 preprinted.)
- As the questionnaires are returned, grid in the oval in the "Returned" column.

On the front cover of each questionnaire:

- Record the name of the teacher receiving the questionnaire and the date the questionnaire needs to be returned to you.
- Record the two-digit teacher number located in the column to the right of the teacher's name on this roster (e.g., 01, 02, 03). *It is critical that this number is recorded accurately.*

NCS# TM.00118-001(04/01)
Printed in U.S.A. - 0811 Rev. 1

This form must be completed in No. 2 pencil.

NAEP School Questionnaire

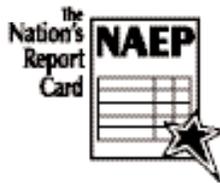


2003
Grade 8

School
Questionnaire

(School Characteristics and Policies)

Q-094



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

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL #

1	0	2	1	0	2	1
---	---	---	---	---	---	---

Please complete this questionnaire online.
Gain access via your "My School" web page by clicking on the School Questionnaire link OR by keying <http://www.naepq.com> on the Internet. Begin by keying in the following information at the login screen:
Your 10-digit booklet ID# is: 094-003768-2
Your 7-digit school ID number is: 102-102-1
Please complete the questionnaire (either online or this hard copy) by: 2 / 4 /2003.

DO NOT USE

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

ADMIN USE ONLY

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. This valid OMB control number for this information collection is 1820-0028 and 1820-0792. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20205-4601. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCEES, U.S. Department of Education, 1000 K Street, N.W., Washington, D.C. 20009-5801.

A project of the Office of Educational Research and Improvement.
This report is authorized by law (21,107-110, 20 U.S.C. §9913). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1820-0028 and OMB No. 1820-0792 • Approval Expires 10/31/2006
Marked Refill by NCR Pearson EM-196894-001-1264287 Printed in U.S.A.



B

NAEP SD/LEP Questionnaires

B

Admin Schedule Line # 10 from Session # RM0801

Admin Schedule Line # 7 from Session # RM0801

Admin Schedule Line # 6 from Session # RM0801

The Nation's **NAEP**

Nancy Cordaro

2003 SD/LEP Questionnaire

G-095

Please complete this questionnaire online.

Gain access via your "MySchool" web page by clicking on the Teacher Questionnaire link OR by keying <http://www.naepq.com> on the internet.

Begin by keying in the following information at the login screen:

Your 10-digit booklet ID# is: 0950002987

Your 7-digit school ID# is: 1021021

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

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

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

Please mark how you wish to take this questionnaire.

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

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL #

1 0 2 1 0 2 1

Student Booklet ID
(from column N on Administration Schedule)

1 0 2 0 0 5 2 4 1 1

Birth Date Sex R/E SD LEP

0 1 1 9 9 1 1 1 1 2

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



095 - 000298 - 7

DO NOT USE

0	0	0
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ADMIN USE ONLY

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1880-0029 and 1880-0298. The time required to complete the information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimated or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4020. If you have questions or concerns regarding the status of your individual submission of this form, write directly to: NAEP/OPER, U.S. Department of Education, 1875 H Street, N.W., Washington, D.C. 20008-6441.

A project of the Office of Educational Assessment and Improvement. This report is authorized by law (20 U.S.C. 9610). While your participation is voluntary, your cooperation is needed to make the results of the survey representative, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1820-0029 and OMB No. 1820-0298 - Approved Expires 10/31/2002



Criteria for Inclusion – Page 1 Front

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

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

1. Students with Disabilities

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

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

2. Students with Limited English Proficiency

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

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

3. Consult with School Staff

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

- Students with disabilities: Questions 3 and 8 through 14.
- Students with limited English proficiency: Questions 16, 17, and 21 through 24.

WHEN THERE IS DOUBT, INCLUDE THE STUDENT.

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

Criteria for Inclusion – Page 1 Back

FURTHER EXPLANATION FOR LEP STUDENTS

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

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

ACCOMMODATIONS MOST FREQUENTLY OFFERED BY NAEP

Reading Sessions

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

Mathematics Sessions

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

Criteria for Inclusion Page 2 – Front

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

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

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

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

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

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

Criteria for Inclusion Page 2 – Back

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

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

153395-07

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

- Test in small group
 Test individually
 Other (specify) _____

153395-08

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

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

Criteria for Inclusion Page 3 – Front

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

VB325420

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

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

VB473704

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

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

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

VB396121

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

Criteria for Inclusion Page 3 – Back

13325401

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

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

13325402

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

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

13325403

22. If your answer to question 21 is “Yes,” which accommodations or adaptations are used for district or statewide achievement testing with this student? **(Fill in all ovals that apply.)**

- A Native language version of test
- B Bilingual version of test
- C Word lists or glossaries
- D Bilingual dictionary
- E Help from a native speaker in interpreting directions and questions
- F Directions read aloud in English
- G Questions read aloud in English
- H Extended time
- I Other (specify) _____

Criteria for Inclusion Page 4 – Front

23. How would this student most appropriately participate in the NAEP **language arts** assessment? V0325407

- English version without accommodations or adaptations
- English version with accommodations or adaptations
- Native language version or bilingual version with or without accommodations or adaptations
- This student would not participate.

24. How would this student most appropriately participate in the NAEP **mathematics** assessment? V0325407

- English version without accommodations or adaptations
- English version with accommodations or adaptations
- Native language version or bilingual version with or without accommodations or adaptations
- This student would not participate.

List of NAEP and State Accommodations

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

New Enrollee Listing Form – Back

INSTRUCTIONS FOR LISTING NEWLY ENROLLED STUDENTS

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

THE FOLLOWING STUDENT DATA ARE REQUIRED:

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

U.S. Department of Agriculture Letter – Front



United States
Department of
Agriculture

SEP 26 2001

Food and
Nutrition
Service

3101 Park
Center Drive
Alexandria, VA
22302-1800

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

TO: Regional Directors
Special Nutrition Programs
All Regions

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

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

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

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

U.S. Department of Agriculture Letter – Back

Regional Directors

2

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

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

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

STANLEY C. GARNETT
Director
Child Nutrition Division

B

Sample Teacher Notification Letter

Date: _____

TO: _____

FROM: _____

SUBJECT: National Assessment of Educational Progress

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

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

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

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

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

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

Thank you very much for your cooperation.

Sample Parent Notification Letter

PARENT/GUARDIAN NOTIFICATION LETTER

NOTE: You must circle the appropriate reference in the second paragraph “your child **may be/is** part of that sample.”

(School Letterhead)

Dear Parent or Guardian:

I am pleased to announce that our school has been selected to participate in the National Assessment of Educational Progress (NAEP), also known as the Nation’s Report Card. NAEP is an ongoing assessment of what young Americans know and can do in various academic subjects. Given to almost 1 million students throughout the United States in 2003, NAEP will show how students in our state perform compared to other states and the country as a whole. It also shows long-term trends in academic performance over the 33 years the assessment has been in place.

The NAEP assessment will take place on _____ and will take approximately 1 1/2 hours to administer. A random sample of our _____ grade students will be selected to be assessed in reading or mathematics, and your child may be/is part of that sample. All responses are confidential, and no results will be reported to or about individual students or schools. This means that the names of students who take part in NAEP are not recorded on any of the assessment materials that leave the school, and your child’s grades or progress in school will not be affected in any way by participating.

NAEP data and results are often used by policymakers to make decisions regarding education. To help guide these decisions, NAEP asks students questions about their school experience, background, and what teachers teach in the classroom in addition to the subject matter questions. These questions do not address personal beliefs or attitudes. Students may omit any question or part of the assessment that they do not wish to answer. If you do not wish to have your child participate in the assessment, please contact _____.

We appreciate the participation of each child who is selected. Students who participate in NAEP will gain valuable test-taking experience, and our school’s participation will be beneficial in painting a picture of what our state’s and country’s schoolchildren are learning.

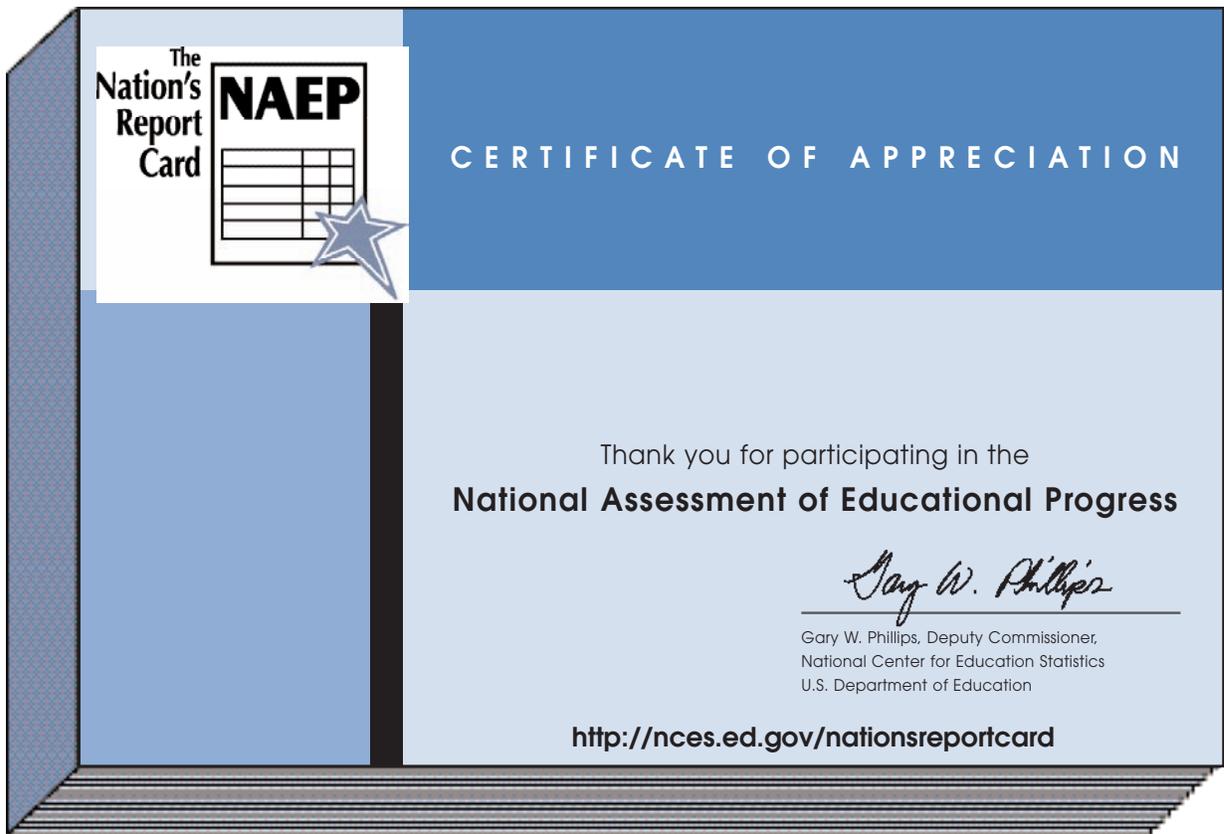
For more information about NAEP, please visit the web site <http://nces.ed.gov/nationsreportcard>. A Demonstration Booklet that contains student background questions and examples of test questions similar to those asked in this year’s assessment is available both at that web site and at the school office. If you have any questions or concerns, please contact _____.

Sincerely,

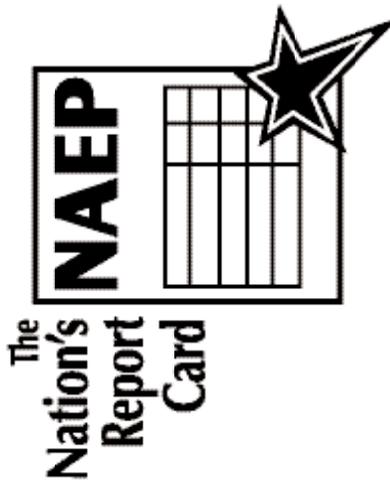
NAEP Publications



Student Certificates of Appreciation - 1 pack of 35



NAEP Storage Envelope



Staple NAEP Return Postcard
HERE

STORAGE ENVELOPE

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

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

School Coordinator:
