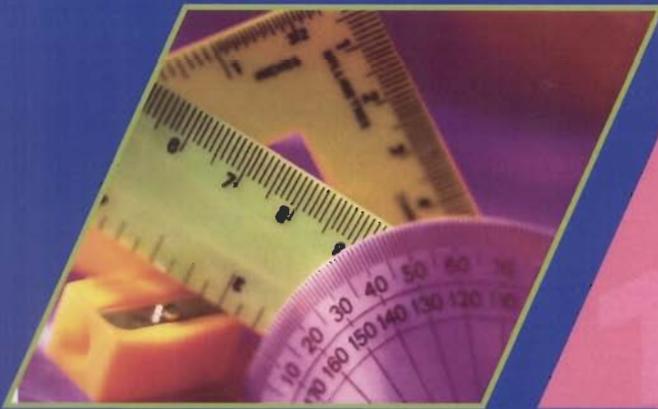
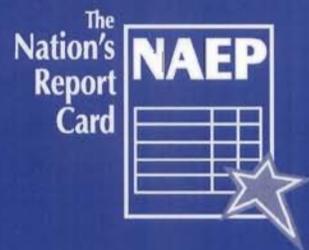
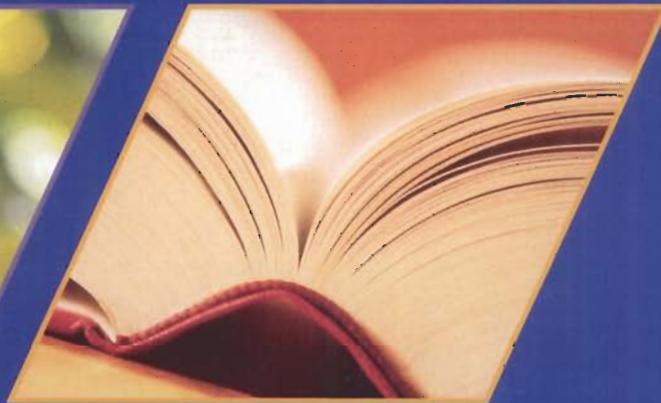
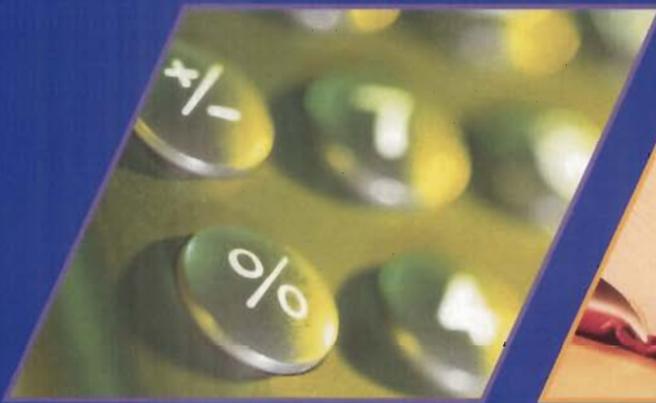


NAEP 2003

National Assessment of Educational Progress



grades
**4
&
8**
Supervisor
Training
Manual



THE NATION'S REPORT CARD

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1. INTRODUCTION

1.1 Introduction to NAEP 2003

The purpose of this manual is to describe the main responsibilities for Westat Supervisors who are securing cooperation of nonpublic schools in fall 2002 for the 2003 National Assessment of Educational Progress (NAEP). NAEP is sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education. For NAEP 2003, Westat employees will administer NAEP in all participating schools. The states will gain cooperation for public schools in their states, while Westat staff will be responsible for gaining cooperation for nonpublic schools. This manual details the procedures that you will use in gaining cooperation with the nonpublic schools. In Catholic nonpublic schools, we contact diocesan officials before contacting the schools. In other nonpublic schools, our first contact is directly with the school.

The 2003 NAEP assessment is at grades 4 and 8 in reading and mathematics. At the twelfth grade level, there is a field test only of reading and mathematics. The assessment period for both studies is January 27 through March 7, 2003.

1.2 The Supervisor's Role and Materials

During the fall, you, as the Supervisor, will be responsible for gaining the cooperation of schools in your assignment, scheduling an assessment date, collecting lists of students from the schools, and sampling the students. The materials you will use will be described in detail throughout this manual. An overview of the materials is as follows:

- A laptop computer: You will use the laptop computer to access the School Control System (SCS) to enter the cooperation status of schools and dioceses, the agreed upon assessment date, name and address updates, and information about refusals. Because the SCS is accessed on the Internet, the data will automatically be updated. There will be no need for the Supervisor to transmit weekly to the home office. Progress reports will be distributed to the home office staff and Field Managers. This data will be reviewed during your weekly reporting calls to the Field Manager. The laptop will also contain the Student Data System which you will use to sample the students. Separate documents contain instructions for using the laptop computer, the SCS, and the SDS.

- Log of Schools and School Control Forms: These documents contain information about the dioceses and schools you are to contact.
- Summary of Activities: This document will fully describe the role of Westat staff and the school staff in assessment activities. You will use them as a guide in talking to diocese and school staff. (There are two versions – one for public schools and one for nonpublic schools. You will be using the nonpublic school version.)
- Miscellaneous materials: During the fall period, you will use study publications, MySchool folder and brochures, NAEP website brochures, and other materials to help you gain cooperation.

1.3 Your Assignment

In addition to gaining cooperation with nonpublic schools in the fall, your assignment will include collecting lists of students and sampling students at the nonpublic schools. Furthermore, you will be hiring Assessment Coordinators (ACs) and Assessment Administrators (AAs). Procedures for hiring ACs and AAs are described in a separate manual. For most of you, your scheduling assignment will include the state in which you will be working later in the 2002-2003 school year.

2. SPECIFICS OF THE NAEP ASSESSMENT

2.1 Summary Background of the National Assessment of Educational Progress (NAEP)

For over three decades, information on what American students know and can do has been generated by the Nation's Report Card, formally mandated by Congress as the National Assessment of Educational Progress (NAEP). NAEP is a continuing, national survey of the knowledge and skill of young Americans in major learning areas usually taught in school. It is the first ongoing effort to obtain comprehensive and dependable achievement data on a national basis in a uniform, scientific manner. The purpose of the national assessment is to gather information that will aid educators, legislators, and others in improving the education experience of youth in our country. Its primary goals are to measure the current status of the educational attainments of young Americans and to report changes and long-term trends in those attainments. Other goals include disseminating assessment methods and materials and assisting those who wish to apply them at local, state, and national levels.

Planning and development of the National Assessment of Educational Progress began in 1964 with the appointment by the Carnegie Foundation of an Exploratory Committee on Assessing the Progress of Education. The specific tasks assigned to the Exploratory Committee included the development and testing of an all-inclusive methodology to assess the knowledge and skills of groups of American young people rather than of individuals. With support from both the Fund for the Advancement of Education and the Ford Foundation, the Committee completed the developmental phase of the project in late 1968.

NAEP has always been a unique cooperative undertaking of the education community and the federal government. The program is funded by the U.S. Congress, directed by the National Center for Education Statistics of the Department of Education, and governed by an independent group. The Assessment Policy Committee governed NAEP until 1988, when the National Assessment Governing Board (NAGB) was created by new legislation.

The National Assessment Governing Board, made up of representatives of state and local education associations and the business community, makes policy decisions and provides overall direction to the program. The board is responsible for selecting the subject areas to be assessed, including adding to those specified by Congress; identifying appropriate achievement goals; developing assessment objectives; developing test specifications; designing the assessment methodology; developing guidelines

and standards for data analysis and reporting; and developing standards and procedures for interstate, regional, and national comparisons.

Each learning area assessment is the product of several years of work by a great many educators, scholars, and lay persons from all over the nation. Working in committee, these people propose general goals they feel Americans should be achieving during the course of their education. These goals are reviewed and discussed until a consensus is reached on objectives for each subject area. The objectives are then given to exercise (question) writers with the task of creating measurement instruments appropriate to the objectives. When the exercises have passed extensive review by subject-matter specialists, measurement experts, and lay persons, they are compiled into booklets to be administered to national probability samples of young people.

While the primary purpose of The Nation's Report Card is to document patterns and trends in student achievement, the project is also able to inform educational policy by collecting descriptive background information from students, teachers, and school administrators. The authorizing legislation for NAEP dictates a careful and extensive process of background questionnaire design and development. It states that the purpose of NAEP is not "to authorize the collection or reporting of information on student attitudes or beliefs or on other matters that are not germane to the acquisition and analysis of information about academic achievement." The law further provides that no data shall be collected "that are not directly related to the appraisal of educational performance, achievements, and traditional demographic reporting variables, or to the fair and accurate presentation of such information."

NAEP procedures guarantee the anonymity of participants, as **no student names are recorded on any completed materials when they leave the school**. The results of the national assessment are reported on the national level and by region of the country, not by diocese, school, or individual student (There will be reporting of the 10 large districts described in Section 2.5). Only group statistics are reported, broken down by gender, race/ethnicity, and a host of variables that illuminate students' instructional experiences.

In addition to the national assessments, Congress authorized the expansion of NAEP to permit reporting at the state level in 1988. States volunteered for the trial assessment component and assumed responsibility for data collection. The trial assessment component of NAEP surveyed eighth-grade mathematics in 1990 and various subjects since then (Exhibit 2-1). In 2003, the state and national samples will be virtually combined into one sample. All states will receive state-level results.

Exhibit 2-1. Assessment Timetable¹

Assessment Year	School Year	Learning Area	Special Assessments
01	1969-70	Science Citizenship Writing	
02	1970-71	Reading Literature	
03	1971-72	Music Social Studies	
04	1972-73	Science Mathematics	
05	1973-74	Writing Career and Occupational Development	
06	1974-75	Reading Art	Basic Skills
07	1975-76	Citizenship/Social Studies	Basic Mathematics
08	1976-77	Science Adult Assessment (Health, Energy, Reading & Science)	Basic Life Skills
09	1977-78	Mathematics Consumer Skills	
10	1978-79	Writing Art Music	
11	1979-80	Reading/Literature	
13	1981-82	Mathematics Citizenship/Social Studies	
15 ¹	1983-84	Writing/Reading	
17	1985-86	Mathematics Reading Science U.S. History Literature	Computer Competence
19	1987-88	Mathematics Reading Science Writing Geography Civics	
21	1989-90	Mathematics Reading Writing Science	State Level Mathematics
23	1991-92	Mathematics Writing Reading	State Level Mathematics & Reading
25	1993-94	Reading History Geography	State Level Reading
27	1995-96	Mathematics Science	State Level Mathematics & Science
29	1997-98	Reading Writing Civics	State Level Reading & Writing
30	1998-99	Reading Mathematics Science Writing	
31	1999-2000	Reading Mathematics Science	State Level Mathematics & Science
32	2000-2001	History Geography	
33	2001-2002	Reading Writing Mathematics	
34	2002-2003	Reading Mathematics	

¹ The long term trend sample began in Year 15 with tape administered sessions surveying reading, mathematics, and science. The reading/writing print administered sessions of Year 15 were added to the Long Term trend in Year 17, so that the trend always involves these same subjects and session types.

The National Center for Education Statistics (NCES), part of the U.S. Department of Education manages all components of NAEP. The primary contractors are Educational Testing Service (ETS) and Westat. ETS is responsible for the item development and reporting, while Westat is responsible for all sampling and field administration activities. NCS Pearson is the materials distribution and processing subcontractor to ETS.

Beginning in 1998 NAGB and NCES began a redesign of the NAEP effort. The features that are being highlighted in 2003 are:

- Combined state/national samples to reduce the total numbers of schools.
- Contractor administration of the assessment to reduce burden at the school level. State Coordinators in each state who will work with public schools in their states.
- Grade 4 schools of up to 120 students may elect to assess all students in their classrooms. If a school has a grade 4 enrollment greater than 120 a sample of 62 students will be selected.
- All test booklets will be laid out in the same way – a common spiral, so that there is only one session type. There will be two 25-minute cognitive blocks followed by two short background sections in all booklets.
- At twelfth grade there will be a field test only.
- There will be procedures in place for a complaint process (See Appendix M). There will be formal procedures for viewing secure items (See Appendix N).

2.2 The “No Child Left Behind Act of 2001”

Congress passed legislation in 2001 that is known as “No Child Left Behind” (NCLB Act of 2001). The NCLB Act of 2001 impacts NAEP beginning this school year, 2002-2003, in the following areas:

- All states and districts will participate in NAEP assessments of reading and mathematics at grades 4 and 8 biennially, as a condition of receiving Title 1 funds;
- A federally funded NAEP state coordinator may be hired in each state; and
- NCES contractor staff will administer NAEP assessments, greatly reducing burden on school staff.

In order to respond to heightened public attention, NCES and the National Assessment Governing Board (NAGB) have implemented the following policies and procedures beginning this school year:

- Parental notification is required for all NAEP assessments;
- There are procedures in place for those wishing to view secure test items;
- There are procedures in place for those wishing to formally file a complaint; and
- The minimum participation levels have been raised to 85% of originally selected schools.

The NAEP program this year includes the following, which are fully described in the next sections:

- Assessments of reading and mathematics at grades 4 and 8 in public and non public schools,
- A field test of grade 12 reading and mathematics items in a small number of schools,
- The third in a series of special studies of technology based assessments – Technology Rich Environments – will be conducted in April and May in a small number of grade 8 schools;
- Trial Urban District Assessments; and
- Charter School study.

2.3 The NAEP Program for 2003

The 2003 assessment will be conducted in a sample of approximately 15,000 public and nonpublic schools located in the 50 states and territories of the United States. Assessments will be conducted from January 27 through March 7, 2003. The assessment requires approximately 90 minutes to administer, including distribution and collection of materials. The subjects for NAEP 2003 are reading and mathematics. These will be conducted in combined reading/mathematics sessions.

Subject area teachers at fourth and eighth grades will be asked to complete a questionnaire about their background and teaching practices. Principals at grades 4 and 8 will be asked to complete a questionnaire about school characteristics. There is also a questionnaire about SD/LEP students that the teacher most knowledgeable about the sampled SD/LEP students will be asked to complete. Teachers and

principals will have the option of completing the questionnaires online or in the traditional booklet format.

Schools will have the opportunity to access a website called MySchool. The site will give school staff information about their specific school assessment including the date of the assessment, the NAEP representative's name and email address, and instructions for preparing and submitting a list of grade-eligible students from which the sample will be selected. The school will receive entails periodically—one after they agree to participate in the assessment and the SCS is updated, one about two weeks before they are visited or sent the preassessment materials, one a few days before the assessment, and the last after the assessment has been completed in their school. The MySchool website is detailed in Chapter 5.

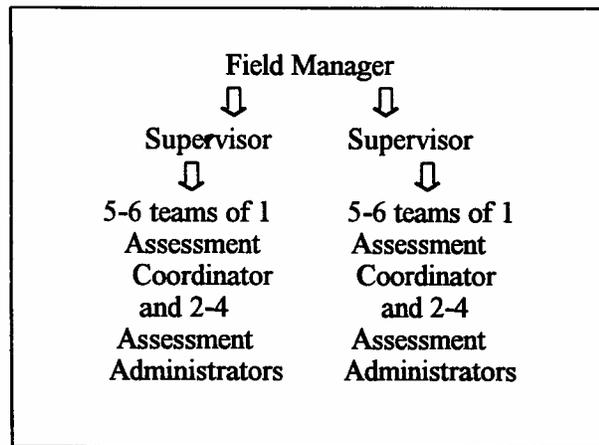
Dedicated State Coordinators in participating states will gain the cooperation of public schools in the sample. The Westat Supervisor will be responsible for gaining cooperation in the nonpublic school sample. As in the past, gaining cooperation occurs in the fall, with sampling taking place in late fall and assessments taking place in the January to March field period. Schools may send an electronic file of their list of students for sampling. If a school does not wish to send an electronic file, they may provide a hardcopy – either by mail or fax.

Supervisors will encourage as many schools as possible to send in an electronic file form at the time the school agrees to cooperate. If a school is able to send an electronic file by the due date, November 15, including student name (or ID), birth date, sex, race, and SD/LEP status to the state or home office, they will be encouraged to do so. The Westat home office will read the electronic student file and sample. Westat Supervisors will draw all other samples and enter selected students into the Student Data System (SDS). The file will then be sent to NCS Pearson to produce the Administration Schedules with pre-printed student information. Detailed information on sampling and the SDS will be presented in a separate manual. In small nonpublic schools Assessment Coordinators may be able to do the sampling on assessment day.

Westat field staff, Assessment Coordinators (ACs) and Assessment Administrators (AM) will visit the school and manage the activities including conducting the assessment sessions and completing the paperwork on assessment day. At the completion of the assessment in a school, Assessment Coordinators, with the help of the Assessment Administrators, will ship the completed materials to NCS Pearson. The Assessment Coordinator and Assessment Administrator Tasks are described in detail in separate manuals.

Various accommodations will be offered at all grade levels including bilingual versions, bilingual dictionaries (in mathematics only) large print, extended time, read aloud (in mathematics only), small group, one-on-one, and scribe accommodations. Other accommodations used in state testing will be provided whenever possible.

In order to conduct assessments in all schools in a six-week period, the NAEP field staff structure during the assessment period is similar to 2002. The structure looks like the following diagram, with each field manager overseeing approximately 10 supervisors.



2.4 Field Test

In preparation for the 2004 NAEP assessment NAEP will conduct a field test during the same field period as main NAEP (January 27-March 7, 2003). The purpose of the field test is to try out new assessment items, materials, and procedures. Field test items are included in the regular sessions at grades 4 and 8. At grade 12, the field test session is the only session.

2.5 Trial Urban Assessment

In 2001 the National Assessment Governing Board (NAGB) and the Council of Great City Schools successfully petitioned congress to fund a NAEP urban school district assessment feasibility study. The first trial urban school district assessment was conducted in 5 school districts in 2002. A second NAEP trial urban district assessment study in 2003 will include 10 school districts.

The following 10 districts—two from each of the five NAEP regions—have been selected for the 2003 NAEP Trial Urban Assessment. (Those with an asterisk participated in the NAEP 2002 Trial.)

- Northeast: New York City* and Boston
- Southeast: Atlanta* and Charlotte, NC
- Central: Chicago* and Cleveland
- Southwest: Houston* and Albuquerque
- Far West: Los Angeles* and San Diego

All 10 urban school districts are in high minority and high-density communities. Five are very large school districts, with 100,000 to over 1 million students, and the other five districts have between 50,000 and 100,000 students. Additional criteria used for district selection included socioeconomic status, the percent of special education students, and the number of schools. Reporting will include individual district and comparative district data.

2.6 Charter Schools

In response to a NAGB resolution in May, a nationally representative sample of charter schools with fourth grade has been included in the NAEP 2003 school sample. In addition to the charter schools that would be included in the regular state samples of public schools, the sample includes an over-sample in three states - California, Michigan and Texas – that have high proportions of charter school students.

2.7 Technology Rich Environments

In schools participating in the Technology Rich Environments (TRE) study, a random sample of 10 eighth-grade students will gather information from a simulated World Wide Web universe or run experiments using a simulation on computers provided by the school or on laptops provided by NAEP. These assessments will take place in April and May 2003. Schools selected for the TRE study will be contacted by Westat supervisors.

2.8 The Security of Assessment Materials and Confidentiality Issues

Regarding NAEP student data, this information is strictly confidential. Students' names are removed at the school from all completed assessment materials before they are shipped to NAEP for processing. The project does not maintain permanent files of names of students. To further ensure confidentiality, names are removed from completed assessment booklets and questionnaires before they leave the school. NCES has strict confidentiality standards to ensure that no personally identifiable information is ever released to third parties. In order to protect the confidentiality of **all** NAEP materials, you must strictly observe NAEP rules and guidelines at all times.

2.8.1 Requests to See Assessment Booklets

In 2003, there are new procedures for parties interested in seeing assessment books. NCES will be proactive in providing the public with access to released questionnaires and other information about NAEP. Upon request, adult members of the public will have access to all questionnaires and instruments from all previous or current assessments. For specific details on procedures, please see Appendix N.

A demonstration booklet that contains the background questions and sample items for each subject in the assessment will be included in the informational materials distributed to school officials along with a letter confirming assessment dates.

2.8.2 Requests from News Media

Superintendents or school principals may wish to publicize participation in NAEP, either in the local press or in a school newsletter. A press release explaining NAEP has been prepared (see Appendix A). If a diocese or school official requests a copy of the press release, note it on the School Control Form (SCF). More information and an example of the School Control Form are presented in Chapter 4. Assessment Supervisors can then mail the interested parties copies. There is also the possibility that representatives of local news media will ask you for information about the national assessment and the local school's involvement. **All such inquires should be referred to school officials who are responsible for handing out any press releases.** If a reporter wants more information than is provided in the release, refer them to the name and phone number on the press release. **UNDER NO CIRCUMSTANCES ARE WESTAT STAFF TO MAKE COMMENTS REGARDING THE**

NATIONAL ASSESSMENT FOR PUBLICATION OR BROADCAST. This is to ensure that a uniform statement on the national assessment is being presented in all parts of the country.

Generally, NAEP's policy has been not to show actual assessment booklets to anyone except the participating students. This is because even though NAEP releases approximately one-third of the items administered each year, security of the unreleased items, which are used to measure change over time, is of utmost importance. Further, in order to preserve the students' confidentiality, under no circumstances will materials with students' answers be shown to anyone. However, "security is not secrecy." A demonstration booklet that contains example background questions and sample items for each subject in the assessment has been developed. Each Supervisor will be supplied with copies of this booklet and will send one copy to the school coordinators. Generally speaking, this should take care of any requests from principals, teachers, and parents who wish to see examples of the kinds of questions that will be asked. If any individual or small group of individuals insist on seeing the actual booklets to be used in the assessment, notify your Field Manager and follow the NAGB Policies and Procedures shown in Appendix N.

Requests from state legislatures, school boards, or other community groups, should be directed to your Field Manager. The Field Manager may call upon the home office for support in responding to these requests. Other officials may hold a meeting with the concerned community members to discuss NAEP.

Occasionally, diocese/school personnel or the media have requested to photograph or videotape NAEP sessions. **UNDER NO CIRCUMSTANCES WILL NAEP PERMIT VIDEO-TAPING OR PHOTOGRAPHS TO BE TAKEN OF ANY PART OF AN ACTUAL ASSESSMENT.** Also, newspaper or broadcast reporters and photographers are not permitted to observe a NAEP session. These restrictions are based on the following concerns:

- A key strength of NAEP is that the assessment procedures are standardized; that is, the assessment is administered under uniform procedures. Obviously, television lighting, zooming camera lenses, or journalists arriving for interviews would alter this uniform setting.
- NAEP booklets contain items to be used in future assessments. Just as these booklets may not be removed from the room or photocopied, they may not be photographed in any way.
- Last and certainly not least in importance, the confidentiality of students participating in NAEP is guaranteed, and the presence of cameras would seriously jeopardize that guarantee.

NO ASSESSMENT SESSION MAY BE HELD IF MEDIA ARE PRESENT AT THE SESSION. Media coverage of NAEP after the assessment is completed is the prerogative of local school officials. You should leave all arrangements and/or interviews to the school officials who grant the media permission to enter the school.

Before, during, and after the assessment, NAEP booklets must remain confidential; items should neither be photographed nor copied by hand. To accommodate the needs of the media without disrupting the assessment, ETS will make available both a videotape and photographs simulating the assessment, upon request.

NAEP field staff faced with the unannounced presence of film crews or reporters should reason with reporters, note the availability of the simulated photos and videotape, and explain the above-mentioned reasons media are not permitted to attend the NAEP sessions. Reporters should be referred to Steve Lazer at ETS (1-800-223-0267) for further information.

2.8.3 Oath of Confidentiality

All Westat staff working on NAEP are asked to sign an oath of confidentiality. By signing this oath, staff agree to keep school and student names confidential. They also accept the responsibility for keeping all materials secure before and after the assessments are given. Some school officials may be concerned about the security of the tests. You can assure them that all NAEP staff will have signed this oath.

3. GAINING COOPERATION FROM DIOCESES

This chapter will guide you through the process of gaining cooperation for dioceses and will describe the materials that you will be using. Before contacting any Catholic schools you will first have to contact the diocese that represents those schools. An overview of the contacts with dioceses and schools is presented in Exhibit 3-1.

3.1 Contacts with Dioceses

The process of gaining cooperation for Catholic schools begins with a package mailed to the dioceses, which includes materials about NAEP and a list of the schools selected in their diocese. The Westat home office will conduct this mailing. Appendix D contains copies of the Nancy Caldwell letter used in this mailing. The mailing will include:

- Letter to diocese signed by Nancy Caldwell;
- Summary of Activities for Nonpublic Schools;
- Locating NAEP 2000 Nonpublic School Results Handout;
- List of selected schools in their diocese; and - Endorsement letter from NCEA.

When the mailing has been sent, your Field Manager will inform you that you can contact the dioceses to discuss the participation of the selected schools.

3.2 Telephone Contacts with Dioceses

Once your Field Manager tells you that you may begin contacting dioceses in your region, you will make your call to the superintendent of the diocese. The purpose of this call is:

- To answer questions that diocese officials may have about the study;
- To update our information on sampled schools; and
- To obtain permission to contact schools selected for the assessment.

Exhibit 3-1. Overview of Contacts with Dioceses and Schools

Contact with	Contact by	Date	Type of Contact
1. Diocese Superintendent	Westat Supervisor	September – November 2002	After mailing materials to Diocese, a telephone call to review the NAEP program and gain permission to contact selected schools. In-person meeting scheduled if necessary.
2. School Principal	Westat Supervisor	September – November 2002	Westat Supervisor mails informational materials to school principals when permission to contact schools is given by the diocese. Or, in the case of nonpublic, non-Catholic schools, this will be the first contact.
3. School Principal	Westat Supervisor	September – November 2002	Westat Supervisor calls principal after the mailing has been received. Reviews the NAEP program and identifies a School Coordinator. In-person meeting scheduled if necessary.
4. School Coordinator	Westat Supervisor	September – November 2002	Supervisor reviews NAEP program by telephone in full detail and sets the assessment date. School Coordinator should have informational materials to look at during this call. If they have not been passed on by the principal, then the Supervisor should remain before this conversation takes place. The Supervisor reviews the requirements for the e-sample and student list and answers any questions the School Coordinator has.
5. School Coordinator	Assessment Coordinator	Two weeks before assessment date	The Assessment Coordinator (AC) will call the school two weeks before the assessment date to make sure that they received all of the questionnaires, the administration schedules, and the SD/LEP criteria. At this time, the AC will review what the School Coordinator is required to do with these materials.
6. School Coordinator/Principal	MySchool	September 2002 – March 2003	Schools can keep in touch with NAEP representatives and up-to-date on NAEP activities through the MySchool website.

The National Catholic Educational Association (NCEA) is a strong supporter of NAEP. They have provided a letter to encourage the sampled schools' participation. You should begin reviewing the items in the Summary of NAEP Activities to answer any preliminary questions about NAEP. It would also be a good strategy to refer to the letter from the NCEA to make sure that the diocesan official has seen that. In addition, you may want to cite the excellent response that we have received from Catholic schools during the past 10 years; in that time we have achieved a response rate of up to 95 percent from this population.

The information you will need to make this call is contained in your Log of Schools and the Summary of Activities. You will record information about the call on a Record of Contact - Diocese. Keep copies of the Refusal Report Form handy in the event you need to complete one of them. The information that you gather from this phone call should be recorded on the Record of Contact-Diocese for each Diocese you call.

The SCS in your laptop and the Appendix contain "camera ready" copies of some of the materials that are sent to the schools. These have been provided to you in case a diocese or school official asks you to send additional copies of any forms to him/her. If this is inconvenient for you, your Field Manager can also fax copies of these forms when needed.

You will use the following materials to document your scheduling activities during the fall phase:

- School Control Form;
- Record of Contact Forms (School and Diocese);
- Refusal Form; and
- Online Assessment Calendar for scheduling assessments from the SCS.

3.3 The Log of Schools

The Log Schools (formally called the Supervisor Log) will be given to you at training and will contain all information about all of the schools in your region. You will use this log to record critical information about the nonpublic schools in your region. The Log of Schools will include the following information for each diocese and school.

- State, region number, and area;
- School Type: Catholic or other nonpublic;
- Membership in Nonpublic School Association;
- Diocese name, address, and name of diocese superintendent;
- School name, address, phone number, and principal name;
- School ID Number;
- Grade of selected students and the assessment time period; and
- Session type and number of sessions.

You will be the original holder of the Log of Schools throughout the gaining cooperation period. You should keep this log updated using the fields provided, as you will pass these logs on to the appropriate ACs during the assessment phase. An example of a Log of Schools is presented in Exhibit 3-2.

The Log of Schools has a number of columns for you to record several items of information on each school in the sample:

Disposition Code. A disposition code should be entered in the log to reflect the status of cooperation. Disposition codes indicate if a school is cooperating, is refusing, should be excluded from the sample (e.g., the school is closed), or that the decision to cooperate is pending. If the decision to cooperate is pending (e.g., the diocese is awaiting more information before making a decision or the decision must come from the school board), an updated disposition code must be entered once a final decision has been learned. See Exhibit 3-3 for a list of the disposition codes you will use and their definitions.

Exhibit 3-2. Log of Schools

DISTRICT NAME SUPERINTENDENT DISTRICT ADDRESS	SCHOOL NAME PRINCIPAL SCHOOL ADDRESS	NABP ID NUMBER	SLCT. STUDENTS/ TIME PERIOD/ SUBJECT(S)	DISP CODE/ DATE	ASSMNT DATE/ MAKEUP DATE	SAMPLE TYPE	SHIP DATE/ TRACK. NUM.
CATHOLIC SCHOOL(S) DIOCESE OF ROME JAMES CRAIG PO BOX 500 ROME, TS 12345-6789 (999) 555-1234	Assumption School Main St Newtown, TS 12345 (999) 555-1234	571 301 1	4TH GRADE JANUARY-MARCH 2 READING/MATH				
	Our Lady of Lourdes 258 Apple Road Bronden, TS 22255 (999) 555-5555	571 201 1	8TH GRADE JANUARY-MARCH 1 READING/MATH				
	Jamestown PO Box 2179 Jamestown, TS 12345 (999) 555-1234	573 335 1	12TH GRADE JANUARY-MARCH 1 READING/MATH				
NONPUBLIC SCHOOL(S) Niles Christian 1010 Miami Beach Rd Miami, TS 12345 (999) 555-1234		572 304 1	8TH GRADE JANUARY-MARCH 2 READING/MATH				

With most Catholic schools, the initial decision as to whether to participate in the assessment will be made by the diocese. When a diocese decides to cooperate, the disposition code for "cooperating" is entered next to each school in that diocese. If the diocese refuses for all of its selected schools, then a disposition code for a diocese refusal is recorded next to each school within the diocese. If the diocese indicates that the decision will be left to the schools, no code should be entered until the schools are contacted. There is a separate code to indicate that a diocese has refused for only one school in a diocese. This has occurred in the past for reasons such as, a new school principal, renovations in the school have caused severe space problems, or a school was damaged by a natural disaster.

A school refusal code is used if the decision not to cooperate is made by an individual school. It is very important to document the reason for any type of refusal on the NAEP Refusal Report Form. This form will be described in Chapter 4.

You will update new disposition codes weekly in the SCS. After a disposition code is entered in the SCS, place a check (✓) next to the code in the Log of Schools to indicate that it has been reported and will not be reported again unless the code changes. It is not uncommon for codes to change because decisions are pending or a school changes its mind. It is very important that any change in disposition codes be updated in the system.

- **Assessment Date/Makeup Date.** One of the items to be covered during your initial call to a school is to schedule the assessment dates with the school. This date should be recorded on the School Control Form (SCF) and the Log of Schools in the second column. The AC will fill in the make-up date, if necessary. You will not use the makeup date space during the gaining cooperation phase.
- **Sampling.** The third column is for method of sampling. If the sampling is to be done by electronic file put an "E" here. If they will fax the list, put an "F" and if they will mail the list put an "M" here.
- **Shipping Date.** The next column is for a shipping date. This column will not be used during the gaining cooperation phase.

3.4 The NAEP ID

The NAEP School ID that appears on the Log of Schools is structured in the following way:

<u>State</u>	<u>Grade</u>	<u>Original/Sub</u>	<u>Public/Nonpublic</u>
XX	X	XXX	X

First digit and second digit equals state FIPS code. Bureau of Indian Affairs (BIA) schools will have the code for the state in which they are located. Department of Defense Schools (DoDDs) will have its own code.

Third digit is the grade:

1 = Grade 4 2 = Grade 8 3 = Grade 12

Fourth, fifth, and six digits are a sequential number that will indicate whether the school is an original school or a substitute school:

001-499 is an original school

501-999 is a substitute school

Seventh digit is whether the school is public or nonpublic:

0 = Public

1 = Nonpublic

In addition to the ID number, a school in any of the special samples (district and charter schools) will have a flag next to it to show to which special sample it belongs.

3.5 Summary of NAEP Activities

There are two versions of the Summary of NAEP Activities — one for nonpublic schools and one for public schools. You will only be using the nonpublic version. Each is a two-page document that briefly defines the NAEP program and the schools' responsibilities in the assessment. This document is used in NAEP mailings and should be followed as you outline the schools' tasks.

The first section describes the history and a short summary of NAEP. The next section explains why nonpublic schools are needed to participate in NAEP. The third section describes when NAEP is taking place and the subjects that will be assessed:

- The NAEP assessment period is from January 27, 2003 through March 7, 2003. While the assessment date is mutually agreed upon, it must fit into the Assessment Coordinator's overall schedule. On you log you will have a tentative date for the assessment that you should suggest to the school. If that date is no good for the school, try not to set a date that will be unreasonable for an Assessment Coordinator to meet.

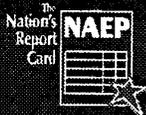
The next section describes what is involved for school staff and students. The text written in the Summary appears in general form. The details that the supervisor must know are shown below in brackets:

- In most grade 4 schools, NAEP will assess all eligible students. [At grade 4 the sample size will include all students in schools with up to 68 students. If a school has between 68 and 120 fourth-grade students, 62 will be selected unless the school wants to assess all of their students, then they can assess all fourth-graders in intact classrooms. If there are more than 120 fourth graders, 62 students will be selected.]
- In most grade 8 schools, the sample will be up to 62 students. [At grade 8 all students will be selected in schools with eighth grade enrollments up to 68. In schools with more than 68 eighth graders, 62 students will be selected.]
- Mathematics and language arts teachers of fourth and eighth grade students will be asked to complete a questionnaire about his/her teaching practices. Teacher questionnaires will be mailed to the school about two weeks before the assessment. Questionnaires will be collected on assessment day unless they tell you that they completed it online. The principal, at fourth and eighth grades, or his/her designee, will also be asked to complete a questionnaire about school characteristics. This questionnaire will also be sent ahead of time and can be completed online. Teachers of students with SD/LEP will also be asked to complete a questionnaire about those students. This year, for the first time, the SD/LEP questionnaire may be completed online.
- While the NAEP staff is responsible for most assessment activities, a School Coordinator is needed to assist with in-school arrangements, and to distribute and collect the completed hardcopy questionnaires.

The responsibilities of the NAEP staff are listed next. They consist of eight tasks starting from the first phone call and ending with providing NAEP reports when they are available.

The next section of the Summary describes seven responsibilities of the School Coordinator. The amount of detail given on the Summary of NAEP Activities should be sufficient for this phase of NAEP. The School Coordinator should have an accurate overview of what is expected during the assessment period from this document. Further details will be provided in followup mailings from Westat as well as during the Assessment Coordinator's calls.

The final section describes where the reader can find out more information about NAEP. The nonpublic school version of the Summary of Activities is shown in Exhibit 3-4.



NAEP

National Assessment of Educational Progress

Summary of Activities for Nonpublic Schools

What is NAEP?

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

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

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

Why assess private schools?

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

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

When is the assessment?

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

What is involved for school staff and students?

- Each student selected to participate will be assessed in either reading or mathematics.
- Assessments will take 90 minutes of each student's time.
- In most grade 4 schools, NAEP will assess all eligible students.
- In most grade 8 schools, the sample will be up to 62 students.
- Questionnaires will be distributed to the principal and teachers of sampled students. Teachers of selected students with disabilities (SD) and limited English proficiency (LEP) will also be given questionnaires.
- Schools are requested to designate a staff member, the School Coordinator, to assist NAEP field staff with in-school arrangements. A detailed list of School Coordinator responsibilities can be found on the back of this document.

What are the responsibilities of the NAEP field staff?

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

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



What are the School Coordinator's responsibilities?

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

1. Schedule the assessment.

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

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

Soon after the school is contacted about the assessment, the School Coordinator will receive instructions for preparing a list of the students in the grades being assessed. The list may be submitted through E-File on the MySchool web site or in hard copy. All student names will always be kept confidential.

Individual student responses or scores are NEVER reported.

3. Inform parents.

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

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

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

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

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

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

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

6. Distribute and collect the assessment questionnaires.

The Preassessment packet will include the following materials:

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

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

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

7. Ensure that students attend the session.

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

Where can I find more information?

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

- Go to www.mynaep.org;
- Enter your 7-digit NAEP ID as the user ID; and
- Enter the word "GUEST" as the password.

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

3.6 NAEP Record of Contact Forms

The Record of Contact form is the document you will use to keep track of your contacts with dioceses and schools. There are two versions of this form that you will use:

- One for diocese level contacts (Exhibit 3-5); and
- One for the school level contact (usually with the school principal) as well as with the person designated to be the school coordinator.

These forms will also be used during your reporting calls to your Field Manager to discuss your progress in gaining cooperation. They will provide full documentation of each conversation with respective diocese and school personnel and inform the assessment Supervisor about the nature of your contacts and the arrangements made to date regarding the conduct of the assessment in the selected diocese/schools. Call must be thoroughly documented so that the assessment Supervisor knows what arrangements have been made and how to approach each school.

After you have gained cooperation, you will have a completed folder for each school. You will learn more about this at training in November. However, you must keep the folder up to date as you go along. The folder for each completed school should include the following:

- Completed Record of Contact, School – with information from school principal and school coordinator (if principal is not coordinator);
- Refusal Form, if applicable (This information must also be entered on the SCS.);
- School Control Form; and
- Special Situation Form, if applicable. This form is used only if a school will complete the assessment under special circumstances like only if all of their eighth graders participate. You must discuss with your field manager any school that wants a special situation.

The completed Record of Contact – Diocese should be placed in the folder of the first school for each diocese that appears in your Log of Schools.

Exhibit 3-5. Record of Contact – Diocese (Page 1 of 5)

Supervisor: Linda Paul
 Cooperation Status: Coop

Region: ALI Area: 2
 NAEP Diocese ID: 0113011

**2003 MAIN NAEP ACTIVITIES
 RECORD OF CONTACT - DIOCESE**

Diocese: Archdiocese of Montgomery
 No. Schools Sampled for: 4th 1
 8th 2
 12th 0
 Diocese Official's Name: Mr. Paul McKenna
 Diocese Official's Title: Superintendent
 Telephone: (310) 592-0332
Area Code
 Facsimile: (310) 592-0333
Area Code
 Secretary: Mrs. Olivia Wood

Is the information accurate as it appears in the Log of Schools? CHECK ONE Yes No

If NO, enter new information:

Superintendent: _____

Mailing Address: _____

Telephone: (____) _____
Area Code

RECORD OF CALLS

DATE/TIME PERSON CONTACTED AND TITLE	OUTCOME OF CALL:
10/5 9:00a Mrs. Olivia Wood Secretary	She was friendly and said to call back after lunch as Mr. McKenna is in a morning meeting
10/5 1:00P Mrs. Wood	She apologized that Mr. McKenna was still busy. She suggested calling back on 10/7 early in the morning
10/7 7:30a Mrs. Wood and Mr. McKenna superintendent	Mrs. Wood put me through to Mr. McKenna. I explained to him about Naep, but he was already familiar with it (Continued)

Exhibit 3-5. Record of Contact – Diocese (Page 2 of 5)

RECORD OF CALLS (Continued)

<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL: He said we could call ^{or mail to} the schools in 2 days. He said he'd tell the principals this afternoon!</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>

Exhibit 3-5. Record of Contact – Diocese (Page 3 of 5)

REVIEW ITEMS 2-7 WITH DIOCESE OFFICIAL.
CHECK BOX AS ITEM IS DISCUSSED. IF NOT DISCUSSED, INDICATE REASON.

1. Has information package been received? Yes → Q.2
 No

1(a) If no, Field Manager can check with Westat for date package was shipped and who signed for it.

Tracking #: _____

Who Signed: _____

1(b) Call back diocese with tracking information.

1(c) If diocese still cannot locate, Field Manager can fax list of schools and Summary of NAEP Activities and the cover letter.

Date New Materials Sent: _____

Record any other information about reshipment:

2. Who will be the diocese contact?

Name: Mr. McKenna (Paul)
Title: Superintendent
Phone: (316) 592-0332
Area Code
Facsimile: 316 592-0333
Area Code

3. Discuss list of sampled schools.

3(a) Review list of sampled schools. Check log.

3(b) Dates of school closings (January – March): January 27 - Jan 31

3(c) Date when schools return from Winter break: Jan 5

4. Review Summary of NAEP Activities and information from SCF.

Subjects for 2003 NAEP

Number of students to be assessed

Number/type of sessions

Questionnaires to be distributed and collected in school

Exhibit 3-5. Record of Contact – Diocese (Page 4 of 5)

- Arranging for suitable space
- Notifying parents
- Notifying teachers and students
- Ensure students' attendance
- List(s) of students in selected grade(s)
- Information on selected students: DOB, sex, race/ethnicity, SD/LEP status, and homeroom locator (4th Grade only) [Optional: Title I Status, National School Lunch Program participation]

5. Discuss "My School" e-mail/website: He wants to sign up!

6. Willingness to cooperate: Yes
 No → Complete Refusal Report Form

6(a) Any cooperation issues? Yes
 No

7. Procedure to follow in contacting schools:

7(a) Will diocese contact schools?

CHECK ONE

Yes -- How? He will call schools first
 Date when schools may be contacted by Westat: We can call on 10/9

No -- Date when Westat may contact schools directly: _____

7(b) Who should NAEP contact at each school?

School Name: <u>Our Lady of Lourdes</u>	School Name: <u>Holy Saviour</u>
Contact: <u>Mrs. Phyllis Kelley</u>	Contact: <u>Mrs. Jean Jones</u>
Title: <u>Principal</u>	Title: <u>Principal</u>
Date to Contact: <u>After 10/9</u>	Date to Contact: <u>After 10/9</u>

School Name: <u>Holy Name</u>	School Name: _____
Contact: <u>Mr. Blake Jones</u>	Contact: _____
Title: <u>Principal</u>	Title: _____
Date to Contact: <u>After 10/9</u>	Date to Contact: _____

School Name: _____	School Name: _____
Contact: _____	Contact: _____

Exhibit 3-5. Record of Contact – Diocese (Page 5 of 5)

Title: _____ Title: _____
Date to Contact: _____ Date to Contact: _____

School Name: _____ School Name: _____
Contact: _____ Contact: _____
Title: _____ Title: _____
Date to Contact: _____ Date to Contact: _____

School Name: _____ School Name: _____
Contact: _____ Contact: _____
Title: _____ Title: _____
Date to Contact: _____ Date to Contact: _____

7(c) Any special instructions for contacting individual schools?

Mr. McKenna expects that all
schools will be very cooperative.
when we call after 10/9/1

COMMENTS:

3.7 Making Contact

It is not unusual to make several phone calls to a diocese before you even begin discussing a study with the official. Particularly in large dioceses, the official's phone will often be answered by his/her secretary. **This is a good person to befriend.** It is the secretary who can facilitate contact with diocese officials; s/he knows the best time to call and how to "get your call through". Also, it is the secretary who usually knows where the package of study materials containing the list of sampled schools is located. The superintendent of the diocese with whom you ultimately speak will want to review the sampled schools before making any decisions about diocese participation. Explain why you are calling and try to get a sense if the superintendent plans to handle the details of the study him/herself or will delegate this responsibility to another official such as the test director.

3.7.1 Call Backs

When initiating contact, introduce yourself, explain why you are calling, and tell the secretary that you **will call back** if the diocese official is unavailable. (Be sure to ask when would be a good time to reach the superintendent.) It is better if you continue making attempts to reach the superintendent, rather than him/her getting a busy signal when and if s/he calls you back. When you initiate the call, you can be better prepared and in control of the call.

3.7.2 Introductory Phone Call to Superintendent of the Diocese

Please review the Example Diocese Phone Call and the Example School Phone Call in Appendices E and F, respectively. These example phone calls contain details about the information that you are to impart and collect from superintendents, school principals, and school coordinators that is not found elsewhere in this chapter. The example calls simulate the primary contacts you will have with secretaries and diocese and school staff. Suggested introductions and approaches for each are given. The purpose of these example calls is to help you master the flow of the call, to highlight the points that **must** be covered, and to elicit the information that must be obtained and recorded onto appropriate documents.

Once you are comfortable with these materials you may, of course, use your own words and style in the process of gaining cooperation from dioceses and schools. In all contacts, follow these key points:

- Follow protocol. That is, call the superintendent of the diocese before contacting schools. The first call to a school is always to the principal.
- Review the responsibilities described in each of the Summary of Activities in as much detail as necessary until you feel there is sufficient understanding of what schools can expect from the assessment team and what is expected of school staff.
- Be sure you have obtained and recorded enough information to complete the Record of Contact Form(s), School Control Form, and any other appropriate forms (such as the Refusal Report Form) necessary to report your progress to your Field Manager.

The Example Diocese Phone Call outlines the various steps to follow when contacting superintendents or other diocese officials. Naturally, not all steps will apply to all calls, and calls will not always proceed in the sequence indicated. You will use the Record of Contacts – Dioceses to go through the information you will want to review with the diocese official. The following describes each section of the protocol:

- **Section 1** of the Example Diocese Phone Call gives you verbiage for establishing contact with the appropriate diocese official who is responsible for the study. It also tells you what to do if the initial package of study materials has not been received. **IT IS IMPORTANT TO MAKE EVERY EFFORT TO LOCATE THE ORIGINAL PACKAGE.** If you determine that the package cannot be located, Westat can re-mail the school listings.
- **Section 2** of the Example Diocese Phone Call outlines the key points about the assessment which you will want to discuss with the diocese official. The sequence of these points appears in the same order as in the Summary of NAEP Activities. It is helpful (but not absolutely necessary) if the diocese official you are talking with has the respective summary in front of them.
- **Section 3** has you discussing the MySchool website with the Diocese Official. It describes the purpose of the site. You can then ask them if they wish to sign up. If they do, you can explain the sign-up procedures for MySchool.
- **Section 4** tells them about the results from 2002 and 2002 for Catholic schools and also informs them that there will be a breakout by Catholic school data again this year.
- **Section 5** discusses the school options for providing lists of students. It explains that schools can send them either electronically or by hardcopy.
- **Section 6** establishes the protocol for notifying schools. Usually the diocese official will notify the principals of selected schools to expect your call. This notification can be by letter or telephone call. Occasionally the diocese official will simply tell you to go ahead and contact the selected schools without any advance notification.

- **Section 7** has you use your Log of Schools to update the information on the List of Selected Schools. You will record any changes in school names, addresses, phone numbers, superintendent and/or principal names, as well as any school closings.
- **Section 8** is a closing and thank you.

In a few cases, the diocese may request an in-person meeting before agreeing to participate or, you may sense that your best chance to avoid a refusal would be by scheduling an in-person meeting. If such a request is made (or you sense that the diocese may refuse without more information) you will want to schedule the date, time, and location of this meeting.

3.7.3 Diocese Wants To Mail All Information

Occasionally, dioceses require all mailings to parents and schools to originate from the diocese office. If this is the case, be prepared to get detailed address information for anything the Supervisor will be sending to the diocese for distribution.

3.8 Scheduling an In-Person Introductory Meeting with a Diocese

In the past, most dioceses were supportive of NAEP and would allow the NAEP packets to be sent to the selected schools and for NAEP supervisors to then contact the principals to discuss participation. In years past, when your supervisors were having difficulty gaining cooperation with a school or reaching a principal, the diocese would many times be willing to intervene, resulting the school's participation or the principal now being available.

In more recent years, gaining cooperation with Catholic schools has become increasingly more difficult. Just as has been the trend in public schools, many Catholic school principals now are given the power to make decisions, sometimes in conjunction with a campus committee, for most activities on their campus. In some dioceses, there seems to be a greater hesitancy or a lack of follow-through for the diocese contact to notify schools of their selection for NAEP. This may be due to the diocese and school being very busy, or possibly because the diocese is leaving the decision to the individual principals. As a result, the supervisor may have more difficulty getting through to principals, requiring more phone calls, FedExing or faxing of letters, or occasionally visiting the schools to finally talk with them.

This is not to say that all dioceses leave the decisions to their schools, or that supervisors have difficulty in reaching most principals. In NAEP 2002, over 90% of Catholic schools ultimately participated, but the participation rate has been a little lower each year. Gaining cooperation is taking longer and requires more effort than in the past. Since we have a fairly short recruiting period to gain cooperation with the Catholic and nonpublic schools, we need to use the most advantageous methods requiring the least amount of time and effort.

With all of this in mind, an introductory visit with a diocese may produce the quickest and most positive results for the schools' participation in NAEP. An in-person, introductory meeting could be one of two types: (1) With the diocese contact and other diocese staff only; (2) With the diocese contact and staff, together with the principals or representatives of the selected diocese schools.

What are the benefits of an in-person, introductory meeting?

- A NAEP supervisor visiting the diocese and making a presentation will emphasize the importance of the diocese to NAEP and of their schools' participation.
- A professional relationship would be established which could affect the level of support from the diocese.
- The supervisor would have the opportunity to answer questions about the NAEP assessments.
- By a diocese agreeing to an introductory meeting with principals or representatives attending, selected schools might assume diocese support for their participation, although the final decision may be the principal's.
- The principals or school representatives will be away from their schools and will not be distracted by sudden problems that arise in their school. As a result, the principals may be in a more positive frame of mind to hear the presentation and discussion.
- The supervisor and field manager can plan a positive presentation beforehand and tailor it to the diocese and selected schools. As a result, all principals or school representatives and the diocese contact will hear the same positive, comprehensive discussion about what is involved for their schools for NAEP.
- The supervisor will have immediate contact with the principals without repeated attempts to reach them by phone, thereby saving time for gaining cooperation with other schools.
- The supervisor will have the opportunity to finalize the schools' participation in a short period of time.

If an introductory meeting is being considered for a diocese, the decision must be made in consultation with your field manager and may be based on the following conditions:

- How supportive was the diocese in NAEP 2002 or the most recent NAEP during the initial contact, or if recontacted about a reluctant or hard-to-reach principal?
- Did the diocese agree to contact the schools about their selection for NAEP? If so, did they follow through and contact all selected schools in a timely manner?
- How many of the selected original schools participated in NAEP 2002 or their most recent NAEP?
- Did the recruiter have a great deal of difficulty reaching some of principals in the diocese?
- How many schools in the diocese are selected for NAEP 2003?
- What is the proximity of the selected diocese schools to the diocese office and, therefore, to a possible central meeting location?
- What is the proximity of the supervisor to the diocese office?

If you and your field manager decide to attempt an introductory meeting, you will need to determine if you will suggest a meeting with diocese officials only, or if principals or their school representatives should also be included. For either type of meeting you will need to present the offer in a very positive manner identifying reasons why the introductory meeting would be advantageous to the diocese and to the selected schools, if included. The following is an example of a phone call to a diocese making the offer for scheduling an introductory meeting with the diocese and the school principals or representative:

"Sister Magdalene, I'm calling to follow up on a mailing that was FedExed to you recently regarding ten schools in your diocese selected for NAEP 2003. I was wondering if it might be possible to meet with you and the principals or representatives from the ten schools. I would provide packets of information for you and each principal or representative and explain what would be involved in the NAEP assessment in their school, and the time frame of the activities. I would also discuss the MySchool website, which is available to guide them through the assessment process, and I would answer any questions they may have. At the conclusion of the meeting, I would be glad to discuss specific assessment dates with each principal, or I could set a phone appointment with the principal to talk at a later date. It would be helpful if the principals would bring a calendar to the meeting.

NAEP understands how busy schools and administrators are, and many dioceses find this meeting to be helpful, informative, and more time efficient for the principals. Do you feel that an introductory meeting would be beneficial for your diocese and principals?'

If the diocese contact does not agree to an introductory meeting, you will immediately proceed to discuss the topics covered in the Example Diocese Phone Call. If the diocese contact agrees to the introductory meeting, you will need to discuss a date, time, and location, suggesting that the meeting be as soon as convenient to the diocese and schools.

You should consult with your field manager regarding your preparations for the introductory meeting, which may include the following:

- Obtain a list of all participants, their position, and school.
- Research general information about the diocese and schools through the Internet or other available sources. Also, determine which of the diocese schools were selected for NAEP 2002 and if each participated.
- Prepare enough packets of information, and several extras, for all possible participants. You would include the following:
 - Letter from Nancy Caldwell, NAEP Project Director
 - NAEP 2003 Summary of Activities
 - Endorsement letter from NCEA (National Catholic Educational Association)
 - MySchool brochure
 - NAEP website brochure
 - Locating NAEP 2000 Nonpublic School Results handout
 - NAEP pencil

The NAEP materials for each participant should be organized and placed neatly in a nice folder, and a folder of materials will be placed at the seat of each participant on the day of the introductory meeting. First impressions do make a difference!

- Plan your presentation with your field manager, tailoring it to the schools and any special circumstances that may exist in the diocese and selected schools that need to be considered or addressed. The topics to cover would include those discussed in the Example School Phone Call, the strong support of NCEA, and the very positive 2000 and 2002 data and private school comparisons available on the NAEP web site. You might also consider using your laptop to log onto the MySchool web site for one of the diocese schools for principals to view.
- If a large number of participants will attend, arrange for another supervisor to also attend, if possible, or your field manager, if s/he is available. They will be available to help set up for the meeting and to answer individual questions and to discuss assessment dates and arrangements with the principals following the meeting.

- If you make arrangements for the meeting, you might want to provide coffee, tea service, and ice water for the participants.
- This goes without saying, but on the day of the introductory meeting, be prompt and have the meeting well prepared before the participants arrive. Be friendly and introduce yourself to all participants as they arrive, if possible, or afterwards, if necessary for latecomers.
- Lastly, be an ambassador for NAEP and provide a positive, informative presentation about NAEP for those attending.

3.9 Followup Mailouts to Dioceses

If the diocese contact requests to be kept apprised of the assessments, complete the Assessment Schedule for Dioceses letter (Exhibit 3-6) and mail it to the diocese contact after you have scheduled assessment dates for all of the sampled schools in a diocese.

Exhibit 3-6. Assessment Schedule for Dioceses Letter

Dear _____,

Thank you for participating in the 2003 National Assessment of Educational Progress (NAEP). In an effort to keep you informed, the following schedule of assessment dates for the schools sampled in your diocese is provided.

School Name: _____
Assessment Date: _____
Comments: _____

If you have any questions regarding the NAEP assessment in your diocese, please call me (collect) at _____.

Sincerely,

NAEP Supervisor

4. GAINING COOPERATION FROM SCHOOLS

This chapter will guide you through the process of gaining cooperation for Catholic and other nonpublic schools and will describe the materials that you will be using. As described in the preceding chapter, before contacting any Catholic schools you will first have to contact the diocese that represents those schools. For other nonpublic schools your first contact will be with the school.

4.1 Contacts with Schools

4.1.1 Mailing to Schools

Once you have obtained permission from the diocese, you will contact the individual Catholic schools. You will begin by mailing a package to school principals after receiving diocese approval. For other nonpublic schools you will begin by mailing the package directly to the schools.

On your Log of Schools the diocese superintendent column for other nonpublic schools is blank because most are independently managed and do not report to a larger entity such as a diocese. Many of these schools are affiliated with membership organizations of nonpublic schools such as Christian Schools International (CSI), or Lutheran school groups that have provided letters of endorsement. Fourteen such nonpublic school membership organizations form the Council for American Private Education (CAPE). CAPE and its board of directors have endorsed NAEP and have provided letters of endorsement to be sent to selected nonpublic schools. These endorsement letters should be mailed with the initial mailing. For the Catholic schools, the NCEA letter should be included in the mailing.

Supervisors will mail to both the nonpublic non-Catholic schools this year. Each mailing should include:

- Letter to nonpublic school by Nancy Caldwell;
- Letter to Principal signed by Supervisor;
- Summary of NAEP Activities;
- Listing which shows the name of the school selected as well as the number of sessions and the school ID;

- MySchool folder along with its contents (described in Chapter 5);
- A set of school labels for each of your regions to help you with your mailings;
- Instructions for Preparing a List of Students;
- Locating NAEP 2000 Nonpublic School Results Handout; and.
- Endorsement letters by organizations to which this school belongs. Please note that not every organization provides endorsement letters. Also, it is possible that some schools belong to more than one association. If it is unclear which endorsement letters to send to a particular school, please discuss it with your field manager.

4.2 Calls to Schools

Allow a few days lead time before calling the school principal, so that s/he has the materials you mailed before you call. The purpose of this initial call to the school is to explain the study and the school's role, answer questions that school officials may have, and make arrangements for the assessment. For Catholic schools, make certain that the principal knows that we have been in touch with the diocese superintendent's office and received permission to contact the school. The materials you will have in front of you during the call are:

- Log of Schools
- School Control Form
- Record of Contacts – Schools
- Summary of Activities
- Refusal Report Forms (in the event you need to record information about a refusal)

During your calls to nonpublic schools (using the Example School Phone Call in Appendix F) it will be important to emphasize that NAEP staff will do as much as possible to facilitate the assessment and to ease the burden on school staff. In many nonpublic schools the demands on staff time are even greater than in public schools. You can mention to the school official the endorsement of CAPE (or the appropriate association). It is also in these schools that there may be the most resistance to “government interference.” Make sure you stress the confidentiality of participating schools and students.

Affiliation codes will be listed next to the school on all listings and logs. If you have any questions about the timing of any calls to dioceses or schools, talk to your Field Manager.

4.3 The School Control Form

You will receive a School Control Form (SCF) for each school in your assignment. It is a one-page document with some pre-printed information about the school. It describes the assessment activities for which the school has been selected.

It is also the document upon which you will record critical information about the assessment. You will complete the SCF during introductory meeting telephone calls and it will be given to the appropriate assessment Supervisor in December. The SCF is shown as Exhibit 4-1.

The first portion of the SCF contains the School, Diocese and Principal's name and address information. During the course of your calls, you will verify this information and make corrections as necessary. Also shown are the ID numbers of the school, the estimated number of students to be assessed, the grade selected, and the session types for which they were selected. The SCF also indicates whether the school has been sampled for assessments in more than one grade. If a school is selected for an assessment in more than one grade, there will be a separate SCF for each grade selected. You will have to complete the SCF for each grade.

On the rest of this form, you will enter information about assessment arrangements you have made with the school coordinator during the introductory meeting telephone calls. These items are as follows:

- A. **School Coordinator's Name, E-Mail Address, and Fax Number** – Enter the school coordinator's name in this space. If the school coordinator is the principal, fill in the principal's name. If the school coordinator is reached at a phone number other than the school phone number, enter that in this space as well. You will also have space here to enter the school coordinator's e-mail
- B. **Expected Enrollment in Grade** – The number of grade-eligible students that we anticipate will be preprinted here. You should enter the actual number of students in the selected grade right next to it.

Exhibit 4-1. School Control Form

2003 NAEP SCHOOL CONTROL FORM

SCHOOL ID#: 4110021 REGION: _____ AREA: _____
STATE: TN SESSION TYPES: Reading/Math
SCHOOL NAME: Our Lady of Peace PRINCIPAL: _____
ADDRESS: 314 Hollow Lane PHONE: _____
4 Sphinx, TN 04444
GRADE: _____
ESTIMATED # TO BE ASSESSED: 62 ESTIMATED # OF SESSIONS: 2
SCHOOL IN MORE THAN ONE GRADE ASSESSMENT? (Y/N): N
(IF YES, CHECK OTHER SCHOOL CONTROL FORM)

A. SCHOOL COORDINATOR'S NAME: Mrs. Sandra Block
COORDINATOR'S E-MAIL ADDRESS: Sblock@ourladyofpeace.org
COORDINATOR'S FAX NUMBER: 616-403-9922
B. ACTUAL GRADE ENROLLMENT: 75
C. IS THIS A YEAR ROUND SCHOOL? Y/N IF YES, PERCENT OF STUDENTS IN GRADE OFF TRACK AT ANY TIME: _____
D. ASSESSMENT DATE(S): Feb 21 ASSESSMENT TIME: 11:00am
E. ARRANGEMENTS FOR ASSESSMENT: All students in cafeteria

F. ARRANGEMENTS FOR SAMPLING:
 SCHOOL WILL SEND ELECTRONIC FILE TO WESTAT
 SCHOOL WILL SEND LIST VIA FAX OR MAIL Date: _____
 SAMPLE AT THE SCHOOL SAMPLE DATE _____
IF ELECTRONIC FILE, NAME AND TELEPHONE NUMBER OF PERSON PRODUCING FILE: _____

G. IF GRADE 4: NUMBER OF COMBINED LANGUAGE ARTS/MATHEMATICS TEACHERS 2
NUMBER OF LANGUAGE ARTS TEACHERS ONLY 0
NUMBER OF MATHEMATICS TEACHERS ONLY 1
IF GRADE 8: NUMBER OF LANGUAGE ARTS TEACHERS _____
NUMBER OF MATHEMATICS TEACHERS _____

H. IF GRADE 4: SCHOOL WANTS TO ASSESS ALL STUDENTS OPTION (IF SCHOOL HAS FEWER THAN 121 STUDENTS Yes)
SCHOOL WILL DO SAMPLE OF APPROXIMATELY 62 STUDENTS _____

I. COMMENTS: _____

- C. **Year-Round Schools** – If the school diocese/state has a “year-round” schedule, you must indicate this by circling the Y (for Yes) and then enter the percentage of students in the selected grade who would be off-track at any one time.
- D. **Assessment Date and Time** – A **specific assessment** date should be scheduled and recorded here, along with the time.
- E. **Arrangements for Assessment** – There is space here for you to record any other information about the school that the Assessment Coordinator needs to be aware of. You can also use this space to explain any special arrangements needed for the session.
- F. **Arrangements for Sampling** – There is a space to record the arrangements for sampling, whether it will be done via electronic file, mailed or faxed to the Field Manager or Supervisor, or done at the school. There is also a space for the sampling date if a visit is required. If the sampling is to be done by electronic file, there is a space for the name and telephone number of the person producing the file.
- G. **Number of Teachers** – There is space for putting the number of language arts teachers, mathematics teachers or combined language arts/mathematics teachers at grade 4. At grade 8, there is space for the number of language arts (reading/writing) teachers and for the number of mathematics teachers.
- H. **Assess All Option at Grade 4** – If this is a grade 4 school there is space to check off whether the school will do the “assess all students” option. This is available only for schools that have fewer than 121 students at fourth grade.
- I. **Comments** – There is space here for other comments.

Occasionally a school is selected to participate in more than one grade assessment. If this is the case, there will be two School Control Forms for the school since there will be a different school ID number for each grade level. Both forms should be completed. Generally all assessments in a school are conducted on the same day, and the school coordinator serves for both grades.

Completed SCFs should be reviewed for completeness and legibility prior to shipping back to the home office at the conclusion of the gaining cooperation phase.

4.4 **Record of Contact - School**

The record of Contact – School is essentially the same as the one for the dioceses, but will guide you through the information that you will need to discuss with the school. The Record of Contact – School is shown in Exhibit 4-2.

Exhibit 4-2. Record of Contact Form – School (Page 1 of 4)

Supervisor: John Donald
Cooperation Status: Coop!

Region: WI1 Area: 4
NAEP School ID: 5012311

2003 MAIN NAEP ACTIVITIES
RECORD OF CONTACT - SCHOOL

CHECK WHEN CONTACT ESTABLISHED: School Principal School Coordinator

School: Briar Academy
Telephone: 555 328-0172
Area Code
Facsimile: 555 328-0171
Area Code
District:
School Principal: Mrs. Anne Smith
School Coordinator: Mrs. Joan Crowley
Name and Title
Guidance Counselor
Secretary: Mrs. Kate Brown

Is the information as it appears on the SCF accurate?
CHECK ONE Yes No
If NO, enter new information:
Principal: _____
Mailing Address: _____
Telephone: () _____
Area Code

Willingness to cooperate.
 1(a) Assessment date scheduled for: 2/7 RECORD ON SCF AND IN SCS
 1(b) Sampling type: (CIRCLE ONE) RECORD ON SCF AND IN SCS
Electronic (Fax/Mail) In School

Who will assume role of School Coordinator?
 School Principal
 Other:
Name: Mrs. Joan Crowley
Title: Guidance Counselor
Telephone: 555 328-4444 Fax: 328 0171
Area Code Area Code
E-mail address: none
Have spoken with the School Coordinator: Yes No

RECORD OF CALLS

<p>DATE/TIME PERSON CONTACTED AND TITLE</p> <p>10/17 9am Mrs. Kate Brown Sec'y to princ.</p>	<p>OUTCOME OF CALL:</p> <p>Spoke to principal's secretary. She said principal is unavailable all day. Call tomorrow</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p> <p>10/18 9am Mrs. Brown</p>	<p>OUTCOME OF CALL:</p> <p>Spoke to Mrs. Brown. Principal is in meeting. She suggested calling at end of school day and she'd make sure I get a chance to</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p> <p>10/18 3:45 Mrs. Brown.</p>	<p>OUTCOME OF CALL:</p> <p>Spoke to Mrs. Brown. She transferred me to principal Mrs. Anne Smith</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p> <p>10/18 3:48 Mrs. Anne Smith principal</p>	<p>OUTCOME OF CALL:</p> <p>Spoke to principal and told her about NAEP. She had looked over materials but wants to think about participation. Call tomorrow</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p> <p>10/18 3:45 Mrs Anne Smith</p>	<p>OUTCOME OF CALL:</p> <p>Mrs. Anne Smith said they would participate only if they do not have too much additional work to do.</p>

She assigned Mrs. Joan Crowley School as S. Coord. (guidance counselor)

Exhibit 4-2. Record of Contact Form – School (Page 3 of 4)

REVIEW ITEMS 1-11 WITH SCHOOL PRINCIPAL OR SCHOOL COORDINATOR.
IF DISCUSSED WITH SOMEONE OTHER THAN THE PERSON NAMED ON PAGE 1, SPECIFY BELOW.

The following issues were discussed with:

Name: _____ Title: _____

Date: _____

ASK PRINCIPAL/SCHOOL COORDINATOR TO REFER TO SUMMARY OF NAEP ACTIVITIES.

CHECK BOX AS ITEM IS DISCUSSED. IF NOT DISCUSSED, INDICATE REASON.

NOTE: REVIEW SCF, LOG OF SCHOOLS, AND RECORD OF CONTACT – DIOCESE BEFORE MAKING CALL TO SCHOOL.

1. Discuss type(s) of sessions to be conducted (from SCF).

COMMENTS:

1 session

2. Confirm enrollment in sampled grade.

RECORD ON SCF AND IN SCS

- Grade 4 24
- Grade 8 _____
- Grade 12 _____

3. Discuss estimated number of students/sessions to be assessed in the school (from SCF).

- Students 24
- Sessions 1

If grade 4: If grade has fewer than 121 students does the school wish to assess ALL students?

Yes No _____

4. Discuss time required to conduct the assessment.

COMMENTS:

5. Discuss the options of sampling and the necessity of completing the "Instructions for Preparing a List of Students"

- 5(a) School will send file electronically.

No internet access

RECORD ON SCF AND IN SCS

- 5(a1) Discuss sampling procedure.

- 5(a2) Ask for person's name and telephone number who is in charge of the electronic files.

Name _____ Telephone Number _____

- 5(a3) Date file to be sent _____ Date file current as of _____

- 5(a4) Discuss supplemental sampling to be done at sampling visit. → Q. 7

4.5 Electronic Files from Schools

As mentioned earlier, part of each mailing to the schools each school will receive the “MySchool” folder in the mail. This folder will contain information about the MySchool website, instructions for creating student lists, and information on e-filing their student list. You should encourage as many schools as possible that schools send their student lists via an electronic file at the time the school agrees to cooperate. Schools must be able to send an electronic Excel file by November 15. The school will access the MySchool website to access the link to the e-file option. There they will follow the directions on how to create and send an electronic file of students for sampling. The specifications are included on the instructions for creating student lists. The Excel file must include the student names, birth dates, sex, race, and SD/LEP status. The school does not have to have Title 1 or the School Lunch Program fields available at this time in order send Westat a file electronically. These fields can be added later on assessment day. Grade 4 schools that want to assess all students must include the homeroom indicator.

Asking the schools for an electronic file will require a discussion between you and the person at the school in charge of the student file. You must thoroughly discuss with the school staff person the details about their student list. These details are on the Instructions for Preparing a List of Students (Exhibit 4-3). You must make sure that the list contains ALL students in the sampled grade. If the school has any technical questions about the file they can call 800-283-6237. They can also e-mail questions to the NAEPFMS@westat.com e-mail address. The files that schools send electronically will be received at the Westat home office. The home office will read the file and select the student sample. The selected student file will then be sent to NCS Pearson for them to pre-print the Administration Schedules with the selected student information.

Exhibit 4-3. Instructions for Preparing a List of Students (Page 1 of 2)

NAEP 2003

Instructions for Preparing a List of Eighth-Grade Students

(Please see reverse side for three methods of preparing your list of students:
Excel file submitted via Internet or hard copy typed or computer-generated list.)

1. The list must include **ALL students enrolled in the eighth grade** using the most current enrollment records available.
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency).
3. If this is a year-round school, please record the following information on the list of students:
 - a) Total enrollment in the eighth grade: _____
 - b) Percentage of eighth-grade enrollment that will be off-track (not in attendance) on the assessment date: _____
 - c) Indicate on the list which students will be off-track on the assessment date.
4. Please indicate the number of eighth-grade teachers who teach: Mathematics: _____
Language arts: _____ (Please include special education with language arts teacher counts)
5. The following student data are required:
 - Student name (alphabetical)
 - Month and year of birth (MMYY)
 - Sex (*Codes below)
 - SD status (*Definition below)
 - LEP status (*Definition below)

The following data also will be required of sampled students but may be included for all students now if more convenient:

 - Homeroom
 - Race/ethnicity (*Definition below)
 - National School Lunch Program (NSLP) status (*Definition below)
 - Title I status

***Codes/Definitions:**

Sex: 1=Male 2=Female

SD: 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.

LEP: Student classified by the school as limited English proficient.

Race/ethnicity:

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.

National School Lunch Program (NSLP):

1= Student not eligible

3=Free lunch

2= Reduced price lunch

6=School not participating

Exhibit 4-3. Instructions for Preparing a List of Students (Page 2 of 2)

There are three ways you can submit your list of students (specifications for the list are detailed on the reverse side):

A. Send an Excel file of your student data by signing on to the My School website at www.mynaep.org. Step-by-step instructions on the website will walk you through sending the file. The deadline for submitting electronic files is November 15, 2002.

B. Print out a list of students from your computer database*.

In addition to including the student data requested in number 5 on the reverse side, please follow these guidelines:

- Write the school name and address and district name on the list.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the list is current.
- Define any special codes used.
- Include preparer's name and phone number.

C. Prepare a list of students using the model below*:

NAEP 2003 STUDENT LIST										
School Name: <u>Brown Middle School</u>				Prepared by: <u>Tom Reed</u>						
Address: <u>3 School Street</u>				Preparer's Phone Number: <u>909-123-4567</u>						
<u>Brown NS 55121</u>				Date List is Current: <u>10/01/02</u>						
DIRECTIONS: PLEASE COMPLETE COLUMNS A - E FOR EVERY STUDENT IN THE EIGHTH GRADE. Columns F - I can be completed now or at a later date for selected students only. Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. PLEASE PRINT OR TYPE.										
REQUIRED OF ALL STUDENTS					Required of Sampled Students				For Sampling Use Only	
-A- Student's Name	-B- Birth Date (MMYY)	-C- Sex	-D- (X) If SD	-E- (X) If LEP	-F- Home Rm	-G- Race	-H- NSLP Status	-I- (X) If Title 1	Line #	(X) Sampled
Mary K. Albathy	08/89	2								
Scott L. Barnes	05/90	1	X							

*If you are preparing a hardcopy student list according to the instructions in B or C above, please complete questions 3 and 4 on the reverse side and return this form with the list of students to your NAEP state coordinator or NAEP representative by:

4.6 Receiving Student Lists from Schools in Hardcopy Form

Some schools, particularly nonpublic schools may not wish to have their students' names sent on an electronic file. We must be sensitive to their concerns. If a school does not wish to or cannot send student lists via electronic file, we will ask them to mail or fax the list of students to the Field Manager or Supervisor. Again, the student list specifications are on the instructions for creating student lists that they will receive in the "MySchool" folder. If a school does not wish to release any student names from the school, then the Supervisor will have to conduct a sampling visit to the school this fall.

4.7 Example School Phone Call

The Example School Phone Call outlines the call to the school principal/school coordinator using the same format as the Example Diocese Phone Call. Since protocol dictates that the initial school contact be made with the principal, you will record the outcome of this call on the Record of Contact Form - School and check the box at the top of the front page indicating "School Principal".

Occasionally you may be directed by office staff to speak directly to someone other than the principal. In some cases, particularly at grade 4, the principal himself/herself will assume the role of School Coordinator.

You will complete the Record of Contact Form - School to document your conversation with the school principal and the school coordinator if the principal designates a person other than him/herself to assume those responsibilities. Do not forget, make sure you have the Record of Contact Form, the School Control Form, the Summary of Activities, and Log of Schools before placing your call to the School Principal.

If the principal will assume the role of School Coordinator, you will check the box near the bottom of page one of the form indicating "School Principal." If someone other than the school principal is designated as school coordinator, check the box indicating "Other," and enter the appropriate information. When speaking with the "School Coordinator," check the box indicating "School Coordinator" at the top of the first page of the form. All items of the form must be reviewed with the School Coordinator; if the principal expresses interest, you should review the items with him/her as well.

In **Section 1 of the Example School Phone Call**, “Making Contact”, you introduce yourself as the NAEP representative and establish contact with the school official who will be responsible for coordinating activities. When making this first call to a Catholic school, it is helpful to begin by referring to the recent call (or letter) placed from the diocese office informing the school of its selection for participation in the study.

When speaking with the school principal or designee, explain that it will take about 15-20 minutes to cover the necessary information and offer to set up a phone appointment for a discussion if s/he cannot discuss it immediately. When reviewing key points, suggest that s/he follow along using the Summary of Activities

If s/he does not have access to the materials you mailed, offer to send another set. Do not review the school responsibilities until s/he has received the Summary of Activities. (Your Field Manager can fax a copy of the Summary of Activities to a school if necessary.)

Section 2 gives you a short introduction to the assessment program. It essentially summarizes the first few paragraphs of the Summary of Activities.

Section 3 provides step-by-step instructions for updating the School Control Form (SCF). In reviewing and updating the School Control Form, you will inform the School Coordinator of the grade level being assessed as well as the number and type of sessions being conducted and the estimated number of students to be assessed. You will also inquire about the number of students enrolled in the sampled grade and record this information on the SCF.

Section 4 has you ask if it is a year-round school. Information about year-round schools must be entered on the Record of Contact - School **and** the SCF **and** in the SCS.

Section 5 describes the MySchool website to him/her and inquires whether the school has Internet access.

Section 6 reviews the School Coordinator’s responsibilities. You will describe what is necessary for sampling, discuss the importance of high attendance on assessment day, and review issues of confidentiality. You will describe the two options they have for giving you the student list - either an electronic file sent by the due date or a hardcopy list faxed or mailed to you. If the school is resistant to having student names leave the school, you can tell him or her that you will visit the school about two weeks before the assessment date to sample.

Finally, in Section 7, **you will establish an assessment date** for the school and answer any questions the coordinator may have. If the school requires a sampling visit, it can be done in person. Remember to record this information on the School Control Form, Record of Contact Form, the Log of Schools, and in the SCS.

When determining a school's assessment date, be sure to discuss prior school commitments, vacation weeks, holidays, other local, diocese, or state testing dates, etc., and set the schedule so that the assessment can be completed within the allotted time period. Review the field period to be sure that the date is within the proper parameters. If this presents a problem, your Field Manager must be notified.

Assessment sessions for NAEP will last 90 minutes. Since this will take longer than a class period in most middle- and high schools, it is important to discuss the scheduling with the school coordinator to determine the type of schedule that will work best within that school. This coordination is, of course, especially important for the older students, who generally move from class to class every hour. Additional sessions may be necessary if the assessment space is small or makeup sessions are required. In general, however, you should be able to schedule all assessment sessions in a school on the same day.

In scheduling the assessment sessions within each school, take into account the hours that the assessment space is available, and any and all school functions that have been scheduled (assemblies, pep rallies, etc.). Sessions should not be scheduled that will run into the students' lunch period or student dismissal time. We want to avoid partially completed sessions, so make sure the school coordinator fully understands the time requirements of each session scheduled.

Exact times and locations for sessions do not have to be determined at this time. This will be determined by the Assessment Coordinator closer to the assessment date. However, the school coordinator should be given an overview that includes information about space and time requirements. Note that space is at a **premium** in most schools. Sessions may need to be held in such locations as the band room or the library. Wherever the sessions are held, the location should allow minimum distractions. If a school coordinator wants to plan at a detailed level at this time, record all information on the SCF and on the Record of Contact Form. **The items that MUST be decided at this time is the actual assessment date and the method of sampling (either by electronic file or hardcopy).**

When the assessment date has been agreed upon, ask the principal or school coordinator to be sure to record the scheduled date on their school calendar.

4.8 Year-Round Schools

While most nonpublic schools are not year-round, there are a small number that are year-round. The procedures for year-round schools are as follows:

- As part of your phone contact with the School Principal (or School Coordinator), you will inquire whether the school is a year-round school. If so, determine the percent of students in the sampled grade who are off-track (or not in attendance) at any given time.
- Record this information on:
 - The Record of Contact Form - School;
 - The School Control Form (SCF); and
 - The School Control System (SCS).

In year-round schools, the file or list used for sampling should contain all students who will be on-track (in attendance) on the assessment date.

4.9 Handling Situations That May Arise During the Phone Calls

There are several other issues that may arise in your initial calls to dioceses or schools depending on the questions asked by the person with whom you are speaking. Instructions for handling these situations are described in this section.

4.10 Questions You Cannot Answer

Although you will be able to respond to specific questions about each assessment and most general questions, there may be some questions that you are not able to answer. When this occurs, write down the question, be sure you understand it, and tell the school coordinator or diocese staff member that you will get back to him/her with the answer. Then, continue with your call agenda. At the conclusion of the call, consult your Field Manager or, if directed, the home office, to obtain the answers to the questions. Be sure to contact the school or diocese official who asked the question as soon as possible.

If you do not know the answer to a question, do not try to “bluff”. The school official may be far more knowledgeable about the topic than you. You will not lose the respect of the school official if you find out the answer and get back to him/her, but you will lose respect if you respond inaccurately. You can always mention the NAEP website and tell him/her that there may be some more information there that s/he may want to know. If questions are left unanswered, do not forget to get back to this school official with the answers.

4.11 Technical Discussion Required

If, during your phone call, you sense that more detail than you are able to provide is being requested (e.g., the diocese or school official begins a detailed discussion of standardized testing), you should indicate that you will arrange for a NAEP guide to be sent or for a home office staff member to call him/her. You should, however, be familiar enough with your study materials (manuals, publications, etc.) to answer general questions about the program. Again, you can always mention the NAEP website and tell him/her that there may be some more information there that s/he may want to know.

In some cases, a diocese or school may wish to have an in-person meeting involving their test directors and/or curriculum developers. If that is the case, it is possible that they would expect the presentation to be more technical than what you are able to provide. You can explain that your expertise is in the operational area, but that you can try to arrange for a meeting in which a project representative could come to discuss these issues. However, you should try to determine the specific information that may be sought, and see if these questions could be discussed over the telephone.

Discuss the situation with your Field Manager before committing to a special briefing or presentation. Also, contact your Field Manager to discuss any special circumstances surrounding the scheduling of the assessment or the conduct of introductory meetings as a result of your telephone contact with the diocese office or the school.

4.12 Concern About The Amount of Testing In The School(s)

Many dioceses and schools are well aware of the value of NAEP and other testing programs and are supportive, but you will frequently hear diocese and school officials express their concern about the amount of testing occurring in their schools (especially at grade 8). If this is the case, you should acknowledge their concern (e.g., “I understand what you are saying. We have seen the growth of testing

since the early 1990's"), and move on if you can. You can point out that in some ways these assessments are less burdensome than other testing programs because only a sample of students are selected for participation (although you should be careful when making this statement, since in some schools we will select all eligible students). Also, stress that our staff does all of the work on assessment day and the assessments lasts about 1-2 hours, while other programs run over several days.

4.13 Parental Permission

The No Child Left Behind Act provides that student participation in the National Assessment of Educational Progress shall be voluntary. It specifically states that parents of children selected to participate in any NAEP assessment shall be informed before the administration of any authorized assessment that their child may be excused from participation for any reason, is not required to finish any authorized assessment, and is not required to answer any test question. During any discussions with diocese or school officials regarding parental notification, you should emphasize that students are anonymous in these programs. Participating students' names are kept completely confidential, and school officials are instructed to destroy all forms within about six months of the assessment. Results are never reported by individual student or school; they are reported in aggregate across schools by grade, sex, and other characteristics. Please refer to Appendix L for the complete details about the policy on Parent Information.

A sample parent letter (Exhibit 4.4) will be included in the mailing to the school that school staff can copy or modify. The letter will also be available on the MySchool website. You will receive copies of the parent letter in your bulk supplies. If any school or diocese official would like to see a copy of the letter, you can send one to him/her.

4.14 Further Contact Necessary

If the diocese or school requests further information before agreeing to participate in the study, try to determine the type of information needed and note this on the Record of Contact form. Indicate on the appropriate Record of Contact form who should be called at the school or diocese office. Be sure to report this information to your Field Manager, in addition to documenting it on the appropriate Record of Contact form. If the attitude toward the study is basically negative, note this on the Record of Contact form and call your Field Manager immediately.

A diocese or school official may openly refuse or express reluctance to participate in the study. If so, be very tactful and polite during the telephone conversation. If the diocese or school official seems amenable to further discussion, the following points may be useful in your conversation:

- During previous years of NAEP, nearly 90 percent of the sampled schools have participated.
- For this study, we will conduct the assessments in the school and will do the sample selection. The only thing we ask of schools is to provide us with the lists of eligible students before the assessment date, the assessment space, and the selected students on assessment day. If there is any resistance whatever about preparing student lists or other clerical work on the diocese or school's part, offer to have our staff do the work.
- We will be as flexible as possible about scheduling the work, space requirements, etc.
- Schools often change their minds when we offer to do the assessment on a "non-regular" school day such as an early dismissal day or when another activity alters the usual schedule.

Exhibit 4-4. Sample Parent Letter

PARENTAL NOTIFICATION LETTER

NOTE: You must circle the appropriate reference in the third paragraph "your child may be/is part of that sample."

(School Letterhead)

Dear Parent:

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 U.S. 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 02/7 and will take approximately 1½ hours to administer. A random sample of our 8th grade students will be selected for the assessment, 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 policy makers 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

Mrs. Samantha Jones at 713-428-1111.

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 school children are learning.

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

Mrs. Samantha Jones

Sincerely,

David Parenti, Principal

If the diocese/school official openly refuses to participate and is very abrupt or hostile, do not antagonize the individual by prolonging the conversation. If appropriate, attempt to obtain the reason(s) for the refusal (this information will enable you or other staff to develop appropriate plans for attempting to reverse the refusal) and politely terminate the conversation. Do not indicate to the refusing party that no further contact will be made. Always leave the door open for someone else to make contact. There are some general rules to follow when you sense an impending refusal (Exhibit 4-5) and some comments you can make when they give reasons why they want to refuse (Exhibit 4-6).

Record notes of the discussion clearly and in detail on the Refusal Report Form (Exhibit 47), and call your Field Manager to discuss the situation. The refusal information will be reviewed by the Field Managers so that we can try to convert the refusal. There is space on the form for you to record the stated reasons for refusing as well as any unstated reasons that you sense. Your objective opinion about the reason for refusal and what could be done to correct the refusal are an important part of the conversion effort.

4.15 Special Situations

If the school says they will agree to participate only under special circumstances, you should discuss the circumstances with your field manager. Oftentimes, they will say they will participate only if all of their students can partake in the assessment. Obviously since this is an option for most fourth grades, it is not a problem. If they want to do this for eighth grade, you must fill out a Special Situations Form (Exhibit 4-8) and put it in the school folder.

Exhibit 4-5. Suggestions for Potential Refusals

When "sensing a refusal"

1. Suggested responses:
 - a. "You have brought up some interesting facts. May I get back to you?"
 - b. "Thank you for listening. I am going to call my Supervisor and see if there is anything more I can do for your school."
 - c. "I appreciate and understand your concerns and would like to discuss them with my Supervisor. May I call you back tomorrow?"
 - d. "You have excellent suggestions."
2. Website: Be sure to bring the study's website to the school's attention, as this is an important feature that should not be overlooked. If they do not have the brochure explaining "NAEP on the Internet" tell them you will fax them one. Explain to the school that you will call back after they have had time to review some of the reports and valuable information.
3. Fax or Federal Express: Before accepting a refusal always offer additional literature and materials.
4. Refusal by secretary or recording: Thank the secretary but tell her that you will call back at another time. Never accept a final refusal via the secretary or a message that is left on your recorder or given to someone other than you.
5. Phone control: Always tell the secretary that you will call back. Certainly leave your number if s/he requests it and then explain that you are either traveling or often on the phone and you will call again rather than inconveniencing the superintendent/principal.
6. Special supplies (i.e. past NAEP materials from science hands-on tasks and the Science Activity Book from NAEP 2000): There should not be any refusal accepted before having offered whatever special items are available at the time. Check with your Field Manager about this.
7. Assessment date: Offer to "open up you calendar" to the school. Even if the date has not been a major issue, it re-enforces that we are willing to do whatever it takes.
8. Small nonpublic school refusal: Ask if you may set the pre-assessment date and explain to the principal/director you will have all necessary material required to conduct the assessment the day you visit the school. Also, answer any questions and, if they felt comfortable with everything, you could then conduct the assessment at that time. This has worked well in the past.
9. Ask: "What can I do to make this assessment workable for you and you school?"
10. Reasons: Always express concern and even be sympathetic but do not forget that your ultimate goal, regardless of the refusal reason, is to gain COOPERATION!
11. Mention the FBI clearance and the oath of confidentiality if security is a concern.

Of course do not forget the old standbys: we do all of the work, test all students, spread testing out over several days, test on a day that is a half day or on a day that something else is going on, or a special session situation.

Exhibit 4-6. What to Say and Do When a School Refuses (Page 1 of 2)

1. **TOO BUSY:** “No, we are way too busy to take on one more thing.”
 - Let the principal know that you sincerely understand how busy schools can be.
 - Tell the principal that you will work to accommodate his calendar. Mention half days.
 - Inform the principal that NAEP 2003 is improved with “new and easier” procedures.
 - Mention that the assessment is only 90 minutes and that NAEP staff administers all assessments.
 - Offer to meet with the principal at his earliest convenience to discuss how flexible NAEP is.
 - FedEx the principal a bulleted letter and any additional NAEP materials and “thank you’s” that might be available. Check with your Field Manager that this.
2. **NOT REQUIRED/MANADATED:** “If it’s not mandated, we are not doing it.”
 - Non-public schools represent approximately 24 percent of schools in the nation and educate approximately 11 percent of students in the country, and these students need to be adequately represented.
 - Explain the importance of NAEP 2003 and that trained NAEP staff will administer the assessment, and provide all the needed materials.
 - With only a small number of high schools selected for NAEP 2003, every school is needed in order to collect and report accurate and current data.
 - Offer to meet with the principal at his/her convenience to discuss the benefits of NAEP. Offer any “thank you” materials that are available.
3. **TESTED TO “DEATH”:** “My 8th graders have been tested to death. I cannot allow this.”
 - Let the principal know that you certainly understand the amount of testing that is required of 8th grade students.
 - Explain that the selection of his/her 8th graders is completed by a well defined sampling process which results in ONLY assessing 62-68 students in the entire 8th grade, and that each one of these 62-68 students represent hundreds of other 8th graders across the country. (A few 8th grade schools will assess up to 100 students. See your log for number of sessions.)
 - Point out that the assessment is ONLY 90 minutes, that NAEP staff administers the assessment and provides ALL the mater
 - Offer an in-person meeting, additional materials, and any available “thank you” items.
 - For 4th graders, we use the same well defined sampling process but we will assess all eligible 4th grade students if the school prefers.
4. **TEACHERS WILL NOT GIVE UP CLASS TIME:** “The teachers said no, we cannot spare the time.”
 - Let the principal know that you understand and admire the dedication his staff has toward their students and their professio
 - Offer to meet with the teachers to discuss the short amount of time needed for the assessment, and to explain the simple and procedures.
 - Let the principal know that NAEP does everything possible to insure the amount of time students are out of their class is hel minimum.
 - If the principal will not allow you to meet with his teachers, ask him/her if you can FedEx a letter to each teacher with a bri overview of the student’s involvement. Include any available thank you materials.
5. **NO SPACE:** “We are using every available space we have for teaching.”
 - Tell the principal that you have assessed in many overcrowded schools such as s/he described, and because you are familiar this situation you have several suggestions/solutions to offer. Explain that intact classrooms can be used (4th grade, or take only), the media center is often used, the music room is an option, the cafeteria could be considered, the auditorium is a pos solution if the seats have portable desktops.
 - Ask the principal if s/he would allow you to visit the school to make additional suggestions for available testing space.
 - Offer to assess on consecutive days.

Exhibit 4-6. What to Say and Do When a School Refuses (Page 2 of 2)

6. **CAMPUS/BOARD/PARENT COMMITTEE DOES NOT APPROVE:** “We voted not to participate.”
 - Offer AGAIN to meet with the board. This meeting, if allowed, usually gains cooperation.
 - FedEx a letter with additional NAEP 2003 materials. Check with your Field Manager on what materials are available. Me student and parent letter.
 - In-Person “drop by” visit.
7. **DOES NOT ALLOW OUTSIDE TESTING:** “No outside testing allowed.”
 - Let the principal know that you understand many requests are probably asked of his/her school.
 - Explain the importance of NAEP 2003 and how recognized NAEP is in the private sector of education.
 - Point out the endorsement letters. Mention that _____, signed the letter from CAPE, and that _____ signed the letter from CSI or applicable organization.
 - Tell the principal how valuable his/her school is and that non-public schools such as his/hers account for 24% of ALL school the nation. Let him/her know that nearly 11% of ALL American school children attend non-public schools. Stress that we N his/her school to participate in order to have a true picture of what our young students know and can do in selected subjects.
8. **PARTICIPATED TOO MANY TIMES IN THE PAST:** “We are always selected, ask another school.”
 - Explain the benefits of NAEP 2003 and how NAEP has new and improved procedures that benefit the school. Example: NAEP Assessment Coordinators and Assessment Administrators have a FBI clearance, all Assessment Coordinators and Assessment Administrators have taken an “Oath of Confidentiality”, and the Assessment Coordinator brings everything needed for the assessment on the day of the assessment.
 - Tell the principal that there is NO burden on the teachers to administer the assessment, they do not have to attend any training session, or be responsible for receiving or shipping any materials. NAEP does it all!
 - Explain to the principal that every school has some chance of being selected and that the sample varies based on factors such as grade, subject, public and nonpublic status. To ensure an accurate representation, the samples are randomly selected from a pool of schools that have been stratified by variables such as region of the country, extent of urbanization, percentage of minority enrollment, and median household income.
 - Offer to meet with the principal.
 - Send any NAEP materials that are available.
9. **“THE GOVERNMENT”:** “We don’t want anything to do with the government.”
 - Explain to the principal that NAEP 2003 represents ALL schools, public, nonpublic, and parochial.
 - Explain the importance of NAEP 2003 and how recognized NAEP is in the private sector of education.
 - Point out endorsement letters and who signed the letter. (letters may not apply to all schools)
 - Tell the principal how valuable his/her school is and that non-public schools such as his/hers account for 24% of ALL school the nation. Let him/her know that nearly 11% of ALL American school children attend non-public schools. Stress that we N his/her school to participate in order to have a true picture of what our young students know and can do in selected subjects.
 - Explain how secure and confidential NAEP is. Tell him/her that NO NAMES are associated with booklets when they leave school. Mention the FBI clearance and the oath of confidentiality.
 - In-Person “drop-by” visit.
 - Teachers are welcome to observe all sessions if they are concerned.
10. **NOT INTERESTED:** “We are not interested.”
 - Fax a bulleted letter with an overview of NAEP 2003 that points out specifics for the selected grade.
 - Offer any “thank you” items that are available. Check with your Field Manager about this.
 - In-Person “drop-by” visit.

Exhibit 4-7. Refusal Report Form

Supervisor: Mary Grandy Date entered in SCS: 10/14
 Supervisor phone number: 424-831-0444 Region: TN4 Area: 1

2003 NAEP REFUSAL REPORT FORM
 (Complete and notify your field manager immediately)

State: Tenn.

1. School Diocese: _____
 2. Superintendent: _____
 3. School(s): Academy of Valley View

4. Checkmark and/or circle all that apply:	# of Schools	School ID(s)
A. <input checked="" type="checkbox"/> School Level Refusal	<u>1</u>	<u>4512011</u>
B. <input type="checkbox"/> Diocese Level Refusal	_____	_____
C. <input type="checkbox"/> Diocese Refusal for This School Only	<u>1</u>	_____

5. Who made decision to decline? (Include title and telephone.)
 Name: Mr. Philip Greer
 Title: Principal
 Phone: 718-428-0175

6. Other contact(s) (include titles and telephone.)
 Name: _____ Name: _____
 Title: _____ Title: _____
 Phone: _____ Phone: _____

7. Please describe the reasoning behind the refusal, including as much information as possible about important local factors, unstated reasons worth noting, and the tone of the discussion:
He absolutely refused to listen to anything about NAEP. He hung up on me twice!

8. What might persuade this district/school to participate?
An in-person visit. Extras!

9. Recommended action for appeal (include telephone number and title of contact):

Exhibit 4-8. Special Situation Form

NAEP 2003
SPECIAL SITUATION FORM

REGION AL1 SCHOOL ID# 3620051
AREA 2 DATE Feb 7 Oct 14
SUPERVISOR Mary Smith ASSESSMENT DATE Feb 7
FIELD MANAGER Sue Marks

The expected number of sessions to be conducted and/or the number of students to be assessed in this school has been altered as noted below:

- School wanted to assess all grade-eligible students.
 School wanted to do fewer sessions/students than number assigned (Select sample and mark as absent any student that school does not allow to participate).
 Other (explain) _____

Resolution: Please describe the outcome of the situation checked above. Indicate what sessions were dropped (if any) and the number of students actually assessed. Please include as much relevant information as possible.

4.16 Sampling Your Schools

As you receive your schools lists in, you can begin sampling the students. Sampling is done with the Student Data System (SDS) in your laptop. Details on how to sample will be given with the SDS instructions.

4.17 Packaging and Shipping Materials

4.17.1 Packaging Materials

At the end of the fall, you will have a completed school folder for each school. You should give these folders to the Assessment Coordinator in December and each one should include:

- Completed Record of Contact - School;
- School Control Form;
- Copies of the Administration Schedules (you will learn more about this at the November training);
- Copy of the Roster of Questionnaires (you will learn more about this at the November training);
- Special Situation Form, if applicable; and
- Refusal Form, if applicable (this must also be entered in computer).

The following should be placed in the folder of the first school for each diocese that appears in your Log of Schools:

- Completed Record of Contact - Diocese.

4.17.2 Shipping Materials

After the first five business days of phone contacts, you will send legible copies of all completed Record of Contact Forms, Refusal Forms, and School Control Forms via Federal Express to your Field Manager.

This will facilitate your initial reporting call to your Field Manager. This is the only package that must be sent to your Field Manager.

5. MY SCHOOL WEB SITE

5.1 What is the MySchool Web site?

The MySchool Web site is a restricted-use web site designed to provide information to schools participating in the current NAEP assessment. This site contains school-specific information and useful facts about what to expect during each stage of the assessment process. Schools can obtain information about the current program, submit their student sample online, receive reminders about assessment activities, and send feedback about their experience. There are a variety of features, including: online registration; tools for communicating with the school's NAEP representative; a personalized timeline of NAEP activities; online chats with NAEP staff; and access to relevant NAEP publications and documents.

The diocese of each participating Catholic school will also be informed of the MySchool service, and if they choose, the dioceses can have access to their schools' sites.

Once schools register for MySchool, they will receive an email for each of the five steps of the assessment administration process:

- **Step 1: NAEP 2003**
Upon registering for MySchool, users will receive an email message with a link to the NAEP 2003 web page. The NAEP 2003 page is an overview of the 2003 National Assessment of Educational Progress.
- **Step 2: The Student Sample**
The link to this page will be e-mailed to registered schools soon after they agree to participate. The Student Sample page contains information about sampling students, sending in student lists and E-Filing. NAEP encourages schools to E-File their list of students.
- **Step 3: Preparing NAEP**
The Preparing for NAEP web page contains information about how to prepare for the assessment. An email with a link to this page will be emailed on or around 2 weeks before the assessment date.
- **Step 4: Assessment Day**
Around one week before the assessment date, schools will receive an email message with a link to the Assessment Day web page. This page will have information about assessment day procedures.
- **Step 5: After the Assessment**
One week after the assessment, schools will receive an email with a link to the After the Assessment web page. This page has information about what happens after the assessment and how the results are scored, analyzed and reported.

5.1.1 Registering for MySchool

Schools and dioceses can register for the site by going to www.mvnaep.com and entering their seven-digit NAEP ID number in the user name box, and “guest” in the password box. Sections 5.1.2 and 5.1.3 explains the process for contact schools and dioceses more extensively.

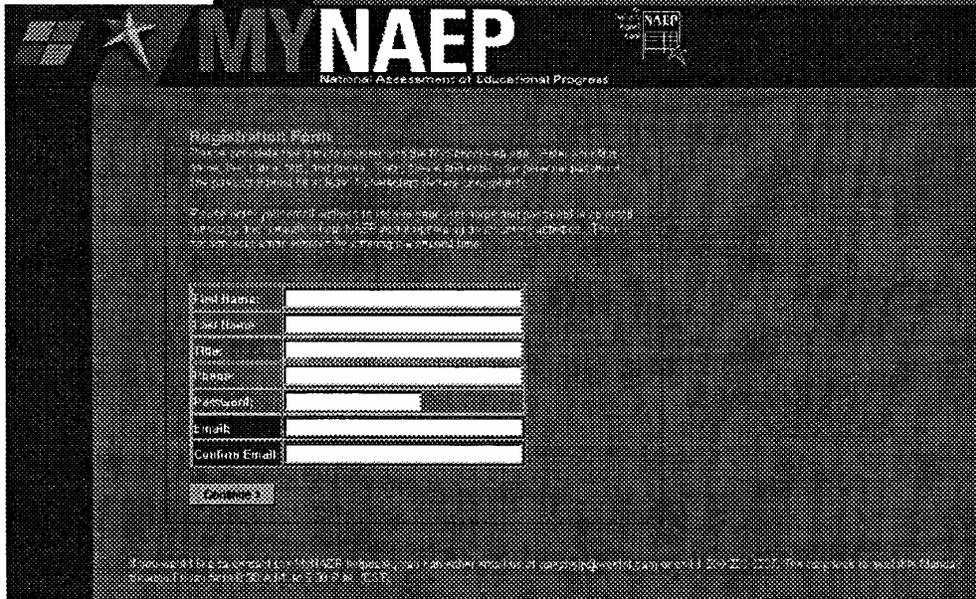
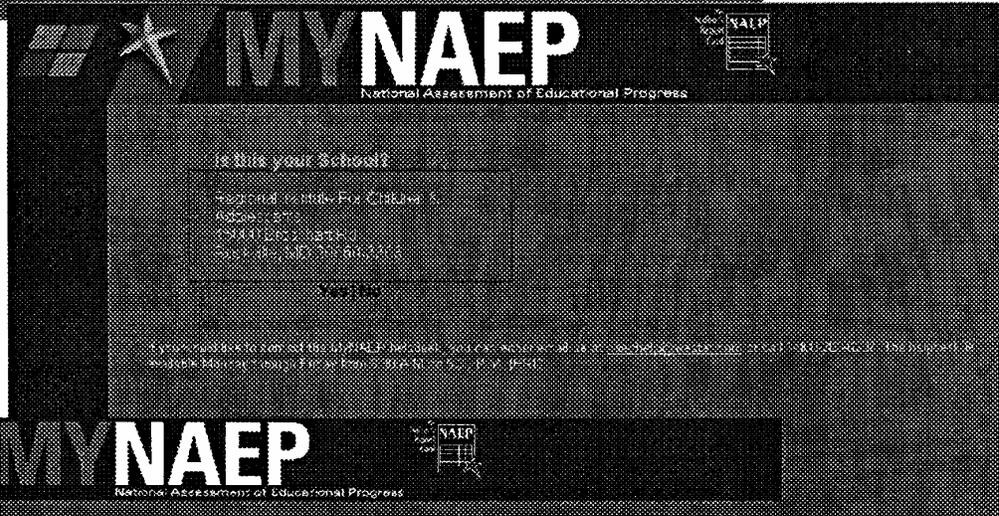
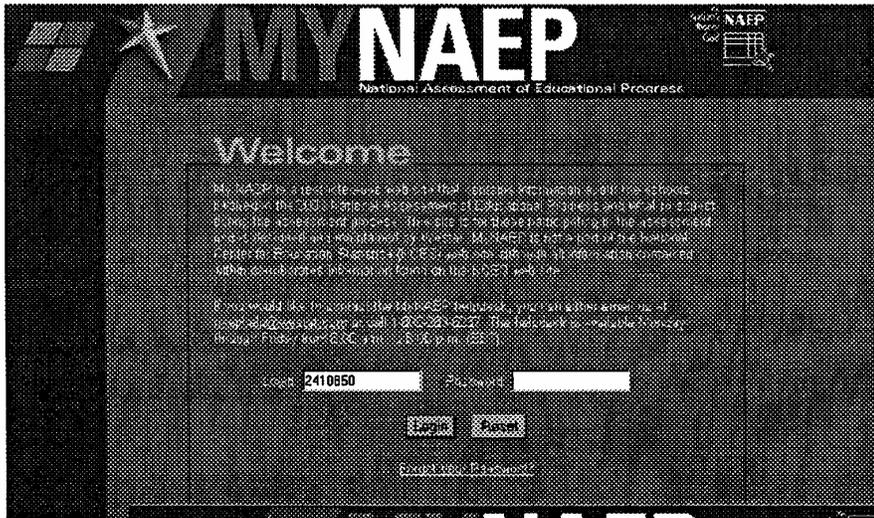
5.1.2 MySchool Information for Contacting Dioceses

During your initial contact with the dioceses, briefly describe the MySchool site and ask the diocese representative if they would like to have access to the web pages of the schools in their diocese. If the diocese representative wants access to MySchool, they will need to register by following the steps in the previous section (Section 5.1.1). The diocese MySchool ID number is on the school listing that indicates which schools were selected for NAEP. After typing the 7-digit ID number, the registrant will be prompted to complete a short registration form that will ask for his/her e-mail address. On the final web page of the registration process, the registrant will receive a user name and password. The user name and password will also be mailed to the user. An unlimited number of diocese staff members can register to access the MySchool site. However, all users only need to register once. (Exhibit 5-1).

Once logged on, the user can select the school they wish to see from a drop-down box. They will be able to access the MySchool site throughout the assessment period.

If a diocese expresses concern that schools who do not have Internet e-mail, or who do not access the web site, will be “missing out” on information, assure the diocese that all schools will receive information through the materials their NAEP representative send out. We want schools accessing the web site to obtain information about NAEP when it is most convenient for the schools, and to enhance communication between NAEP and schools.

Exhibit 5-1. Example of the MySchool Site Registration Process (Page 1 of 2)



5.1.3 MySchool Information for Contacting Schools

During your contact with the school principal, briefly describe the MySchool site and ask the principal if they want access to the MySchool web site. If the principal would like access to MySchool, they will need to register by going to www.mynaep.com and typing the 7-digit NAEP ID number in the user name box and “guest” in the Password box then click the “Submit” button. You should reiterate the seven-digit ID number to the principal and where the ID number can be found. After typing the 7-digit ID number, they will be prompted to complete a short registration form that will ask for their e-mail address. On the final web page of the registration process, schools will receive their user name and password. The user name and password will also be emailed to the principal.

The School Coordinator and the principal are the two staff members that may be most interested in accessing the MySchool pages, however, other school staff can, and should be encouraged to register at anytime during the assessment period. All users only need to register once. Exhibit 5-2 shows an example of Step 1 of the assessment administration process on the MySchool web site. Exhibit 5-3 shows an example of Step 2 of the MySchool web site.

5.1.4 The MySchool Site and the SCS

Certain fields in the MySchool site will come directly from the information you enter and update in the SCS:

- MySchool Name
- Principal
- School Address
- Phone Number
- School Coordinator
- Enrollment
- Assessment Date and Time

It is very important that this information is entered accurately because it will appear on the web page exactly how it is entered. (Exhibit 5-4)




WELCOME Anytown Elementary School

What is NAEP?

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what America's students know and can do in school in a variety of key subject areas. NAEP assessments have been given at the fourth, eighth, and twelfth grades in reading, mathematics, science, writing, and other subjects. In 2003, NAEP will assess students in reading and mathematics between January 27 and March 7.

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

NAEP has produced more than 200 reports since 1969, chronicling trends over time in fourth, eighth, and twelfth grade. NAEP plays an integral role in evaluating the conditions and progress of the Nation's education. While NAEP only collects information related to academic achievement, NAEP guarantees that all data related to individual students and their families will remain confidential.

In the 2001 legislation "No Child Left Behind," NAEP is mandated to assess reading and mathematics in grades four and eight for individual states participating in Title I beginning in the 2002-2003 school year. State assessments in reading and mathematics are mandated for grades three through eight beginning in the 2005/2006 school year.

Assessment Timeline

Your area here:

Item to be assessed	State NAEP Year	State	NAEP Year	Other info
Fourth grade reading and mathematics	2003	Anytown	2003	Assessment in 2003
Eighth grade reading and mathematics	2003	Anytown	2003	Assessment in 2003
Twelfth grade reading and mathematics	2003	Anytown	2003	Assessment in 2003

Click to see Timeline in a Full-size view.

Assessment Information

- Between January 27 and March 7, 2003, NAEP will assess students in grades 4 and 8 in reading and mathematics. In a small number of grade 12 schools, NAEP will also conduct a field test assessment in reading and math.
- All assessments will be conducted by NAEP field staff and materials will be provided by NAEP.
- Your school has been selected to take the fourth grade assessment. In most grade 4 schools, NAEP will assess all eligible students up to a maximum of 62. In schools that have fewer than 121 fourth graders, the school can choose to have ALL of its fourth graders assessed in intact classrooms. Each student will be assessed in either reading or mathematics.
- In states with fewer than 100 schools, additional students will be selected at each grade.
- Assessments will take 90 minutes.
- In grades 4 and 8, questionnaires will be distributed to the teachers of the sampled students and a questionnaire will be distributed to the principal. Teachers of the selected students with disabilities (SD) and limited English proficiency (LEP) will also be given questionnaires.
- School principals must designate a school coordinator to assist NAEP staff with in-school arrangements.

Chat

Ask questions and learn more about NAEP and this year's assessment in our featured chat:

Celebrating 33 years of the National Assessment of Educational Progress

Peggy G. Carr, the Associate Commissioner for the National Center for Education Statistics, will host this important discussion.

A Word from your NAEP State Coordinator

The NAEP State Coordinator works at your State Department of Education. Read what your State Coordinator, Susan Jones, has to say about the 2003 NAEP assessment:

Welcome schools and thanks for participating! There are a lot of activities over the next few months and this website is designed to walk you through each one. If you have any questions, feel free to contact me Monday through Friday, 8:30 AM - 5:00 PM at:

Susan Jones
 Department of Education
 555 South Street
 Washington, DC 20000
 Phone: 333-222-5555
 Fax: 333-222-5400
 susanjonas@aemail.com

Links of Interest

Below are some of the popular web tools on the Nation's Report Card web site. To browse the links below, you will leave this site. Use the BACK button at the top of your screen to return to this page.

See the latest information about the subjects being assessed in NAEP this year and browse through the reports from previous years. Visit the reading and mathematics pages on the Nation's Report Card web site.

Use the NAEP Data Tool provides you with tables of detailed results from previous NAEP assessments. The data are based on information gathered from the students, teachers, and schools that participated in NAEP.

The NAEP Questions Tool provides easy access to NAEP questions, student responses, and scoring guides that are released to the public.

The NAEP State Profiles present key data about each state's student and school population and its NAEP testing history and results. The profiles also contain links to other sources of information on this web site, including the most recent state report cards for all available subjects.

How Can We Help You?

- Find more information about contacting NAEP
- Change your MySchool password
- Report a technical problem or send NAEP feedback about the web site.

Your Information

Below is information we have for your school's assessment. You may update this information if anything has changed.

School Name	Anytown Elementary School
Principal	Karen Smith
Address	123 Main Street Washington, DC 20000
Phone Number	333-224-4455
NAEP ID Number	101-101-1
Enrollment in Selected Grade	40
Sessions to be conducted	2 Reading/Mathematics
Grade to be assessed	4th grade
Assessment Date	January 29, 2003

Exhibit 5-3. Example of MySchool Step 2



WELCOME Anytown Elementary School

Students' Sampling

Schools will need to provide NAEP with a list of all students enrolled in the grade being assessed. The list may be sent hardcopy or through E-File, as instructed below. NAEP staff will select a sample of students from the provided list and prepare the assessment materials for the selected students.

Lists of students should be submitted as soon as possible, but no later than November 15, 2002.

How Do I Send My List of Students?

There are 2 options for sending in your list of students:

1. Prepare a hardcopy list from your school records computer database following the NAEP **Instructions for Providing a Hardcopy List of Students (PDF)**. Then mail or fax your list to your NAEP Representative listed below.
2. Prepare an Excel file from your school records computer database following the NAEP **Instructions for Providing an Electronic List of Students (PDF)**.

Submit Name

Department of Education
333 South Street
Washington, DC 20000
Phone: 202-222-3333
Fax: 202-222-3400
msaajones@email.com

3. Prepare an Excel file from your school records computer database following the NAEP **Instructions for Providing an Electronic List of Students (PDF)**.

Submit Name

Department of Education
333 South Street
Washington, DC 20000
Phone: 202-222-3333
Fax: 202-222-3400
msaajones@email.com

Means take a moment and complete the following questions about your school and student list. Who will prepare the hardcopy or electronic student list for your school?

Name:

Phone:

Email:

Date list or file is created? (MM/DD/YYYY)

Is this a year-round school? No Yes

If no, what percentage of the students will be off-track on the assessment date?

Total enrollment in the 4th Grade:

In most schools, a sample of 62 fourth-grade students will be selected. If your school has less than 121 fourth-grade students, we can assess all of them in intact classrooms, if you prefer. Let us know how you wish to assess your fourth-grade students.

Assess a sample of fourth-grade students
 Assess all fourth-grade students

Number of 4th grade teachers who teach both reading and mathematics:

Go Back

This process will take just a few minutes. Once you click on the button below, you may send your file. You will be asked a series of questions to help NAEP match the codes on your student lists to the codes that NAEP uses.

You can stop and restart from where you are at anytime during this process.

Before you begin this process, you must answer the questions regarding your student lists.

If you have any questions, call the NAEP Technical Support Hotline at 800-283-6287 between 7:00 a.m. and 6:00 p.m. Eastern Time.

E-File with Us Now

A Message From Your NAEP State Coordinator

Read what your State Coordinator, Susan Jones, has to say about E-File.

Your student lists are due by November 15, 2002. E-File, mail or fax the lists to the address below:

Submit Name
Department of Education
333 South Street
Washington, DC 20000
Phone: 202-222-3333
Fax: 202-222-3400
msaajones@email.com

Assessments' Timeline

See any here

Activity	Due Date	Notes
Send NAEP list of students	November 15, 2002	Hardcopy or E-File
NAEP staff select sample	November 15, 2002	NAEP staff will select a sample of students from the provided list and prepare the assessment materials for the selected students.
NAEP staff prepare materials	November 15, 2002	NAEP staff will select a sample of students from the provided list and prepare the assessment materials for the selected students.
NAEP staff deliver materials	November 15, 2002	NAEP staff will select a sample of students from the provided list and prepare the assessment materials for the selected students.
NAEP staff assess students	November 15, 2002	NAEP staff will select a sample of students from the provided list and prepare the assessment materials for the selected students.
NAEP staff score results	November 15, 2002	NAEP staff will select a sample of students from the provided list and prepare the assessment materials for the selected students.
NAEP staff report results	November 15, 2002	NAEP staff will select a sample of students from the provided list and prepare the assessment materials for the selected students.

Click to see interactive or a full-size view

Next

Ask questions and learn more about the sampling process and procedures for selecting schools and students in our Featured chat:

How is the NAEP sample determined?

Keith Rust, the Market Director of NAEP Sampling and Statistical Operations, will host a discussion on NAEP sampling methods.

Your Information

Below is information we have for your school's assessment. You may update this information if anything has changed.

School Name	Anytown Elementary School
Principal	Karen Smith
Address	123 Main Street Washington, DC 20000
Phone Number	202-224-4433
NAEP ID Number	101-101-1
Enrollment in Selected Grade	48
Teachers to be conducted	2 Reading/Mathematics
Grade to be assessed	4th grade
Assessment Date	January 25, 2003

Assessments' Timeline

- The Summary of NAEP Act's NAEP is a two-page document that briefly defines the NAEP program, and the roles of participating schools and school staff.
- The **Assessment Booklet** contains student background questions and examples of the subject questions similar to those used in this year's assessment.
- By law, parents of children selected to participate in NAEP must be informed before the administration that their child may be assessed prior to participation for any reason. It is not required to finish the assessment, and is not required to answer any test question. NAEP will provide schools with a **Parental Notice** to modify or adapt as necessary.

Accessibility: Assisted Computer System

- What is "assistive"? What is assistive necessary for NAEP assessments?
- What is a "screen" and how do I use it?
- Can NAEP use a screen that contains content in screen instead of the screen of the computer?
- What is Microsoft Word and how do I use it?
- Are schools required to provide students who have a disability (LDD) or have a physical condition that affects their ability to use a computer with a screen that contains content in screen instead of the screen of the computer?
- NAEP has different reading materials than the school staff use. Do you have to use the NAEP reading materials in the Student List?
- Who does NAEP send student information to, and not send to the assessment center?
- If a school has students who have a physical condition that affects their ability to use a computer, who is the assessment center?
- What other actions do you have to provide your grade list, if you do not use E-File?

Footer: Get the Info You Need?

- Find more information about contacting NAEP
- Check out our NAEP website
- Report a technical problem or send NAEP feedback about the web site

Exhibit 5-4. Example of SCS School Edit Page

School Control System		NAEP	
No View Edit Add Delete Print Help			
School Edit			
Name:	Abbottston Elementary		
School ID#:			
MysName:	Abbottston Elementary		
Address:	1300 Gorsuch Ave		
Address (cont'd):			
City, State:	Baltimore	MD:	21218-3620
Zip:			
County:	Baltimore City	Comments:	
User ID:	300050		
Phone:	(410) 396-6448	(xxx) xxx-xxxx	
Fax:		(xxx) xxx-xxxx	
Principal:	Lonnie Broadnax	Edit	
Coordinator:	Select...	Add	
Year Round:	Yes	Percent Off Track:	0
Charter School:	Not Answered		
Grade 4 (2-310118) General Special Season			
Original School (No Substitute Available)			
Enrollment			
Estimated:		Actual:	0
Status:	Pending		
Scheduled Assessment Date:	1/27		
Scheduled Assessment Time:			
Date/Method Parent Letters Sent:	Not Sent add		

6. ASSESSMENT DATES FOR NONPUBLIC SCHOOLS

6.1 Non Public Schools

The nonpublic school sample for NAEP 2003 will be approximately 800 schools. As you know, from late September through early November 2002, you will be gaining cooperation with nonpublic schools in your state. As described earlier, to assist you in this task, you will be provided with:

- The Log of Schools, which lists selected schools within each Area.
- A School Control Form for each school. This form provides name, address, and telephone information, as well as the number and type of sessions. It also has space for you to record assessment dates and other important information.
- Record of Contact forms for you to record the outcome of all conversations with diocese and school staff
- A laptop computer with which you can access the SCS containing all information found on the Log of Schools. Assessment dates and school disposition codes will be entered in the SCS using your laptop computer.
- An Online Assessment Calendar accessible through the SCS on your laptop computer which shows up-to-date, pre-planned assessment dates for all nonpublic and public schools in each Area of your state, as of late September.

6.2 Pre-Planned Assessment Dates for Schools in your State

Field Managers have pre-planned dates for the nonpublic schools in their assigned states to St into the calendar with the pre-planned public school dates. Approximately 28 public and nonpublic schools in the same geographical area in a state have been grouped together into an Area, with an average state having 10 to 12 total Areas.

6.3 Online Assessment Calendar of Each Area

All pre-planned assessment dates for the public and nonpublic schools in each Area in a state have been loaded into the SCS and can be viewed on an Online Assessment Calendar accessible by the supervisor gaining cooperation with the nonpublic schools and by the field manager assigned to that state.

Your Online Assessment Calendars for all of your Areas in the state will be accessible through a link in the SCS and will be “view only”, meaning that changes in schools’ status or assessment dates cannot be made directly on the calendar. For a school to show on your Online Assessment Calendar, (1) an assessment date must be entered for the school in your SCS, and (2) one of the following school disposition codes must be entered in your SCS for the school:

- Pending
- School Contacted, Pending Cooperating
- Interim Refusal

Likewise, a school will not appear on your calendar, if the following school disposition codes are entered:

- School Refusal
- School by Diocese Refusal Diocese Refusal
- Closed
- No Eligible Students
- No Grade
- Not Regular School

It is crucial that you compare your Log of Schools and your Online Assessment Calendar daily to ensure all nonpublic schools that are pending, cooperating, or interim refusals are showing on your Calendar and on the correct date. You should also verify that all final refusal and ineligible schools are not showing on the Online Assessment Calendar and have been assigned the correct final refusal or ineligible disposition code. To help you check your entries, you can create an Area Status Report in the SCS that is printable, showing current entries for assessment dates and school disposition codes for each area school. Your printable Online Assessment Calendar showing the results of your SCS entries will also help, when comparing it to the Area Status Report. (See the SCS User Guide for details.)

Changes in the pm-planned assessment dates are probable. For nonpublic schools, supervisors may find that a school has a major conflict with the pre-planned assessment date, or they may require a specific date to participate. In addition, some nonpublic schools will have closed, or they will be ineligible, thereby freeing their assessment date for another school. Therefore, it is essential that field managers and supervisors keep the SCS current at all times to prevent unplanned double scheduling of schools.

Please follow these very important procedures to keep your SCS and, therefore, your Online Assessment Calendar current:

- Before you begin your day's calls, log onto your Online Assessment Calendar through your SCS, and print out a new calendar for the Areas you will be working in, if a change has occurred since you last printed your Calendar.
- At the beginning of each day, also print out your Area Status Report, and verify the correct assessment date and school disposition code have been entered for all your schools so that every school appears correctly on your Calendar.
- During the day, log onto your Online Assessment Calendar to note any date changes that may have been made since you last checked. If so, make changes on your hard copy Online Assessment Calendar so it will be current for your next call.
- When you gain cooperation with a school, immediately log onto your SCS and change the school disposition code to "Cooperating" and verify the correct assessment date has been entered.
- When you verify that a school is closed or is ineligible, log onto your SCS and enter the correct school disposition code, thereby removing the school from your Online Assessment Calendar and freeing the day for another school's assessment.
- When you have suggested a different assessment date to a pending or interim refusal school because their original assessment will not work, immediately log onto your SCS and enter the suggested date which will free the original pre-planned date.
- When your field manager and you determine that all possible conversion attempts have been exhausted, immediately change the school disposition code in your SCS to the appropriate final refusal code. If a substitute school is available, the substitute school will be activated. However, you will need to enter an assessment date for the substitute school so it will appear on your Online Assessment Calendar.

6.4 Guidelines for Changing Assessment Dates

Please follow these guidelines whenever possible when making assessment date changes:

- If a school needs to change their assessment, first look at any open dates in your Online Assessment Calendar, possibly resulting from closed or ineligible schools.
- If possible, do not change an assessment date for a 12th grade school to a Monday or Friday when attendance is lowest.
- For 4th and 8th grade schools requiring date changes, Fridays and Mondays would be excellent assessment dates, if any are open on your calendar.
- Do not change a 4th grade school to Friday, February 14, since that is Valentine's Day, unless you have discussed possible party plans with the school, or if that is the only date available.
- Schools suggest for all grade levels that Tuesday, Wednesday, and Thursday are the BEST testing days in terms of attendance. Whenever possible, suggest these days if a change is required, and one of these days is open.
- Presidents' Day is February 17, which is a Monday. Since it is a holiday in many schools, a school may not have been scheduled for that day on your Online Assessment Calendar. However, if you need to change a 4th grade school assessment date, ask if February 17 is a holiday for them. If not, suggest it as their new assessment day.
- If you discover that a change has been made on your Online Assessment Calendar so that a public school is scheduled with one of your nonpublic schools, determine if both assessments might be possible on the same day by looking at the number of sessions in both schools. For example, a one-session school could be assessed on the same day as a two-session school, so the assessment dates for the two schools would be compatible.
- If one of your schools mentions a conflict with the assessment date you suggest, discuss possible ways the assessment might be conducted on that day. Sometimes a school perceives a conflict, but it really is not a conflict for a NAEP assessment. However, be careful to not be too aggressive and jeopardize the school's participation.
- If a school requires their assessment be changed to a day when another large assessment is scheduled, agree to their required assessment date. Gaining cooperation is most important. Please discuss any double scheduled schools with your field manager so staffing can be arranged.
- If a school refuses, talk with your field manager to determine if/when the school should be removed from their assessment date on your Online Assessment Calendar, based on the reasons and finality of their refusal and planned conversion efforts. Please keep in mind that if an original school is coded a final refusal, the sub school, if one is available, will replace the original school on that assessment date on your calendar. Never code a school as a final refusal unless approved by your field manager.
- Anytime you encounter a problem in scheduling or changing dates, you should consult with your field manager.

6.5 Discussing Assessment Dates with your Schools

Even though all your schools' assessment dates have been pre-planned, when you talk to the school, say, "Our NAEP staff will be in your area on February 5. Would that date work for your school?" You are "guiding" the school to the pre-planned assessment date, but you are not "telling" them it will be their assessment date. If the school has a conflict with the date you suggest, you will work with them to identify a date that works for them, using the guidelines whenever possible.

8. SELECTING THE STUDENT SAMPLE

8.1 Schedule of Sampling Activities

During the period from November 18 - December 10, you will visit the state coordinator's office to select the public school sample of students to be assessed. You will also prepare materials to be sent to schools and give to assessment coordinators as described in Chapter 9. In preparation for sampling activities, schools that have not E-Filed have been requested to prepare a list of their students and to send it to the state coordinator by November 15.

Student samples in nonpublic schools are selected using the same steps as described in this chapter for public schools. The primary difference is that the nonpublic student samples will not be selected in a central location, like the state office. Instead, nonpublic school lists may be mailed or faxed to the Westat home office, your field manager, or you. In some cases, you will go to the school to select the sample. Nonpublic schools may also E-File their student lists.

All schools (public and non-public) have been sent the Instructions for Preparing a List of Students. (See Exhibit 8-1 for Instructions for Preparing a List of Grade 4 Students.) Following these instructions, schools not E-Filing will prepare a list of all of their eligible students. These lists will be a computer generated or typed. You will have until AC training begins (December 5 or 9 depending on which session you attend) to complete the sampling activities for all schools. Given that student samples must be selected for all of the schools in a state that do not E-File, you should plan your time carefully.

Again this year, schools were given the option to E-File their electronic files of student information directly to Westat. The Westat statistical and data processing staff will sample these schools and transmit data directly to NCS-Pearson and to the Student Data System (SDS) on your laptop. You are responsible for selecting the student sample for the remaining schools in your assignment. In most cases you will select the public school sample in or near the state office. In rare cases, the state coordinator may permit sampling from your home.

Exhibit 8-1. Instructions for Preparing a List of Grade 4 Students (Page 1 of 2)

8-1

NAEP 2003
Instructions for Preparing a List of Fourth-Grade Students

(Please see reverse side for three methods of preparing your list of students:
Excel file submitted via Internet or hard-copy typed or computer-generated list.)

1. The list must include **ALL students enrolled in the fourth grade** using the most current enrollment records available.
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency).
3. If this is a year-round school, please record the following information on the list of students:
 - a) Total enrollment in the fourth grade: _____
 - b) Percentage of fourth-grade enrollment that will be off-track (not in attendance) on the assessment date: _____
 - c) Indicate on the list which students will be off-track on the assessment date.
4. Please indicate the number of fourth-grade teachers who teach mathematics and/or reading: _____
(Please include special education with teacher counts.)
5. In most schools a sample of fourth-grade students will be selected. If your school has fewer than 121 fourth-grade students, we can assess **ALL** of them in intact classrooms, if you prefer. Let us know how you want us to assess your fourth-grade students.
Assess ALL fourth-grade students _____ Assess a sample of fourth-grade students _____
6. The following student data are required:
 - Student name (Alphabetical)
 - Month and year of birth (MM/YY)
 - Sex (*Codes below)
 - SD status (*Definition below)
 - LEP status (*Definition below)The following data also will be required of sampled students but may be included for all students now if more convenient:
 - Homeroom
 - Race/ethnicity (*Definition below)
 - National School Lunch Program (NSLP) status (*Definition below)
 - Title I status

***Codes/Definitions:**

Sex: 1=Male 2=Female

SD: 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**.

LEP: Student classified by the school as limited English proficient.

Race/ethnicity:

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.

National School Lunch Program (NSLP):

1= Student not eligible

3=Free lunch

2= Reduced-price lunch

6=School not participating

Exhibit 8-1. Instructions for Preparing a List of Grade 4 Students (Page 2 of 2)

There are three ways you can submit your list of students (specifications for preparing the list are detailed on the reverse side):

A. Send an Excel file of your student data by signing on to the MySchool web site at www.mynaep.com. Step-by-step instructions on the web site will walk you through sending the file. The deadline for submitting electronic files is November 15, 2002.

B. Print out a list of students from your computer database.*

In addition to including the student data requested in question 5 on the reverse side, please follow these guidelines:

- Write the school name and address and district name on the list.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the list is current.
- Define any special codes used.
- Include preparer's name and phone number.

C. Prepare a list of students using the model below*:

NAEP 2003 STUDENT LIST

School Name: Yellow Springs Elementary School Prepared by: Tom Reed
 Address: 3 School Street Preparer's Phone Number: 909-123-4567
Brown NS 55121 Date List is Current: 10/01/02

DIRECTIONS: PLEASE COMPLETE COLUMNS A - E FOR EVERY STUDENT IN THE FOURTH GRADE. Columns F - I can be completed now or at a later date for selected students only. Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. PLEASE PRINT OR TYPE.

REQUIRED OF ALL STUDENTS					Required of Sampled Students				For Sampling Use Only	
-A- Student's Name	-B- Birth Date (MM/YY)	-C- Sex	-D- (X) If SD	-E- (X) If LEP	-F- Home Rm	-G- Race	-H- NSLP Status	-I- (X) If Title I	Line #	(X) Sampled
Tiffany N Agnew	08/92	2								
Kyle V. Banks	05/92	1	X							

*If you are preparing a hard-copy student list according to the instructions in B or C above, please complete questions 3, 4, and 5 on the reverse side and return this form with the list of students to your NAEP State Coordinator or NAEP representative by: _____.

THANK YOU

Assessment coordinators hired before November 1 will receive, in mid-November, laptops capable of receiving SDS files from the supervisor laptop so that they can be utilized for data entry and other sampling activities. Using ACs to assist with sampling has the added advantage of allowing them to become familiar with NAEP documents and the schools in their individual assignments.

Because most states have two or more superiors working with sampling, your field manager has taken the lead in discussing sampling arrangements with the NAEP state coordinator. He/she will update you on activities to date including:

- When the state mailed notification letters to districts and schools;
- What percentage of the selected schools are expected to submit their list of eligible students in hardcopy form;
- What percentage of those have been received from the schools;
- Whether the state has achieved the desired level of cooperation; and
- How current the computer entries are.

Your field manager has discussed arrangements for sampling with the NAEP state coordinator and will share the following information with you:

- Whether the state prefers that sampling be done in the state office or elsewhere;
- If in the state office, what space will be reserved for you and your staff;
- Whether the same space will be available each day;
- Whether others will use the same space during the sampling period;
- How many the space will accommodate;
- Where materials should be stored for confidentiality at the end of the day; What times during the day the state coordinator is available to discuss any problems;
- What facilities are available for copying and the “rules” that apply; and
- Who to contact when the following problems arise:
 - Lists are incomplete;
 - Codes are unclear; and
 - Enrollment figures do not match the expected enrollment.

Ordinarily, sampling is done at the state office, but if the coordinator indicates that the department has no space for sampling, you will be advised as to how the state wants sampling handled.

One possible solution to the space and time problem may involve “outside” using space. In previous years, several state coordinators requested that we work in “office space” near the capitol building because they were unable to provide adequate space. In these cases, our staff rented space in a nearby hotel (or worked at home, if they happened to reside close to the state capital). In addition to solving the space problem, this allowed our staff more flexible working hours. Again, this is **completely** at the discretion of the state coordinator; state policies regarding the confidentiality of student records differ widely. **You must respect the decision of the state coordinator.** Again, your field manager will advise you of the sampling arrangement preferred by your NAEP state coordinator.

Your field manager will meet with you and other supervisors from your state at the November supervisors training to assist you in deciding who will assume responsibility for making telephone contact with the NAEP state coordinator so that the coordinator is not receiving multiple calls for the same purpose. In making this decision the following should be considered: the number of supervisors working in the state, each supervisor’s proximity of residence to the department of education, the sampling arrangement preferred by the state, and whether materials will be transferred in person or by Federal Express.

Finally, if you discover that sampling is taking much longer than planned, so that you will not finish by your deadline, **and** the state coordinator cannot accommodate you beyond that date, notify your field manager immediately. The earlier you can notify the field manager, the quicker we will be able to provide you with help. Do not view such a request as an admission of failure; it is simply recognition that the work is taking longer than anticipated. (Usually, there will be two supervisors working in each state office, assisted by several ACs depending on the number of schools that E-Filed.)

8.1.1 How to Determine Which Schools have E-Filed

You can identify which schools have E-Filed by checking the School Control System. On the School Edit screen under Sampling, the Sampling Method will be set to E-Filing for schools that have submitted their files or for whom the district or state has submitted files. Likewise, you can generate a report of these schools using Report #4 or by creating a report with Mail Merge and including the field labeled Sampling Method under Grade Information. Another indication will be the information displayed in the fields labeled Number on SLF and Number Sampled in the schools’ School Edit screens. Finally, the Supervisor Log of Schools will indicate which schools have E-Filed. See section 8.3.1 for more details on using the log.

8.2 Overview of the Sampling Process

The sampling process includes the following tasks:

- Once you have determined that the student list is complete, use the SDS on your NAEP laptop computer to select students from the school's list of eligible students. Access the SDS by double-checking on the SDS icon on your laptop computer.
- Follow the instructions for selecting a school and drawing the student sample in the SDS User's Guide. Print the sampling line numbers generated by the computer.
- Print out the Instructions for Sampling New Enrollees¹. This document will be printed from the SDS immediately after the sampling line numbers. (An example is available in Exhibit 8-6.)
- Enter the names of sampled students (and other available demographic information) in the SDS.
- Put the sampling line number printouts and Instructions for Sampling New Enrollees in the school folder.
- Transmit data to Westat daily.

Before you go to the state office, check to make sure you have all the materials you will need:

- Computer and printer;
- Computer paper;
- Sampling Checklist (Exhibit 8-2);
- This manual; and
- School folders and labels.

¹ Schools are to maintain a list of students who enroll in the sampled grade after the original list is sent to the state coordinator. They are to use the New Enrollee Listing Form for this purpose. Assessment coordinators will select a sample from this New Enrollee Listing Form using the Instructions for Sampling New Enrollees.

Exhibit 8-2. Sampling Checklist

SAMPLING CHECKLIST

- Confirm identity of the school and the school's NAEP ID.
- Review the list of students to ensure it is complete (that the last names cover the alphabet reasonably and the year of birth is reasonable for sampled grade).
- If 4th-grade take all in classrooms, is classroom information on the list? You will need to obtain if it isn't included.
- Number the students, if necessary. (ACs can help with this task.)
- Even if you did not number the list, check the numbering of students to ensure that no numbers have been duplicated or skipped. (ACs can help with this task.)
- Compare the total number listed with the Total Enrollment recorded on the instructions for listing students. If the numbers differ by 5 or more, determine reason for discrepancy. Resolve discrepancy and continue.
- Using the Student Data System on NAEP laptop:
 - Locate the school on the SDS, double check the NAEP ID, and click on the school's name.
 - Click on the Student Sampling button and click Yes to begin the primary sample process.
 - Enter total number from list of students and click on Select Primary Sample button.
 - Print primary sample line numbers.
 - Print instructions for sampling from the list of newly enrolled students.
- If 4th-grade school** in which all students will be assessed in classrooms
 - After entering total number of students you will identify the classrooms and number of students in each before completing the sampling procedures.
- Mark the selected students on the school's list of eligible students.
- Double-check the selected students against list of sampled line numbers. (ACs can help with this task.)
- Locate the school and session on the SDS and click on View/Edit Student Records.
- Enter student names and other available demographic information. (ACs can help with this task.)
- Print out the Student Information Report and recheck the data entry against the school's list of eligible students.
- Put the list of sampled students and Instructions for Sampling New Enrollees in school folder. (ACs can help with this task.)
- Transmit data to Westat daily.

Revised 10/15/02

In addition to these materials that we will provide, there are other general materials you should be sure to have with you. These include pencils, paper clips, different color pens and markers, scissors, tape, and extra blank paper. The extra paper may be needed if you have school-generated lists without space to number and designate the selected students. The extra paper can be attached to one side of the list, in order to extend the sheet and give you some additional space to write.

You should also have some blank FedEx labels. Depending upon the state coordinator's willingness to allow the lists to leave his/her office, these can be used if lists of students are received from the schools after you leave the state office. The coordinator can use them to ship the lists to you so that you can complete the sampling at home. You can use them to ship lists to an ac or other staff person who will help you with student data entry.

8.2.1 Suggestions for Organizing the Sample Selection Process

Because of the volume of material with which you will be working and the short time frame in which you must complete the sample selection, it is critical that you take a very organized approach to this work. Below are some suggestions designed to assist you in organizing and completing the job:

- Do not try to memorize the instructions and procedures involved in the sampling process. You should have the Sampling Checklist and this manual with you throughout the sampling process.
- Before you start any sampling, check to see exactly which school lists have been received and which are outstanding. Then, check each completed list against the total number of students in the grade reported on the returned Instructions for Preparing Lists of Students to ensure that the lists are complete. Check that Grade 4 schools have chosen an option for assessing all students in classrooms, and that the number of for grade 4 and 8 teachers is recorded. Check that SD/LEP data are included on the list. This should be done for every school before you begin the sampling tasks. Once you have determined the missing or incomplete schools, this information should be reported immediately to the state coordinator, so that s/he can start to follow up with these schools.
- As you begin the sampling process for each school, make absolutely certain that you are correctly identifying the school to be sampled. Some school names may occur more than once within a state, so you should check the district name and mailing address to be sure you select (in the computer) the ID for the correct school. Mistakes will cause severe problems throughout the NAEP sampling and data collection.

- The sampling directions instruct you to recheck several of the steps that are prone to error. **This must be done to insure that the sample is drawn correctly.**
- Once you have determined an efficient method of working with your ACs, stick with that procedure. Always follow the directions one step at a time, and make sure you are efficiently delegating the work.
- When leaving the state coordinator's office for the day, make sure that you leave all your materials in an organized manner. This way anyone could walk in and pick up from where you left off. Make certain that each school's materials are clipped together in separate bundles, so that they do not become mixed in with materials for other schools.
- Try to minimize the number of times that you ask the state coordinator for assistance. Unless some question is preventing you from completing your work, try to accumulate your questions for the coordinator and minimize the number of times you interrupt this person.

8.3 Drawing the Student Sample

8.3.1 Using the Supervisor Log of Schools

You will be provided with a pre-printed Supervisor Log of Schools (Exhibit 8-3) that you should use to keep track of your sampling activities. Keeping this log up-to-date will help you to accurately track your activities and to report on these activities to your field manager.

The log is printed in region/area order with page breaks between areas. Within an area, schools are listed in the following order:

- Alphabetical by public school district
 - Within district, alphabetical by school name
- Alphabetical by Catholic diocese
 - Within diocese, alphabetical by school name
- Other nonpublic schools listed alphabetical by school name

A description of each column on the Supervisor Log of Schools and how each should be used to track your activities follows an example of the log.

Exhibit 8-3. Supervisor Log of Schools

Region:
Area:

NAEP 2003
Supervisor Log of Schools

Date: 11/11/02
Page 1 of 1

District Name Superintendent Street Address City State ZIP Phone #	School Name Principal Street Address City State ZIP Phone # NAEP ID# Grade: Take All:	School Disp Code	Assess- ment Date	Sample Type (E-file, Fax, School)	Sampling Status (E-sampled, Sampling Pending, Sampling Complete)	Name of person who selected sample (Record name)	Where was sample selected? (S)=St.Office (H)=Home (O)=Other	Sample Shipping Info (Record Date and Tracking #)	Name of person who entered student data in SDS (Record name)	Where was student data entered? (S)=St.Office (H)=Home (O)=Other	School Packet Shipping Info (Record Date and Tracking #)

Column 1 – District Name. This column displays public school district or Catholic diocese information, including district/diocese name, superintendent name, street address, city, state, ZIP code, and phone number. No information is listed in this column for other nonpublic schools.

Column 2 – School Name. This column displays sampled school information, including school name, principal name, street address, city, state, ZIP code, phone number, NAEP ID, grade selected and the school’s “take all” option status. If the “take all” option does not apply to the school this column will display “No”.

Column 3 – School Disp Code. This column displays the school’s recruitment disposition code. These codes are abbreviated in the following manner:

- PEND = Pending (code 00). This school has not been contacted for recruitment.
- CONT = Contacted/Cooperation Pending (code 02). This school has been contacted but the recruitment status is not final.
- IREF = Interim Refusal (code 05). This school has refused to participate, and refusal conversion has not occurred for this school, so the refusal is not final.
- COOP = Cooperating (code 11). This school has agreed to participate.
- DREF = District Refusal (code 22). The district or diocese has refused all schools’ participation.
- SREF = School Refusal (code 24). This school has refused to participate.
- DRFS = District Refusal for This School Only (code 28). The district has refused to allow this particular school’s participation.

Column 4 – Assessment Date. This column displays the school’s scheduled assessment date.

Column 5 – Sample Type. This column will display “E-File” if the school sent its sample electronically, otherwise the column will be blank. If the column is blank, you should fill in the type of sample. For example, if the sample was faxed to you or your field manager, write in “Fax”. If the sample was provided in hardcopy by the school, write “School”.

Column 6 – Sampling Status. This column will display “E-sampled” if the schools sent its sample electronically (E-Filed), otherwise the column will display “Sample Pending”. As you complete sampling, you should update this column to “Sampling Complete”.

Column 7 – Name of person who selected sample. This column will be blank. Record the first and last name of the person who selected the sample.

Column 8 – Where was the sample selected? This column will be blank. Record the place that the sample was selected using the following codes: (S) for State Office, (H) for the Home of the person who selected the sample (column 7), or (O) for Other location.

Column 9 – Sample Shipping Info. This column will be blank. If you need to ship the sample to another person for data entry in the SDS, record the date sent and the tracking # (FedEx) in this column.

Column 10 – Name of person who entered student data in SDS. This column will be blank. Record the first and last name of the person who entered the sampled student data in the SDS.

Column 11 – Where was student data entered? This column will be blank. Record the place that the sampled student data was entered into the SDS using the following codes: (S) for State Office, (H) for the Home of the person who entered the sampled student data (column 10), or (O) for Other location.

Column 12 – School Packet Shipping Info. This column will be blank. When you prepare and ship the school preassessment packet, record the date sent and the tracking # (FedEx) in this column.

The Supervisor Log of Schools will be run and distributed at supervisor training. Since this will be before the official closing date for school E-Filing, which is November 15, the logs will be run again and distributed the following week, so that the E-Filing status will be the most up-to-date.

8.3.2 Steps in the Sample Selection Process

The Sampling Checklist (Exhibit 8-2) is a summary of the steps that you will follow when selecting each student sample, and should be kept accessible while you are sampling. It presents the steps discussed below in a more concise manner.

Step #1: Check the List of Students

Before the sample can be drawn, you must review the list provided by the school. If necessary, clarify confusing markings and partially erased or crossed-off names. We have asked that the schools provide at least the following information:

- Full student names;
- The month and year of birth;
- Sex;
- SD status;
- LEP status;
- Number of English or reading and math teachers (Grade 4 & 8 only);

- Grade 4 sampling option; and
- Student locating information (Homeroom) for grade 4 take-all schools.

We ask for the number of teachers and an SD/LEP indicator because questionnaires will be assigned by supervisors for all grade 4 and 8 schools. Supervisors will send questionnaires to these schools with the Roster of Questionnaires. The questionnaire covers will be completed except for teacher names.

The birth month/year is requested at this stage to distinguish individuals with the same names. If birth month/year has not been provided and an individual is sampled who has the same name as someone else on the list, you will need to record some distinguishing characteristic of the sampled student to identify him/her for the school. This occurrence should be extremely rare.

Step #2: Number the Students on the List

Be sure to correctly identify the school ID and then number the students sequentially from “1” to the total number of students on the list.

- If the school has used a listing form provided by NAEP, number the students in the “For Sampling Use Only” column labeled “Line #” (see Exhibit 8-4).
- If the school has used a printout, number the students neatly in the margin.

Exhibit 8-4. List with Students Numbered in the “For Sampling Use Only” Column Labeled “Line #”

Page _____ of _____

**NAEP 2003
STUDENT LISTING FORM**

8-5

School Name: Eastern Lutheran

Prepared by: Dallas Jones

Address: 253 Richardson St

Preparer's Phone Number: 555-432-8877

Shanon TS 12345

Date List is Current: 11/01/02

District Name: N/A

DIRECTIONS: PLEASE COMPLETE COLUMNS A - E FOR EVERY STUDENT IN THE SELECTED GRADE. Columns F - I can be completed now or at a later date for selected students only. Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. PLEASE TYPE OR PRINT.

REQUIRED OF ALL STUDENTS					Required of Sampled Students				For Sampling Use Only	
-A- Student Name	-B- Birth Date (MMYY)	-C- Sex	-D- (X) If SD	-E- (X) If LEP	-F- Home Room	-G- Race	-H- NSLP Status	-I- (X) If Title I	Line #	(X) Sampled
Tim Adams	06/90	1				1	6		1	
David Allen	03/90	1				1			2	
Alice Baker	02/89	2	X			2			3	
Donald Bull	01/90	1				1			4	
Ginger Calla	12/91	2				1			5	
Troy Davis	01/90	1				2			6	
David Douglas	03/88	1				2			7	
Elaine Espinosa	04/90	2				3			8	
Kelly Funk	05/89	2				1			9	
Mavis Masters	06/90	2				1			10	
Sandra Pratt	02/90	2				1			11	
Peter Smith	06/90	1				2			12	
Lisa The						1			13	

When numbering, please take care to follow the sequence, not missing any numbers and not using any numbers twice. It is extremely important that you number the lines correctly. Although this is a simple task, it can be a primary source of errors in sampling.

If the school has provided a computer-generated list and numbered the students, you should double-check the numbering as noted in Step 3.

Step #3: Re-check the Numbering of Students

Before you can begin sampling, you will need to recheck the numbering of students. The task of rechecking the numbering should be done by someone other than the person who originally numbered the list. If a mistake is discovered and the list is small, it can be renumbered easily. On larger lists, you will want to use the following techniques to correct the error and create a usable numbering scheme.

There are two basic errors that could be made:

- **Missing a Number:** If one or more numbers are missed, assign the missing number(s) to the last one (or more) names on the list. A simple example of 10 students is shown below:

Line #	Student Name	Birth date
1	Joan L. Baskin	6/89
2	Helen B. Cadell	7/89
3	Joyce E. Davis	8/90
4	Jack W. James	9/89
6	Mavis L. Masters	10/89
7	Anna S. Noel	11/89
8	Sandra B. Pratt	12/90
9	Carol A. Prentiss	1/90
10	Peter J. Smith	2/89
11 5	Lisa R. Thomas	3/89

- **Number is Used Twice:** If one or more numbers are used twice, cross out the duplicate number and assign the number that follows the last number used at the end of the list. This concept is illustrated below:

Line #	Student Name	Birth date
1	Joan L. Baskin	6/89
2	Helen B. Cadell	7/89
3	Joyce E. Davis	8/90
3 10	Jack W. James	9/89
4	Mavis L. Masters	10/89
5	Anna S. Noel	11/89
6	Sandra B. Pratt	12/90
7	Carol A. Prentiss	1/90
8	Peter J. Smith	2/89
9	Lisa R. Thomas	3/89

If the school has provided a computer-generated list, you must double-check the numbers. Even with a computer-generated list, it is possible that a change was made causing the number to be incorrect. For example, if the list was produced in Excel and a student name was deleted, the number associated with that student might also be deleted.

Step #4: Compare the School's Student List and Total Enrollment

Once you have numbered the students, compare the total number of students listed with the Total Enrollment recorded on the Instructions for Listing Students – even though the SDS will also make this check during the sampling process. It is anticipated that these figures will match. However, if there is a **discrepancy of 5 or more students**, this should be investigated with the school. The concern is that the school may have intentionally omitted students they expect to exclude or that this is the result of an oversight. You may first want to review the list to see that the first letters of the last names cover the entire alphabet. It is not uncommon for a page to be missing when lists are faxed or mailed. You should first discuss a discrepancy with the state coordinator, but these issues probably cannot be resolved without speaking to someone at the school.

Step #5: Select the Sample

If there is agreement between the number of students listed and the Total Enrollment, or once a discrepancy has been resolved, you will use the SDS to select the sample of students and print out the selected line numbers.

See User Guide for instructions on using the SDS to draw the sample.

Step #6: Print the Instructions for Selecting New Enrollees

After printing the line numbers of the sampled students (Exhibit 8-5), the SDS will print the line numbers for the sample of new enrollees. You will need to enter the date the original list was compiled, if known. See Exhibit 8-6.

Step #7: Indicate the Sample on the List of Students

Once you have printed the sampled line numbers, you will need to transfer this information to the list provided by the school:

- If the school has used a NAEP listing form, enter an “X” in the “Sampled” column on the appropriate line number (see Exhibit 8-7).
- If the school has provided a computer-generated list, enter an “X” in the margin next to the line numbers of the selected students.

Step #8: Recheck That an “X” Has Been Recorded on the Correct Student Lines

This check should be done immediately to verify that the correct students have been designated on the list of students. Be sure that the indicators are recorded correctly next to the sampled students’ names/line numbers.

Exhibit 8-5 Field Sampling Line Numbers Form

NAEP 2003 Field Sampling Line Numbers Form

12:17PM

School ID: 9910111 Region: TS1 Area: 1

10/20/2002

School Name: Eastern Lutheran
School Address: 253 Richardson St
Shannon, TS 12345

Year Round School: No

62 students were sampled from 132 listed on the SLF for this school.

Students Selected for the Sample

Sample RM: Using the line numbers listed below, write RM next to the student's line number on the SLF selected for Sample RM.

1, 3, 5, 7, 9, 11, 13, 16, 18, 20, 22, 24, 26, 28, 31
33, 35, 37, 39, 41, 43, 45, 48, 50, 52, 54, 56, 58, 60, 62
65, 67, 69, 71, 73, 75, 77, 79, 82, 84, 86, 88, 90, 92, 94
97, 99, 101, 103, 105, 107, 109, 111, 114, 116, 118, 120, 122, 124, 126
128, 131

Exhibit 8-6. Instructions for Sampling from the New Enrollee Listing Form

School Name: Eastern Lutheran

12:17PM

School ID: 9910111

85
10/20/2002

INSTRUCTIONS FOR SAMPLING NEW ENROLLEES

1. Be sure the list includes all students who enrolled in grade 4 after the master list was prepared.

The date on the master list is 11-01-02.

Any student who has subsequently 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:

1, 3, 5, 7, 9, 11, 13, 16, 18, 20, 22, 24, 26, 28, 31
33, 35, 37, 39, 41, 43, 45, 48, 50, 52, 54, 56, 58, 60, 62
65, 67, 69, 71, 73, 75, 77, 79, 82, 84, 86, 88, 90, 92, 94
97, 99, 101, 103, 105, 107, 109, 111, 114, 116, 118, 120, 122, 124, 126
128, 131

Many line numbers have been provided for each assessment type. 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 for that session type and complete the required demographic information.

Exhibit 8-7. List with Selected Students Designated

Page _____ of _____

**NAEP 2003
STUDENT LISTING FORM**

School Name: Eastern Lutheran Prepared by: Dallas Jones
 Address: 253 Richardson St Preparer's Phone Number: 555-432-8877
Shanon TS 12345 Date List is Current: 11/01/02
 District Name: N/A

DIRECTIONS: PLEASE COMPLETE COLUMNS A - E FOR EVERY STUDENT IN THE SELECTED GRADE. Columns F - I can be completed now or at a later date for selected students only. Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. PLEASE TYPE OR PRINT.

REQUIRED OF ALL STUDENTS					Required of Sampled Students				For Sampling Use Only	
-A- Student Name	-B- Birth Date (MMYY)	-C- Sex	-D- (X) If SD	-E- (X) If LEP	-F- Home Room	-G- Race	-H- NSLP Status	-I- (X) If Title I	Line #	(X) Sampled
Tim Adams	06/90	1				1	6		1	X
David Allen	03/90	1				1			2	
Alice Baker	02/89	2	X			2			3	X
Donald Bull	01/90	1				1			4	
Ginger Calla	12/91	2				1			5	X
Troy Davis	01/90	1				2			6	
David Douglas	03/88	1				2			7	X
Elaine Espinosa	04/90	2				3			8	
Kelly Funk	05/89	2				1			9	X
Mavis Masters	06/90	2				1			10	
Sandra Pratt	02/90	2				1			11	X
Peter Smith	06/90	1				2			12	
Lisa Thom						1			13	

Step #9: Enter Information About Sampled Students into the Student Data System

Enter the complete student name (first name, middle initial, last name) and other demographic information into the SDS. Convert the race/ethnicity information if it is clear that it is based upon a categorization scheme that is different than that given in the SDS. This information can be entered later on the Administration Schedule if you do not have enough information for the conversion.

Step #10: Verify the Data Entry of Student Information

After all information about the sampled students has been entered, print the Student Information Report from the SDS (Exhibit 8-8) and compare it against the list of students. During this check you will need to verify:

- That the correct student name was entered into the SDS.
- That the name is complete and spelled correctly.
- That all other available information (birth date, sex, SD, LEP, race/ethnicity, School Lunch, Title I, and locator information) is entered completely and correctly.

Correct any entry errors and reprint a corrected list of students and put it in the school folder.

8.3.2.1 Using ACs to Assist in Sampling Procedures

You will be using assessment coordinators to assist you with some of the sampling procedures. All ACs designated as hired before October 31 will receive their computers by November 15. After you have drawn the sample, you will be able to transfer school files to them for the purpose of entering data on the sampled students. After they have entered the student data, they will transfer the school file by to you to import into your computer and transmit to Westat.

Exhibit 8-8. Print Out of List of Sampled Students From SDS for a Typical School

Student Information Report										
Eastern Lutheran 9910111										
October 20, 2002										
	Student Name	MOB	YOB	Sex	SD	LEP	Homeroom	Race	Lunch	Title1
1	Tim Adams	6	90	1	2	2		1	6	2
2	Alice Baker	2	89	2	1	2		2	6	2
3	Ginger Calla	12	91	2	2	2		1	6	2
4	David Douglas	3	88	1	2	2		2	6	2
5	Kelly Funk	5	89	2	2	2		1	6	2
6	Sandra Pratt	2	90	2	2	2		1	6	2
7	Amelia Camphuis	6	89	2	2	2		1	6	2
8	Angela Caudill	2	89	2	2	2		3	6	2
9	Luis Ceballos	6	89	1	2	2		3	6	2
10	Daniel Payne	7	89	1	2	2		1	6	2
11	Matthew Derry	5	90	1	2	2		1	6	2
12	Derrick Douglas	8	89	1	2	2		1	6	2
13	Sheena Faust	4	89	2	2	2		2	6	2
14	Javier Flores	9	90	1	2	2		3	6	2
15	Jimmy Garner	11	89	1	2	2		1	6	2
16	James Garnett	5	89	1	2	2		1	6	2
17	Crystal Guthrie	9	90	2	2	2		4	6	2
18	Amanda Halbakken	6	89	2	2	2		1	6	2
19	Antoinett Henry	8	89	2	2	2		2	6	2
20	Eric Hyde	12	89	1	2	2		1	6	2
21	Jane Johnson	8	89	2	2	2		1	6	2
22	Rachel Kindsberry	6	90	2	2	2		1	6	2
23	Jo Martinez	2	90	1	2	2		3	6	2
24	Jane Matheny	1	89	2	2	2		1	6	2
25	Gabriel McLaughlin	6	90	1	2	2		1	6	2
26	Amanda Morejon	7	89	2	2	2		1	6	2
27	Adam Music	7	90	1	2	2		6	6	2
28	Jessy James	1	90	1	2	2		1	6	2

9910111 PR0401

Assessment coordinators can be used in the following ways:

- Numbering the students on the list of eligible students;
- Double checking computer lists for correct numbering of students;
- Double checking on the list the identification of students selected;
- Entering student information in the SDS;
- Printing forms from the SDS for inclusion in the school folders; and
- Checking the data entry for correctness and completeness.

You will need to use your judgment in deciding the most useful way to use your ACs. Above all, it is essential that you always perform the sampling functions on the computer and be in a position to recheck all of their work.

ACs should keep track of their hours during this sampling period since they will be paid hourly until January. Hours spent assisting with sampling should be charged to the code that will be given you at training. You will sign ACs Time and Expense Reports and send them to Westat with yours on a weekly basis.

8.3.3 Special Situations

If a school will only participate if we assess all students instead of only the number we expected to sample, you should check with your field manager. The SDS will allow an override so that all students are assigned to a session. These sampled students should be considered part of the sample and given the appropriate administration code. The program will add the students to all sessions assigned to the school, proportionately.

As always, if a school wants to add an unsampled student to a session after the student sample is selected, then that student can be assessed and given the Administration Code – Not In Sample.

If a school objects to the number of students that we wish to assess, we can assess fewer students if that is necessary for the school to participate. The sample should be drawn as usual, and the sampled students who will not be assessed should be marked as Absent – Other (#24).

It is **not** possible to sample classes of students rather than individual students or to select the sample from a list of students in only some classes. .

8.4 Updating Administration Schedules for School Sampled after December 10

The last date for submitting files to NCS Pearson is December 11, 2002. Schools can still be sampled after that, but the results of the sampling will not be sent to NCS Pearson. Administration Schedules for schools sampled after this date will not have any student information on them. Thus, the supervisor will need to fill in the student information when the Administration Schedules are received.

Use the Student Information Report from the SDS to work from as you copy the sampled student information onto the Administration Schedule. It is important to record a “2” (for “No”) in Column M, New Enrollee, of the Administration Schedule for each of these sampled students. This indicates that the student is part of the original sample and not part of the new enrollee sample that the AC will draw prior to the assessment.

8.5 Sampling New Enrollees

When the AC calls or visits a school prior to the assessment, it is important that he/she asks the school coordinator whether any students have enrolled in the school since the original list of students was submitted to Westat for sampling in the fall. Their manual guides them through the sampling procedure using the Instructions for Sampling New Enrollees that was generated by the SDS if the sample was drawn by the supervisor, or a similar document generated by Westat for schools that were E-Filed. These documents must be kept in the school folders.

If any of the newly enrolled students are added to the study, the AC will add the names and demographic information of these students to the Administration Schedule. The AC also will record a “1” (for “Yes”) in column M of the Administration Schedule to indicate that these students have been added after the original sampling through the process of sampling new enrollees.

The parents or guardians of any students who are selected from the new enrollee sample must receive the parental notification letter. The AC should be reminded to check with the school coordinator and ensure that the parental notification letter is sent to these parents prior to the assessment.

When the AC has been assured that the letters have been sent, he/she should record this in the Parental Notification section of the SCS school edit screen for the school.

If parents are not notified by the assessment day, the assessment will have to be rescheduled.

9. PREPARING PACKETS FOR ASSESSMENT COORDINATORS AND SCHOOLS

9.1 School Folders

After the gaining cooperation activities have been completed, you should have a school folder (Exhibit 1) for each nonpublic school in your region for which Westat staff gained cooperation. Each school folder should contain a:

- School Control Form (SCF),
- Record of Contact – School (ROC),
- Record of Contact – Diocese (if it is the first school in the district/diocese, alphabetically),
- Special Situation Form (if applicable), and
- Refusal Form (if applicable).

You will be preparing school folders for public schools (for which the state gained cooperation) when you visit the state office between November 18 -December 10 (described in Section 9.3).

9.2 Materials you will receive from Westat in November

You will receive bulk supplies from Westat soon after sampling training in November. You will receive additional blank school folders as well as folder labels for each public school. The shipment will also include materials that you will need to include in school folders for the assessment coordinators

and in preassessment packets for the schools. The materials in your Westat bulk supplies include, but are not limited to:

- Customized School Appreciation Certificates and Folders
- Student Appreciation Certificates (Grades 8 and 12)
- Cover letters (Instructions to School Coordinators for Preparing the Materials)
- New Enrollee Listing Forms
- Blank labels
- Criteria for Including Students with Disabilities and Students with Limited English Proficiency
- Department of Agriculture letters
- Demonstration Booklets (Grades 4, 8 and 12)
- List of Accommodations used by NAEP and the State
- NAEP Reading and Mathematics Frameworks
- NAEP Storage Envelopes
- “Important NAEP Materials” stickers
- Sample Parent Notification Letters
- Teacher Notification Letters
- A Teacher’s Guide to NAEP publications

Exhibit 9-1. School Folder

9.3 Sampling Materials for School Folders

Public schools sampled at state office. Once you get to the state office in November, you will begin to prepare one school folder for each participating school. For these public school folders, you will place the school name label onto the tab of the folder. You will also fill out as much information as you know about the school on the front of the school folder, such as school name, address, region, area, etc.

Nonpublic schools sampled at home. Supervisors working on nonpublic schools will already have school folders that will be filled out on the front, have name labels affixed on the tabs and materials inside.

Regardless of whether your school is a nonpublic school or a public school, after you have finished sampling each of your schools, you will add to each school folder:

- a copy of the completed Instructions for Sampling New Enrollees,
- a copy of the Field Sampling Line Numbers Form, and
- a copy of the Student Information Report. On this list, you should write the number of English or reading and mathematics teachers (4th and 8th grade only). You can get this information from the Instructions for Preparing a List of Students (if school list was faxed) or from the E-File (if the school was electronically filed).

At this point you have put everything in the school folder that you can. You will be adding additional materials to it in late December.

9.4 Materials from NCS Pearson

You will receive two shipments from NCS Pearson. The first shipment will be received the last week of November and will include the Roster of Questionnaires for each fourth and eighth-grade school in your region. There will be two copies of each Roster. All of the Roster of Questionnaires will be preprinted with school names and IDs on them. You will also receive School Questionnaires, Teacher Questionnaires, and SD/LEP Questionnaires, as well as extra blank Rosters of Questionnaires.

The second shipment from NCS Pearson will arrive at the end of December. In this shipment you will receive the Administration Schedules for each session. There will be an original copy and a “School Copy” of each Administration Schedule. The Administration Schedules will be preprinted with student names and demographic information if the school was sampled by December 10. If the school was not sampled by that date, the Administration Schedules will only have school names and IDs on them. You will be responsible for preparing ID labels for students whose names were not submitted to NCS Pearson by the deadline. Additional blank Administration Schedules will also be included in this shipment. Also included in this shipment will be a set of preprinted student ID labels to be used with the appreciation certificates for grades 8 and 12.

9.5 Tasks to Complete Before Preparing School Folders and Packets for Schools

Soon after the December training sessions, you will have several tasks to complete before mailing materials to the schools and the assessment coordinators (ACs). This year assessment coordinators will be available beginning in December to provide assistance to supervisors in the preparation of both the school folders and the preassessment packets for the schools. During this period, ACs will have the opportunity to become familiar with the schools in the areas assigned to them and with the forms and other materials that will be utilized in the preassessment phase. You, as the supervisor, will be responsible for overseeing this process and verifying that all school folders and packets have been prepared correctly and contain the required forms and materials.

School Questionnaire: For fourth and eighth-grade schools only, you will assign a School Questionnaire to each school (Exhibit 9-2). You will write the School ID on the cover of the School Questionnaire (The ID can be found on the Administration Schedule). You will also fill out the information for completing the booklet online and the date the questionnaire needs to be returned to the school coordinator (usually a day before the assessment).

Teacher Questionnaire: There are three types of Teacher Questionnaires: one for fourth-grade reading and math teachers, one for eighth-grade math teachers, and one for eighth-grade English teachers. Based on the number of English or reading and mathematics teachers the school indicated they have (this information can be found on the Record of Contact – School or the Instructions for Preparing a List of Students), you will prepare the correct number of Teacher Questionnaires (Exhibit 9-3). You will enter the school ID number on them. You will also fill out the information for completing the booklet online and the date it is to be returned to the school coordinator (usually a day before the assessment).

SD/LEP Questionnaire: For fourth and eighth-grade schools, for each student identified as SD and/or LEP on the Administration Schedule, you will prepare a SD/LEP Questionnaire (Exhibit 9-4). You will enter the NAEP School ID on each SD/LEP Questionnaire, the student’s demographic information, student’s booklet number, the student’s Administration Schedule line number, and the session ID. (All of these pieces of information come from the Administration Schedule.) You will also fill out the information for completing the booklet online and the date it is to be returned to the school coordinator (usually a day before the assessment).

Roster of Questionnaires: Next, you will prepare the Roster of Questionnaires for fourth and eighth-grade schools only (Exhibit 9-5). You should record the school name and ID from the Administration Schedule in Section I of the Roster of Questionnaires. Then you will record the School Questionnaire ID. In Section II of the Roster, you will enter each SD/LEP student’s name and each SD/LEP student’s 10-digit booklet ID (both of these pieces of information come from the Administration Schedule). Also in Section II of the Roster, you will enter the SD/LEP Questionnaire ID for each SD/LEP student. In Section III of the Roster you will enter the Teacher Questionnaire ID for each questionnaire. You may either make a photocopy of the roster or transcribe the information onto the second copy. You should now add a blank label to the School Questionnaire and put the principal’s name on the label if it is known. You should also add a blank label to each Teacher Questionnaire and put the teacher number from the Roster of Questionnaires on the label and onto the questionnaire. Place a label on each SD/LEP Questionnaire cover and write the name of the student for whom the questionnaire needs to be completed.

Exhibit 9-2 School Questionnaire



Mr. Maxwell

**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.naep.gov> 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

ADMIN USE ONLY



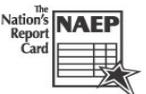
094 - 003768 - 2

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1800-0028 and 1800-0028. The time required to complete this information collection is estimated to average 20 minutes per respondent. Send the form to receive instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of this time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4051. If you have comments or concerns regarding the privacy of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1900 K Street, N.W., Washington, D.C. 20006-5651.

A project of the Office of Educational Research and Improvement.
This report is authorized by law (PL 105-115, 20 U.S.C. 46010). Where you are not required to respond, your cooperation is needed to make the results of the survey, comparison, analysis, and trends. The information you provide is used for statistical purposes only and will not be disclosed.
OMB No. 1800-0028 and OMB No. 1800-0028 Approval Expires 05/31/2005
Mark Release by NCS 08-150494-001-1 04/02/01 Printed in U.S.A.



This form must be completed in No. 2 Pencil.



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

SC

S

<p>I. School Questionnaire</p> <p>Distributed to: <u>Mr. Maxwell</u></p>	<p>I. School Questionnaire</p> <p>Questionnaire ID # (Barcode ID# on Cover) 094 - <table border="1" style="display: inline-table; text-align: center;"> <tr><td>0</td><td>0</td><td>3</td><td>7</td><td>6</td><td>8</td><td>-</td><td>2</td></tr> </table></p>	0	0	3	7	6	8	-	2	<table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="3">Returned</th> </tr> <tr> <td>Yes</td> <td>No</td> <td>Completed Electronically</td> </tr> <tr> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> </tr> </table>	Returned			Yes	No	Completed Electronically	○	○	○
0	0	3	7	6	8	-	2												
Returned																			
Yes	No	Completed Electronically																	
○	○	○																	
<p>II. SD/LEP Questionnaire</p> <p>Distributed to: _____</p>	<p>II. SD/LEP Questionnaire</p> <p>Questionnaire ID # _____</p>	<p>_____</p>																	

Exhibit 9-3. Teacher Questionnaire

III. Teacher Questionnaire		III. Teacher Questionnaire											SCHOOL #: 102-102-1 <input type="checkbox"/> NCS Use Only					
Teacher's Name	Teacher #	Teacher Questionnaire ID #											Returned			Instructions for Distributing Questionnaires		
		0	1	2	3	4	5	6	7	8	9	0	1	Yes	No	Completed Electronically	Instructions for Distributing Eighth-Grade Teacher Questionnaires	
01 Mrs. Brown	01	09	7	0	0	0	9	9	2	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ask all eighth-grade teachers who teach English to fill out a Reading				
02 Mr. Fisher	02	09	7	0	0	1	2	5	3	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
03 Ms. Marshall	03	09	8	0	0	0	0	0	0	0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
04 Mr. ...	04	09	8	0	0	0	0	0	0	0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					



Mrs. Brown

**2003
Grade 8
Reading
Teacher
Questionnaire**

Q-097

Please mark how you wish to complete this questionnaire.

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

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL # TEACHER #

1 0 2 1 0 2 1 0 1

Please complete this questionnaire online.

Gain access via your OMYSchool0 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: 097-000992-7

Your 7-digit school ID number is: 102-102-1 Your teacher ID# is: 01

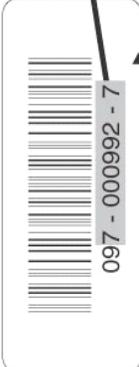
Please complete the questionnaire (either online or this hard copy) by: 2 / 4 /2003.

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



097 - 000992 - 7

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1800-0028 and 1800-0076. 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. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: IAFER/NCES, U.S. Department of Education, 1200 K Street, N.W., Washington, D.C. 20202-5651.

A project of the Office of Educational Research and Improvement
This report is authorized by law (PL 107-110, 20 U.S.C. 9801d). While you are not required to respond, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1800-0028 and OMB No. 1800-0076 Approval Expires 10/31/2005
Marked by NCS EB-144444-021-98121 Printed in U.S.A.



Exhibit 9-5. 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 #: 1 0 2 - 1 0 2 - 1

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

I. School Questionnaire
Distributed to: Mr. Maxwell

I. School Questionnaire
Questionnaire ID # (Barcode ID# on Cover) 094 - 0 0 3 7 6 8 - 2

Returned: Yes No Completed Electronically

II. SD/LEP Questionnaire		II. SD/LEP Questionnaire										SD/LEP Questionnaire ID #			Returned			Instructions for Distributing Questionnaires								
Student's Name	Distributed To (Staff Name)	Student Booklet ID # (Column "N" on Admin. Schedule)										SD/LEP Questionnaire ID # (Barcode ID # on SD/LEP Cover)			Yes	No	Completed Electronically									
01	Tim Dublin	Mrs. Wilson	01	1	0	4	0	9	3	5	6	9	2	095 -	0	0	0	2	9	8	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>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 <input type="radio"/>Returned<input type="radio"/> column.</p> <p>Instructions for Distributing SD/LEP Questionnaires 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:</p> <ol style="list-style-type: none"> 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. On this roster, write the name of the staff member to whom the questionnaire will be given. As the questionnaires are returned, grid in the oval in the <input type="radio"/>Returned<input type="radio"/> column. 	
02	Paul Hernandez	Mr. Cox	02	0	0	5	2	1	0	0	0	1	6	095 -	0	0	0	3	1	2	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
03			03											095 -									<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
04			04											095 -									<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
05			05											095 -									<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
06			06											095 -									<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
07			07											095 -									<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
08			08											095 -									<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
09			09											095 -									<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
10			10											095 -									<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
11			11											095 -									<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
12			12											095 -									<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
13			13											095 -									<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
14			14											095 -									<input type="radio"/>	<input type="radio"/>		<input type="radio"/>

III. Teacher Questionnaire

SCHOOL #: 1 0 2 - 1 0 2 - 1 NCS Use Only

Teacher's Name		Teacher Questionnaire ID #										Returned			Instructions for Distributing Questionnaires
Teacher's Name	Teacher's Name	Teacher Questionnaire ID #										Yes	No	Completed Electronically	
01	Mrs. Brown	01	09	7	0	0	0	0	9	2	7	0	0	0	<p>Instructions for Distributing Eighth-Grade Teacher Questionnaires</p> <p>Ask all eighth-grade teachers who teach English to fill out a Reading Teacher Questionnaire. Ask all eighth-grade teachers who teach Mathematics to fill out a Mathematics Teacher Questionnaire. Follow the procedures below for each questionnaire you distribute.</p> <p>On this roster:</p> <ol style="list-style-type: none"> Create a list of <i>all</i> eighth-grade English or Mathematics teachers under <input type="radio"/>Teacher's Name <input type="radio"/>. In the column labeled <input type="radio"/>Teacher Questionnaire ID, <input type="radio"/> record the unique eight-digit ID number from the questionnaire you give to each teacher named in the first column. (The 0090 prefix has been preprinted.) As the questionnaires are returned, grid in the oval in the <input type="radio"/>Returned<input type="radio"/> column. <p>On the front cover of each questionnaire:</p> <ol style="list-style-type: none"> 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). <i>It is critical that this number is recorded accurately.</i>
02	Mr. Fisher	02	09	7	0	0	1	2	5	3	1	0	0	0	
03	Ms. Marshall	03	09	8	0	1	4	3	9	8	7	0	0	0	
04	Mr. Herbert	04	09	8	0	2	1	4	6	7	3	0	0	0	
05		05	09	-								0	0	0	
06		06	09	-								0	0	0	
07		07	09	-								0	0	0	
08		08	09	-								0	0	0	
09		09	09	-								0	0	0	
10		10	09	-								0	0	0	
11		11	09	-								0	0	0	
12		12	09	-								0	0	0	
13		13	09	-								0	0	0	
14		14	09	-								0	0	0	
15		15	09	-								0	0	0	
16		16	09	-								0	0	0	
17		17	09	-								0	0	0	

This form must be completed in No. 2 pencil.

NCS (M) 005-128-001 03/02/21
Printed in U.S.A. - Gr. 8 Teacher

9.6 Completing the School Folders for the Assessment Coordinators

At this stage, all of the materials are ready for putting together the school folders to send to the assessment coordinators (ACs). You will now place one set of the original Administration Schedule and Roster of Questionnaires into the appropriate school folder. You will add the customized school appreciation certificate and folder to the school folder. The school folder is now complete for each assessment coordinator. You will now send all of the completed school folders to the appropriate assessment coordinators. See Exhibit 9-6 for a list of the materials that should be in the school folder at this time.

Exhibit 9-6. List of Materials in School Folder sent to ACs

- Instructions for Sampling New Enrollees
- Field Sampling Line Numbers Form
- Student Information Report
- School Control Form (if nonpublic school)
- Record of Contacts (if nonpublic school)
- Special Situation Form (if nonpublic and if applicable)
- Refusal Form (if nonpublic and if refused)
- Original copy of each Administration Schedule
- Original copy of Roster of Questionnaires
- School Appreciation Certificate
- School Appreciation Certificate Folder

9.7 Preparing Preassessment Packets for the Schools

You will now prepare a preassessment packet that will be sent to each school. On the top of the packet you will have a cover letter (Instructions to School Coordinator for Preparing the Materials), which outlines what materials are included in the packet and what the school coordinator should do with them. Prior to sending the letter, you will need to enter the school coordinator's name, the assessment date for the school, and sign the bottom of the letter. Assessment coordinators will be calling them a few days after receiving the packet to go over the materials with them in detail. Next, place the "School Copy" of the Administration Schedules and the second copy of the Roster of Questionnaires (for fourth and eighth-grade schools only) underneath the cover letter. Underneath the Roster of Questionnaires, for fourth and eighth-grade schools only, you will place the School Questionnaire then the Teacher Questionnaires. The SD/LEP Questionnaires (for fourth and eighth-grade schools) will be placed in the packet underneath the Teacher Questionnaires. Next you will place the Criteria for Including Students, the list of Accommodations Used by NAEP and the State and the New Enrollee Listing Form underneath the SD/LEP Questionnaires. Underneath the New Enrollee Listing Form, place the Department of Agriculture Letter, the Teacher Notification Letter, and the Sample Parent Notification Letter. You will then place the Teacher's Guide to NAEP (one per Teacher Questionnaire), the grade-appropriate Demonstration Booklets, the appropriate Frameworks, and the Student Appreciation Certificates and preprinted labels (grades 8 and 12 only) underneath the other materials. Finally, you can put the School Storage Envelope at the bottom of the materials. See Exhibit 9-7 for an ordered list of these materials for the preassessment packet. Please Note: If you (or the state coordinator) have previously sent the Frameworks or Demonstration Booklets to a school, they should not be included in the preassessment packet.

Suggested mailing dates to the schools are given below:

Assessment Date	Mail Date
Jan. 27 – Jan. 31	January 6 - 9
Feb. 3 – Feb. 7	January 13 - 16
Feb. 10 – Feb. 14	January 20 - 23
Feb. 17 – Feb. 21	January 27 - 30
Feb. 24 – Feb. 28	February 3 - 6
Mar. 3 – Mar. 7	February 10 - 13

Exhibit 9-7. Order of Materials in School Packet

Cover Letter (Instructions to School Coordinator for Preparing the Materials)

“School Copy” Administration Schedules (one for each session)

Second copy Roster of Questionnaires (4th and 8th grade schools only)

School Questionnaire (4th and 8th grade schools only)

Teacher Questionnaires (4th and 8th grade only)

SD/LEP Questionnaires (4th and 8th grade only)

Criteria for Including Students with Disabilities and Students with Limited English Proficiency

List of Accommodations Used by NAEP and the State

New Enrollee Listing Form

Department of Agriculture Letter

Teacher Notification Letters

Sample Parent Notification Letter

A Teacher’s Guide to NAEP (one per Teacher Questionnaire)

Demonstration Booklets (one per grade being assessed)

NAEP Reading and Mathematics Frameworks

Student Appreciation Certificates and preprinted labels (Grades 8 & 12 only)

School Storage Envelope

9.8 Mailing Folders to Assessment Coordinators and Packets to Schools

You will be mailing the school folders to the assessment coordinators (ACs) and the packets to the schools via FedEx. For ACs, the school folder should fit in a small FedEx box. These boxes can be ordered directly from FedEx (1-800-GO-FEDEX or FedEx.com). For schools, the materials will require a large FedEx box. These should also be ordered directly from FedEx. The materials should be sent by express package service using “FedEx Priority Overnight”. The packaging should be “Other Pkg” for a FedEx box. The Payment should be “Third Party” using Westat’s FedEx’s code of 1290-1574-8. Enter the project number 7707.03.52.05 in Section 2 for the Internal Billing Reference number. For the materials that are sent to the schools, you will receive bright neon labels that say “Important NAEP Materials” that can be affixed to the outside of the FedEx box. See Exhibit 9-8 for a sample FedEx label. Be sure to save the FedEx tracking numbers in case the school folders or preassessment packets need to be tracked.

Exhibit 9-8. FedEx Label for Mailing

**10. NAEP QUALITY CONTROL:
FIELD VISITS AND POST-ASSESSMENT CALLS TO SCHOOLS**

10.1 Overview of Quality Control Activities

Westat has established detailed quality control procedures for all stages of NAEP 2003, beginning with the selection of the school and student samples, and extending to all aspects of the data collection. As part of this overall focus, we have put in place a quality control program to ensure that assessment coordinators (ACs) and assessment administrators (AAs) are performing their duties according to the established procedures. A thorough training program for the assessment teams is the first step of the quality control process. At the conclusion of training, responsibility for maintaining the assessment teams' performance shifts to you. Throughout the data collection period, supervisors will make visits to a subset of schools to observe assessment teams as they implement all aspects of the assessment. To supplement this measure, supervisors and others will also make telephone follow-up calls to a random sample of schools a few days after the assessment to obtain any comments the school coordinators have about the performance of the assessment teams. It will be your responsibility to monitor the results of both of these quality control steps and keep your Field manager informed if you identify assessment team members who may require additional training or other corrective actions.

10.2 Quality Control Field Visits

10.2.1 Overview of Responsibilities

The purpose of the field visit is to give you a first hand view on how the team handles the full array of assessment responsibilities. The field visit will afford you the best opportunity to decide whether ACs and AAs are functioning effectively, need additional training, or in rare cases, lead you to the conclusion that an individual may not be suited for the role of AC or AA. It goes without saying that, given the compact field period for the 2003 assessment, it is extremely important that you identify AAs who are having difficulties as soon as possible. The QC field visits will help you do that.

Below is a summary of the tasks associated with the QC field visits.

In general, for the field visits, it will be your responsibility to:

- Identify ACs and AAs during training who you feel are most in need of immediate early observation.
- Schedule observations during the early assessment weeks so that all ACs and AAs that you supervise are observed in a timely manner.
- Monitor the performance of the teams through the post assessment QC calls you conduct and your regularly scheduled telephone calls with the AC. These activities will help you to identify the teams or team members most in need of additional observation. To the extent possible, we want you to observe each team two times. Teams that are identified as needing additional observation should be observed as soon as possible.
- Discuss problem situations you identify from your observations with your field manager, the assessment team and possibly the home office.

For each QC visit you make, it will be your responsibility to:

- Inform the assessment team that you will be observing them in advance.
- Arrive at the school before the team so that you are in position to observe the complete assessment process as it unfolds.
- Initiate an Assessment Team Quality Control Form to document the results of your observation.
- Record observations about the AC's coordination of the team, as directed by the QC Form (Section A).
- Record observations about the individual sessions conducted by AAs, as directed by the Form (Section B).
- Discuss what you have observed with the AC and AAs after the assessment.
- Review the entries and written comments you have made on the Assessment Team Quality Control Form immediately after the assessment.
- Enter key information from the Assessment Team Quality Control Form into the SCS and the supervisor QC log.
- Keep the completed forms in your possession until your field manager asks for them. Your field manager will review the first five forms for completeness. The rest will be collected at the end of the field period.

10.2.2 Scheduling Field Visits

The intensity of the six-week field period makes it impractical for Westat to pre-designate schools for supervisory quality control visits. Instead, you will have the flexibility to schedule the visits in a manner so that they will have the maximum effect, given the constraints on your time.

Here are some guidelines for scheduling the visits:

- Each AA and AC should be observed within the first 7 days of the field period. During the initial visit, all members of the team should be observed, to the extent possible.
- The order in which you observe teams will depend on a number of factors, including:
 - Your impressions of the assessment team from the training session;
 - Your own schedule, weather, and logistical factors;
 - The schedules of your assessment teams during the first 7 days of the assessment period.
- After the first observation, you will schedule another observation. The scheduling of the team's next observation should be based on a variety of factors, including:
 - Your evaluation of the team and individual team members after the first observation;
 - The results of post-assessment telephone calls to School Coordinators;
 - Any negative feedback you receive about the team from school representatives;
 - Your overall impression of the quality of the team's work, based on your supervisory telephone contacts and other communications.

To the extent that your schedule permits, you should observe all of your assessment teams twice during the assessment field period. These observations should be "front-loaded" in the first half of the field period. If meeting this goal presents operational problems for you, be sure to consult with your field manager in order that he or she can help you arrange an observation schedule that is optimum for your region.

10.2.3 Using the Field Assessment Team Quality Control Form

You will use the In-person version of the Assessment Team Quality Control Form (QCF) to help structure the observations you make. The form has been set up to capture information about the team's overall cohesion under the direction of the AC, as well as the performance of each AA as he or she administers an assessment. There is only one version of the form and it accommodates all session types and grades.

10.2.3.1 Basic Contents of the Form

The QCF has two distinct sections:

- Section A: This contains observations you will make about the AC's supervision and coordination of all the assessment activities at the school;
- Section B: This contains observations you will make about a specific session conducted by the AA. Three copies of Section B are included in each form, which will accommodate almost all multi-session schools.

Exhibit 10-1 lists the observation items that are covered by each section of the form.

Exhibit 10-1: List of Items in the Assessment Team Quality Control Form

Section A: AC's Coordination of Assessment Activities
<p>PREPARING FOR THE ASSESSMENT:</p> <p>AC arrived on time? AC's attire and general demeanor AC wearing the NAEP ID badge upon arrival? Did the AC obtain a copy of the parent notification letter? Did the AC bring a copy of manual and scripts? Session scheduling and organization Interaction with SC and other school staff Level of preparedness – sufficient and appropriate materials... Review of the Administration Schedules prior to the sessions Update the Administration Schedules with parent refusals</p> <p>DURING THE ASSESSMENT</p> <p>Accounting for all students to maximize participation Observing the sessions/AAs Identifying and handling problems</p> <p>AFTER ALL SESSIONS:</p> <p>Reviewing Administration Schedules for makeups IF MAKE-UP NEEDED: Negotiating makeup schedule with SC Collecting questionnaires and completing/reviewing the Rosters Supervising the packing of materials and shipment preparation Accounting for all secure materials Preparing the NAEP Storage Envelope Integrating information from sessions to complete Part 2 of the Call Log Debriefing the School Coordinator</p>

Section B: Evaluation of AA Administering the Session (2 copies within each form)
<p>PREPARING FOR THE SESSION:</p> <p>AA arrived on time? AA's attire and general demeanor AA wearing the NAEP ID badge upon arrival? Did the AA bring the background clearance letter? Did the AA bring a copy of Manual and scripts? Bundles opened at correct time? Preparing the assessment booklets Preparing the room</p> <p>ADMINISTERING THE SESSION</p> <p>Accounting for all students to maximize participation Starting the session on time Passing out booklets and materials Reading the script verbatim Handling of calculator training (MATH ONLY) Distribution and collection of calculators (MATH ONLY) Timing of the assessment sections Engaging and interacting with students Monitoring the session and walking around the room Managing disorderly students and problem situations Answering questions appropriately Handling of accommodated students Sensitivity shown to accommodated students Ending the session, collection of materials, and dismissal of students</p> <p>AFTER THE SESSION</p> <p>Assigning Administration Codes Completing the top portion of the Administration Schedule Coding booklet covers Quality of scannable entries made by AA Completing the Session Debriefing Form Final review of materials prior to packing Accounting for all secure materials Packing the Shipment</p>

At the core of the form is a simple three-column format, as seen in the example below:

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
2 <input type="checkbox"/>	Interacting with School Coordinator and other school staff	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3	

This is the observation item #

Check this box if you could not observe the task

- **Column A** specifies the observation you are to make.
- **Column B** provides an area for you to code your evaluation of the observation you make. You will typically code “very good”, “satisfactory”, or “unsatisfactory”, or in some cases, “yes” or “no”.
- When you have assigned an “unsatisfactory” rating or otherwise indicated that the AC or AA’s performance has been deficient, you should record a description of the problem in **Column C**.

As a general rule, you are encouraged to observe each team member during the visit, particularly for the first visit. For schools with simultaneous sessions, this means that you will only be able to observe portions of a session administered by each AA. The QCF accommodates this by providing a checkbox under the observation number to indicate that you “could not observe” a certain item.

As in the example above, most of the observation items require that you assign a rating of “1” to “3” on a “very good” to “unsatisfactory” scale. It is difficult to define precisely how a “1” rating differs from a “2”, or when you would assign “3” rather than “2”. The ratings are meant to be largely intuitive. The following descriptions are given to provide a frame of reference:

1. Very Good: The AC or AA conducted this phase of the assessment according to the procedures, in a professional manner, with no or only very minor deviations.
2. Satisfactory: The AC or AA performance for this phase of the assessment, while adequate, had rough spots that could have been better. (In other words, this is an “OK” job, but not great.)

3. Unsatisfactory: The AC or AA conducted this phase of the assessment in a manner that is unacceptable and must be corrected. Whenever it is necessary for you to intervene, you should assign a rating of “unsatisfactory.” Ratings of “3” must be explained in the adjacent column or on the last page of the section.

Generally, the “very good” to “unsatisfactory” rating scheme is used for those activities for which we expect variations in performance. For other items, you will assign a yes/no rating to indicate whether the activity was done correctly or not. “Did the AC prepare the NAEP Storage Envelope correctly” is an example of this. For a narrowly defined activity like this, it is either correct or incorrect; there is really no middle ground. To give you more guidelines for assigning these ratings, Appendix P provides question-by-question (Q x Q) specifications for each observation item.

10.2.3.2 Initiating the Form

You will receive QCF’s as a bulk supply. Since you will be selecting the schools for the QC visit, it will not be possible to provide pre-labeled forms. Prior to visiting a school you have selected for a visit, please “label” the front cover of the form, as shown by the example below.

SCHOOL ID:	<u>100-100-1</u>	Region:	<u>C72</u>		
SCHOOL	<u>Central Middle School</u>	Area:	<u>5</u>		
ADDRESS:	<u>1100 Swan Way</u>	SESSION #	Date	Time	Type
	<u>Anywhere, C7 00220</u>	<u>RM0801</u>	<u>2/7</u>	<u>8:05</u>	<u>A</u>
NAME OF SC:	<u>Jill Jackson</u>	<u>RM0802</u>	<u>2/7</u>	<u>8:05</u>	<u>A</u>
PHONE:	<u>(640) 555-1212</u>				

For each session you will be observing, completely or partially, you will need to complete the information at the top of the first page of Section B.

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION

SESSION #: <u>RM0802</u>	SESSION TYPE: <input checked="" type="radio"/> Regular <input type="radio"/> M Makeup <input type="radio"/> A Accommodation	AA CONDUCTING SESSION: <u>Richard Lester</u> <input type="checkbox"/> CHECK IF THIS IS AC
---------------------------------	--------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------

10.2.4 Conducting the QC Observation at the School

During the visit, your primary focus should be on observing the activities of the team. You may have to resist a natural tendency to “pitch-in” to help the team “get things moving”. You really want to use this visit as an opportunity to see how the team interacts with school staff, stays on schedule, and follows the assessment procedures for administering sessions, and completes all the necessary recordkeeping and packing duties. In short, once you have made your introductions to the school staff, try to stay in the background and observe. Of course, if the AC or an AA is running into difficulties that could be harmful to the assessment, you will need to step in to get things back on track.

Here are some guidelines for making your observations while at the school:

1. The QC visits are not meant to be unannounced. Give the AC advance notice of the visit in order that you can better coordinate arrival times.
2. Arrive in advance of the assessment team so that you can see the early interaction the team has with school staff and how the AC organizes the critical early activities on assessment day.
3. For schools holding simultaneous sessions, you will not be able to observe an AA conduct an entire session. For these situations, use your instincts and impressions from training to determine which AAs are more in need of observation. For AAs whom you suspect may need more observation, you will definitely want to be present as the AA prepares the assessment materials and begins the session. Once the session has started, you will have an opportunity to move to another session, perhaps returning to the original session later.
4. While you want to observe all AAs during your first visit, inevitably you may spend more time with one AA than another. When you make your second visit for the team, be sure to focus on team members whom you did not fully observe during the first visit.
5. If you are able to observe only a partial session, please indicate those items you were unable to observe at all by placing a checkmark in the “did not observe” boxes. Even with simultaneous sessions, you should be able to observe portions of each session. If this proves to be impossible, you will not need to initiate a Section B for the session. Simply make a note by the AA and session on the first page.
6. You should accompany the AC and observe the debriefing he or she conducts with the School Coordinator. (This is an item on the QCF.)
7. If you are visiting a school that is holding a separate accommodation session, you may use Section B to observe portions of that session, if your schedule permits. Similarly, makeups can also be observed with Section B.

8. If you have more comments than a section of the form will hold, use additional sheets of paper. Record the school ID, session ID, AA or AC name, and QC item number on these inserts and staple to the form.
9. Each form contains 3 Section B's. This will be sufficient for almost all schools in the sample. If you observe a school with more than 3 sessions, start a second QC form for sessions #4, #5 & #6, etc. Enter the appropriate cover information on the second booklet and label the QCF's 1 of 2 and 2 of 2, etc.
10. The QC items provided in the form are meant to reflect the most common assessment situations you will encounter. If an observation item does not apply to the school you are observing, simply note this.
11. Your observation style should give AAs or ACs some latitude. Allow events to unfold to a degree before you step in so that you can get a better sense of how the AA or AC will perform when you are not there. Of course, if the AA or AC is having serious difficulties that could negatively impact the assessment, you will need to step in and remedy the situation.
12. If you are at a school and a scheduled team member does not show up, is late, or becomes ill, the assessment takes precedence over your role as observer. You will need to suspend the observation and assist the team.
13. Give some thought to the manner in which you will provide the AC and AAs feedback on their performances. In general, for minor performance issues that can easily be remedied (e.g., making an incorrect entry on the Roster) you should provide feedback immediately. Other more sensitive comments are best delivered after the team has left the school. Specific concerns you have about individual AAs should be shared with the AC. All concerns should be shared with your field manager.

10.2.5 Completing the Front Cover of the Form

During your observation, you will need to complete the chart found on the front cover of the QCF. Enter the basic AA and session information before the observations. Complete the last two columns after you have completed the observation.

FROM THE COVER OF THE FORM				TYPE OF SESSION OBSERVED:	HOW MUCH DID YOU OBSERVE?	RATING ASSIGNED:
	Name of AC/AA	<input type="checkbox"/> IF AC:	SESSION # ASSIGNED	(R) REGULAR (M) MAKEUP (A) ACCOM	(1) COMPLETE SESSION (2) PARTIAL SESSION (3) COULD NOT OBSERVE	(1) EXCELLENT (2) GOOD (3) ADEQUATE (4) NEEDS IMPROVEMENT (5) UNACCEPTABLE (8) COULD NOT RATE
AA #1:	<i>Sam Irwin</i>	<input checked="" type="checkbox"/>	<i>RM0801</i>	(R) M A	1 (2) 3	(1) 2 3 4 5 8
AA #2:	<i>Richard Lester</i>	<input type="checkbox"/>	<i>RM0802</i>	(R) M A	1 2 3	1 (2) 3 4 5 8
AA #3:	<i>Richard Lester</i>	<input type="checkbox"/>	<i>RM0801</i>	R M (A)	1 2 (3)	1 2 3 4 5 (8)
AA #4:		<input type="checkbox"/>		R M A	1 2 3	1 2 3 4 5 8

To complete this chart:

- Account for every session by entering the name of each AA, and the AC, if he or she is conducting a session. If sessions are scheduled consecutively and an AA or the AC conducts two sessions, enter each on a separate row of this chart.
- Place a checkmark in the adjacent column to indicate whether the AC conducted the session.
- Enter the “session number” from the Administration Schedule.
- Circle whether the session is a “regular”, “makeup” or separate “accommodation” session.
- Circle how much of the assessment session you observed. Reserve the category “complete session” for when you are able to code all of the QC form items because you have witnessed the session from beginning to end. When you move between simultaneous sessions, you will code each as “partial” observations. If you observed only a small portion of a session, such as packing the shipment, this should still be considered a “partial.”
- Assign a rating between 1 and that summarizes your judgment of the AA’s performance, based on what you have been able to observe.

The ratings you assign are very important. This information will be entered into NAEP 2003 SCS, permitting you, your field manager and the home office staff to also monitor the performance of

AAs throughout the field period. You will also use this information to determine which assessment teams require additional observations.

The rating consists of a five-category scale, with values ranging from “1”, signifying “excellent” to “5”, meaning the performance was “unacceptable”. Ratings of “4” and “5” should be extremely rare and, when assigned, you will need to provide more details about the AA’s performance. You should promptly discuss any AA or AC that receives an overall rating of 4 or 5 with your field manager. There is a considerable subjective aspect to this, but the following guidelines illustrate how the rating scale should be applied.

- Excellent (1) The AA was totally prepared, initiated all stages of assessment, and worked with a high degree of accuracy. Almost all observation items are coded “1”.
- Good (2) AA was prepared, knew the material, worked accurately but there were a few small missteps or hesitations that kept this from being an “excellent” session.
- Adequate (3) AA was adequate, got the job done, but was weak in one or more areas of the assessment. AA needs to spend some time studying the materials.
- Needs Improvement (4) AA acted unprepared and/or unprofessional at times. You may have had to intervene at times. The AA’s performance definitely requires improvement. Additional briefing or training may be in order. The individual item ratings you have recorded consist of 2’s and 3’s.
- Unacceptable (5) AA was totally unprepared and you had to intervene at critical points to get the AA through the session. This performance was unacceptable and remedial action is definitely required.
- Could Not Rate (8) Due to the session scheduling, you were unable to observe any portion of the AA’s performance or enough to rate the AA.

Once you have completed the AA rating chart you will need to assign the AC and the team rating.

AC (IF NOT LISTED ABOVE)		ASSESSMENT COORDINATOR RATING	1 2 3 4 5
OVERALL TEAM RATING <i>Overall rating should factor in performance of individual Assessment Administrators, organization and leadership of the AC, and the functioning of the team as a whole.</i>			1 2 3 4 5

To complete this section of the QCF, you will:

- Enter the name of the AC, if the AC’s name is not recorded in the session listing because he or she did not conduct a session.
- Assign a rating between “1” and “5” that summarizes your judgment of the **ACs** overall performance, based on what you have been able to observe.
- Assign a rating between “1” and “5” that summarizes your judgment of the **team’s** overall performance, based on what you have been able to observe. Your overall evaluation of the team should include:
 - The overall organization of the team and the leadership provided by the AC.
 - The performance of each AA while administering a session.

As with the AA ratings, the team rating is very important. This information will be entered into NAEP 2003 SCS, permitting you, your field manager and the home office staff to also monitor the performance of assessment teams throughout the field period. You will also use this information to determine which assessment teams require additional observations.

At the conclusion of your observation, you will also need to complete the remaining items on the cover of the form: your name, the date of the observation, and your arrival and departure times.

QC OBSERVATION MADE BY:	<i>Janet Thompson</i>	OFFICE USE ONLY DATE: _____ INIT: _____
DATE OF OBSERVATION:	<i>2/7/01</i>	
ARRIVAL TIME:	<i>7:00 am</i>	
DEPARTURE TIME:	<i>11:15 am</i>	

Blank Supervisor QC Logs (Exhibit 10-2) will be provided to track your in-person visit results. The logs will have columns for you to enter school and session information, AC and AA Names & ratings, team rating, date ratings were entered in the SCS, and any relevant comments.

Exhibit 10-2. Blank Supervisor QC Logs

Region/Area: _____ NAEP 2003 In-Person QC Log Date: _____

NAEP ID # School Name AC Name	Session Numbers Session Type (circle one) Session Date	AA Names	Overall AA Rating (circle one)	Overall AC Rating	Team Rating (circle one)	Date Entered in SCS	Rater's Name / Comments
NAEP ID# _____ Sch Name _____ AC Name _____	Session _____ R M A Date _____ Session _____ R M A Date _____ Session _____ R M A Date _____ Session _____ R M A Date _____	_____ _____ _____ _____	1 2 3 4 5 8 1 2 3 4 5 8 1 2 3 4 5 8 1 2 3 4 5 8	_____ _____ _____ _____	1 Excellent 2 Good 3 Satisfactory 4 Unsatisfactory 5 Unacceptable 8 Could Not Rate	_____ _____ _____ _____	_____ _____ _____ _____
NAEP ID# _____ Sch Name _____ AC Name _____	Session _____ R M A Date _____ Session _____ R M A Date _____ Session _____ R M A Date _____ Session _____ R M A Date _____	_____ _____ _____ _____	1 2 3 4 5 8 1 2 3 4 5 8 1 2 3 4 5 8 1 2 3 4 5 8	_____ _____ _____ _____	1 Excellent 2 Good 3 Satisfactory 4 Unsatisfactory 5 Unacceptable 8 Could Not Rate	_____ _____ _____ _____	_____ _____ _____ _____
NAEP ID# _____ Sch Name _____ AC Name _____	Session _____ R M A Date _____ Session _____ R M A Date _____ Session _____ R M A Date _____ Session _____ R M A Date _____	_____ _____ _____ _____	1 2 3 4 5 8 1 2 3 4 5 8 1 2 3 4 5 8 1 2 3 4 5 8	_____ _____ _____ _____	1 Excellent 2 Good 3 Satisfactory 4 Unsatisfactory 5 Unacceptable 8 Could Not Rate	_____ _____ _____ _____	_____ _____ _____ _____

10.3 Quality Control Telephone Follow-up Calls

As an additional quality control check, supervisors will call school coordinators from a 25% pre-designated random sample of schools after the assessment. The follow-up call should be placed within three working days of the assessment so that the assessment experience is still fresh in the school coordinator's mind, although it is probably advisable not to call on the same day as the assessment. The purpose of the call is to obtain the school coordinator's impression of the assessment team, specifically, the team's level of organization, professionalism, and overall performance. You will use a short questionnaire, the Telephone Follow-up QC Form, for the call. Many of the questions will be "open-ended"; that is, the answer categories are not specified so that you can record exactly what the school coordinator has to say about a topic. The brief interview will take only 3 – 5 minutes to complete. Any negative reports you receive through this call should be brought to the attention of your field manager the assessment team responsible for the school and project staff.

For each selected school you will receive an Assessment Team Quality Control Telephone Follow-up Form with a preprinted label. You will also receive a supply of blank forms for additional follow-up. Corresponding Supervisor QC Logs will be printed to track your results. The Logs will have all of the school and session information preprinted. You will enter the date you completed the follow-up call, the date the information was entered in the SCS, and any relevant comments.

10.3.1 Content of the Form

The sample of schools for the quality control follow-up calls has been pre-designated and you will receive labeled forms for this purpose. Another school cannot be substituted for the preselected school. Appendix O contains an example of the entire form, including specifications for each of the questions.

Label

The label provides all the information you will need to organize your work and make the post-assessment contact, including:

- School ID, name, and address;

- NAEP region and area #;
- School Coordinator name and telephone number;
- Name of the AC assigned to the school;
- Session # and type for each session at the school, including the originally scheduled date and time for the session, to the extent that this information was available before the assessment.

Before you place the call, enter the names of the AAs who conducted the sessions so that you may reference the team by name during the call. Also, update the label to reflect any late-breaking changes to the assessment dates or times.

LABEL						
SCHOOL ID:	100-100-1	Region:	CT2	Area:	6	<u>Enter AA Conducting Session:</u> <i>Jason Thomas</i> <i>Olivia Svenson</i>
SCHOOL	Central Middle School	<u>Session</u>	<u>Date</u>	<u>Time</u>	<u>Type</u>	
ADDRESS:	1100 Main St.					
	Anywhere, CT 00220	RM0801	2/8	9:00	A	
SC:	Bill Lewis	RM0802	2/8	9:00	A	
PHONE:	(640) 555-1222					
AC:	Jason Thomas					

The telephone follow-up version of the Assessment Team Quality Control Form contains the following items:

1. How well did the team handle the assessment?
2. Did the team arrive on time?
3. How organized was the team?
4. Did the sessions start on time?
5. How professional was the team?

6. If the School Coordinator observed any sessions, how well were they conducted?
7. Did the AC give the School Coordinator the NAEP storage envelope?
8. How well did the team interact with the school staff?
9. How well did the team interact with the students?
10. Any other comments about the assessment team?
11. Any comments about NAEP in general?

10.3.2 Using the Form

You can make your first attempt to reach the School Coordinator on the day after the assessment. If you do not reach the SC by the 3rd working day after the assessment, contact the AC for the best time to reach the SC. Make additional attempts for the next few days/weeks before discontinuing your attempts. Document your attempts to conduct this interview on the “record of call attempts” located on the cover of the form.

RECORD OF CALL ATTEMPTS				
DATE	TIME	CALLER	SPOKE WITH	RESULT
<i>2/12</i>	<i>2:30pm</i>	<i>GMC</i>	<i>Ms. Taylor</i>	<i>BL is sick today, try tomorrow same time</i>
<i>2/13</i>	<i>2:30pm</i>	<i>GMC</i>	<i>Bill Lewis</i>	<i>Completed</i>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

To administer this brief interview correctly, you should be aware of some of the basic techniques used by survey interviewers. Basically you will want to:

- Read the questions as worded;
- Remain “neutral”;
- Use “probing” techniques when you feel the response given by the SC needs expansion or clarification.

An overview of these techniques is provided in Appendix C of the Assessment Coordinator Manual.

After the interview, you will need to assign a summary rating that reflects the responses to the items listed above, as well as any unsolicited comments the School Coordinator makes during your conversation that is relevant to the team’s performance. The rating should factor in the SC’s overall evaluation of the team, as well as any positive or negative reports about individual AAs. In assigning your rating, be sure to differentiate, when possible, a negative attitude about the NAEP program versus a negative evaluation of the assessment team’s performance.

The rating is identical to the five-category scale used for the QC observation forms, with values ranging from “1”, signifying “excellent” to “5”, meaning the performance was “unacceptable”. A “not enough information” option is provided, but unless the SC consistently answers your questions with “don’t know”, assign a rating based on the opinions the SC was able to express.

OVERALL RATING BASED ON THIS CALL:	
EXCELLENT	①
GOOD	2
SATISFACTORY/ADEQUATE	3
UNSATISFACTORY.....	4
UNACCEPTABLE/PROBLEM.....	5
NOT ENOUGH INFORMATION TO RATE	8

10.4 Administrative Procedures and Recordkeeping Associated with the Quality Control Forms

As you complete quality control field visits and make telephone followup calls, you will document your efforts and findings by making entries on the Supervisor QC logs and into the SCS. A description of this process, as well as other recordkeeping tasks associated with each of the quality control activities, will be fully described in an SCS update memorandum. Entry in the SCS needs to be made immediately after the observation or call so that the field managers and the home office can monitor the results. Plan to send the first five completed forms to your field manager. The others should be kept until requested.

11. OTHER ACTIVITIES

This chapter details additional activities that you will perform in the January to March time period. You will supervise assessment coordinators, review and approve time and expense reports from assessment coordinators and assessment administrators, continue to FedEx school packages, and report to your field manager.

11.1 Your Role at the AC and AA Trainings

Supervisors will participate in the December and January training sessions by leading two training exercises. The first exercise will be to review the materials included in the preassessment packets that will be sent to school coordinators beginning in January. Section 9.7 provides a list of the materials that will be included in each preassessment packet. It is important that the school coordinator receives the packet before the preassessment visit is made or the preassessment call is completed. ACs will be required to verify receipt of the school packet and to review the contents with the school coordinator.

The second training exercise will involve opening and reviewing the contents of a grade 4 or grade 8 session box. Exhibit 11-1 details the materials that will be received in the session boxes for grades 4 and 8, nonpublic and public schools. After each preassessment visit or call, ACs will need to check the session boxes received for that school, gather any additional material from the bulk supplies, and request additional material, if necessary. It is important that assessment coordinators verify school materials immediately after each preassessment visit or call, so they will have time to request and receive additional supplies from NCS Pearson and/or Westat.

11.2 Supervise Assessment Coordinators

All of the ACs in your region should report to you weekly at a set time. Allow an hour for the initial calls. The calls should include a discussion of the following topics:

Exhibit 11-1 Materials in Reading/Math Session Boxes (Page 1 of 2)

Materials for Reading/Math Sessions

Grade 4 Public Schools	
Quantity	Item
2 Bundles	Grade 4 Reading and Math Booklets (Public) (14 per bundle; 28 total booklets)
10	Grade 4 Math Set “X”
10	Grade 4 Math Set “G”
10	Rulers “R”
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing in Progress – Do Not Disturb
2	Rubber Bands
28	Preprinted Student ID Labels
1	Return Shipment Label

Grade 4 Private Schools	
Quantity	Item
2 Bundles	Grade 4 Reading and Math Booklets (Private) (14 per bundle; 28 total booklets)
10	Grade 4 Math Set “X”
10	Grade 4 Math Set “G”
10	Rulers “R”
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing in Progress – Do Not Disturb
2	Rubber Bands
28	Preprinted Student ID Labels
1	Return Shipment Label

Exhibit 11-1 Materials in Reading/Math Session Boxes (Page 2 of 2)

Grade 8 Public Schools	
2 Bundles	Grade 8 Reading and Math Booklets (Public) (16 per bundle; 32 total booklets)
10	Grade 8 Math Set “Y”
10	Grade 8/12 Math Set “G”
10	Protractors/Rulers “P”
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing in Progress – Do Not Disturb
2	Rubber Bands
32	Preprinted Student ID Labels
1	Return Shipment Label

Grade 8 Private Schools	
2 Bundles	Grade 8 Reading and Math Booklets (Private) (16 per bundle; 32 total booklets)
10	Grade 8 Math Set “Y”
10	Grade 8/12 Math Set “G”
10	Protractors/Rulers “P”
1 Set	No. 2 Pencils (35 per set)
1	Sign Testing in Progress – Do Not Disturb
2	Rubber Bands
32	Preprinted Student ID Labels
1	Return Shipment Label

- Confirmation phone calls: All ACs will conduct a confirmation phone call to each school in their assignment between December 16 and January 17. The purpose of the phone call is to verify the assessment date and to schedule a date and time for the preassessment visit or phone call;
- Preassessment contacts: The decision on whether to visit or phone a school will usually be made based on school size, school location, selected grade, and number of students to be assessed. Upon review of the school folders with the AC, you will determine which schools will be better served with an in-person visit or by a phone contact. All preassessment contact must be completed at least two weeks before the assessment date;
- For assessments in the upcoming week, review the schedule of AAs to be sure all assessments are properly staffed;
- Any materials missing at NCS Pearson 4 days after being shipped; and
- Any problems or procedural questions.

ACs will be provided with a Log of Schools to track their preassessment and assessment activities. Supervisors will also receive a copy of this log. It is important that ACs are organized and ready for the report call. If you sense that the log is not up to date or the school folders for the previous and upcoming week(s) are not readily available, you should suggest that the AC take a few minutes to prepare for the call and that you will call back in 15 minutes.

After taking the report, allow a few minutes to “chat” about how assessments are going, how AAs are performing and the reaction of students and school staff to the assessment. It is also useful to ask about the kinds of questions that are asked by school staff and if the AC is able to respond to them.

11.3 Review and Approve Time and Expense and Trip Expense Reports

ACs and AAs will complete their Time and Expense report (T&E) and, if applicable, a Trip Expense report (TER), weekly and give or send them to you for approval. You will promptly conduct this review, sign them and FedEx them to Mei Tan at the home office.

As you know, Westat will process about 3000 timesheets a week for NAEP field staff alone, therefore it is critical that you review the following carefully before sending them to the home office:

- WINS number and name entered
- Project number is entered 7707.03.52.05
- The employee has signed the T & E or TER
- Mileage expenses are added correctly, at 36.5¢ per mile
- Hours are entered correctly
- You have signed (approved) the T & E or TER

Please refer to the Assessment Coordinator Manual, pages 7.9 – 7.16 for a full description of completing the Westat time and expense report. You will also enter information in the SCS about receiving timesheets and trip expense reports from ACs and AAs and sending them to Westat. A description of this process will be fully documented in the SCS update memorandum.

11.4 Ship School Packages

It is the supervisor's responsibility to ship school preassessment packets to arrive at schools two weeks before the assessment date. Work closely with your AC so he/she will know the date each package will be shipped so he/she can schedule the preassessment contacts accordingly. Specifications for preparing these packages will be discussed in the November training session. Details can be found in Chapter 9 of this manual.

11.5 Booklet Security

Upon receipt of session boxes from NCS Pearson, assessment coordinators will record in the SCS that they have received the correct boxes for each session. You will be able to monitor the record-keeping in the SCS. Details on this procedure will be fully described in the SCS update memorandum. Assessment coordinators will ship the completed assessment materials to NCS Pearson as soon as possible after each session, but no later than the following day (except if a makeup session is scheduled). The tracking number and date shipped must be recorded in the SCS for each shipment. You will be responsible to oversee the accounting process for all booklets and to verify that ACs have updated the SCS for each of the schools and sessions assigned to them.

11.6 Report to Your Field Manager

Just as it is critical that the ACs report to you, you should report weekly to your field manager. Be prepared for this call, just as you would want the AC prepared for your call. The following topics should be discussed:

- Status of assessments in your region
- Status of quality control activities
- Staffing issues
- Procedural questions
- Problems
- Review of reports
- Consistent comments or questions from NAEP staff or school staff

APPENDIX A

PRESS RELEASE

PRESS RELEASE

FOR IMMEDIATE RELEASE

Contact: Stephen Lazer
(609) 734-1480

LOCAL SCHOOL PARTICIPATES IN READING AND MATHEMATICS ASSESSMENT

Enter City and State (Date) – (Insert name of local school) has announced that it will participate in the 2003 National Assessment of Educational Progress (NAEP). (Insert name of school) is one of only ____ schools nationwide asked to participate.

The 2003 NAEP assessment, which requires about 90 minutes of a student's time, is designed to measure what students know and can do in reading and mathematics. Students will be asked to read for literary experience, to gain information, and to perform a task. They will respond to multiple-choice questions in reading, and they may also be asked to create their own responses, which may consist of writing short answers of one or more sentences. In mathematics, students will respond to multiple-choice questions and will also create their own responses, which may consist of a variety of formats including writing a sentence or more, drawing a diagram, or showing how they derived their answers.

NAEP is conducted in a random sample of public and nonpublic schools throughout the country. At the request of private school organizations, data in 2000 and 2002 were provided for the private school community as a whole and with breakdowns by Catholic, Lutheran, Conservative Christian, and other private schools. Some of these data are available on the NAEP web site, <http://nces.ed.gov/nationsreportcard>.

As has been true since its inception in 1969, NAEP protects the confidentiality of all those who participate by not permanently retaining the names of students, teachers, or schools. The project is designed to report on the academic performance of large groups, based on nationally representative samples of fourth-, eighth-, and twelfth-grade students. NAEP provides results for major demographic groups and, using information gathered on student, teacher, and school questionnaires, will report on classroom and instructional programs and practices in reading and mathematics.

For more than thirty years, NAEP has been the country's only nationally representative and continuing survey of students' educational achievement. The project is authorized by Congress and is directed by the U.S. Department of Education's National Center for Education Statistics. Educational Testing Service of Princeton, NJ developed the test questions, and Westat, Inc. of Rockville, MD conducts the sample selection and data collection.

APPENDIX B

SAMPLE PARENT LETTER

PARENTAL NOTIFICATION LETTER

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

(School Letterhead)

Dear Parent:

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 U.S. 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 1½ hours to administer. A random sample of our _____ grade students will be selected for the assessment, 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 policy makers 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 school children are learning.

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

Sincerely,

APPENDIX C

SUMMARY OF ACTIVITIES – PUBLIC AND NONPUBLIC SCHOOLS



Summary of Activities for Nonpublic Schools

What is NAEP?

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

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

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

Why assess private schools?

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

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

When is the assessment?

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

What is involved for school staff and students?

- Each student selected to participate will be assessed in either reading or mathematics.
- Assessments will take 90 minutes of each student's time.
- In most grade 4 schools, NAEP will assess all eligible students.
- In most grade 8 schools, the sample will be up to 62 students.
- Questionnaires will be distributed to the principal and teachers of sampled students. Teachers of selected students with disabilities (SD) and limited English proficiency (LEP) will also be given questionnaires.
- Schools are requested to designate a staff member, the School Coordinator, to assist NAEP field staff with in-school arrangements. A detailed list of School Coordinator responsibilities can be found on the back of this document.

What are the responsibilities of the NAEP field staff?

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

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

What are the School Coordinator's responsibilities?

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

1. Schedule the assessment.

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

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

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

3. Inform parents.

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

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

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

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

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

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

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

6. Distribute and collect the assessment questionnaires.

The Preassessment packet will include the following materials:

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

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

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

7. Ensure that students attend the session.

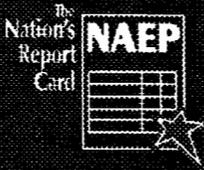
The School Coordinator will be available prior to the assessment start time to ensure that students attend the sessions. The school coordinator and/or teachers of the selected students are encouraged to remain in the room during the assessment. NAEP field staff will conduct the session(s) and will bring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

Where can I find more information?

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

- Go to www.mynaep.org;
- Enter your 7-digit NAEP ID as the user ID; and
- Enter the word "GUEST" as the password.

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



NAEP

National Assessment of Educational Progress

Summary of Activities for Public Schools

What is NAEP?

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

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

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

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

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

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

When is the assessment?

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

What is involved for school staff and students?

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

- Questionnaires will be distributed to the principal and teachers of sampled students. Teachers of selected students with disabilities (SD) and limited English proficiency (LEP) will also be given questionnaires.
- Schools are requested to designate a staff member, the School Coordinator, to assist NAEP field staff with in-school arrangements. A detailed list of School Coordinator responsibilities can be found on the back of this document.

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

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

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

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

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

What are the School Coordinator's responsibilities?

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

1. Schedule the assessment.

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

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

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

3. Inform parents.

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

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

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

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

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

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

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

6. Distribute and collect the assessment questionnaires.

The preassessment packet will include the following items:

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

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

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

7. Ensure that students attend the session.

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

Where can I find more information?

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

- * Go to www.mynaep.org;
- * Enter your 7-digit NAEP ID as the user ID; and
- * Enter the word "GUEST" as the password.

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

APPENDIX D

CONTACT LETTERS

September 2002

Dear Diocesan Superintendent:

For over 30 years, the National Assessment of Educational Progress (NAEP) has served American educators as an information resource, providing reliable profiles of what our students know and can do in key subject areas. The Nation's Report Card, as it has come to be known, is the only ongoing project to monitor trends in our students' achievement at the elementary, middle and high school levels. In large part, NAEP owes its success to the support from local educators whose schools are randomly chosen to participate.

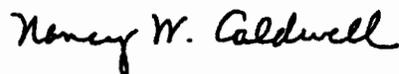
NAEP has sampled a small number of your schools for the forthcoming assessment. A NAEP supervisor will be contacting you shortly to make arrangements for the assessment. In the meantime, several key features of the 2003 assessment warrant your attention.

NAEP in 2003:

- Focuses on reading and mathematics;
- Is based on representative samples of students in grades 4, 8, and 12;
- Is a paper-and-pencil test designed to last about 90 minutes;
- Protects the anonymity of the participating students;
- Is administered by the NAEP staff;
- Provides results for demographic groups and variables related to educational context, but is not designed to produce individual or school data;
- Produces results for Catholic schools overall; and
- Yields a series of national reports which will be provided to each participating school.

You and your colleagues at the local level play the lead role in carrying out programs to improve student performance. NAEP strives to be an important source of national and regional data on the progress that is being made. However, NAEP cannot be successful without your involvement and support. As you can see from the enclosed letter, the National Catholic Educational Association (NCEA) has long supported NAEP. Please support the program when you are contacted by a NAEP representative this fall to arrange the details of the assessment.

Sincerely,



Nancy W. Caldwell
NAEP Project Director

NWC/mgc

October 2002

Dear Catholic School Principal:

For over 30 years, the National Assessment of Educational Progress (NAEP) has served American educators as an information resource, providing reliable profiles of what our students know and can do in key subject areas. The Nation's Report Card, as it has come to be known, is the only ongoing project to monitor trends in our students' achievement at the elementary, middle and high school levels. In large part, NAEP owes its success to the support from local educators whose schools are randomly chosen to participate.

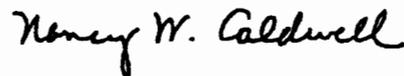
NAEP has sampled your school for the forthcoming assessment, which will take place during January through March 2003. A NAEP representative will be contacting you shortly to make arrangements for the assessment. In the meantime, several key features of the 2003 assessment warrant your attention.

NAEP in 2003:

- Focuses on reading and mathematics;
- Is based on representative samples of students in grades 4, 8, and 12;
- Is a paper-and-pencil test designed to last about 90 minutes;
- Protects the anonymity of the participating students;
- Is administered by the NAEP staff;
- Provides results for demographic groups and variables related to educational context, but is not designed to produce individual, school, or school district data;
- Produces results for Catholic schools overall; and
- Yields a series of national reports which will be provided to each participating school.

You and your colleagues at the local level play the lead role in carrying out programs to improve student performance. NAEP strives to be an important source of national and regional data on the progress that is being made. However, NAEP cannot be successful without your involvement and support. As you can see from the enclosed letter, the National Catholic Educational Association (NCEA) has long supported NAEP. Please support the program when you are contacted by a NAEP representative this fall to arrange the details of the assessment.

Sincerely,



Nancy W. Caldwell
NAEP Project Director

NWC/mgc

October 2002

Dear Head of School:

Every two years a carefully selected sample of public and nonpublic schools is invited to participate in the National Assessment of Educational Progress (NAEP). Your school has been selected to participate in NAEP in 2003.

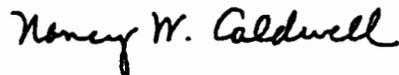
Since 1969, the national assessment has collected data about what American students know and can do in a variety of academic subjects. Data from the national assessment is reported at the national, state, and regional levels only. It is very important that selected nonpublic schools participate, as they represent hundreds of other similar schools across the nation. Each nonpublic school student selected for this study is very important, since nonpublic school students represent 11% of our nation's students.

Within the next two weeks, a NAEP representative will contact you to discuss your school's participation in NAEP. At that time our representative will review the enclosed materials describing the program for 2003 with you.

The participation of each and every school is very important for the study to accurately reflect the status of American education. Rest assured that the confidentiality of all participating schools, teachers, and students is carefully protected. No individual data is released – only group statistics are reported.

The Council for American Private Education (CAPE) as well as its member organizations and many other nonpublic school groups have long supported NAEP and look forward to the increased data for nonpublic schools. We are very grateful for this support and look forward to working with you and your school in 2003.

Sincerely,



Nancy W. Caldwell
NAEP Project Director

NWC/mgc

APPENDIX E

EXAMPLE DIOCESE PHONE CALL

EXAMPLE DIOCESE PHONE CALL

The materials you will need to have on hand are: **Log of Schools, Summary of Activities for Private Schools, My School Brochure, School Control Forms for all selected Diocese schools, Record of Contact-Diocese, current Online Assessment Calendar printout, and Refusal Form.**

1. MAKING CONTACT

"Hello, this is (YOUR NAME) from the National Assessment of Educational Progress, NAEP, commonly known as the Nation's Report Card."

IF PHONE IS ANSWERED BY ANYONE OTHER THAN THE SUPERINTENDENT:

"I'm calling about a package of information that (SUPERINTENDENT'S NAME) should have recently received from NAEP. The package contained a list of the schools in your diocese selected to participate in the 2003 NAEP Assessment. Do you recall if s/he received that package?"

IF PACKAGE HAS NOT BEEN RECEIVED:

- * DESCRIBE PACKAGE, HOW AND WHEN IT WAS MAILED, AND WHEN IT MIGHT HAVE BEEN RECEIVED. FREQUENTLY, THE PACKAGE IS ON SOMEONE'S DESK. ALWAYS CHECK WITH THE SECRETARY BEFORE OFFERING TO REMAIL MATERIALS.
- * IF FEDEXED, USE TRACKING NUMBER TO FIND OUT WHO SIGNED FOR THE PACKAGE. CALL SECRETARY BACK WITH NAME.
- * IF PACKAGE STILL CANNOT BE LOCATED, CONFIRM MAILING ADDRESS, ASSURE THE CONTACT PERSON THAT YOU WILL MAIL ANOTHER LIST OF THE SAMPLED DIOCESE SCHOOLS, AND LET THE PERSON KNOW WHEN TO EXPECT THE PACKAGE. RECORD THE NAME OF THE PERSON WITH WHOM YOU ARE SPEAKING ON THE RECORD OF CONTACT FORM, AND RESTATE YOUR NAME AND LEAVE YOUR PHONE NUMBER IN THE EVENT THERE ARE QUESTIONS THAT ARISE BEFORE THE SECOND PACKAGE ARRIVES.
- * ANOTHER OPTION IS TO HAVE YOUR FIELD MANAGER FAX A LIST OF THE SAMPLED DIOCESE SCHOOLS, ALONG WITH THE SUMMARY OF ACTIVITIES. OBTAIN THE FAX NUMBER, NOTIFY YOUR FIELD MANAGER OF THE REQUEST, AND RECORD ALL INFORMATION ON THE RECORD OF CONTACT FORM. FREQUENTLY, BUT NOT ALWAYS, THE ORIGINAL

PACKAGE WILL BE FOUND, AND YOU WILL RECEIVE A RETURN CALL FROM THE SUPERINTENDENT'S SECRETARY, THE SUPERINTENDENT HIM/HERSELF, OR THE DIOCESE CONTACT NOW RESPONSIBLE FOR NAEP.

IF PACKAGE HAS BEEN RECEIVED:

"I'm so glad to hear that (NAME) has received the package. I'd like to speak with him/her concerning the arrangements for the assessment in your diocese."

IF PERSON WITH WHOM YOU ARE DIRECTED TO SPEAK IS NOT AVAILABLE:

"When would you suggest that I try reaching him/her?"

"Would you please let him/her know that I've called and that it concerns the National Assessment of Educational Progress. S/he may be more familiar with the term NAEP - N-A-E-P."

"I'd like to leave my name again, (YOUR NAME), and my phone number just in case you or (SUP'T NAME) should have a question before I call again. My number is (YOUR PHONE NUMBER). Please feel free to call that number collect. May I have your name please?"

"Thank you so much for your help. I'll be looking forward to speaking with you again when I call back."

IF DIRECTED TO SPEAK WITH ANOTHER DIOCESE OFFICIAL ABOUT THE DETAILS OF NAEP BUT INSTRUCTED TO "CHECK IN" WITH THE SUPERINTENDENT FIRST:

"Hello, (SUPERINTENDENT'S NAME). This is (YOUR NAME) from the National Assessment of Educational Progress - NAEP, commonly known as the Nation's Report Card. I understand from (SECRETARY) that you have given the NAEP materials to (OTHER DIOCESE OFFICIAL) but that you wanted to speak with me before I contact him/her."

IF SPEAKING WITH "OTHER DIOCESE OFFICIAL":

"Hello (OFFICIAL'S NAME), this is (YOUR NAME) from the National Assessment of Educational Progress - NAEP - commonly known as the Nation's Report Card. (SUPT. NAME) asked me to call you to discuss the details of NAEP in your diocese. I believe you've received the package of materials containing the list of schools selected to participate in the 2003 assessment."

IF MATERIALS NOT RECEIVED, ADAPT REMAILING SCRIPT AND MAKE APPOINTMENT TO CALL BACK.

2. COVER KEY POINTS ABOUT ASSESSMENT

"I'm calling to see if you've had a chance to review the NAEP materials. I'd like to discuss what is involved for schools participating in the 2003 assessment, answer any questions you may have, and also talk about how you would like us to proceed in contacting your schools."

"Would this be a good time to discuss this (it will take about 15 minutes) or would you prefer that I call back later today? If you have the package handy, you might want to look at the Summary of Activities as I review them."

- " Assessments will be administered by NAEP staff during the period from January 27 through March 7, 2003. We usually work with the schools to choose a date that is convenient and doesn't conflict with other testing or school activities. We do ask, however, that schools compile a list of eligible students prior to the assessment.
- * At most grade 4 schools, NAEP will assess all eligible students.
- * At Grade 8, up to 62 students will be assessed.
- * At most Grade 12 schools, NAEP will assess all students.
- * At Grades 4, 8, and 12, each student will be assessed in either reading or mathematics. Assessments will take 90 minutes of each student's time.
- * In addition, there are short questionnaires for the principal and subject area teachers of the sampled students to fill out for Grade 4 and 8 schools. These questionnaires ask about school characteristics and teaching practices. Teachers of selected students with disabilities (SD) or limited English proficiency (LEP) may also receive a questionnaire to be completed about those students.
- * We know how very busy your schools and teachers are, so we will send all questionnaires to the school at least two weeks before the assessment and pick up the completed questionnaires on assessment day. Teachers and principals may complete their questionnaires online, if they wish.
- * We ask schools to appoint a staff member to work with NAEP staff with in-school arrangements."

"Do you have any questions?"

**3. DISCUSS
MY SCHOOL
WEB SITE**

"Now I would like to discuss the My School web site that you may be interested in. My School is a web-based tool developed by NAEP for participating schools to guide them through the assessment administration process and to make NAEP information available at a time that is convenient. You might have seen the My School brochure in your mailing and also the instructions for registering for My School in the Summary of Activities. Schools can view their own web page, stay current with assessment activities, download NAEP reports and documents, access the NAEP web site, email their NAEP representative, and also send their grade list by E-File."

"(SUPT'S OR DIOCESE CONTACT'S NAME), if you wish to have access to the My School web pages for your school(s) in your diocese, the procedure is very simple. If you will look at the List of Selected Schools you received in your NAEP mailing, we have identified your 7-digit NAEP ID which will be your My School User ID. Have you located your User ID on your list?"

"You will register for My School by going to www.mynaep.org and entering your 7-digit My School User ID and the word "guest (g-u-e-s-t)" as the password. You will immediately see your permanent password on the screen that you will use from then on to access My School anytime you wish."

"If anyone else in your diocese office wishes to also have access to My School, they may follow the same procedure as you by logging onto My School and entering your My School User ID. There is no limit to the number of people in your diocese office who can sign up for My School."

"Do you have any questions about My School?"

**4. DISCUSS AVAILABILITY
OF CATHOLIC SCHOOL
DATA**

"(SUPT'S/DIOCESE CONTACT'S NAME), before I continue, I wanted to mention the availability of NAEP data for Catholic schools that might interest you. As you see in the second column of the first page of the Summary of Activities, at the request of private school organizations, data in 2000 and 2002 were provided for the private school community as a whole and with breakdowns by Catholic, Lutheran, Conservative Christian, and other private schools. In 2003 we are going to have a breakout by Catholic and other nonpublic schools in reading and mathematics. You might be interested in logging onto the web site at the address shown and view the 2000 and 2002 data now, and then after August 2003 view the 2003 data."

5. DISCUSS SCHOOLS' OPTIONS FOR PROVIDING GRADE LISTS

"To return to your schools' assessments, each of your schools will provide NAEP with a list of all grade-eligible students for sampling and will have 3 options for providing the list:

Option 1 is for the school to send an electronic file of all grade-eligible students. Students will then be randomly selected, and all assessment paperwork will be prepared. The grade list will be sent electronically through the My School web site using the easy E-File program.

Option 2 is for the school to fax or mail a hardcopy list of all grade-eligible students to a NAEP Field manager in order that the student sample can be selected and all paperwork be prepared.

Option 3 is for the school to provide a hardcopy list of all grade-eligible students for the NAEP Representative to select the student sample while at the school at least two weeks before the assessment.

I will discuss these three options during my conversation with each school."

(RECORD INFORMATION ON RECORD OF CONTACT--DISTRICT LEVEL.)

"Do you have any questions about anything we've discussed?"

6. PROTOCOL FOR NOTIFYING SCHOOLS

"I think we've covered all the main points. What is the protocol for contacting the schools in your diocese?"

"Many diocese prefer to initially notify the schools of their involvement in NAEP. Would you like me to wait until you've had the opportunity to contact the principals before I make my call to them? (IF YES) "By (DAY AND DATE), would you have enough time to contact your school(s) so that I may begin my calls, or would you like me to call you back before I proceed?"

"Before I contact each of the schools to discuss the details of the assessment, I will mail information to the principals similar to that which you received."

**7. UPDATE AND
DISCUSS LIST OF
SELECTED SCHOOLS**

"Your package of materials included the list of schools in your diocese selected to participate in NAEP. I would like to verify if there are any changes in the principal or school addresses. If you would like, I can call your secretary back, and she can review the list with me."

**8. CLOSING AND
THANK YOU**

"Thank you very much for your time today, (SUPT/DIOCESE OFFICIAL'S NAME). (I realize how busy you are so I am especially appreciative of your help in notifying your schools of their selection to participate in NAEP.) Please feel free to call me collect at (YOUR PHONE NUMBER) if I can be of any help. (I can also provide you with my Email address if that would be more convenient.) We look forward to working with your schools!"

**(To be asked
of secretary, if you
were unable to find
out this information on
the internet or in a call
to the diocese office.)**

"Can you provide me with the dates of any school closings between mid-January and mid March?"

* UPDATE DIOCESE AND SCHOOL INFORMATION, RECORD CHANGES IN SUPERINTENDENT NAME, DIOCESE ADDRESS, AND PHONE NUMBER ON RECORD OF CONTACT-DIOCESE AND IN THE SCS. RECORD CHANGES IN SCHOOL NAMES, PRINCIPAL NAMES, ADDRESS AND PHONE NUMBER ON THE SCHOOL CONTROL FORM, RECORD OF CONTACT-SCHOOL, AND IN THE SCS.

9. IF AN IN-PERSON VISIT IS REQUESTED BY THE DIOCESE OR IF YOU SENSE THAT A DIOCESE WILL REFUSE WITHOUT MORE INFORMATION, DISCUSS THE DATE, TIME, AND LOCATION OF THE MEETING. DETERMINE HOW SCHOOL PRINCIPALS WILL BE NOTIFIED AND BY WHOM.

APPENDIX F

EXAMPLE SCHOOL PHONE CALL

EXAMPLE PHONE CALL TO CATHOLIC AND OTHER NONPUBLIC SCHOOLS

The materials you will need as you talk with the principal/school coordinator are: School Control Form, Log of Schools, completed Record of Contact-Diocese Level, blank Record of Contact-School Level, My School Brochure, current printout of your Online Assessment calendar, Summary of Activities, Instructions for Preparing a List of Students, and Refusal Form.

BEFORE EVERY CALL TO A SCHOOL, log onto your Online Assessment Calendar to verify no assessment date changes have been made since your last phone call.

1. MAKING CONTACT

"Hello, this is (YOUR NAME) from the National Assessment of Educational Progress, NAEP. I would like to speak with (PRINCIPAL'S NAME) about the assessment in your school."

IF SPEAKING TO THE PRINCIPAL:

"Hello, (PRINCIPAL'S NAME), this is (YOUR NAME) from the National Assessment of Educational Progress - NAEP - commonly known as The Nation's Report Card." (IF A CATHOLIC SCHOOL: "_____ at the diocese office said s/he would let you know to expect my call.") I recently sent you a packet of information about the NAEP 2003 assessment. I'd like to talk with you about NAEP and answer any questions you may have."

IF DIRECTED TO SPEAK WITH ANOTHER STAFF MEMBER:

"(PRINCIPAL'S NAME), would you like an overview of NAEP before I speak with (STAFF MEMBER) about the details of the assessment, or would you prefer me to speak directly to (STAFF MEMBER)?"

IF THE PRINCIPAL REQUESTS A GENERAL OVERVIEW, SKIP TO "2". THEN ASK IF YOU MAY CONTACT THE STAFF MEMBER APPOINTED AS SCHOOL COORDINATOR.

IF SPEAKING WITH SCHOOL COORDINATOR:

"Hello, (SCHOOL COORDINATOR'S NAME), this is (YOUR NAME) from NAEP. I understand that (PRINCIPAL'S NAME) has appointed you to serve as the school coordinator for the National Assessment of Educational Progress this year. I'd like to talk to you about the assessment details and review materials sent to the principal. Has s/he passed them on to you, or should I send another set?" DETERMINE THE STATUS OF YOUR INITIAL MAILING TO THE SCHOOL. IF THE MATERIALS ARE UNAVAILABLE, TELL THE SCHOOL COORDINATOR THAT YOU WILL MAIL HIM/HER A SET OF MATERIALS, OR YOU CAN HAVE A SET FAXED TO HIM/HER. SET AN APPOINTMENT TO CALL BACK AFTER THE MATERIALS ARE RECEIVED AND WHEN THE SCHOOL COORDINATOR WILL BE ABLE TO TALK FOR 15-20 MINUTES.

**IF SCHOOL COORDINATOR
HAS NAEP MATERIALS:**

"Would this be a good time for us to discuss the details of the assessment and to review the materials, or do you need me to call you back later today?"

"As I cover the key points about the assessment, it may be helpful to follow along using the Summary of Activities."

2. INTRODUCTION

"During the 2002-2003 school year, NAEP will be conducting assessments nationally in the subject areas of Reading and Mathematics. The data from these assessments reflect student progress that has been made in these subjects and grades across the nation as a whole and in separate regions of the country. NAEP is able to provide this valuable data without identifying schools, districts, or students."

**(Determine Current
Grade Enrollment)**

"Let me take just a minute to update the information for your school. How many students are enrolled in [SAMPLED GRADE(S)]?"

**3. REVIEW SCHOOL
CONTROL FORM**

4th GRADE ONLY:

(IF THE ENROLLMENT IS 62 STUDENTS OR LESS, SAY):

"Based on your enrollment, we are scheduled to assess all your students in 4th grade."

(IF THE ENROLLMENT IS MORE THAN 62 STUDENTS BUT LESS THAN 120 STUDENTS, SAY): "Based on your enrollment, you can choose to have all students selected, with the assessments conducted in their intact classrooms. What is your school's choice?"

(FOR ALL SCHOOLS LARGE ENOUGH TO HAVE TWO CLASSROOMS, SAY): "So that we can correctly place your students in their intact classrooms on our assessment session lists, please be sure that the home room number or other home room indicator is included for each student on your grade list provided to NAEP."

(FOR ALL 4TH GRADE SCHOOLS, SAY): "How many 4th grade teachers teach language arts and mathematics?"
(PLEASE NOTE THAT LANGUAGE ARTS AND MATH QUESTIONS ARE IN THE SAME QUESTIONNAIRE, SO YOU ARE TRYING TO DETERMINE THE TOTAL NUMBER OF TEACHERS WHO TEACH EITHER SUBJECT.)

8TH GRADE SCHOOLS:

(IF THE ENROLLMENT IS 62 STUDENTS OR LESS, SAY):

"Based on your enrollment, we are scheduled to assess all your students in 8th grade."

(IF THE ENROLLMENT IS MORE THAN 62 STUDENTS, SAY):

"Based on your enrollment, we are scheduled to assess 62 of your students in 8th grade."

(FOR ALL 8TH GRADE SCHOOLS, SAY): "How many 8th grade teachers teach language arts, and how many teach mathematics?" (THERE ARE TWO QUESTIONNAIRES AT 8TH GRADE--LANGUAGE ARTS AND MATH, SO WE ARE TRYING TO DETERMINE HOW MANY OF EACH QUESTIONNAIRE NEED TO BE SENT TO THE SCHOOL.)

12TH GRADE SCHOOLS:

(IF THE ENROLLMENT IS 136 STUDENTS OR LESS, SAY):

"Based on your enrollment, we are scheduled to assess all of your students in 12th grade."

(IF THE ENROLLMENT IS MORE THAN 136 STUDENTS, SAY):

"Based on your enrollment, we are scheduled to assess 136 of your students in 12th grade."

(ALL grades)

"Each student will be assessed in either Reading or Math. The sessions will take about 90 minutes to administer. The NAEP staff will bring all required materials to your school on the day of the assessment, conduct the assessment, and take away all of the materials with them when they leave. All student and teacher names will be removed from the assessment materials **before** they leave the school."

DETERMINE IF YEAR-ROUND SCHOOL

"Is this a year-round school?" IF YES:

"What percentage of students in (GRADE SAMPLED) will be off-track, or not in attendance on the assessment date?"

(RECORD ABOVE INFORMATION ON THE SCHOOL CONTROL FORM, RECORD OF CONTACT-SCHOOL, AND IN THE SCS.)

**5. DISCUSS MY SCHOOL
WEB SITE**

"In a few minutes I will review the tasks that (you as) the School Coordinator will be responsible for. However, first I would like to tell you about the My School web site that you and your other school staff might be interested in."

"My School is a web-based tool developed by NAEP that participating schools to guide them through the assessment administration process and to make NAEP information available at a time that is convenient. You might have noticed the My School brochure that was included in your mailing. Your school will view your very own secure web page and can update your school's information. You can stay current with your school's NAEP activities through the presentation of frequently asked questions and answers, current forms to download, and even a chat in which you can participate. Through My School you can email your NAEP representative, download NAEP reports, print parent letters, access the NAEP web site, and send an electronic (E-File) of your student grade list to NAEP."

**(Important to note for
E-File discussion since
internet access is required.)**

"Does your school have internet access?"
(IF NOT, SAY:) "You can access your My School web site through any email address, perhaps a personal email address. However, I do want to assure you that schools that do not have email or do not wish to access this site will receive all their NAEP information. This is just a communication tool to make NAEP information more accessible and to provide schools with detailed information about the NAEP assessment process."

**(For schools with no
internet access, determine
if you should continue
discussing My School
from the reaction of the
school coordinator so far.)**

"(SCHOOL COORDINATOR'S NAME), if you wish to have access to your school's own web site, the procedure is very simple. If you will look at your letter I sent in your NAEP mailing, I identified your school's My School user ID in that letter. You can log onto My School by using the web site address provided in the My School brochure, and then you will enter your User ID on the opening screen, along with the word "guest (g-u-e-s-t)" as the password. You will immediately see your permanent User ID on the screen that you will use from then on to access your school's web site anytime you wish."

"If your ___ grade teachers and other staff would also like to have access to My School, they simply follow the same procedures as you, by logging onto My School and entering your School User ID and password. There is no limit to the number of staff who can register for My School."

"Do you have any questions about My School?"

**6. REVIEW SCHOOL
COORDINATOR'S
RESPONSIBILITIES**

"Now that I've told you about the My School web site, I would like to discuss the tasks (that you, as) the School Coordinator will be responsible for..."

- * "The first task is to provide a list of all students enrolled in your ___ grade in order for NAEP to select the student sample. Student names, birthdays, sex, and race/ethnicity are needed for sampling, as well as identifying students having a disability (SD) or who have an Individualized Education Plan (IEP), and those classified as Limited English Proficient (LEP). Homeroom is required if your assessments will be conducted in intact classrooms. Title I students and students' participation status in the National School Lunch Program are option at this time."

**3 OPTIONS TO
PROVIDE GRADE LIST**

"This year your school has the choice of 3 options to provide your list of grade-eligible students for sampling:

Option 1 is for your school to send an electronic file of all grade-eligible students through your own secure My School web site using the process called E-File.

Option 2 is for your school to fax or mail a hardcopy list to my NAEP field manager in order that the sample can be selected and all paperwork prepared.

Option 3 is for your school to provide a hardcopy list of all grade-eligible students for your NAEP Representative to select the student sample during a visit to your school prior to your assessment day."

(OPTION 1, OR E-FILE, IS AVAILABLE TO ALL PRIVATE SCHOOLS, BUT YOU SHOULD EXPLAIN THAT OPTION 2 WILL BE EASIER FOR SMALLER PRIVATE SCHOOLS. FOR VERY SMALL PRIVATE SCHOOLS WITH ONLY ONE SESSION, THE AC CAN OBTAIN THE NAMES OF THE STUDENTS ON THE MORNING OF THE ASSESSMENT AS DISCUSSED IN OPTION 3B, RATHER THAN RECEIVING A LIST PRIOR TO ASSESSMENT DAY. IF A SCHOOL IS NOT COMFORTABLE WITH NAMES OF STUDENTS LEAVING THEIR SCHOOL, IMMEDIATELY DISCUSS IN-PERSON SAMPLING DISCUSSED IN OPTION 3A.)

(School chooses option)

"(SCHOOL COORDINATOR), which option do you choose to provide your grade list?"

(SKIP TO THE APPROPRIATE OPTION AND CONTINUE THROUGH THE CONCLUSION OF THE PHONE CALL.)

OPTION 1: SCHOOL SENDS E-FILE

"Before I explain the E-File procedure to you, I need to verify if your grade list is on an Excel file."

(IF YES, SAY:) "Then let's continue with the E-File procedure."
(CONTINUE BELOW)

(IF NO, SAY:) "Unfortunately E-File won't work with your type of file. Would you like to fax or mail your grade list to NAEP?"
(SKIP TO OPTION 2, FAX/MAIL)

(Continue E-File)

"Did you have a chance to read about E-File in the My School brochure? NAEP developed E-file to make it easy and secure for schools, and to provide technical support that is readily available. Let me explain the procedure. You or another staff member who will send your grade list will follow the guidelines in the Instructions for Preparing a List of Students to ensure the grade list file is complete and current. You will then log onto your My School web site and once on the site, click on the E-File link to begin the process. You will follow the easy instructions to download your Excel file and then will answer some questions to ensure that NAEP understands your file. The complete process should take about 20 minutes. If you have questions, you can either email Technical Support through the web site, or call our Technical Support Hotline through our tollfree number of 800-283-6237."

"If you would like more information about E-File, or even to preview it, you can log onto your My School web site. Step 2 on the web site is dedicated to sampling and to E-File, so a great deal of information is available for you."

"Will you be sending the E-File, or will someone else be sending it?" (IF SOMEONE ELSE OTHER THAN SCHOOL COORDINATOR, SAY:) "Will you please give me his/her name and phone number. I would like to talk with him/her to see if s/he has any questions."

"Because we expect to receive so many E-Files from the NAEP 2003 schools, we are asking all schools to send their electronic file at their earliest convenience and before the final date of _____ . NAEP can then begin processing the files, start the sampling process, and prepare the paperwork necessary for the 15,000 assessments to be conducted nationwide. Do you know at this time when your electronic file will be sent?"

"I'll check back in a week or so to see if you/the staff member have been able to send your E-File and to see if you have any questions. We want to do everything we can to make your E-File process easy!"

(ENTER ALL INFORMATION ON RECORD OF CONTACT--SCHOOL, ON SCF, AND IN SCS.)

**6. REVIEW SCHOOL
COORDINATOR'S
RESPONSIBILITIES
(continued)**

"Continuing with the tasks that (you as) the School Coordinator will be responsible for..."

- * "At least two weeks prior to your assessment, you will receive a mailing from NAEP that will include a list of students selected for (all of) your assessment sessions(s). An instruction sheet will be included to help with preparations for your assessment. You will also receive a new enrollment form making it possible to add new students who have enrolled since we received your grade list."
- * "You will be asked to identify any SD or LEP students selected for your assessment who your school determines cannot be included in your assessment. You will also identify any SD or LEP students who can be included in your assessment but require an accommodation, and you will identify what that accommodation will be."
- * "The NAEP Representative working with your school will call you shortly after you receive your mailing, and s/he will discuss with you any students you determine cannot be included or require accommodations."
- * "The NAEP Representative will also discuss the final arrangements for the assessment with you such as the classrooms to be used and whether sessions will be conducted sequentially or concurrently. I have taken detailed notes of our discussion today regarding how your sessions will be conducted, and I will pass them on to your NAEP Representative for reference."
- * "As part of the NAEP assessments, we ask you to distribute and collect an assessment questionnaire for the principal and each subject area teacher of the assessed students. There is also a questionnaire to be completed for each student identified as SD/LEP. You will receive all questionnaires to be completed in your mailing from NAEP. We will collect these questionnaires on the day of your assessment. This year teachers and principals may complete their questionnaires online, if they wish, rather than completing the hard copy."
- * "It is critical to the success of NAEP that you and the NAEP Representative work together to ensure high student attendance on assessment day. NAEP has prepared Teacher Notification Letters and Student Appreciation Certificates to help in this process. The method of informing students and teachers about the assessment will be discussed during the call with your NAEP Representative."

**(12th grade schools
will only receive SD/LEP
questionnaires--no
teacher or principal
questionnaires.)**

* "By law, parents of children selected to participate in NAEP must be informed before the administration of the assessment that their child may be excused from participation for any reason, is not required to finish the assessment, and is not required to answer any test question. Your NAEP Representative will provide sample letters for your use in informing your parents."

**7. ESTABLISH
ASSESSMENT DATE**

"NAEP Staff will be in your area on (PRE-PLANNED ASSESSMENT DATE FOR THIS SCHOOL). Would (DAY AND DATE) be a good assessment date for your school?"
(MAKE ADJUSTMENTS TO DATE AS NEEDED. RECORD ASSESSMENT DATES IN SUPERVISOR LOG, SCHOOL CONTROL FORM, RECORD OF CONTACT-SCHOOL, AND IN IN YOUR SCS.)

"Since we've covered so much, is there anything you would like to review? If you have any questions before you hear from us again, please call me at (PHONE NUMBER). [IF SCHOOL HAS EMAIL, SAY, "You can also email me at (EMAIL ADDRESS) with any questions."] Thank you so much for your time today!"

**OPTION 2: SCHOOL FAXES
OR MAILS GRADE LIST**

"You can prepare your list of all students in your ___ grade by printing out a list of students from your database or by preparing a list using the Instructions for Preparing a List of Students form. You can then fax or mail the list to my Field Manager. We will then conduct the sampling and select the students to be assessed and to prepare all the paperwork for your assessment."

(If a larger school refuses to fax or mail the list)

(IF A LARGER SCHOOL REFUSES TO FAX OR MAIL THE LIST, SAY:) "We will have NAEP staff available to conduct the sampling at your school prior to your assessment. Let me discuss with you what will be involved. [SKIP TO OPTION 3A: IN-PERSON SAMPLING (LARGE SCHOOL)]"

(If a small private school refuses to fax or mail list)

(IF A SMALL PRIVATE SCHOOL REFUSES TO FAX OR MAIL LIST, SAY:) "NAEP staff can come to your school early on the morning of the assessment and prepare all paperwork prior to the assessment so that all activities can be completed in one day. Let me tell you more about this." [SKIP TO OPTION 3B: IN-PERSON SAMPLING (SMALL SCHOOL)]"

(Discuss fax/mail)

"If you have your NAEP mailing close by, please locate the Instructions for Preparing a List of Students to see if you have any questions about what to include on your grade list. Do you have any questions?"

(IF NO QUESTIONS, OR AFTER YOU ANSWER HIS/HER QUESTIONS, SAY) "Would you prefer to fax or mail your grade list to me?"

(IF MAIL, SAY) "After you have prepared the list, please send it to my Field Manager at his/her address which is (NAME, ADDRESS, CITY, STATE, AND ZIP CODE.) (If you register for My School, you will also find his/her name and address on the web site.)"

(IF FAX, SAY) "After you have prepared the list, please fax it to my Field Manager, _____, at his/her fax number which is _____. Please be sure to include a cover sheet with your name, phone number, the name of your school, and the grade level. (If you register for My School, you will find his/her name and fax number on the web site.)"

**6. REVIEW SCHOOL
COORDINATOR'S
RESPONSIBILITIES
(Continued)**

**(12th grade schools
will only receive SD/LEP
questionnaires--no
teacher or principal
questionnaires.)**

"Continuing with the tasks that (you as) the School Coordinator will be responsible for..."

- * "At least two weeks prior to your assessment, you will receive a mailing from NAEP that will include a list of students selected for (all of) your assessment session(s). An instruction sheet will be included to help with preparations for your assessment. You will also receive a new enrollment form making it possible to add new students who have enrolled since we received your grade list."
- * "You will be asked to identify any SD or LEP students selected for your assessment who your school determines cannot be included in your assessment. You will also identify any SD or LEP students who can be included in your assessment but require an accommodation, and you will identify what that accommodation will be."
- * "The NAEP Representative working with your school will call you shortly after you receive your mailing, and s/he will discuss with you any students you determine cannot be included or any requiring accommodations."
- * "The NAEP Representative will also discuss the final arrangements for the assessment with you such as the classrooms to be used and whether sessions will be conducted sequentially or concurrently. I have taken detailed notes of our discussion today regarding how your sessions will be conducted, and I will pass them on to your NAEP Representative for reference."
- * "As part of the NAEP assessments, we ask you to distribute and collect an assessment questionnaire for the principal and each subject area teacher of the assessed students. There is also a questionnaire to be completed for each student identified as SD/LEP. You will receive all questionnaires to be completed in your mailing from NAEP. We will collect these questionnaires on the day of your assessment. This year teachers and principals may complete their questionnaires online, if they wish, rather than completing the hard copy."
- * "It is critical to the success of NAEP that you and the NAEP Representative work together to ensure high student attendance on assessment day. NAEP has prepared Teacher Notification Letters and Student Appreciation Certificates to help in this process. The method of informing students and teachers about the assessment will be discussed during the call with your NAEP Representative."

* "By law, parents of children selected to participate in NAEP must be informed before the administration of the assessment that their child may be excused from participation for any reason, is not required to finish the assessment, and is not required to answer any test question. Your NAEP Representative will provide sample letters for your use in informing your parents."

(RECORD ALL INFORMATION ON THE RECORD OF CONTACT-SCHOOL, SCHOOL CONTROL FORM, AND IN THE SCS)

**7. ESTABLISH
ASSESSMENT DATE**

"NAEP Staff will be in your area on (PRE-PLANNED ASSESSMENT DATE FOR THIS SCHOOL). Would (DAY AND DATE) be a good assessment date for your school?" (MAKE ADJUSTMENTS TO DATE AS NEEDED. RECORD ASSESSMENT DATES IN SUPERVISOR LOG, SCHOOL CONTROL FORM, RECORD OF CONTACT-SCHOOL, AND IN IN YOUR SCS.)

"Since we've covered so much, is there anything you would like to review? If you have any questions before you hear from us again, please call me at (PHONE NUMBER). [IF SCHOOL HAS EMAIL, SAY, "You can also email me at (EMAIL ADDRESS) with any questions."] Thank you so much for your time today!"

**OPTION 3: CONDUCT
IN-PERSON SAMPLING**

**3A. For larger schools
for which sampling must
be completed prior to
assessment day.**

**(Please see Option 3B
for smaller schools
with only one session
for which sampling
will be conducted
prior to the assessment
on the same day.)**

"Since you do not wish to have the names of your students leave your school, a NAEP Representative will visit your school to select the students to be assessed and to finalize arrangements for the assessment. You will be asked to prepare a current list of all students in your ____ grade which can be computer-generated or by using the Instructions for Preparing a List of Students included in your NAEP mailing. The students to be assessed will be randomly selected, and you will be provided with a list of the selected students."

"We will work with you to identify any students who the school determines cannot be included in the assessment. The NAEP Representative will provide criteria for inclusion to help make that determination. We will also work with you to finalize all arrangements such as what space is available for conducting sessions and whether sessions will be conducted sequentially or concurrently."

"As part of the NAEP assessments, we ask you to distribute and collect an assessment questionnaire for the principal and each subject area teacher of the assessed students. There is also a questionnaire to be completed for each student identified as SD/LEP. We will collect these questionnaires on the day of the assessment. This year teachers and principals may complete their questionnaires online, if they wish, rather than completing the hard copy."

"It is critical to the success of NAEP that you and the NAEP Representative work together to ensure high student attendance on assessment day. The method of informing students and teachers about the assessment will be discussed by you and your NAEP Representative."

"By law, parents of children selected to participate in NAEP must be informed before the administration of the assessment that their child may be excused from participation for any reason, is not required to finish the assessment, and is not required to answer any test question. Your NAEP Representative will provide sample letters for your use in informing your parents."

(RECORD ALL INFORMATION ON RECORD OF CONTACT–SCHOOL, SCF, AND IN SCS)

**7. ESTABLISH
ASSESSMENT DATE**

**(If the school is in your
vicinity, you may sample
now.)**

"NAEP Staff will be in your area on (PRE-PLANNED
(ASSESSMENT DATE FOR THIS SCHOOL)). Would (DAY AND
DATE) be a good assessment date for your school?"
(MAKE ADJUSTMENTS TO DATE AS NEEDED. RECORD
ASSESSMENT DATES IN SUPERVISOR LOG, SCHOOL
CONTROL FORM, RECORD OF CONTACT--SCHOOL, AND IN
IN YOUR SCS.)

"(SCHOOL COORDINATOR), I explained that we would visit your
school prior to your assessment day to select the students to be
assessed. If you would like, I would be glad to make an
appointment to visit your school in the next few weeks in order
to complete the sampling process. Then approximately two
weeks before your assessment, your NAEP Representative will
obtain a list from you of any newly enrolled students in the
selected grade, and some of these students may also be
assessed. Would you like to make an appointment to conduct
the sampling?"

(IF YES, MAKE THE APPOINTMENT AND DISCUSS THE
STUDENT DATA REQUIRED TO CONDUCT THE SAMPLING,
PER THE INSTRUCTIONS FOR PREPARING A LIST OF
STUDENTS FORM.)

(IF NO, SAY:) "Would you rather wait and have your NAEP
Representative visit your school to conduct the sampling closer
to your assessment date?"

"Since we've covered so much, is there anything you would like
to review? If you have any questions before you hear from us
again, please call me at (PHONE NUMBER). [IF SCHOOL HAS
EMAIL, SAY, "You can also email me at (EMAIL ADDRESS)
with any questions."] Thank you so much for your time today!"

**OPTION 3: CONDUCT
IN-PERSON SAMPLING**

3B. For small schools with only one session to be conducted. Sampling is completed on the same day, prior to the assessment.

"At least two weeks prior to your assessment, your NAEP Representative will call you to discuss arrangements for your assessment and will ask you to provide a current list of all students enrolled in your ____ grade on the day of the assessment."

"On the day of your assessment, the NAEP Representative will arrive at your school approximately 2 hours prior to your assessment. The representative will prepare the assessment booklets and paperwork from the current list of students you provided and answer any questions you or your staff may have. NAEP staff will then conduct the assessment and will return the completed assessment booklets to NAEP."

"As part of the NAEP assessments, the NAEP Representative will leave an assessment questionnaire for the principal and each subject area teacher of the assessed students. There is also a questionnaire to be completed for any students identified as SD/LEP. The NAEP Representative will discuss whether you will mail the completed questionnaires or if NAEP staff will pick them up at a later date. This year teachers and principals may complete their questionnaires online, if they wish, rather than completing the hard copy."

"By law, parents of children selected to participate in NAEP must be informed before the administration of the assessment that their child may be excused from participation for any reason, is not required to finish the assessment, and is not required to answer any test questions. Your NAEP Representative will provide sample letters for your use in informing your parents."

(RECORD ALL INFORMATION ON RECORD OF CONTACT--SCHOOL, SCHOOL CONTROL FORM, AND IN THE SCS)

**7. ESTABLISH
ASSESSMENT DATE**

"NAEP Staff will be in your area on (PRE-PLANNED (ASSESSMENT DATE FOR THIS SCHOOL)). Would (DAY AND DATE) be a good assessment date for your school?" (MAKE ADJUSTMENTS TO DATE AS NEEDED. RECORD ASSESSMENT DATES IN SUPERVISOR LOG, SCHOOL CONTROL FORM, RECORD OF CONTACT--SCHOOL, AND IN IN YOUR SCS.)

"Since we've covered so much, is there anything you would like to review? If you have any questions before you hear from us again, please call me at (PHONE NUMBER). [IF SCHOOL HAS EMAIL, SAY, "You can also email me at (EMAIL ADDRESS) with any questions."] Thank you so much for your time today!"

APPENDIX G

RECORD OF CONTACTS - DIOCESE

Supervisor: _____

Region: _____ Area: _____

Cooperation Status: _____

NAEP Diocese ID: _____

2003 MAIN NAEP ACTIVITIES RECORD OF CONTACT - DIOCESE

Diocese: _____

No. Schools Sampled for: 4th _____

8th _____

12th _____

Diocese Official's Name: _____

Diocese Official's Title: _____

Telephone: (_____) _____
Area Code

Facsimile : (_____) _____
Area Code

Secretary: _____

<p>Is the information accurate as it appears in the Log of Schools? CHECK ONE <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If NO, enter new information:</p> <p>Superintendent: _____</p> <p>Mailing Address: _____</p> <p>_____</p> <p>Telephone: (_____) _____ <small>Area Code</small></p>

RECORD OF CALLS

<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>

RECORD OF CALLS (Continued)

<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>

- Arranging for suitable space
- Notifying parents
- Notifying teachers and students
- Ensure students' attendance
- List(s) of students in selected grade(s)
- Information on selected students: DOB, sex, race/ethnicity, SD/LEP status, and homeroom locator (4th Grade only) [Optional: Title I Status, National School Lunch Program participation]

5. **Discuss "My School" e-mail/website:**

6. **Willingness to cooperate:** Yes
 No → Complete Refusal Report Form

6(a) Any cooperation issues? Yes
 No

7. **Procedure to follow in contacting schools:**

7(a) Will diocese contact schools?

CHECK ONE

Yes -- How? _____

Date when schools may be contacted by Westat: _____

No -- Date when Westat may contact schools directly: _____

7(b) Who should NAEP contact at each school?

School Name: _____

School Name: _____

Contact: _____

Contact: _____

Title: _____

Title: _____

Date to Contact: _____

Date to Contact: _____

School Name: _____

School Name: _____

Contact: _____

Contact: _____

Title: _____

Title: _____

Date to Contact: _____

Date to Contact: _____

School Name: _____

School Name: _____

Contact: _____

Contact: _____

Title: _____

Title: _____

Date to Contact: _____

Date to Contact: _____

School Name: _____

School Name: _____

Contact: _____

Contact: _____

Title: _____

Title: _____

Date to Contact: _____

Date to Contact: _____

School Name: _____

School Name: _____

Contact: _____

Contact: _____

Title: _____

Title: _____

Date to Contact: _____

Date to Contact: _____

7(c) Any special instructions for contacting individual schools?

COMMENTS:

APPENDIX H

RECORD OF CONTACTS - SCHOOL

Supervisor: _____

Region: _____ Area: _____

Cooperation Status: _____

NAEP School ID: _____

**2003 MAIN NAEP ACTIVITIES
RECORD OF CONTACT - SCHOOL**

CHECK WHEN CONTACT ESTABLISHED: **School Principal** **School Coordinator**

School: _____

Telephone: (_____) _____
Area Code

Facsimile: (_____) _____
Area Code

District: _____

School Principal: _____

School Coordinator: _____
Name and Title

Secretary: _____

Is the information as it appears on the SCF accurate?

CHECK ONE Yes No

If NO, enter new information:

Principal: _____

Mailing Address: _____

Telephone: (_____) _____
Area Code

Willingness to cooperate.

1(a) Assessment date scheduled for: _____ **RECORD ON SCF AND IN SCS**

1(b) Sampling type: (CIRCLE ONE) **RECORD ON SCF AND IN SCS**
Electronic Fax/Mail In School

Who will assume role of School Coordinator?

School Principal

Other:

Name: _____

Title: _____

Telephone: (_____) _____ Fax: (_____) _____
Area Code Area Code

E-mail address: _____

Have spoken with the School Coordinator: Yes No

RECORD OF CALLS

<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>

**REVIEW ITEMS 1-11 WITH SCHOOL PRINCIPAL OR SCHOOL COORDINATOR.
IF DISCUSSED WITH SOMEONE OTHER THAN THE PERSON NAMED ON PAGE 1, SPECIFY BELOW.**

The following issues were discussed with:

Name: _____

Title: _____

Date: _____

ASK PRINCIPAL/SCHOOL COORDINATOR TO REFER TO SUMMARY OF NAEP ACTIVITIES.

CHECK BOX AS ITEM IS DISCUSSED. IF NOT DISCUSSED, INDICATE REASON.

NOTE: REVIEW SCF, LOG OF SCHOOLS, AND RECORD OF CONTACT – DIOCESE BEFORE MAKING CALL TO SCHOOL.

1. **Discuss type(s) of sessions to be conducted (from SCF).**
COMMENTS:

2. **Confirm enrollment in sampled grade.**

RECORD ON SCF AND IN SCS

Grade 4 _____

Grade 8 _____

Grade 12 _____

3. **Discuss estimated number of students/sessions to be assessed in the school (from SCF).**

Students

Sessions

If grade 4: If grade has fewer than 121 students does the school wish to assess ALL students?
Yes _____ No _____

4. **Discuss time required to conduct the assessment.**
COMMENTS:

5. **Discuss the options of sampling and the necessity of completing the “Instructions for Preparing a List of Students”**

5(a) School will send file electronically.

RECORD ON SCF AND IN SCS

5(a1) Discuss sampling procedure.

5(a2) Ask for person's name and telephone number who is in charge of the electronic files.

Name _____ Telephone Number _____

5(a3) Date file to be sent _____ Date file current as of _____

5(a4) Discuss supplemental sampling to be done at sampling visit. → Q.7

5(b) School will provide hardcopy of the student list by fax or mail.

5(b1) Date list to be sent _____

5(c) School will not release student names. Sampling visit will be required.

6. **Discuss sampling procedure.**

COMMENTS:

7. **Discuss School Questionnaires:**

7(a) Distribution and collection of School Questionnaire (Grades 4 and 8).

7(b) Distribution and collection of SD/LEP Questionnaire(s).

7(c) Distribution and collection of Teacher Questionnaire(s) (Grades 4 and 8).

If grade 4: Number of teachers who teach both language arts and mathematics _____

Number of teachers who teach mathematics only _____

Number of teachers who teach language arts only _____

If grade 8: Number of teachers who teach language arts (English/reading/writing) _____

Number of teachers who teach mathematics _____

8. **Discuss space required to conduct the assessment.**

COMMENTS:

9. **Discuss "My School" e-mail/website:**

10. **Discuss Parental Notification:**

11. **Is this a year-round school?**

Yes If "YES", what percent of students in sampled grade are off-track (or not in session) at any given time?

No

RECORD ON SCF AND IN SCS

APPENDIX I

INSTRUCTIONS FOR PREPARING A LIST OF STUDENTS

NAEP 2003

Instructions for Preparing a List of Fourth-Grade Students

(Please see reverse side for three methods of preparing your list of students:
Excel file submitted via Internet or hard copy typed or computer-generated list.)

1. The list must include **ALL** students enrolled in the fourth grade using the most current enrollment records available.
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency).
3. If this is a year-round school, please record the following information on the list of students:
 - a) Total enrollment in the fourth grade: _____
 - b) Percentage of fourth-grade enrollment that will be off-track (not in attendance) on the assessment date: _____
 - c) Indicate on the list which students will be off-track on the assessment date.
4. Please indicate the number of fourth-grade teachers who teach mathematics and/or language arts: _____
(Please include special education with teacher counts.)
5. In most schools a sample of fourth-grade students will be selected. If your school has fewer than 121 fourth-grade students, we can assess **ALL** of them in intact classrooms, if you prefer. Let us know how you want us to assess your fourth-grade students.

Assess **ALL** fourth-grade students _____ Assess a sample of fourth-grade students _____

5. The following student data are required:
 - Student name (alphabetical)
 - Month and year of birth (MMYY)
 - Sex (*Codes below)
 - SD status (*Definition below)
 - LEP status (*Definition below)
- The following data also will be required of sampled students but may be included for all students now if more convenient:
 - Homeroom
 - Race/ethnicity (*Definition below)
 - National School Lunch Program (NSLP) status (*Definition below)
 - Title 1 status

*Codes/Definitions:

Sex: 1= Male 2=Female

SD: 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**.

LEP: Student classified by the school as limited English proficient.

Race/ethnicity:

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.

National School Lunch Program (NSLP):

1= Student not eligible

3=Free lunch

2= Reduced price lunch

6=School not participating

There are three ways you can submit your list of students (specifications for preparing the list are detailed on the reverse side):

Send an Excel file of your student data by signing on to the My School website at www.mynaep.org. Step-by-step instructions on the website will walk you through sending the file. The deadline for submitting electronic files is November 15, 2002.

B. Print out a list of students from your computer database*.

In addition to including the student data requested in number 5 on the reverse side, please follow these guidelines:

- Write the school name and address and district name on the list.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the list is current.
- Define any special codes used.
- Include preparer's name and phone number.

C. Prepare a list of students using the model below*:

NAEP 2003 STUDENT LIST

School Name: Yellow Springs Elementary School Prepared by: Tom Reed
 Address: 3 School Street Preparer's Phone Number: 909-123-4567
Brown NS 55121 Date List is Current: 10/01/02

DIRECTIONS: PLEASE COMPLETE COLUMNS A - E FOR EVERY STUDENT IN THE EIGHTH GRADE. Columns F - I can be completed now or at a later date for selected students only. Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. PLEASE PRINT OR TYPE.

REQUIRED OF ALL STUDENTS					Required of Sampled Students				For Sampling Use Only	
-A- Student's Name	-B- Birth Date (MMYY)	-C- Sex	-D- (X) If SD	-E- (X) If LEP	-F- Home Rm	-G- Race	-H- NSLP Status	-I- (X) If Title 1	Line #	(X) Sampled
Tiffany N Agnew	08/93	2								
Kyle V. Banks	05/92	1	X							

*If you are preparing a hardcopy student list according to the instructions in B or C above, please complete questions 3, 4, and 5 on the reverse side and return this form with the list of students to your NAEP state coordinator or NAEP representative by:

THANK YOU

NAEP 2003

Instructions for Preparing a List of Eighth-Grade Students

(Please see reverse side for three methods of preparing your list of students:
Excel file submitted via Internet or hard copy typed or computer-generated list.)

1. The list must include **ALL** students enrolled in the eighth grade using the most current enrollment records available.
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency).
3. If this is a year-round school, please record the following information on the list of students:
 - a) Total enrollment in the eighth grade: _____
 - b) Percentage of eighth-grade enrollment that will be off-track (not in attendance) on the assessment date: _____
 - c) Indicate on the list which students will be off-track on the assessment date.
4. Please indicate the number of eighth-grade teachers who teach: Mathematics: _____
Language arts: _____ (Please include special education with language arts teacher counts)
5. The following student data are required:
 - Student name (alphabetical)
 - Month and year of birth (MMYY)
 - Sex (*Codes below)
 - SD status (*Definition below)
 - LEP status (*Definition below)The following data also will be required of sampled students but may be included for all students now if more convenient:
 - Homeroom
 - Race/ethnicity (*Definition below)
 - National School Lunch Program (NSLP) status (*Definition below)
 - Title 1 status

*Codes/Definitions:

Sex: 1= Male 2=Female

SD: 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**.

LEP: Student classified by the school as limited English proficient.

Race/ethnicity:

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.

National School Lunch Program (NSLP):

1= Student not eligible

3=Free lunch

2= Reduced price lunch

6=School not participating

There are three ways you can submit your list of students (specifications for the list are detailed on the reverse side):

Send an Excel file of your student data by signing on to the My School website at www.mynaep.org. Step-by-step instructions on the website will walk you through sending the file. The deadline for submitting electronic files is November 15, 2002.

B. Print out a list of students from your computer database*.

In addition to including the student data requested in number 5 on the reverse side, please follow these guidelines:

- Write the school name and address and district name on the list.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the list is current.
- Define any special codes used.
- Include preparer's name and phone number.

C. Prepare a list of students using the model below*:

NAEP 2003 STUDENT LIST										
School Name: <u>Brown Middle School</u>					Prepared by: <u>Tom Reed</u>					
Address: <u>3 School Street</u>					Preparer's Phone Number: <u>909-123-4567</u>					
<u>Brown NS 55121</u>					Date List is Current: <u>10/01/02</u>					
DIRECTIONS: PLEASE COMPLETE COLUMNS A - E FOR EVERY STUDENT IN THE EIGHTH GRADE. Columns F - I can be completed now or at a later date for selected students only. Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. PLEASE PRINT OR TYPE.										
REQUIRED OF ALL STUDENTS					Required of Sampled Students				For Sampling Use Only	
-A- Student's Name	-B- Birth Date (MMYY)	-C- Sex	-D- (X) If SD	-E- (X) If LEP	-F- Home Rm	-G- Race	-H- NSLP Status	-I- (X) If Title 1	Line #	(X) Sampled
Mary K. Albathy	08/89	2								
Scott L. Barnes	05/90	1	X							

*If you are preparing a hardcopy student list according to the instructions in B or C above, please complete questions 3 and 4 on the reverse side and return this form with the list of students to your NAEP state coordinator or NAEP representative by:

NAEP 2003

Instructions for Preparing a List of Twelfth-Grade Students

(Please see reverse side for three methods of preparing your list of students:
Excel file submitted via Internet or hard copy typed or computer-generated list.)

1. The list must include **ALL students enrolled in the twelfth grade** using the most current enrollment records available.
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency).
3. If this is a year-round school, please record the following information on the list of students:
 - a) Total enrollment in the twelfth grade: _____
 - b) Percentage of twelfth-grade enrollment that will be off-track (not in attendance) on the assessment date: _____
 - c) Indicate on the list which students will be off-track on the assessment date.
4. The following student data are required:

<ul style="list-style-type: none">■ Student name (alphabetical)■ Month and year of birth (MMYY)■ Sex (*Codes below)■ SD status (*Definition below)■ LEP status (*Definition below)	<p>The following data also will be required of sampled students but may be included for all students now if more convenient:</p> <ul style="list-style-type: none">■ Homeroom■ Race/ethnicity (*Definition below)■ National School Lunch Program (NSLP) status (*Definition below)■ Title 1 status
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Codes/Definitions:

Sex: 1= Male 2=Female

SD: 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**.

LEP: Student classified by the school as limited English proficient.

Race/ethnicity:

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.

National School Lunch Program (NSLP):

1= Student not eligible

3=Free lunch

2= Reduced price lunch

6=School not participating

There are three ways you can submit your list of students (specifications for the list are detailed on the reverse side):

A. Send an Excel file of your student data by signing on to the My School website at www.mynaep.org. Step-by-step instructions on the website will walk you through sending the file. The deadline for submitting electronic files is November 15, 2002.

B. Print out a list of students from your computer database*.

In addition to including the student data requested in number 4 on the reverse side, please follow these guidelines:

- Write the school name and address and district name on the list.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the list is current.
- Define any special codes used.
- Include preparer's name and phone number.

C. Prepare a list of students using the model below*:

NAEP 2003 STUDENT LIST										
School Name: <u>Brown High School</u>					Prepared by: <u>Tom Reed</u>					
Address: <u>3 School Street</u>					Preparer's Phone Number: <u>909-123-4567</u>					
<u>Brown NS 55121</u>					Date List is Current: <u>10/01/02</u>					
DIRECTIONS: PLEASE COMPLETE COLUMNS A - E FOR EVERY STUDENT IN THE EIGHTH GRADE. Columns F - I can be completed now or at a later date for selected students only. Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. PLEASE PRINT OR TYPE.										
REQUIRED OF ALL STUDENTS					Required of Sampled Students				For Sampling Use Only	
-A- Student's Name	-B- Birth Date (MMYY)	-C- Sex	-D- (X) If SD	-E- (X) If LEP	-F- Home Rm	-G- Race	-H- NSLP Status	-I- (X) If Title 1	Line #	(X) Sampled
Carla Blackmore	08/85	2								
Howard L. Smith	05/85	1	X							

*If you are preparing a hardcopy student list according to the instructions in B or C above, please complete question 3 on the reverse side and return this form with the list of students to your NAEP state coordinator or NAEP representative by:

THANK YOU

APPENDIX J

SPECIAL SITUATION FORM

**NAEP 2003
SPECIAL SITUATION FORM**

REGION _____ SCHOOL ID # _____
AREA _____ DATE _____
SUPERVISOR _____ ASSESSMENT DATE _____
FIELD MANAGER _____

The expected number of sessions to be conducted and/or the number of students to be assessed in this school has been altered as noted below:

- School wanted to assess all grade-eligible students.
- School wanted to do fewer sessions/students than number assigned (Select sample and mark as absent any student that school does not allow to participate).
- Other (explain) _____

Resolution: Please describe the outcome of the situation checked above. Indicate what sessions were dropped (if any) and the number of students actually assessed. Please include as much relevant information as possible.

APPENDIX K

REFUSAL REPORT FORM

Supervisor: _____

Date entered in SCS: _____

Supervisor phone number: _____

Region: _____ Area: _____

2003 NAEP REFUSAL REPORT FORM
(Complete and notify your field manager immediately)

State: _____

1. School Diocese: _____

2. Superintendent: _____

3. School(s): _____

4. Checkmark and/or circle all that apply:	# of Schools	School ID(s)
A. <input type="checkbox"/> School Level Refusal	1 _____	_____ _____
B. <input type="checkbox"/> Diocese Level Refusal	_____ _____	_____ _____
C. <input type="checkbox"/> Diocese Refusal for This School Only	1 _____	_____ _____

5. Who made decision to decline? (Include title and telephone.)

Name: _____

Title: _____

Phone: _____

6. Other contact(s) (include titles and telephone.)

Name: _____	Name: _____
Title: _____	Title: _____
Phone: _____	Phone: _____

7. Please describe the reasoning behind the refusal, including as much information as possible about important local factors, unstated reasons worth noting, and the tone of the discussion:

8. What might persuade this district/school to participate?

9. Recommended action for appeal (include telephone number and title of contact):

APPENDIX L

NAGB POLICIES AND PROCEDURES

ON PARENT INFORMATION



Adopted: August 3, 2002

National Assessment Governing Board

Policy Statement on Informing Parents About Participation in NAEP

Introduction

The No Child Left Behind Act (P.L. 107-110) provides that student participation in the National Assessment of Educational Progress shall be voluntary, and the law contains the following section:

“STUDENT PARTICIPATION—Parents of children selected to participate in any [NAEP] assessment authorized under this section shall be informed before the administration of any authorized assessment that their child may be excused from participation for any reason, is not required to finish any authorized assessment, and is not required to answer any test question.”

However, the legislation also requires all states and school districts to provide assurances that they will participate in the National Assessment in reading and mathematics at grades four and eight, starting in 2003, as a condition for receiving Title I federal aid.

To implement the provision on parental notification, the National Assessment Governing Board hereby adopts the following:

Guiding Principles

1. The National Center for Education Statistics will assist schools, school districts, and states in notifying the parents of students selected for NAEP samples about the “opt out” provision in federal law. The manner of such notification shall be determined by the state, district, or school in which the students are enrolled.

NCES Draft Procedures

For Informing Parents About NAEP

Principles

- **NCES will be proactive in providing information on NAEP that is specifically designed for parents and the public. Such information shall be available on the Internet and in a variety of pamphlets and brochures.**
- **The manner in which parents are informed of the legislative provisions for student participation in NAEP will be determined by the state in which the students are enrolled.**
- **NCES shall make available to participating schools a sample letter to parents and materials to use in response to requests from parents for additional information.**

DRAFT

Informing Parents

Information Included in NCEES Sample Letter

- ✓ This school will be participating in NAEP and your child may be selected to participate.
- ✓ Benefits of participation include assurance and importance of NAEP.
- ✓ All students will be required to participate. Results will be reported to or about individual students or schools.
- ✓ The parent of all students who take part in NAEP are encouraged to help with the assessment materials and to let their child's school and child's friends know how to help in any way by participating.
- ✓ Your child may be asked to participate in a survey to help determine what is required to finish the assessment. This survey will be used to help determine what is required to finish the assessment.
- ✓ Background information on NAEP and the NAEP results by examining factors related to academic achievement. Questions do not address personal feelings or attitudes.
- ✓ For more information about NAEP, go to the NAEP website and sample NAEP questions online. Please visit the NAEP website at <http://nces.ed.gov/nationsreportcard> or contact your school. Contact your school for more information about student participation.



APPENDIX M

NAGB POLICIES AND PROCEDURES

ON COMPLAINT PROCESS



Adopted: May 18, 2002

National Assessment Governing Board

Policies and Procedures for Complaints Related to the National Assessment of Educational Progress

Policy Statement

The Governing Board views parents, students, representatives of participating states and schools, and members of the public as primary producers and consumers of National Assessment of Educational Progress (NAEP) data. As such, their experience with the National Assessment is of utmost concern and an important source of information for its continual improvement. It shall be the policy of the National Assessment Governing Board to respond promptly to written complaints about the National Assessment of Educational Progress submitted to the Governing Board. The Governing Board intends the process of handling complaints to be a means both of answering complaints that have been submitted and of enhancing the quality, integrity, and service orientation of the National Assessment.

Related Governing Board Policy: Policy Statement on Public Access to Test Questions and Instruments of the National Assessment, Adopted May 18, 2002

Introduction

The National Assessment of Educational Progress (NAEP) legislation provides parents and members of the public the right to view, under secure conditions, all NAEP data, questions, and test instruments (Section 411(c)). The Governing Board has approved a Policy Statement on Public Access to Test Questions and Instruments of the National Assessment, which is referenced herein.

The same section of the legislation also provides parents and members of the public the right to submit complaints to the National Assessment Governing Board about procedures or test questions.

“Parents and members of the public may submit written complaints to the National Assessment Governing Board... [The Board], in consultation with the Commissioner [of the National Center for Education Statistics (NCES)], shall review such complaints and determine whether revisions are necessary and appropriate. As determined by such review, the Board shall revise, as necessary and appropriate, the procedures or assessment items that have generated the complaint and respond to the individual submitting the complaint, with a copy of such response provided to the Secretary, not later than 30 days after so acting.”

The NAEP legislation explicitly extends to representatives of state or local educational agencies and chief state school officers the right to submit complaints about the National Assessment to the Governing Board (Section 411(d)(4)).

The legislation gives the responsibility for addressing complaints about NAEP to the National Assessment Governing Board. The purpose of this document is to provide policies and procedures for handling such complaints.

Complaint Process: Procedures

1. What must be included in a complaint?

A complaint about the National Assessment of Educational Progress must be submitted in writing to the National Assessment Governing Board (NAGB). The complaint must include the name and address of the person submitting the complaint and a description of the complaint. The complaint may also include the remedy being sought.

If the complaint is about a test question, special care must be taken by the person submitting the complaint because the security of test questions not released to the public must be protected. Unauthorized release of secure test questions is a felony, subject to fines and imprisonment. To protect the security of test questions, therefore, an individual submitting a written complaint about a test question should describe the specific complaint in a manner that does not reveal the content of the test question itself.

2. Where should complaints be sent?

The mailing address is: National Assessment Governing Board, Suite 825, 800 North Capitol Street, N.W., Washington, DC 20002-4233. The e-mail address is NAGB@ed.gov. If submitting a complaint by e-mail, the person submitting the complaint must provide his/her full name and a mailing address because the response to the complaint will be in the form of a letter and will be sent by regular mail.

3. What happens to complaints after they are received by the Governing Board?

A. Complaint Receipt

- a. A log shall be maintained of all complaints submitted. The log shall contain sufficient information to monitor the status of each complaint, such as the date received, date assigned, date acknowledged, and final disposition.
- b. Within 5 calendar days of receipt of a complaint, an acknowledgment letter shall be sent to the individual who submitted the complaint.
- c. The Executive Director shall:
 - i. forward, within 30 days of receipt, copies of the complaint to the NCES Commissioner, the Secretary of Education, and the State and local educational agencies from which the complaint originated;
 - ii. provide for consultation with NCES (as required by the legislation);
 - iii. forward copies of the notification to the person submitting the complaint and the Secretary, not later than 30 days after the final disposition has been determined.

B. Complaint Review

- I. Administrative Review. In the first level of review, a complaint shall be answered by the Governing Board Executive Director, with assistance from staff.
 - a. Background information related to the complaint shall be obtained, working in consultation with staff of the National Center for Education Statistics, as appropriate.
 - b. The Executive Director shall determine whether additional information is necessary.
 - c. The Executive Director, after consulting with the Commissioner of Education Statistics, shall respond in writing to the person submitting the complaint. The response shall describe the Executive Director's administrative determination in response to the complaint and the opportunity to appeal the administrative determination.
- II. Appeals
 - a. An individual may appeal an administrative determination of the Executive Director. The individual must submit the appeal in writing to the Governing Board at the address given above. The appeal must be postmarked or sent by e-mail no later than 25 calendar days after the date the Executive Director's determination is mailed.
 - b. In response to an appeal of the Executive Director's administrative determination, the Chairman of the Governing Board shall decide whether the appeal will be addressed by the full Governing Board or by a panel of no less than three members of the Governing Board that will act on behalf of the Board.
 - c. The complaint record shall be reviewed and a determination made of whether additional information is needed to complete the review of the complaint.
 - d. A final decision on the complaint shall be made after consulting with the Commissioner of Education Statistics.

- e. The Executive Director shall provide written notification to the individual who submitted the complaint about the disposition of the complaint, with a copy of such notification to the Secretary, no later than 30 days after the Governing Board has taken final action with respect to the complaint.
- f. Decisions of the Governing Board are final and not subject to further appeal.

Related Governing Board Policy: Policy Statement on Public Access to Test Questions and Instruments of the National Assessment, Adopted May 18, 2002

REPORT OF NAEP QUESTION/COMMENT/COMPLAINT

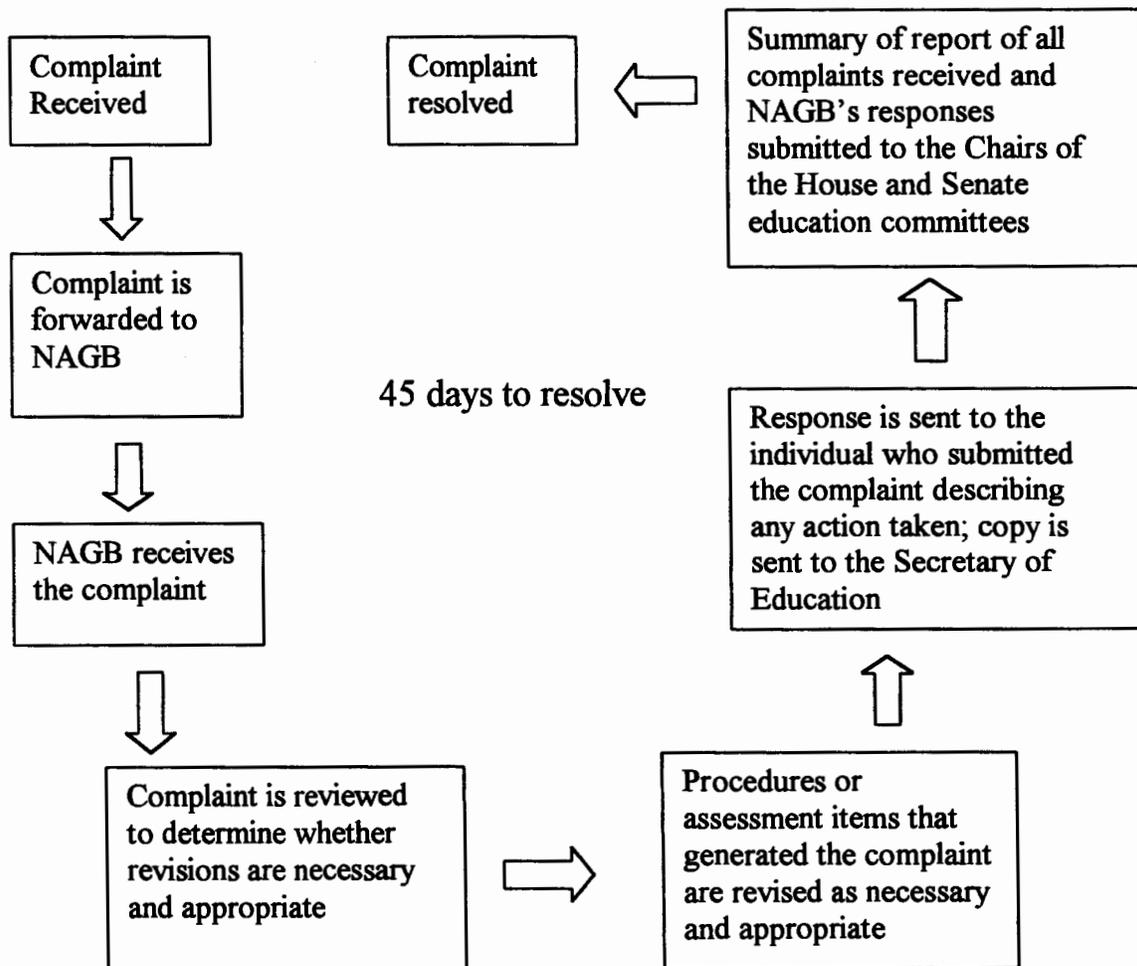
Name of Responder:						Type of Correspondence		Other or Further Explanation
Characteristics		Complaint	Question	Comment				
1.	Form of Inquiry	Written						
		Oral						
2.	Type of Issue	Substantive						
		Operational						
3.	Priority of Concern	High						
		Low						
		No						
4.	Related to NAEP Item(s)?	Cognitive Item(s)						
		Background Item(s)						
		Student or Parent						
		Education Official						
		General Public						
6.	Requires NAGB Attention?	No						
		Yes, Urgent						
		Yes, Not Urgent						
7.	Key Word(s):							

NCES Draft Procedures for Handling Complaints

Formal Process

- By law NAEP required to have formal process for handling complaints
- Final policy pending (NAGB)
- Interim system currently in effect

The Process



APPENDIX N

NAGB POLICIES AND PROCEDURES

PUBLIC ACCESS TO SECURE ITEMS



Adopted: May 18, 2002

National Assessment Governing Board

Public Access to Test Questions, Item Release, and Confidentiality of Data for the National Assessment of Educational Progress

Policy Statement

INTRODUCTION

As the Nation's Report Card, the National Assessment of Educational Progress (NAEP) is an on-going, Congressionally-authorized project to collect data through surveys on the academic knowledge and skills of American students. Its primary goal is to report fair and accurate information on student achievement in reading, mathematics, and other subjects taught in elementary and secondary schools.

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

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

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

To fulfill the first requirement, NAEP has made sure since its inception that no information on individual students or schools is included in its data releases or reports.

As part of its administration procedures, the names of students who have taken NAEP never leave the school building in which the assessment is given.

Although test questions may be kept secure, a substantial number of questions are released after each assessment in order to aid public understanding of the exam. In addition, under the statute, all secure cognitive questions must be made available within 45 days after a written request “in a secure setting that is convenient to both parties.” Local school districts must make “reasonable efforts” to inform parents and others about the access provided under law.

By statute, NAEP may “only collect information that is directly related to the appraisal of academic achievement, and to the fair and accurate presentation of such information.”

The National Assessment is conducted by the Commissioner of Education Statistics under the policy guidance of the National Assessment Governing Board. The Board’s areas of responsibility include the assessment methodology; guidelines for reporting and dissemination; and “appropriate actions needed to improve the form, content, use, and reporting” of the National Assessment.

To carry out these responsibilities, the Board hereby adopts guiding principles, policies, and procedures for public access to test questions, item release, and confidentiality of data for the National Assessment of Educational Progress. The policy shall be implemented in a manner that promotes wide public confidence in the integrity and appropriateness of NAEP questions and in the absolute confidentiality of all individual data obtained.

GUIDING PRINCIPLES

1. By law, all questions and instruments of the National Assessment shall be accessible to the public, consistent with security considerations which pertain to test items that may be reused. The procedures for public access shall be user-friendly and designed to make the assessment as open to the public as possible.
2. Since security considerations do not apply, all background questionnaires shall be readily available to parents, state and local officials, and interested members of the public. Such questionnaires shall be available before field tests and operational use or at any other time members of the public wish to obtain them.
3. After each assessment, a substantial number of test questions shall be made publicly available with performance data to provide concrete examples of NAEP contents and results. Released items shall be widely distributed to promote public understanding of the National Assessment.

4. As required by law, within 45 days of a written request, all NAEP test questions shall be available for public inspection, consistent with requirements for test security. Any breach of security is punishable as a felony.
5. All information collected by NAEP about individual students and schools shall remain strictly confidential. The names of students who have taken NAEP shall not leave the school building in which the assessment is administered.
6. The Governing Board shall monitor the implementation of this policy. The Board shall review all procedures regarding public access and confidentiality of NAEP, which are established by the National Center for Education Statistics.

POLICIES AND PROCEDURES

1. NCES and its contractors shall assist school districts in informing parents and members of the public about the National Assessment. Special efforts shall be made to inform parents about the content, survey methodology, and uses of the assessment. Background questionnaires and released cognitive test items shall be available at schools participating in NAEP samples. Districts shall be given information about public access to current assessment questions and instruments, provided test security is maintained.

2. Background questionnaires shall be sent promptly to anyone wishing to obtain them and shall be posted on the Internet, accompanied by explanations and rationales.

3. Following each administration of the National Assessment, approximately 25 percent or more of the test questions shall be made public at the same time as the initial release of test results. These items shall illustrate the range of item types, difficulty levels, and content covered in the assessment, and shall also be useful as exemplars of achievement levels. Items shall be accompanied by performance data. A selection of released items shall be available in NAEP reports and information booklets. All released items shall be posted on the Internet.

4. Procedures shall be developed for the examination of secure NAEP items by members of the public within 45 days of a written request, provided test security is maintained. Efforts shall be made to permit such examination promptly within the state of persons making such a request. As provided by law, the review must take place in a secure setting, such as the offices of a state or local education agency that is convenient to both parties.

5. Detailed procedures shall be established to ensure the confidentiality of all information obtained by NAEP about individual students and schools in accordance with

provisions of the Federal Privacy Act (Section 552a of Title 5, U.S. Code). No names of students who have taken the assessment shall leave the school building. No records shall be maintained by NCES or its contractors containing personally identifiable information about individual students and their families. These guarantees of privacy shall be mentioned in NAEP publications and reports, and details regarding their implementation shall be made available upon request.

**NCES Draft Procedures
for Providing Public Access
to Secure NAEP Questions and Instruments**

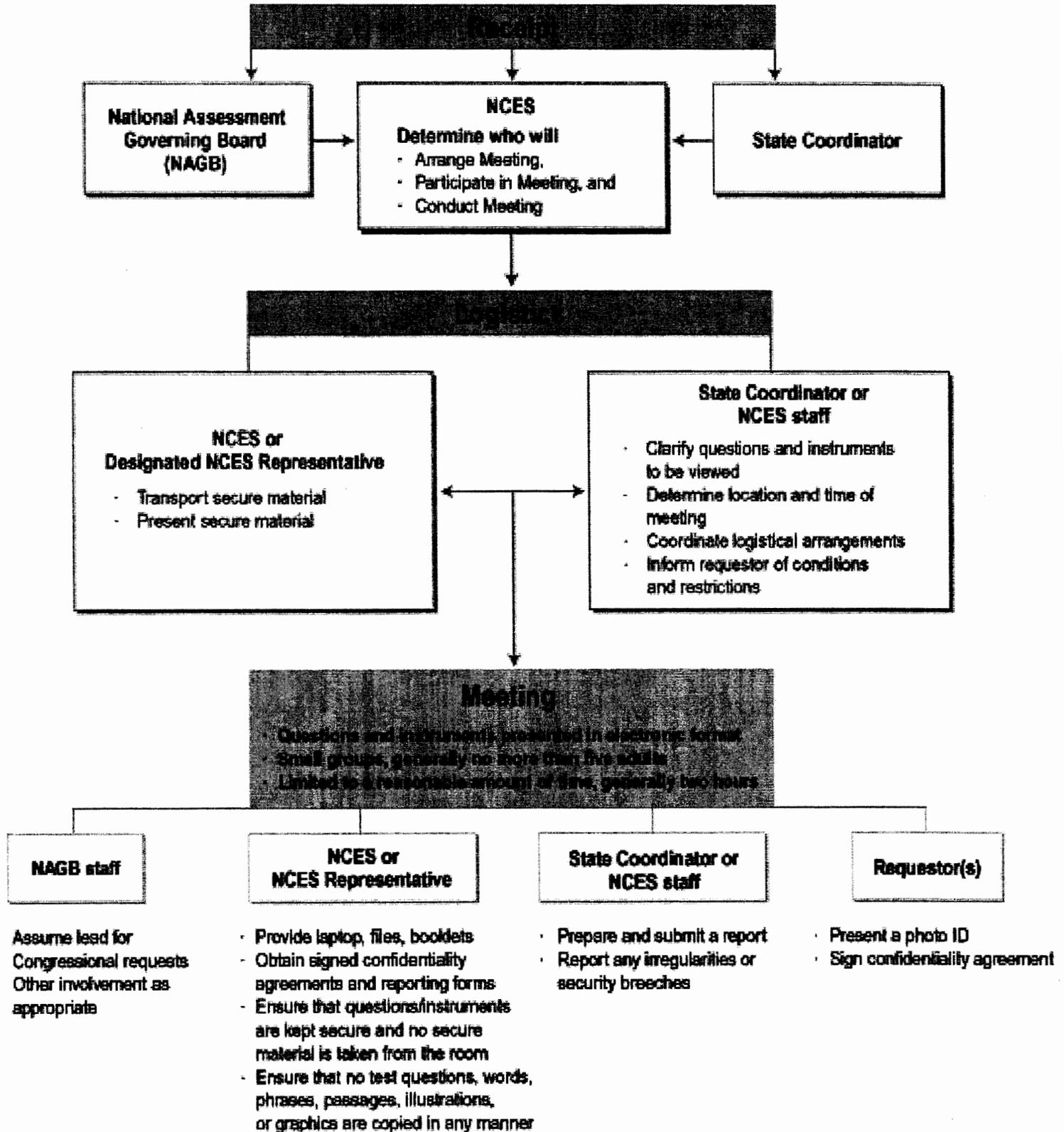
Principles

- **NCES will be proactive in providing the public with access to released questions and other information about NAEP.**
- **Upon request, adult members of the public will have access to all questions and instruments from all previous or current assessments.**
- **NCES will employ procedures that are designed to**
 - **Make the assessment as open to the adult public as possible while maintaining security and protecting the integrity of the assessment.**
 - **Respond to requests in a timely manner, within the 45 days required by law.**
- **NCES may employ contractors to serve as Designated NCES Representatives.**

DRAFT

Providing Access to Secure NAEP Questions and Instruments

Draft NCES Procedures



NAEP 2003 ASSESSMENT GUIDE

GRADE LEVEL/ TYPE OF SCHOOL	# OF STUDENTS THAT WILL (OR CAN BE) SELECTED	QUESTIONNAIRES TO BE COLLECTED
4th Grade Public and Nonpublic	According to the size of the school and the school's choice: (1) If 68 or less students are in the grade, <u>all</u> will be selected. (2) In schools with enrollments over 68 and up to and including 120, <u>the school may choose</u> to have <u>ALL</u> students assessed in <u>intact classrooms</u> . (3) In schools with enrollments over 68, 62 will be selected.	School, Teacher, and SD/LEP
8th Grade Public and Nonpublic	(1) If 68 or less students are in the grade, <u>all</u> will be selected. (2) In schools with enrollments over 68, 62 will be selected.	School, Teacher, and SD/LEP
12th Grade Public	(1) If 150 or less students are in the grade, <u>all</u> will be selected. (2) In schools with enrollments over 150, 136 will be selected.	Only SD/LEP
12th Grade Nonpublic	(1) If 80 or less students are in the grade, <u>all</u> will be selected. (2) In schools with enrollments over 80, 72 will be selected.	Only SD/LEP

APPENDIX O

NAEP 2003

**ASSESSMENT TEAM QUALITY CONTROL FORM
TELEPHONE FOLLOW-UP VERSION**

QUESTION -BY-QUESTION SPECIFICATIONS (Q x Q's)

**NAEP 2003
ASSESSMENT TEAM QUALITY CONTROL FORM
TELEPHONE FOLLOW-UP VERSION**

SCHOOL ID:		Region:	Area:	<u>Enter AA Conducting Sessions:</u>		
SCHOOL		<u>Session</u>	<u>Date</u>		<u>Time</u>	<u>Type</u>
ADDRESS:						
NAME OF SC:						
SC PHONE:						
AC:						

RECORD OF CALL ATTEMPTS				
DATE	TIME	CALLER	SPOKE WITH	RESULT
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

OVERALL RATING BASED ON THIS CALL:	
EXCELLENT	1
GOOD	2
SATISFACTORY/ADEQUATE	3
UNSATISFACTORY.....	4
UNACCEPTABLE/PROBLEM	5
NOT ENOUGH INFORMATION TO RATE	8

INTRODUCTION FOR SCHOOL COORDINATOR:

Hello, this is _____ from the National Assessment of Educational Progress. I (am/work with) the NAEP Supervisor for this area. A few days ago, our assessment team conducted (a/# SESSIONS) session(s) at your school. NAEP would like to thank you for all of your work in making the assessment at (SCHOOL) possible. As part of our efforts to improve the performance of our assessment teams, we typically call a sample of school coordinators to find out how the assessment went. This call should only take a few minutes.

Just as a reminder, the assessment team at your school was led by (AC). Additionally, the team included: (AAs AND SESSIONS THEY CONDUCTED). When responding to these questions, please feel free to speak openly. We are only trying to improve the quality of the assessments.

QUALITY CONTROL FORM
TELEPHONE FOLLOWUP VERSION

You will use the telephone followup version of the Quality Control Form to document your contacts with school coordinators after the assessment. The purpose of the call is to obtain the school coordinator's (SC) reaction to the assessment team's organization, professionalism, and overall performance, as well as any comments the SC has about individual team members. Schools have been pre-designated for this followup. Another school may not be substituted for the selected school. The interview will take about 3 – 5 minutes. Please review the general interviewing techniques presented in Appendix C of the Assessment Coordinator's Manual prior to making these calls so that you will be familiar with the technique of "probing" correctly. The followup should be completed within 3 working days of the assessment in order that the assessment experience is still fresh in the SC's mind. Negative reports you obtain from these calls should be immediately brought to the attention of your field manager and reviewed with the assessment team.

Westat will preselect 25% of the schools for telephone follow-up. For each selected school you will receive an Assessment Team Quality Control Telephone Follow-up Form with a preprinted label and a Supervisor QC log to track your results. You will also receive a supply of blank forms for additional follow-up.

Front Cover If there is a preprinted label you will only need to enter the assessment administrator's (AAs) names on the front cover prior to the call. Otherwise, you will need to complete the top portion of the front cover prior to the call (shown with the shaded areas in the example form on the opposite page). Home office staff reviews these forms, so it is very important to include all necessary information.

Each call attempt should be recorded on the Record of Call Attempts.

Once the follow-up call is complete, you will assign an overall rating. The rating values range from "1", signifying "excellent" to "5", meaning the performance was "unacceptable". A "not enough information" option is provided, but unless the SC consistently answers your questions with "don't know", assign a rating based on the opinions the SC was able to express.

1. Overall, how would you say the NAEP team handled the assessment at your school?
Would you say very well, satisfactorily, or unsatisfactorily?

- VERY WELL 1 (Q2)
- SATISFACTORILY 2 (Q2)
- UNSATISFACTORILY 3 (Q1a)

1a. Why do you feel the assessment team handled things unsatisfactorily?
(PROBE FOR SPECIFICS)

2. Did the team arrive on time?

- YES 1 (Q3)
- NO 2 (Q2a)

- DON'T KNOW..... 8 (Q3)

2a. IF POSSIBLE, OBTAIN DETAILS ABOUT LATE ARRIVAL.

3. How would you rate the organization of the assessment team?
Would you say it was very good, adequate, or poor?

- VERY GOOD 1 (Q4)
- ADEQUATE 2 (Q3a)
- POOR 3 (Q3a)

- DON'T KNOW..... 8 (Q4)

SPECIFICATIONS FOR THE TELEPHONE FOLLOWUP VERSION OF THE QCF (P. 2)

- Q1 With this item, we are interested in the SC 's overall reaction to the team's performance. Don't attempt to interpret the phrase "handle the assessment" for the SC. While we hope this will trigger the SC to provide an overall evaluation, he or she may choose to include any aspect of the assessment when answering this very general question. If the SC is dissatisfied with some aspect of the AC's performance, even something from before the assessment (e.g., an unpleasant encounter during the preassessment call), this should be considered in the overall response.
- Q1a If the SC indicates that the assessment was handled "unsatisfactorily", you will followup with Q1a. Record the response you receive **word-for-word** in order that the home office gains a clear understanding of the problem. Be prepared to probe if the response is vague or not specific. Indicate your probe with an X in a circle.
- Q2 During the pre-assessment call, the assessment coordinator (AC) established the time that the team would arrive, one hour before the assessment. The AC may arrange to arrive one-half hour before the rest of the team to get things underway. If the SC indicates that any member of the team arrived later than anticipated, code this item as "no." We are interested in learning about the promptness of the team, even if the SC volunteers that a late arrival did not negatively affect this assessment.
- Q2a Use this area to record any details about the team's late arrival. For example, "Phil and Sue were on time, but the 3rd member of the team, the one conducting the 8:15 math session (Lorraine) got caught up in traffic and was 30 minutes late." If the SC is reluctant to comment on this, simply enter "no details offered."
- Q3 Again, we are interested in anything the SC has to say about how well organized the team appeared to be. We are hoping that the question leads the SC to recollect the initial activities of the AC on assessment day, namely reviewing the Administration Schedules, giving the AAs their session materials, and getting the sessions started with a minimum of confusion.

3a. RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)

4. As far as you know, did (all of) the session(s) start on time?

- YES 1 (Q5)
- NO (SOME OR ALL WERE DELAYED) 2 (Q4a)

- DON'T KNOW 8 (Q5)

4a. RECORD ANY DETAILS OFFERED ABOUT THE DELAY.
(PROBE: Could you tell me more about that?)

4b. CODE ONE: DELAY WAS CAUSED BY:

- TEAM 1
- OTHER REASON 2

- COULD NOT DETERMINE..... 8

5. How would you rate the overall professionalism of the assessment team?
Would you say it was very good, adequate, or poor?

- VERY GOOD 1 (Q6)
- ADEQUATE 2 (Q5a)
- POOR 3 (Q5a)

- DON'T KNOW 8 (Q6)

SPECIFICATIONS FOR THE TELEPHONE FOLLOWUP VERSION OF THE QCF (P.3)

- Q3a Be sure to capture verbatim any information the SC offers about a “poorly” organized assessment team. Probe only for clarification. If the SC is reluctant to comment on this, simply enter “no details offered.” Note that if the SC responds with “adequate”, we are also interested in any details he or she offers about the team’s organization. (Sometimes the selection of “adequate” may indicate that the SC has some reservation about the team’s performance but is reluctant to say it was “poor.”) Indicate your probe with an X in a circle. (X)
- Q4 As you know, a school’s willingness to cooperate with NAEP is in part based on an understanding that assessment sessions will start at their pre-arranged times and take about 90 minutes to complete. If a session begins later than scheduled, this potentially presents problems for the school.
- Code “no” to this question if the SC indicates that one or more of the sessions started later than scheduled, even if the delay was beyond the control of the team.
- Q4a At Q4a, record any details about the delay. Be sure to specify, when possible, the name of any team member responsible for any delay. If the SC is reluctant to comment on this, simply enter “no details offered.” Indicate a probe with an X in a circle. (X)
- Q4b At Q4b, code your final judgment as to whether the delay was caused by the team (i.e., could have been prevented) or if the delay was due to some reason beyond the control of the team.” If two sessions were delayed, code 4b as “team” if either of the sessions were delayed as a result of the assessment team’s performance.
- Q5 This item asks the SC to evaluate the professionalism of the team. This could include the team members’ dress, inappropriate or offensive remarks, interaction with school staff, interaction with the students, knowledge of the material, business-like attitude, general “with-it-ness”, etc. Even if the SC was not witness to a specific incident, we are interested in any thing that may have come to the attention of the SC via other school staff members.

5a. RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)

6. Did you have the opportunity to observe (any of) the assessment session(s)?

YES 1 (Q6a)
NO 2 (Q7)

6a. How would you rate the way the assessment administrator(s) handled the session(s) you observed? Would you say very well, adequately, or poorly?

VERY WELL 1 (Q7)
ADEQUATELY 2 (Q6b)
POORLY 3 (Q6b)

DON'T KNOW 8 (Q7)

6b. RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)

7. At the end of the session(s), did (AC) give you the NAEP storage envelope and tell you when materials should be destroyed? (REVIEW IF NECESSARY).

YES 1
NO 2

DON'T KNOW 8

8. How would you rate the way the assessment team interacted with the other school staff? Would you say the interaction was very good, adequate, or poor?

VERY GOOD 1 (Q9)
ADEQUATE 2 (Q8a)
POOR 3 (Q8a)
DON'T KNOW 8 (Q9)

SPECIFICATIONS FOR THE TELEPHONE FOLLOWUP VERSION OF THE QCF (P. 4)

- Q5a Be sure to capture verbatim any information the SC offers about a rating of “poor” or “adequate” professionalism. Be sure to obtain sufficient information so that you can identify the team member involved. If the SC is reluctant to comment on this, simply enter “no details offered.” Indicate your probe with an X in a circle.
- Q6 If the SC observed portions of a session, we would like an evaluation of the AA’s performance along the basic 3-point scale. If the SC had the opportunity to see multiple sessions, the evaluation should summarize the SC’s reaction to all of the sessions. If the SC says, “I only popped in for a minute”, ask for a rating based on what the SC witnessed.
- Q6a
- Q6b Be sure to capture verbatim any information the SC offers about an AA’s “poor” or “adequate” administration of a session. Be sure to obtain sufficient information so that you can identify the team member involved. If the SC is reluctant to comment on this, simply enter “no details offered.” Indicate your probe with an in a circle.
- Q7 After concluding the “debriefing interview” with the SC, the AC should have given the SC the NAEP Storage Envelope and explained its contents and the schedule for destroying the materials. If you get a “no” response to this item, be prepared to look into this matter a bit further. The SC may have simply forgotten about the envelope or did not appreciate its significance. If it appears that the SC never received the envelope, you will need to follow up with the AC.
- Q8 This item is simply another avenue for prompting the SC to convey information that will help you determine whether any members of the assessment team are acting inappropriately. It will not be unusual for a SC to say “I have no idea, I wasn’t in the room or I did not observe any interactions and no one made any comments to me”. In that case, code “Don’t Know”.

8a. RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)

9. How would you rate the way the assessment team interacted with the students?
Would you say the interaction was very good, adequate, or poor?

- VERY GOOD 1 (Q10)
- ADEQUATE 2 (Q9a)
- POOR 3 (Q9a)

- DON'T KNOW..... 8 (Q10)

9a. RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)

10. Is there anything (else) you would like to say about the assessment team or any of its members?

11. NAEP is conducted regularly and we continue to refine the materials and procedures for future assessments. Do you have any suggestions on how we can make it easier for schools to participate in the future?

12. These are all of the questions I have. On behalf of the National Assessment, I want to thank you again for all of your help.

SPECIFICATIONS FOR THE TELEPHONE FOLLOWUP VERSION OF THE QCF (P. 5)

- Q8a If the SC reports that the interaction between a team member and other school staff person was “poor” or “adequate”, be sure to record the response in as much detail as possible. You will want to be able to identify the team member involved. You will also want to record the title of any individual at the school who may have been involved. If the SC is reluctant to comment on this, simply enter “no details offered.” Indicate your probe with an (X) in a circle.
- Q9 Again, we are interested in anything the SC has to say about how the AC or AA interacted with the students. Reports of “poor” or “adequate” performance could signify that the AA needs to develop better classroom management skills or simply be aware that there are aspects of his or her behavior that is off-putting to students.
- Q9a Be sure to capture verbatim any information the SC offers about an AA’s “poor” or “adequate” rapport with the students. Obtain sufficient information so that you can identify the team member involved. If the SC is reluctant to comment on this, simply enter “no details offered.” Indicate your probe with an (X) in a circle.
- Q10 This is a general probe designed to elicit any other untapped comments about the team’s performance. We anticipate that most SC’s will have positive remarks to offer at this item. Be sure to capture this information in as much detail as possible.
- Q11 This question is provided as an upbeat means of exiting the interview. The item is similar to Question 4 of the debriefing interview, conducted by the AC at the end of the assessment.

APPENDIX P

**NAEP 2003
ASSESSMENT TEAM QUALITY CONTROL FORM
IN-PERSON VERSION**

QUESTION -BY-QUESTION SPECIFICATIONS (Q x Q's)

ASSESSMENT TEAM QUALITY CONTROL FORM (QCF)

To the extent possible, we want you to observe each team two times. Teams that are identified as needing additional observations should be observed as soon as possible. The QCF is completed during the observations you will be making at the schools you select. There are three basic parts to the form.

- The front cover: Specifications for completing entries on the cover are provided in this appendix and in Chapter 10 of the NAEP Supervisor’s manual.
- Section A: This contains observations you will make about the AC’s coordination of all the assessment activities at the school;
- Section B: This contains observations you will make about a specific session conducted by the AA. Three copies of Section B are included in each form, which will accommodate almost all multi-session schools you encounter.

The form uses a simple three-column format.

- **Column A** specifies the observation you are to make.
- **Column B** provides an area for you to code your evaluation of the observation you make. You will typically code "very good", "satisfactory, or "unsatisfactory", or in some cases, "yes" or "no".
- When you have assigned an "unsatisfactory" rating or otherwise indicated that the AC’s or AA’s performance has been deficient, you must record a description of the problem in **Column C**.

Most of the observation items require that you that you assign a rating of “1” to “3” on a “very good” to “unsatisfactory” scale. The following descriptions are given to provide a frame of reference:

Very Good: The AC or AA conducted this phase of the assessment according to the procedures, in a professional manner, with no or only very minor deviations.

Satisfactory: The AC or AA performance for this phase of the assessment, while adequate, had rough spots that need improvement.

Unsatisfactory: The AC or AA conducted this phase of the assessment in a manner that is unacceptable and must be corrected. Whenever it is necessary for you to intervene, an “unsatisfactory” rating should be assigned. Ratings of “3” must be elaborated upon in the adjacent column or in the back of Section B.

Please consult the specifications on the following pages for additional guidelines on what you should consider when assigning these ratings.

**NAEP 2003
ASSESSMENT TEAM QUALITY CONTROL FORM
IN-PERSON VERSION**

SCHOOL ID:			Region:		
SCHOOL:			Area:		
ADDRESS:		<u>Session #</u>	<u>Date</u>	<u>Time</u>	<u>Type</u>
NAME OF SC:					
PHONE:					

PERFORMANCE OF AA's IN SESSIONS

	Name of AC/AA	(✓) IF AC:	SESSION # ASSIGNED	TYPE OF SESSION OBSERVED:	HOW MUCH DID YOU OBSERVE?	RATING ASSIGNED:
				(R) REGULAR (M) MAKEUP (A) ACCOM	(1) COMPLETE SESSION (2) PARTIAL SESSION (3) COULD NOT OBSERVE	(1) EXCELLENT (2) GOOD (3) ADEQUATE (4) NEEDS IMPROVEMENT (5) UNACCEPTABLE (8) COULD NOT RATE
AA #1:		<input type="checkbox"/>		R M A	1 2 3	1 2 3 4 5 8
AA #2:		<input type="checkbox"/>		R M A	1 2 3	1 2 3 4 5 8
AA #3:		<input type="checkbox"/>		R M A	1 2 3	1 2 3 4 5 8
AA #4:		<input type="checkbox"/>		R M A	1 2 3	1 2 3 4 5 8

OVERALL TEAM PERFORMANCE

AC Name <i>(IF NOT LISTED ABOVE)</i>		ASSESSMENT COORDINATOR RATING	1 2 3 4 5
OVERALL TEAM RATING <i>Overall rating should factor in performance of individual Assessment Administrators, organization and leadership of the AC, and the functioning of the team as a whole.</i> →			1 2 3 4 5

QC OBSERVATION MADE BY:		OFFICE USE ONLY
DATE OF OBSERVATION:		DATE: _____
ARRIVAL TIME:		
DEPARTURE TIME:		INIT: _____

Front Cover: Complete the top portion of the front cover prior to the start of the assessment (shown with the shaded areas in the example form on the opposite page). Complete the top of the form including:

School ID

School Name

School Address

Name of the School Coordinator

Phone number

Region

Area

Session numbers with date and time and type

Complete the middle section of the form including:

Names of staff assigned to each session – be sure to check the box if the person is the AC

Session numbers

Circle type of session

Complete the bottom section of the form including:

Name of the AC

Your name as the observer

Date of the observation

Your arrival time

It is very important to include all of the information.

Once the assessment is complete, you will indicate how much of the AA sessions you observed and assign a rating for each AA observed. You will also assign a rating for the assessment coordinator and an overall rating. The rating values range from “1”, signifying “excellent” to “5”, meaning the performance was “unacceptable”.

You will assign a rating of 8 “could not rate” if due to the session scheduling, you were unable to observe any portion of the AA’s performance or enough to rate the AA.

Record your departure time as you leave the school.

SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT

PREPARING FOR THE ASSESSMENT

(✓ If did not observe)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
1 <input type="checkbox"/>	AC arrived on time?	YES..... 1 NO 2→	
2 <input type="checkbox"/>	AC's attire and general demeanor	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3→	
3 <input type="checkbox"/>	Was AC wearing the NAEP ID badge upon arrival?	YES..... 1 NO 2→	
4 <input type="checkbox"/>	Did the AC have a copy of the parent notification letter?	HAS LETTER..... 1 HAS LETTER BUT DID NOT BRING..... 2 DID NOT OBTAIN A COPY 3→	
5 <input type="checkbox"/>	Did the AC bring a copy of Assessment Coordinator Manual and scripts?	YES..... 1 NO 2→	
6 <input type="checkbox"/>	Session scheduling, workload management, and general organization	VERY GOOD 1 SATISFACTORY 2→ UNSATISFACTORY 3	
7 <input type="checkbox"/>	Interaction with School Coordinator and other school staff	VERY GOOD 1 SATISFACTORY 2→ UNSATISFACTORY 3	
8 <input type="checkbox"/>	Level of preparedness (<i>i.e., team has sufficient materials for all sessions and problem situations</i>)	VERY GOOD 1 SATISFACTORY 2→ UNSATISFACTORY 3	
9 <input type="checkbox"/>	AC's completion of the activities just prior to the assessment: reviewing Administration Schedule(s), assigning accommodation booklets, and giving out session materials	VERY GOOD 1 SATISFACTORY 2→ UNSATISFACTORY 3	
10 <input type="checkbox"/>	Did the AC update the Administration Schedule with the parent refusal codes?	YES..... 1 NO 2→	

SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT

Observation	Factors to Consider as You Assign a Rating
PREPARING FOR THE ASSESSMENT	
1 AC arrived on time?	<ul style="list-style-type: none"> • Did AC arrive at school at least one hour before the first scheduled session? • Did AC check in at the school office or otherwise follow protocol?
2 AC's attire and general demeanor	<ul style="list-style-type: none"> • Did AC follow suggestions in the Assessment Coordinator Manual? • Was AC neat and clean?
3 Was AC wearing the NAEP ID badge upon arrival?	<ul style="list-style-type: none"> • Was the NAEP ID badge worn where it could be easily seen? • Enter an explanation if AC was not wearing badge.
4 Did the AC have a copy of the parent notification letter?	<ul style="list-style-type: none"> • If AC does not have the parent letter, did s/he ever receive it? • If AC received the letter but does not have it, enter an explanation. • If AC did not receive the letter, enter an explanation.
5 Did the AC bring a copy of Assessment Coordinator Manual and scripts?	<ul style="list-style-type: none"> • AC has AC Manual and Session scripts? • Enter an explanation if any of these materials missing.
6 Session scheduling, workload management, and general organization	<ul style="list-style-type: none"> • Did the AC arrive sufficiently in advance of the team to prepare materials? • Did it appear that the AC had adequately briefed AAs before assessment (i.e., no confusion about arrival time, location, sessions they would be responsible for, accommodations sessions, special requirements, etc.)? • Is the AC effective in getting AAs to work together as a team during the preparatory stages of the assessment? • Did the AC make arrangements for bilingual staff if needed at the assessment? • Did the AC make arrangements for staff to cover predetermined accommodation sessions?
7 Interaction with School Coordinator and other school staff	<ul style="list-style-type: none"> • Is it apparent that the AC and SC have a good working relationship? • From what you can observe, does it seem that all of the objectives of the preassessment call were accomplished? • Are the AC and AAs following the correct protocol for visiting this school? • Is the AC striking the right tone with other school staff?
8 Level of preparedness (<i>i.e., team has sufficient materials for all sessions and problem situations</i>)	<ul style="list-style-type: none"> • Does the AC have all the session boxes, ancillaries and bulk supplies? • Do the materials appear to be in good condition? • Have bundles remained sealed? (Note: for schools with many sessions, the bundles may be prepared the night before the assessment.) • Does the team have sufficient bulk supplies for this school? • If the school has special requirements (e.g., large print booklets), has the AC taken care of this?
9 AC's completion of the activities just prior to the assessment: reviewing Administration Schedule(s), assigning accommodation booklets, and giving out session materials	<ul style="list-style-type: none"> • Did the AC review the Admin. Schedule(s) for missing information? • Was any missing information added correctly? • Did the AC review the Admin. Schedule(s) to verify any Admin. Codes entered by the SC for SD or LEP students requiring accommodations? • Were these codes assigned correctly? • If there are students requiring accommodations, were the accommodation booklets assigned correctly and the necessary recordkeeping completed? • Did the AC correctly complete the computations in the first summary box of the Admin? Schedule(s)? • Did the AC prepare the AAs with everything they needed to conduct sessions, including a copy of the Admin. Schedule if concurrent sessions? • Did AC inform AAs about how students were notified about the assessment, dismissal procedures, and emergency procedures?

SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT

PREPARING FOR THE ASSESSMENT

(✓ If did not observe)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
1 <input type="checkbox"/>	AC arrived on time?	YES..... 1 NO 2→	
2 <input type="checkbox"/>	AC's attire and general demeanor	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3→	
3 <input type="checkbox"/>	Was AC wearing the NAEP ID badge upon arrival?	YES..... 1 NO 2→	
4 <input type="checkbox"/>	Did the AC have a copy of the parent notification letter?	HAS LETTER..... 1 HAS LETTER BUT DID NOT BRING..... 2 DID NOT OBTAIN A COPY 3→	
5 <input type="checkbox"/>	Did the AC bring a copy of Assessment Coordinator Manual and scripts?	YES..... 1 NO 2→	
6 <input type="checkbox"/>	Session scheduling, workload management, and general organization	VERY GOOD 1 SATISFACTORY 2→ UNSATISFACTORY 3	
7 <input type="checkbox"/>	Interaction with School Coordinator and other school staff	VERY GOOD 1 SATISFACTORY 2→ UNSATISFACTORY 3	
8 <input type="checkbox"/>	Level of preparedness (<i>i.e., team has sufficient materials for all sessions and problem situations</i>)	VERY GOOD 1 SATISFACTORY 2→ UNSATISFACTORY 3	
9 <input type="checkbox"/>	AC's completion of the activities just prior to the assessment: reviewing Administration Schedule(s), assigning accommodation booklets, and giving out session materials	VERY GOOD 1 SATISFACTORY 2→ UNSATISFACTORY 3	
10 <input type="checkbox"/>	Did the AC update the Administration Schedule with the parent refusal codes?	YES..... 1 NO 2→	

10	Did the AC update the Administration Schedule with the parent refusal codes?	<ul style="list-style-type: none">• Did the AC obtain the parent refusals from the SC and record the information on the Administration Schedule(s)?• Was the information added correctly?
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SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT (continued)

RESPONSIBILITIES DURING THE SESSION

(✓ If did not observe)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
11 <input type="checkbox"/>	Assist the AA's in locating and accounting for all students	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
12 <input type="checkbox"/>	Observing each session/AA	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
13 <input type="checkbox"/>	Identifying and managing problem situations	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
14 <input type="checkbox"/>	Answering questions appropriately	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	

RESPONSIBILITIES OF THE AC AFTER ALL SESSIONS

15 <input type="checkbox"/>	Did the AC correctly review the completed Administration Schedule(s) for makeups?	YES..... 1 NO 2 →	
16 <input type="checkbox"/>	IF MAKEUP NEEDED: Negotiating makeup schedule with School Coordinator	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY ... 3 → <i>MAKE-UP NOT REQ'D .. 7</i>	
17 <input type="checkbox"/>	Collecting questionnaires and completing/reviewing the Rosters	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY ... 3 →	
18 <input type="checkbox"/>	Supervising the packing of materials and shipment preparation	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY ... 3 → <i>N/A (AAs PACKED OWN SHIPMENTS ... 7</i>	
19 <input type="checkbox"/>	Did the AC prepare the NAEP Storage Envelope correctly?	YES..... 1 NO 2 →	
20 <input type="checkbox"/>	Integrating information from sessions to complete Part 2 of the Contact Log	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY ... 3 →	
21 <input type="checkbox"/>	Debriefing the School Coordinator	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY ... 3 →	

SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT (continued)

	Observation	Factors to Consider as You Assign a Rating
RESPONSIBILITIES DURING THE SESSION		
11	Assist the AA's in locating and accounting for all students	<ul style="list-style-type: none"> • Did the AC help the AAs round up the students for the assessment? • If there were missing students did the AC locate them or identify that they were absent?
12	Observing each session/AA	<ul style="list-style-type: none"> • Did AC check to be sure all AA started on time? • Did AC observe part of the assessment for all AAs during the session?
13	Identifying and managing problem situations	<ul style="list-style-type: none"> • Did AC appear observant about potential problems during the assessment? • Did AC handle problem situations appropriately? • If necessary, did AC seek help from school personnel?
14	Answering questions appropriately	<ul style="list-style-type: none"> • Did AC correctly respond to questions?

RESPONSIBILITIES OF THE AC AFTER ALL SESSIONS

15	Did the AC correctly review the completed Administration Schedule(s) for makeups?	<ul style="list-style-type: none"> • Did the AC review the entries made by AAs to the summary box of the Admin? Schedule? • If there are absent students, did the AC correctly make the response rate calculation or review what had been done?
16	IF MAKEUP NEEDED: Negotiating makeup schedule with School Coordinator	<p>CODE "7" IF MAKEUP NOT NEEDED AT THIS SCHOOL</p> <ul style="list-style-type: none"> • If a makeup was necessary, did the AC work with the SC to schedule it? • If the SC is reluctant to schedule a makeup, did AC attempt to convince the SC of its importance? • Did the AC correctly complete the entries at the top of the Admin? Schedule(s) that pertain to a makeup? • Did AC give you the impression that s/he understood how materials were to be secured until the makeup is completed?
17	Collecting questionnaires and completing/reviewing the Rosters	<ul style="list-style-type: none"> • Did AC initiate effort to obtain questionnaires from the SC? • Are the roster entries made by the AC (and AAs) correct? • Did the AC review the cover entries to the questionnaires and make any necessary corrections? • Did the AC verify that all names were removed from the questionnaire and detached from the Roster? • Are all booklets (used and unused) accounted for?
18	Supervising the packing of materials and shipment preparation	<p>CODE "7" IF AC NOT INVOLVED IN COORDINATION OF PACKING FOR ALL SESSIONS</p> <ul style="list-style-type: none"> • Did the AC make certain that booklet IDs were checked against the Admin? Schedule(s)? • Are all used and unused booklets accounted for? • All SD/LEP questionnaires accounted for? • Final check that all Teacher and Principal questionnaires are accounted for? • Did the packing order appear to be correct, based on the session type? • All other edit and packing guidelines in Task 14 followed?

SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT (continued)

RESPONSIBILITIES DURING THE SESSION

(✓ If did not observe)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
11 <input type="checkbox"/>	Assist the AA's in locating and accounting for all students	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
12 <input type="checkbox"/>	Observing each session/AA	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
13 <input type="checkbox"/>	Identifying and managing problem situations	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
14 <input type="checkbox"/>	Answering questions appropriately	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	

RESPONSIBILITIES OF THE AC AFTER ALL SESSIONS

15 <input type="checkbox"/>	Did the AC correctly review the completed Administration Schedule(s) for makeups?	YES..... 1 NO 2 →	
16 <input type="checkbox"/>	IF MAKEUP NEEDED: Negotiating makeup schedule with School Coordinator	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY ... 3 → <i>MAKE-UP NOT REQ'D .. 7</i>	
17 <input type="checkbox"/>	Collecting questionnaires and completing/reviewing the Rosters	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY ... 3 →	
18 <input type="checkbox"/>	Supervising the packing of materials and shipment preparation	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY ... 3 → <i>N/A (AAs PACKED OWN SHIPMENTS ... 7</i>	
19 <input type="checkbox"/>	Did the AC prepare the NAEP Storage Envelope correctly?	YES..... 1 NO 2 →	
20 <input type="checkbox"/>	Integrating information from sessions to complete Part 2 of the Contact Log	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY ... 3 →	
21 <input type="checkbox"/>	Debriefing the School Coordinator	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY ... 3 →	

SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT (continued)

Item #	Observation	Factors to Consider as You Assign a Rating
19	Did the AC prepare the NAEP Storage Envelope correctly?	<ul style="list-style-type: none"> • Has the AC arranged for the Admin? Schedule(s) and Rosters to be photocopied? • Are all the appropriate materials, including all student and teacher name lists, in the Envelope? • Was the “destroy by” date recorded on the postcard?
20	Integrating information from sessions to complete Part 2 of the Contact Log	<ul style="list-style-type: none"> • Did the AC review all of the Session Debriefing Forms? • Did the AC effectively summarize the information from the Debriefing Forms on to the Part 2 of the Contact Log?
21	Debriefing the School Coordinator	<ul style="list-style-type: none"> • Did the AC effectively introduce debriefing interview to SC and arrange to conduct it immediately after the assessment? • Did the AC ask all questions from Part 2 as written? • Did the AC probe as necessary? • Did the AC record comments clearly and word-for-word? • Did the AC discuss all flagged items from the Session Debriefing Forms? • Did the AC give the SC the storage envelope at the end of the interview?

SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT (continued)

22	<p>Use the space at this item to pull together a summary of the deficiencies that you observed in the AC's performance in terms of coordinating the assessment sessions. This should include what you noticed as you went through the preceding checklist of 11 observations, as well as anything else not specifically covered by the observation items. Take this opportunity to pull together what the common threads of the performance might be, such as "AC is still not familiar with the material", "AC was oblivious to agitation of SC and needs to be more aware of the school staff", etc. You should focus on the AC's activities as assessment coordinator. (Problems you witnessed while the AC conducted a specific session should be covered in Section B.) You will want to review the problems you record here with the AC, and depending on the situation, you may need to discuss them with your field manager. Use the additional comments section below or additional sheets of paper as necessary.</p>
23	<p>We also want you to record the details of anything that you feel the AC did particularly well in the area of coordinating the assessment activities. Be sure to mention the positive aspects to the AC after the assessment. Use the additional comments section below or additional sheets of paper as necessary.</p>
Additional Comments	<p>Record any additional comments or details about the AC/Team Ratings. Be sure to reference the corresponding observation item number.</p>

AA #1

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION

SESSION #: _____	SESSION TYPE: <i>R Regular</i> <i>M Makeup</i> <i>A Accommodation</i>	AA CONDUCTING SESSION: _____ <input type="checkbox"/> ✓ IF THIS IS AC
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PREPARING FOR THE SESSION

(✓ If did not observe)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
1 <input type="checkbox"/>	AA arrived on time?	YES..... 1 NO 2→	
2 <input type="checkbox"/>	AA's attire and general demeanor	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3→	
3 <input type="checkbox"/>	Was AA wearing the NAEP ID badge upon arrival?	YES..... 1 NO 2→	
4 <input type="checkbox"/>	Did the AA bring the background clearance letter?	BROUGHT LETTER 1 HAS LETTER BUT DID NOT BRING..... 2→ HAS YET TO RECEIVE 3	
5 <input type="checkbox"/>	Did the AA bring a copy of Assessment Administrator Manual and scripts?	YES..... 1 NO 2→	
6 <input type="checkbox"/>	Bundles opened at correct time?	YES..... 1 NO 2→ PREPARED IN ADVANCE 3	
7 <input type="checkbox"/>	Preparing the assessment booklets	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3→ PREPARED IN ADVANCE 4	
8 <input type="checkbox"/>	Preparing the room	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3→	

ADMINISTERING THE SESSION

9 <input type="checkbox"/>	Checking students in, handling latecomers, accounting for all students to maximize participation	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3→	
10 <input type="checkbox"/>	Starting the session on time	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3→	

AA#1

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION

Item #	Observation	Factors to Consider as You Assign a Rating
	TOP ROW	<ul style="list-style-type: none"> • Enter the Session #. • Circle the session type (regular, makeup, or accommodation). • Enter the name of the AA (or AC) conducting the session. • Check the box if the individual conducting the session is the AC.

PREPARING FOR THE SESSION

1	AA arrived on time?	<ul style="list-style-type: none"> • Did AA arrive at school at least one hour before the first scheduled session? • Did AA check in at the school office or otherwise follow protocol?
2	AA's attire and general demeanor	<ul style="list-style-type: none"> • Did AA follow suggestions in the Assessment Administrator Manual for the style of clothing to wear? • Was AA neat and clean? • Was there anything about AA's appearance or demeanor that would be distracting to the students?
3	Was AA wearing the NAEP ID badge upon arrival?	<ul style="list-style-type: none"> • Was the NAEP ID badge worn where it could be easily seen? • Enter an explanation if AA was not wearing badge.
4	Did the AA bring the background clearance letter?	<ul style="list-style-type: none"> • If AA does not have the clearance letter, did s/he ever receive it? • If AA received the letter but does not have it, enter an explanation.
5	Did the AA bring a copy of Assessment Administrator Manual and scripts?	<ul style="list-style-type: none"> • AA has AA Manual and Session scripts? • AA has Assessment Information Form? • Enter an explanation if any of these materials missing.
6	Bundles open at correct time?	<p>CODE 3 IF THE BOOKLETS WERE PREPARED IN ADVANCE.</p> <ul style="list-style-type: none"> • Did AA wait until arriving at the school to open booklet bundles? • Did AA open bundles approximately one hour before the start of the session? Was this enough time for preparing the materials?
7	Preparing the assessment booklets	<p>CODE 3 IF THE BOOKLETS WERE PREPARED IN ADVANCE.</p> <ul style="list-style-type: none"> • Did the AA appear organized for this task? • Did the AA check that s/he had all necessary materials for the session? • Did AA check to make sure s/he had proper booklets for the session being administered by checking booklet color and code? • Did AA review all preprinted student ID labels and create new ones where necessary? • Did AA follow the procedures for assembling any required accommodation booklets? • Booklets for withdrawn, ineligible, and excluded students set aside? • Was AA completely prepared by the time the session was to start?

AA #1

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION

SESSION #: _____	SESSION TYPE: <i>R Regular</i> <i>M Makeup</i> <i>A Accommodation</i>	AA CONDUCTING SESSION: _____ <input type="checkbox"/> <i>✓ IF THIS IS AC</i>
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PREPARING FOR THE SESSION

(✓ *If did not observe*)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
1 <input type="checkbox"/>	AA arrived on time?	YES..... 1 NO 2→	
2 <input type="checkbox"/>	AA's attire and general demeanor	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3→	
3 <input type="checkbox"/>	Was AA wearing the NAEP ID badge upon arrival?	YES..... 1 NO 2→	
4 <input type="checkbox"/>	Did the AA bring the background clearance letter?	BROUGHT LETTER 1 HAS LETTER BUT DID NOT BRING..... 2→ HAS YET TO RECEIVE.... 3	
5 <input type="checkbox"/>	Did the AA bring a copy of Assessment Administrator Manual and scripts?	YES..... 1 NO 2→	
6 <input type="checkbox"/>	Bundles opened at correct time?	YES..... 1 NO 2→ PREPARED IN ADVANCE 3	
7 <input type="checkbox"/>	Preparing the assessment booklets	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3→ PREPARED IN ADVANCE 4	
8 <input type="checkbox"/>	Preparing the room	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3→	

ADMINISTERING THE SESSION

9 <input type="checkbox"/>	Checking students in, handling latecomers, accounting for all students to maximize participation	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3→	
10 <input type="checkbox"/>	Starting the session on time	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3→	

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION (continued)

Item #	Observation	Factors to Consider as You Assign a Rating
8	Preparing the room	<ul style="list-style-type: none"> • If school gave permission, were blackboards erased of any extraneous information? • Has AA concealed any school materials (e.g., multiplication tables) that might assist students during the test? • Are desks arranged to maximum advantage given the room layout, i.e., facing away from sources of distraction, without students facing each other? • Are all necessary supplies and materials set out in proper order? • Are calculators set out? Are calculator and mathematics posters hung up in the front of the room? • For grades 4 and 8: Are teacher names and two-digit teacher numbers written on the blackboard? • For all sessions, grades 8 and 12, is school ID written on board?

ADMINISTERING THE SESSION

9	Checking students in, handling latecomers, accounting for all students to maximize participation	<ul style="list-style-type: none"> • Did AA check students in, in an efficient manner? • Did AA follow the protocol for handling latecomers outlined in the Assessment Administrator Manual? • If late students, was the AA proactive in determining their status? • Did AA check Administration Schedule to make sure all students on the schedule were present or accounted for? • Did the AA allow sufficient time for latecomers to arrive?
10	Starting the session on time	<ul style="list-style-type: none"> • Did the AA make an effort to start the session at the scheduled time? • If there were missing students, did the AA successfully balance the need for a timely start with that of maximizing participation?

AA #1 (CONTINUED)

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION

(✓ *If did not observe*)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
11 <input type="checkbox"/>	Passing out booklets and materials	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
12 <input type="checkbox"/>	Reading the script	VERBATIM..... 1 MINOR REVISIONS 2 MAJOR REVISIONS 3 →	
13 <input type="checkbox"/>	Handling of calculator training or questions about calculators	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 → <i>NOT APPLICABLE</i> 7	
14 <input type="checkbox"/>	Distribution and collection of calculators	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 → <i>NOT APPLICABLE</i> 7	
15 <input type="checkbox"/>	Assessment sections timed correctly?	YES..... 1 NO 2 →	
16 <input type="checkbox"/>	Engaging and interacting with students	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
17 <input type="checkbox"/>	Monitoring the session and walking around the room	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
18 <input type="checkbox"/>	Managing disorderly students and problem situations	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 → <i>NO PROBLEMS</i> 7	
19 <input type="checkbox"/>	Answering questions appropriately	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 → <i>NO QUESTIONS</i> 7	
20 <input type="checkbox"/>	IF ACCOMMODATED STUDENTS IN SESSION: Handling of accommodated students	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 → <i>NO ACCOM STUDENTS</i> 7	

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION (continued)

Item #	Observation	Factors to Consider as You Assign a Rating
11	Passing out booklets and materials	<ul style="list-style-type: none"> • Did the AA record the attendance status on the Administration Schedule? • Did AA distribute booklets and other materials according to the manual protocol and session script? • Was this done with a minimum of confusion and disruption?
12	Reading the script	<p>CODE WHETHER THE SCRIPT WAS READ: Verbatim: Word-for-word (not counting unintentional slips) With Minor revisions: AA missed words or phrases, inserted material With Major revisions: Omitted entire sentences or made substantial additional comments. NOTE: IF AA READS SCRIPT WITH “MAJOR REVISIONS”, YOU WILL NEED TO INTERVENE.</p> <p>Also note in comments area if AA:</p> <ul style="list-style-type: none"> • Did not begin with the correct script. • Did not appear knowledgeable about the contents of the script. • Did not read the script clearly or at the right pace?
13	Handling questions about calculators	<p>CODE ‘7’ IF NO CALCULATOR QUESTIONS</p> <ul style="list-style-type: none"> • Did the AA use the calculator and mathematics posters? • Did students appear to understand the calculator instructions?
14	Distribution and collection of calculators	<p>CODE ‘7’ IF NO CALCULATORS WERE USED</p> <ul style="list-style-type: none"> • Did AA follow script for distributing calculators for appropriate sections of the assessment? • Did AA walk around room to be certain students were using calculators when they were supposed to? • Did AA collect calculators as directed by the script?
15	Assessment sections timed correctly?	<ul style="list-style-type: none"> • Was AA completely familiar with the use of the timer and its operation? • Did AA give all warnings (e.g., “10 minutes left”) at the correct time? • Did AA stop all sections at the correct time? <p>NOTE: IF AA ALLOWS SESSION TO RUN TOO LONG OR STOPS SESSION PREMATURELY, YOU WILL NEED TO INTERVENE.</p>
16	Engaging and interacting with students	<ul style="list-style-type: none"> • Did AA assume control of the classroom so that interruptions were kept to a minimum? • Did AA use strategies described in the manual for managing the classroom and engaging the students? • Did AA appear to have the attention of the majority of students? • Did AA use respectful behavior with students? • Did AA use behavior and language appropriate to the age group of the students?

AA #1 (CONTINUED)

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION

(✓ *If did not observe*)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
11 <input type="checkbox"/>	Passing out booklets and materials	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
12 <input type="checkbox"/>	Reading the script	VERBATIM..... 1 MINOR REVISIONS 2 MAJOR REVISIONS 3 →	
13 <input type="checkbox"/>	Handling of calculator training or questions about calculators	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 → <i>NOT APPLICABLE</i> 7	
14 <input type="checkbox"/>	Distribution and collection of calculators	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 → <i>NOT APPLICABLE</i> 7	
15 <input type="checkbox"/>	Assessment sections timed correctly?	YES..... 1 NO 2 →	
16 <input type="checkbox"/>	Engaging and interacting with students	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
17 <input type="checkbox"/>	Monitoring the session and walking around the room	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
18 <input type="checkbox"/>	Managing disorderly students and problem situations	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 → <i>NO PROBLEMS</i> 7	
19 <input type="checkbox"/>	Answering questions appropriately	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 → <i>NO QUESTIONS</i> 7	
20 <input type="checkbox"/>	IF ACCOMMODATED STUDENTS IN SESSION: Handling of accommodated students	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 → <i>NO ACCOM STUDENTS</i> 7	

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION (continued)

Item #	Observation	Factors to Consider as You Assign a Rating
17	Monitoring the session and walking around the room	<ul style="list-style-type: none"> • Did AA make sure students were working in the correct booklet sections? • Did AA check that students were not moving ahead in the booklet or returning to previous sections? • Did AA walk up and down the aisles during the session? • Did AA appear observant about student behavior during the assessment?
18	Managing disorderly students and problem situations	<p>CODE '7' IF THERE WERE NO DISORDERLY STUDENTS OR PROBLEMS</p> <ul style="list-style-type: none"> • Was the AA effective in the handling of disruptive students? Did s/he use any of the strategies outlined in the manual? • Did AA handle any other problem situation appropriately, e.g., a student becoming ill or having to leave the classroom for some other reason? • If behavior problem was out of control, did AA seek help from school personnel?
19	Answering questions appropriately	<p>CODE '7' IF THERE WERE NO QUESTIONS ASKED</p> <ul style="list-style-type: none"> • Did AA follow the QxQ's in the session scripts for answering questions about the general background section? • Did AA correctly respond to questions about how and where to record answers? • Did AA provide the "I'm sorry, I can't..." response for other questions? • Did AA answer questions individually as opposed to unnecessarily addressing entire group?
20	IF ACCOMMODATED STUDENTS IN SESSION: Handling of accommodated students.	<p>CODE '7' IF NO ACCOMMODATED STUDENTS</p> <ul style="list-style-type: none"> • Did AA adjust the script to handle the special needs of the students in this session? • If school provided staff member to assist with accommodation students, did AA work effectively with this person? • Did AA give instructions both orally and visually? • Was AA attuned to any problems or needs of the students? • Did AA avoid providing assistance on assessment items? • Did AA avoid providing special accommodations not on the student's IEP or not normally used by the student during testing? • Did AA keep track of time taken for cognitive sections for students requiring "extended time"?

AA #1 (CONTINUED)

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION

(✓ *If did not observe*)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
21 <input type="checkbox"/>	IF ACCOMMODATED STUDENTS IN SESSION: Sensitivity	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 → NO ACCOM STUDENTS..... 7	
22 <input type="checkbox"/>	Ending the session, collection of materials, and dismissal of students	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
23 <input type="checkbox"/>	Administration Codes assigned correctly?	YES..... 1 NO 2 →	
24 <input type="checkbox"/>	Top portion of the Administration Schedule completed correctly?	YES..... 1 NO 2 →	
25 <input type="checkbox"/>	Booklet covers coded correctly?	YES..... 1 NO 2 →	
26 <input type="checkbox"/>	Quality of scannable entries made by AA	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
27 <input type="checkbox"/>	Completing the Session Debriefing Form	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
28 <input type="checkbox"/>	Final review of materials prior to packing	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
29 <input type="checkbox"/>	Shipment packed in correct order and all packing procedures followed?	YES..... 1 NO 2 →	

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION (continued)

Item #	Observation	Factors to Consider as You Assign a Rating
21	IF ACCOMMODATED STUDENTS IN SESSION: Sensitivity	<p>CODE '7' IF NO ACCOMMODATED STUDENTS</p> <ul style="list-style-type: none"> • Was AA attuned to any problems or needs of the students? • Did AA take advantage of information available about the student(s) from school personnel? • Did AA provide aid to accommodation students who seemed to need it without singling them out? • Did AA employ strategies outlined in the manual to keep the student on task and manage disruptive behavior?
22	Ending the session, collection of material, and dismissal of students	<ul style="list-style-type: none"> • Did AA collect all materials in an orderly fashion, most appropriate for the size of the session and room layout? • Did AA allow students to keep the pencils? • If Grade 4: Did AA distribute Student Appreciation Certificates? • Did AA account for all booklets before dismissing students? • Did AA follow school procedures for dismissing students?

AFTER THE SESSION

23	Administration Codes assigned correctly?	<ul style="list-style-type: none"> • Did AA record the correct Administration Code for each student listed on the Administration Schedule? (NOTE: For students who will be invited to a makeup, this will not be possible at this time.) • Did AA appear to have a good understanding of how to assign these codes? • Includes parent refusal codes
24	Top portion of the Administration Schedule completed correctly?	<ul style="list-style-type: none"> • Did AA have a good understanding of this process? • Were "Not in Sample students" excluded from "# Assessed"? • Were correct numbers entered for absent and assessed students? • If a makeup session will be held, were "# Assessed (Makeup Session)" and "TOTAL ASSESSED" left blank? • If this is a makeup: "# Assessed (Makeup Session)" and "TOTAL ASSESSED" entered correctly?
25	Booklet covers coded correctly?	<ul style="list-style-type: none"> • Does AA have a booklet for every student on the Administration Schedule? • If Grade 4: Did AA enter NAEP school ID number? • Did AA check that grade 8 and 12 students entered school ID numbers and the grade 4 and 8 students entered teacher ID numbers? • Were Admin. Codes correctly transferred to booklets? • If extended time accommodation: Total time entered? • Were all student ID labels removed from booklets? • Booklets in correct order?
26	Quality of scannable entries made by AA	<ul style="list-style-type: none"> • Did AA use only No. 2 pencil? • Did AA enter all information in an acceptable writing style for scanning?

AA #1 (CONTINUED)
SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION

(✓ *If did not observe*)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
21 <input type="checkbox"/>	IF ACCOMMODATED STUDENTS IN SESSION: Sensitivity	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 → NO ACCOM STUDENTS..... 7	
22 <input type="checkbox"/>	Ending the session, collection of materials, and dismissal of students	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
23 <input type="checkbox"/>	Administration Codes assigned correctly?	YES..... 1 NO 2 →	
24 <input type="checkbox"/>	Top portion of the Administration Schedule completed correctly?	YES..... 1 NO 2 →	
25 <input type="checkbox"/>	Booklet covers coding correctly?	YES..... 1 NO 2 →	
26 <input type="checkbox"/>	Quality of scannable entries made by AA	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
27 <input type="checkbox"/>	Completing the Session Debriefing Form	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
28 <input type="checkbox"/>	Final review of materials prior to packing	VERY GOOD 1 SATISFACTORY 2 UNSATISFACTORY 3 →	
29 <input type="checkbox"/>	Shipment packed in correct order and all packing procedures followed?	YES..... 1 NO 2 →	

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION (continued)

Item #	Observation	Factors to Consider as You Assign a Rating
27	Completing the Session Debriefing Form	<ul style="list-style-type: none">• Did the AA fill out the debriefing form accurately, based on what you had observed?• If there were problems or unusual circumstances, were they described completely?• Did the AA have the form completed and ready for the AC in a timely manner?
28	Final review of materials prior to packing	<ul style="list-style-type: none">• All used and unused booklets accounted for?• All SD/LEP questionnaires accounted for?• Final check that all Teacher and Principal questionnaires are accounted for?• All identifiers removed?• All other final edit guidelines followed?
29	Shipment packed in correct order and all packing procedures followed?	<ul style="list-style-type: none">• Were materials packed in the order described in the manual?• Was this activity well organized and conducted with a minimum of confusion?

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION (continued)

30	<p>Use the space at this item to pull together a summary of the deficiencies that you observed in the AA's (or AC's) handling of all the tasks associated with conducting this specific session. This should include what you noticed as you went through the preceding checklist of 29 observations, as well as anything else not specifically covered by the observation items. Take this opportunity to pull together what the common threads of the performance might be, such as "AA is unsure of herself in the classroom, and it shows" or "AA is having difficulties with the recordkeeping", etc. For AC's conducting sessions, you should focus on the AC's activities as assessment administrator. (Problems you witnessed in the way the AC coordinated the assessment should be covered in Section A.) You will want to review the problems you record here with the AA, and depending on the situation, you may need to discuss them with your field manager. Use additional sheets of paper as necessary.</p>
31	<p>We also want you to record the details of anything that you feel the AA did particularly well in conducting the session. Be sure to mention the positive aspects to the AA after the assessment. Use additional sheets of paper as necessary.</p>
Additional Comments	<p>Record any additional comments or details about the AC/Team Ratings. Be sure to reference the corresponding item number.</p>