

NAEP 2004

National Assessment of Educational Progress



grades
Supervisors
Manual
December 2003
4
8
12



THE NATION'S REPORT CARD

Field Test Assessment

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1. INTRODUCTION TO NAEP

1.1 NAEP Overview

For over 30 years, information on what American students know and can do has been generated by the Nation's Report Card, formally mandated by Congress as the National Assessment of Educational Progress (NAEP). NAEP is a continuing, national survey of the knowledge and skills of young Americans in major learning areas taught in school.

The purpose of NAEP is to gather information that will aid educators, legislators, and others in improving the education experience of youth in our country. Its primary goals are to measure the achievement of young Americans and to report changes and long-term trends in key academic subjects. Other goals include disseminating assessment methods and materials, and assisting those who wish to apply them at local, state, and national levels.

NAEP has been conducted regularly since 1969. Because it makes objective information about student performance available to policymakers at national and state levels, NAEP plays an integral role in evaluating the conditions and progress of the Nation's education.

Although the primary purpose of the Nation's Report Card is to document patterns and trends in student achievement, the project is also able to inform educational policy by collecting descriptive background information from students, teachers, and school administrators.

Only information related to academic achievement is collected, and NAEP guarantees that all data related to individuals and their families remain confidential. The authorizing legislation for NAEP dictates a careful and extensive process of background questionnaire design and development. It states that the purpose of NAEP is not "to authorize the collection or reporting of information on student attitudes or beliefs or on other matters that are not germane to the acquisition and analysis of information about academic achievement."

The law further provides that no data shall be collected "that are not directly related to the appraisal of educational performance, achievements, and traditional demographic reporting variables, or to the fair and accurate presentation of such information."

NAEP procedures guarantee the anonymity of participants, as no student names are recorded on the assessment booklets. Results are reported on the national, regional, and state levels, not by schools or individual student. Only group statistics are reported, broken down by gender, race/ethnicity, and a host of variables that illuminate students' instructional experiences.

1.1.1 NAEP Background

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

As shown in the Schedule of NAEP Assessments (Table 1-1) on the next page, NAEP has assessed numerous academic subjects, including mathematics, science, reading, writing, world geography, U.S. history, civics, social studies, and the arts. Prior to 1990, NAEP reported data only at the national and regional levels. In 1988, Congress authorized the expansion of NAEP to permit reporting at the state level. The state assessment component of NAEP began in 1990 and enables participating states to compare their results with those of the Nation and other participating states.

In 2001, "No Child Left Behind" legislation was passed. Under this law, beginning in the 2002-2003 school year, any state that receives Title I funds is required to participate in the biennial state-level assessment in reading and mathematics at grades 4 and 8. At the district level, recipients of Title I subgrants must agree to participate in biennial state NAEP assessments in reading and mathematics at grades 4 and 8 if they are selected for the NAEP sample. Participation in NAEP assessments is voluntary for students and schools. The last state-level assessment was conducted from January through March 2003. During the seven-week assessment period, more than 728,000 students were assessed in over 14,200 schools. Students in grades 4 and 8 were assessed in reading and mathematics, and a small number of students in grade 12 participated in reading and mathematics pilot tests. The next state-level assessment will be conducted in 2005 in reading, mathematics, and science.

Table 1-1. Schedule of NAEP Assessments from 1969-2012

Year	National	Long-Term Trend	State
1969-70	Citizenship Science Writing	Science ¹	State assessments began in 1990
1970-71	Literature Reading	Reading ¹	
1971-72	Music Social Studies		
1972-73	Mathematics Science	Mathematics, ¹ Science ¹	
1973-74	Career & Occupational Development Writing		
1974-75	Art Index of Basic Skills Reading	Reading ¹	
1975-76	Citizenship/Social Studies Mathematics ²	Citizenship/Social Studies ¹	
1976-77	Basic Life Skills ² Science	Science ¹	
1977-78	Consumer Skills ² Mathematics	Mathematics ¹	
1978-79	Art Music Writing		
1979-80	Reading Literature Art	Reading ¹	
1981-82 ³	Mathematics Science Citizenship Social Studies	Mathematics, ¹ Science ¹	
1984	Reading Writing	Reading, Writing	

Table 1-1. Schedule of NAEP Assessments from 1969-2012 (continued)

Year	National	Long-Term Trend	State
1986	Computer Competence U.S. History ² Literature ² Mathematics Science Reading	Mathematics, Science, Reading ⁴	
1988	Civics Document Literacy ² Geography ² U.S. History Reading Writing	Civics, ¹ Mathematics, Science, Reading, Writing	
1990	Mathematics Science Reading	Mathematics, Science, Reading, Writing	Mathematics ⁵ (8)
1992	Mathematics Reading Writing	Mathematics, Science, Reading, Writing	Mathematics ⁵ (4, 8) Reading ⁵ (4)
1994	Geography U.S. History Reading	Mathematics, Science, Reading, Writing	Reading ⁵ (4)
1996	Mathematics Science	Reading, Writing, Mathematics, Science	Mathematics (4, 8) Science (8)
1997	Arts (8)		
1998	Reading Writing Civics		Reading (4, 8) Writing (8)
1999		Reading, Mathematics, Science	
2000	Mathematics Science Reading (4)		Mathematics (4, 8) Science (4, 8)
2001	U.S. History Geography		
2002	Reading Writing		Reading (4, 8) Writing (4, 8)

Table 1-1. Schedule of NAEP Assessments from 1969-2012 (continued)

Year	National	Long-Term Trend	State
2003	Reading (4, 8) Mathematics (4, 8)		Reading (4, 8) Mathematics (4, 8)
2004	Foreign Language (12) ⁶	Reading, Mathematics	
2005	Reading Mathematics ⁶ Science		Reading (4, 8) Mathematics (4, 8) ⁶ Science (4, 8)
2006	U.S. History Economics (12) ⁶ Civics		
2007	Reading (4, 8) ⁷ Mathematics (4, 8) Writing (8, 12)		Reading (4, 8) ⁷ Mathematics (4, 8) Writing (8)
2008	Arts (8) ⁷	Reading, Mathematics	
2009	Reading Mathematics Science ⁷		Reading (4, 8) Mathematics (4, 8) Science (4, 8) ⁷
2010	World History (12) ⁶ Geography ⁷		
2011	Reading Mathematics Science ⁷		Reading (4, 8) Mathematics (4, 8) Science (4, 8) ⁷
2012	Civics ⁷ Foreign Language	Reading, Mathematics	

¹ This assessment appears in reports as part of long-term trend. Note that the civics assessment in 1988 is the third point in the trend with citizenship/social studies in 1981-82 and in 1975-76. There are no points on the trend line for writing before 1984.

² This was a small, special-interest assessment administered to limited national samples at specific grades or ages and was not part of a main assessment. Note that this chart includes only assessments administered to in-school samples; not shown are several special NAEP assessments of adults.

³ Explanation of format for year column: before 1984, the main NAEP assessments were administered in fall of 1 year through spring of the next. Beginning with 1984, the main NAEP was administered after the new year in winter, although the assessments to measure long-term trend continued with their traditional administration in fall, winter, and spring. Because the main assessment is the largest component of NAEP, beginning with 1984 we have listed its administration year rather than the 2 years over which trend continued to be administered. Note also that the state component is administered at essentially the same time as the main NAEP.

⁴ The 1986 long-term trend reading assessment is not included on the trend line in reports because the results for this assessment were unusual. Further information on this reading anomaly is available in *Beaton and Zwick* (1990).

⁵ State assessments in 1990-94 were referred to as trial state assessments (TSA).

⁶ Updated or new framework is planned for implementation for this subject. Framework for foreign language approved by Governing Board May 2000; updates to mathematics framework approved November 2001; economics framework approved August 2002.

⁷ NAGB will decide whether a new or updated framework is needed for this year.

NAEP is also required to conduct a national assessment, and may conduct an assessment in reading and mathematics in grade 12 at regularly scheduled intervals. Additional assessments may be conducted at regularly scheduled intervals in such subjects as writing, science, history, geography, civics, economics, foreign languages, and arts.

For more information about NAEP, visit the Nation's Report Card web site at <http://nces.ed.gov/nationsreportcard>.

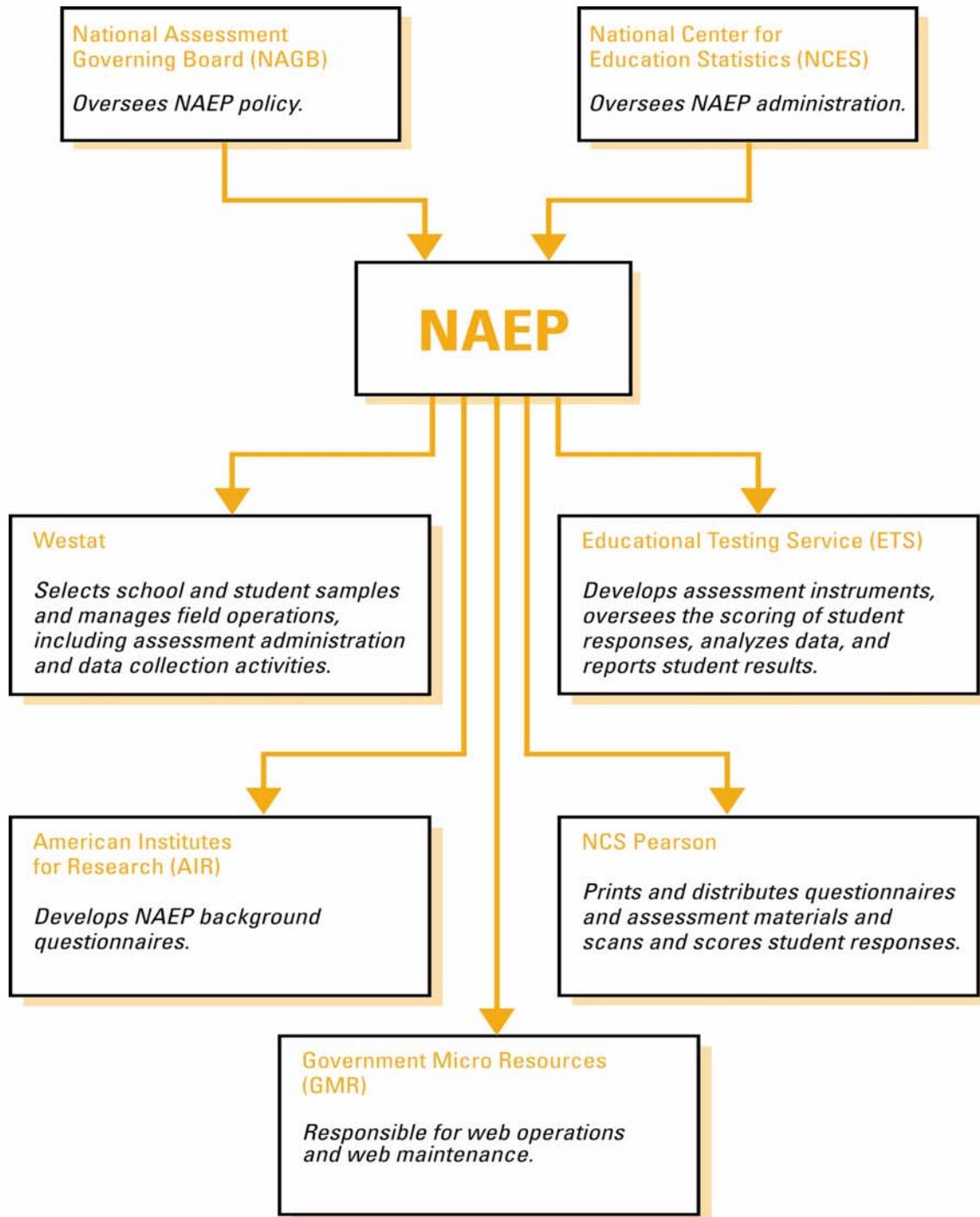
1.1.2 NAEP Organizational Structure

Exhibit 1-1 on the next page shows the current organizational structure of NAEP. The Commissioner of Education Statistics, who heads the National Center for Education Statistics (NCES) in the U.S. Department of Education, is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations. The Associate Commissioner for Assessment at NCES executes the program operations and technical quality control.

The National Assessment Governing Board (NAGB), appointed by the Secretary of Education but independent of the Department of Education, governs the program. Authorized to set policy for NAEP, the Governing Board is broadly representative of NAEP's varied audiences. NAGB selects the subject areas to be assessed and develops guidelines for reporting. While overseeing NAEP, NAGB often works with several other organizations. For example, NAGB has contracted with the Council of Chief State School Officers (CCSSO) to ensure that content is planned through a national process and with ACT, Inc. to identify achievement standards for the subjects and grades tested.

NCES contracts with private companies for test development and administration services. Currently, Educational Testing Service (ETS) is responsible for developing the assessment instruments, overseeing the scoring of student responses, analyzing the data, and reporting the results. Westat is responsible for selecting the school and student samples and managing field operations (including assessment administration and data collection activities). NCS Pearson is responsible for printing and distributing the assessment materials and for scanning and scoring students' responses. American Institutes for Research (AIR) is responsible for developing the background questionnaires. Government Micro Resources Inc. (GMRI) is responsible for NAEP web operations and web maintenance.

Exhibit 1-1. Organizational Structure of NAEP



NCES publishes the results of the NAEP assessments and releases them to the public. NCES strives to present this information in the most accurate and useful manner possible by publishing reports designed for the general public and specific audiences and making the data available to researchers for secondary analyses.

1.1.3 The NAEP Program for 2003-2004

The 2003-2004 assessments will include the long-term trend assessments in reading and mathematics, a field test in reading, mathematics, and science for the 2005 assessment, and a Foreign Language Assessment Pilot Test (Table 1-2).

Long-Term Trend Assessments

From October 2003 through May 2004, NAEP will be conducting the long-term trend assessments in reading and mathematics. The long-term trend assessments are designed to give information on the changes in the basic achievement of America's youth by monitoring trend lines first established in 1971 for reading and in 1973 for mathematics. The last long-term trend assessment took place in 1998-1999.

This year, the long-term trend assessments will be conducted in approximately 1,500 schools across the Nation. The assessment will be administered to students at ages 9, 13, and 17. Assessments for 13-year-olds will be conducted from October 6 through December 12, 2003. Assessments for 9-year-olds will be conducted from January 5 through March 12, 2004, and 17-year-olds will be assessed March 15 through May 14, 2004.

The writing and science portions of the long-term trend assessment have been discontinued. There will be three session types, as follows:

- Reading and mathematics operational, and pilot long-term trend. This session will be conducted using the new long-term trend questions. Accommodations will be permitted.
- Mathematics long-term trend bridging study. This session will be conducted using the same mathematics questions and administration procedures that have been used in every long-term trend study since 1973. For this session, the assessment administrator will use a paced-tape to conduct the session, as in the past. Because accommodations were not previously allowed for the trend assessment, they will not be permitted for this session type.

- Reading long-term trend bridging study. This session will be conducted using the reading questions and administration procedures that have been used in every long-term trend study since 1971. Because accommodations were not previously allowed for the trend assessment, they will not be permitted for this session type.

There will be no School or Teacher Questionnaires for the long-term trend assessment. There will be an SD/LEP Questionnaire for the teacher most knowledgeable about the selected SD/LEP students. The SD/LEP Questionnaire will be assigned for all SD/LEP students, including those selected for the bridging studies.

Field Test

NAEP will conduct a field test from January 26 through March 5, 2004 in reading, mathematics, and science at grades 4, 8, and 12. The purpose of the field test is to try out new assessment items, materials, and procedures in preparation for the 2005 assessment. There will be one session type for the field test, as follows:

- Reading, mathematics, and science session. Students will be assessed in one subject only, but the booklets will be spiraled and bundled together so all subjects can be assessed in one room. All books will use a common booklet design of two, 25-minute blocks and student background questions. There will be no hands-on tasks or science kits for the field test science booklets.
- Up to three special studies will be conducted. The intent of these studies is to work with schools to be more inclusive. These special studies are discussed further in Chapter 6.

Principals at grades 4, 8, and 12 will be asked to complete a School Questionnaire. A teacher who teaches mathematics to students in fourth and eighth grades will be asked to complete a Mathematics Teacher Questionnaire. There is a separate Mathematics Background Questionnaire for students in some schools. There will be revised SD/LEP and LEP Questionnaires to be completed by the teacher most knowledgeable about students identified as SD and/or LEP.

Foreign Language Assessment Pilot Test

The Foreign Language Assessment Pilot Test will be conducted from October 6 through December 12, 2003, in approximately 200 high schools throughout the country. Students will be assessed in reading, writing, listening, and/or conversation in Spanish. The assessment will provide information on how well representative samples of grade 12 students, who have studied Spanish for certain lengths of time, can communicate in Spanish. In addition, students will be asked about other languages they know. Questionnaires will be completed by the school principal and the language department chairperson.

Table 1-2. NAEP 2003-2004 Assessment Comparison Table

	Long-Term Trend	Foreign Language	Field Test
Students Assessed	9-year-olds 13-year-olds 17-year-olds	Twelfth grade	Fourth grade Eighth grade Twelfth grade
Subjects	Reading Mathematics	Spanish	Mathematics Reading Science
Time Period	Age 13: October 6- December 12, 2003 Age 9: January 5- March 12, 2004 Age 17: March 15- May 14, 2004	October 6- December 12, 2003	January 26- March 5, 2004
Questionnaires	SD/LEP Questionnaire	-Department Chair Survey -School Questionnaire	-Mathematics Teacher Questionnaire (Grades 4 & 8 only) -School Questionnaire -SD/LEP Questionnaire - LEP Questionnaire -Mathematics Student Background Questionnaire (Small sample of fourth-, eighth- and twelfth-grade students)

1.2 The Security of Assessment Materials and Confidentiality Issues

Since its inception, NAEP has administered both cognitive test questions and background questionnaires. The test questions assess student knowledge and skills in academic subject areas. The background questionnaires provide information for reporting categories and collect 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 NAEP with two important exceptions:

- “Personally identifiable” information about individual students, their families, and schools must remain confidential in accordance with the Federal Privacy Act (Sec. 552a of Title 5, U.S. Code); and

- Access to cognitive questions may be restricted to maintain security if such questions are to be reused. Breaches of security are punishable as a felony.

To fulfill the first requirement, NAEP has made sure since its inception that no information on individual students or schools is included in its data releases or reports. NAEP does not maintain permanent files of names of students, and student names are removed from completed assessment booklets and questionnaires before they leave the school. All information collected by NAEP about individual students and schools will remain strictly confidential.

To fulfill the second requirement, NAGB adopted a strict policy on how to handle requests to see NAEP assessment books. It is important that you are familiar with the policies on handling requests. All requests to view NAEP assessment booklets must be handled in the following ways:

- If a request is made to view the background questions asked in the students' assessment booklets, you must provide copies of the NAEP Demonstration Booklets. The Demonstration Booklets contain the student background questions. You will receive a supply of the Demonstration Booklets from Westat and the booklets will also be posted to the MySchool and NAEP web sites.
- If a request is made to view the actual test questions by school staff members, parents, or anyone else, that person or persons must submit a written request to NCES. Under the statute, all secure cognitive questions must be made available within 45 days after a written request, provided test security is maintained. All written requests to view test questions should be directed to the NAEP State Coordinator.

Following each operational assessment, NAEP releases approximately 25 percent or more of the test questions. The questions appear in the NAEP reports and on the NAEP web site. You should encourage any interested party to view the previously released NAEP test questions on the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

1.2.1 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). 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 inquiries 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 him/her to the name and phone number on the press release.**

Occasionally, school personnel or the media have requested to photograph or videotape NAEP sessions. **UNDER NO CIRCUMSTANCES WILL NAEP PERMIT VIDEOTAPING 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.

1.2.2 Oath of Confidentiality

All Westat staff working on NAEP must sign an Affidavit 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.

1.3 Attitude and Conduct

The NAEP assessment teams are critical to NAEP's success. You conduct the assessments and are the face of NAEP in the schools. Assessment sessions must be administered in a standardized and professional manner for the results to accurately reflect the achievement of American students. Only if the sessions are conducted properly will each child have the opportunity to show what he/she knows and can do in the subject being assessed. If the data are not valid, not only will all analyses and reports be incorrect, but also the 30-plus-year reputation of NAEP will be discredited.

Because you serve as a representative of NAEP, your attitude and conduct in working with school officials, teachers, and students must reflect the importance and seriousness of this project. Fulfilling your responsibilities in a professional manner will indicate to others that you consider the

project worthy of the time and effort that students, parents, teachers, and school, district, and state staff have devoted to NAEP.

As visitors to the schools, NAEP staff should always remember that schools are busy places with ongoing activities and procedures that are essential to their functioning. Thus, it is important that participation in NAEP cause minimal disruption in the school's routine. Occasionally a school will request that a NAEP procedure be modified to better conform with school routine. We will make every effort to comply with such a request as long as NAEP standards are not compromised. This requires that you work with school officials and teachers in a courteous, rather than a demanding fashion and that you convey respect for school rules and procedures at all times.

1.4 Assessment Code of Ethics

In addition to the general attitude and conduct standards discussed above, as a member of the NAEP data collection team, you are expected to abide by the NAEP Code of Ethics for Assessment Administration and Data Collection. This Code of Ethics, provided in Exhibit 1-2 on pages 1-14 and 1-15, defines the principles that guide NAEP assessment administration and details how these principles translate into the procedural guidelines necessary for fair and accurate collection of data. It is very important that you become thoroughly familiar with the content of the Code of Ethics prior to accepting your position as a member of the assessment team.

At the conclusion of your in-person training session, you will be asked to sign the following Oath of Office committing yourself to uphold the principles stated in the Code:

“I acknowledge that I have been instructed in and understand the NAEP Code of Ethics. I do solemnly swear (or affirm) that I will adhere to this Code of Ethics; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office upon which I am about to enter.”

Exhibit 1-2. NAEP Code of Ethics

NAEP Code of Ethics: Test Administration and Data Collection

The National Assessment of Educational Progress (NAEP) is firmly committed to the collection of high quality, independent, and unbiased measures of student academic performance. This Code of Ethics defines the principles that are the foundation for fair and accurate test administration and data collection. NAEP grantees, contractors, and subcontractors must ensure that all procedures, materials, training programs, and administrative guidelines are derived from these principles.

This Code of Ethics applies to all staff and contracted employees who are involved in the collection of NAEP data. Each individual must have the opportunity to review the Code before becoming a part of the NAEP team. Prior to collecting NAEP data, an individual must swear or affirm his/her commitment to uphold the principles stated in this Code.

The basic principles guiding NAEP data collection are:

Accuracy

- All sampled schools are to be included in the assessments.
- All sampled students who are eligible for the assessment are to be included.
- All students requiring accommodations offered by NAEP are to receive them.
- All necessary materials and equipment are to be provided by NAEP.
- An appropriate testing atmosphere is to be maintained in all NAEP sessions.

Integrity

- Assessments are to be conducted according to rigorous and independent procedures.
- All improprieties and the appearance of impropriety are to be avoided.
- NAEP staff members administering assessments are to be trained in appropriate testing practices and procedures and in procedures for working in and with schools.
- School personnel working with NAEP assessments will receive guidance in the management of the assessments and in handling NAEP materials.
- All confidential NAEP materials must be kept secure before, during, and after testing.

Respect

- NAEP staff members are to ensure the confidentiality of personally identifying information and responses given by students and school staff to assessment and questionnaire items.
- NAEP staff members are to treat all students, parents, teachers, and school staff with respect and address their concerns promptly, openly, and courteously.

Exhibit 1-2. NAEP Code of Ethics (continued)

NAEP Code of Ethics: Test Administration and Data Collection (continued)	
<p>These principles translate into the following operational guidelines:</p>	
<p>Security</p> <ol style="list-style-type: none">1. Student and teacher names and other personally identifiable information shall be removed from all test booklets and questionnaires prior to those materials leaving the school.2. Tests shall be stored and transported in secure, dry, and locked areas.3. Only personnel employed by NAEP or otherwise authorized by NAEP shall have access to testing materials.4. Test content shall not be copied, reproduced, or paraphrased in any manner or for any reason without the expressed, prior, written consent of the National Center for Education Statistics (NCES).5. Breaches of security, loss of materials, failure to account for materials, or any other deviation from required administrative and security procedures shall be reported immediately to the NCES, or its designee.	<p>Test administration</p> <ol style="list-style-type: none">1. The NAEP testing environment shall be correctly structured and a positive atmosphere established so that all students have a fair chance to perform to full capacity.2. Students shall be assessed using accommodations as specified in their education plans and offered by NAEP.3. Testing personnel shall comply with NAEP administration guidelines included in this manual and any subsequent updates.4. Testing personnel shall maintain high standards of professional conduct.5. Testing personnel shall be sensitive to the needs of students, teachers, and the school in administering NAEP.6. Teachers and other proctors assigned to the testing session by the school shall be provided clear, unambiguous guidance on testing procedures. Deviations from proper procedures shall be documented, and those affecting student performance shall be reported immediately.7. All students, teachers, and other personnel in schools participating in the assessments are to be treated fairly and with the utmost respect. Any issues that arise shall be resolved in a courteous and professional manner.8. All improprieties and appearances of impropriety shall be avoided. All NAEP procedures for visiting schools shall be followed.
<p>Preparation for testing</p> <ol style="list-style-type: none">1. Schools shall be notified in advance of the assessment and provided all relevant information about NAEP, NAEP assessment procedures and schedules, and NAEP personnel who might be entering the school.2. NAEP materials shall be maintained in dry, secure, and locked storage before and after testing.3. Persons with access to NAEP test materials before, during, and after the assessments shall be identified and provided with clear, unambiguous guidance on materials handling.4. Persons administering and monitoring NAEP assessments shall be trained in NAEP testing, data collection procedures, and school visitation procedures, including these principles.	<p>General</p> <ol style="list-style-type: none">1. Test takers and other stakeholders shall have access to information about NAEP.2. Any complaint or concern about a NAEP assessment shall be addressed directly by testing personnel in the field and promptly reported to NCES, or its designee.

2. FIELD TEST ACTIVITIES

Chapter 2 provides an introduction to this year's schedule of project activities, a review of the Field Test Summary of Activities, and an overview of the MySchool web site.

2.1 Schedule of NAEP Field Test Activities

Summarized in Exhibit 2-1 are the scheduled project activities for this year's field test assessment. Details on the field test assessment are provided in this chapter and in subsequent chapters of this manual.

Exhibit 2-1. Schedule of NAEP 2004 Field Test Activities

July 2003	Westat sends lists of sampled schools to NAEP State Coordinators.
September - November, 2003	Gaining cooperation supervisors obtained cooperation from nonpublic schools and reported participation status to the Westat field managers via the School Control System (SCS). Some gaining cooperation supervisors obtained cooperation from public schools when the NAEP State Coordinator was not available to obtain cooperation. Substitute schools were activated to replace refusal schools.
December 6-9, 2003	NAEP field test supervisor training session.
December 2003 - January 2004	Supervisors hire and train AAs. Supervisors conduct preassessment sampling visits.
January 26 - March 5, 2004	Field test assessments conducted.

2.2 Summary of NAEP Activities

There are two versions of the Field Test Summary of NAEP Activities – one for nonpublic schools and one for public schools. Each is a one-page (front and back) 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 of NAEP and provides a short summary of NAEP. The second section describes the field test assessment: the number of schools and grades to be assessed.

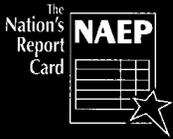
The next section describes what is involved for school staff and students. The text written in the summary appears in general form. The details that the supervisor must know are shown below:

- There is one session type with three subjects spiraled in the session. The session is administered by a NAEP representative and is a paper-and-pencil assessment. The NAEP supervisor will discuss the sessions, subjects, and space requirements for the school when they call or visit prior to the scheduled assessment date.
- Up to 120 students (depending on the size of the school) are assessed in sessions of about 25 students each.
- NAEP endeavors to assess all students selected as a part of its sampling process, including students who are classified by their schools as students with disabilities (SD) and/or as English language learners (ELL) or limited English proficient (LEP). The decision to exclude any of these students is made by school staff, who, using NAEP guidelines and each student's Individualized Education Program (IEP), decide whether the student can meaningfully be assessed.
- The school staff most familiar with sampled SD and/or LEP students are asked to complete the NAEP SD/LEP Questionnaire or LEP Questionnaire to determine the appropriate accommodation(s) needed, if any.
- While the NAEP staff is responsible for most assessment activities, a school coordinator is needed to assist with in-school arrangements, distribute the questionnaires, and collect the completed questionnaires.

The responsibilities of the NAEP staff are listed next. They consist of eight tasks starting from providing information concerning how student samples will be selected.

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 follow-up mailings from Westat as well as during the supervisor's calls.

The final section describes where one can find more information about NAEP. The nonpublic school version of the Summary of Activities is shown in Exhibit 2-2. The public school version is shown in Exhibit 2-3.



NAEP 2004

Summary of Activities for Nonpublic Schools Field Test Assessment

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. Commonly known as the Nation's Report Card, NAEP assessments have been given periodically since 1969. Full participation in NAEP by all selected schools and students helps ensure that NAEP will continue to provide uniquely valuable information on the performance of American students in a variety of subjects.

NAEP is mandated by the U.S. Congress and is administered by the National Center for Education Statistics (NCES), within the Institute of Education Sciences 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 is conducted in both public and nonpublic schools. The participation of selected nonpublic schools and students is vital to the success of NAEP. NAEP has the support of many nonpublic school organizations, including the Council for American Private Education (CAPE) and their member groups, such as the National Catholic Educational Association (NCEA). The identity of schools and students who participate in NAEP is strictly confidential.

At the request of nonpublic school organizations, data in 2000, 2002, and 2003 were provided for the nonpublic school community as a whole and with breakdowns by Catholic, Lutheran, Conservative Christian, and other nonpublic schools. Some of these data are available on the NAEP web site, <http://nces.ed.gov/nationsreportcard>.

Your school has been selected as one of a small number of schools to represent the Nation in this year's field test of new assessment components. This study will be conducted from January 26 through March 5, 2004.

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

What is the NAEP Field Test?

The 2004 NAEP Field Test is a pilot of the items and procedures that we are planning to use in the 2005 NAEP assessment. The field test will be conducted in approximately 1,000 schools throughout the country at the fourth, eighth, and twelfth grades.

What is involved for school staff and students?

- Schools are requested to designate a staff member to serve as a school coordinator, who will assist NAEP field staff with in-school arrangements.

School coordinator responsibilities are listed on the back of this document.

- Some principals and teachers will be asked to complete background questionnaires.
- School staff most familiar with sampled students with disabilities (SD) and/or limited English proficiency (LEP) will be asked to complete a questionnaire and determine the appropriate accommodation(s) needed, if any.
- Each student selected will be assessed in either reading, mathematics, or science.
- Assessments will take 90 minutes of each student's time.
- All test booklets include a small number of background questions, and some students may be asked to complete an additional background questionnaire.

What are the responsibilities of the NAEP staff?

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

- Provide information concerning how student samples will be selected;
- Provide information about notifying parents of the selected students;
- Select a random sample of students from the list of grade-eligible students;

Exhibit 2-2. Summary of NAEP Activities for Nonpublic Schools (continued)

- Send a preassessment packet of information to the school coordinator between 2 and 4 weeks before the assessment date;
- Visit the school coordinator at the school before the assessment to finalize assessment arrangements;
- Bring all assessment materials to the school on the scheduled day;
- Conduct the assessments; and
- Respond to questions from the school community throughout the assessment period.

What are the school coordinator's responsibilities?

In the fall of 2003:

1. Schedule the assessment.

The school coordinator works with the NAEP representative to arrange a convenient date for the assessment.

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

Soon after the school is contacted about the assessment, the school coordinator receives instructions for preparing the list of students in the grades being assessed. Most schools may choose between submitting the list electronically through E-File on the MySchool web site or in hard copy. All student names are always kept confidential. Individual student names, responses, and scores are NEVER reported.

A few weeks before the assessment date:

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

Between 2 and 4 weeks before the school's assessment date, the school coordinator will receive

and review a packet of information and instructions on how to make the final preparations for NAEP. This packet will include the names of sampled students. After the preassessment package has been received, a NAEP representative will contact the school coordinator to review the material and answer any questions.

4. 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 representative will provide sample material to use for this purpose.

5. Distribute and collect the school and staff questionnaires.

The preassessment package will include questionnaires for the school coordinator to distribute to the appropriate staff. The questionnaires will be collected by the school coordinator and given to the NAEP field staff on assessment day.

6. Meet with the NAEP representative to make final assessment preparations.

The NAEP field staff will telephone or visit the school in order to make preparations for administration of the assessment.

The school coordinator will be responsible for the following:

- Provide student demographics for sampled students including Title I program and National School Lunch Program (NSLP) status.
- Determine the accommodation—if any—to be provided for each SD/LEP student.
- Determine the number of sessions and testing locations

that will be required. NAEP field staff can conduct sessions either concurrently or consecutively, whichever is more convenient for the school.

- Arrange for classrooms or other locations where the assessments can be administered.

On the assessment day:

7. Ensure that students attend the appropriate sessions.

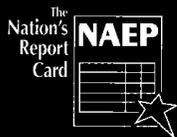
The school coordinator will be available before the assessment start time to guide NAEP field staff to the testing location(s) and ensure that students attend the appropriate session. The school coordinator and/or teachers of the selected students are encouraged to remain in the rooms during the assessment.

Where can I find more information?

In addition to contacting your NAEP representative, you may access the NAEP web site at <http://nces.ed.gov/nationsreportcard> for general information and sample NAEP assessment questions. In the fall, you will also have access to the MySchool web site which will walk you through the entire assessment process. To register for the MySchool web site, follow the instructions below:

- Go to www.mynaep.com;
- Enter your 12-digit NAEP ID as the user name; and
- Enter the word "REGISTER" as the password.

You may also call the NAEP help desk for questions at 1-800-283-6237.



2004

National Assessment of Educational Progress

Summary of Activities for Public Schools Field Test Assessment

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. Commonly known as the Nation's Report Card, NAEP assessments have been given periodically since 1969. Full participation in NAEP by all selected schools and students helps ensure that NAEP will continue to provide uniquely valuable information on the performance of American students in a variety of subjects.

NAEP is mandated by the U.S. Congress and is administered by the National Center for Education Statistics (NCES), within the Institute of Education Sciences 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 is conducted in both public and nonpublic schools. Your school has been selected as one of a small number of schools to represent the Nation in this year's field test of new assessment components. This study will be conducted from January 26 through March 5, 2004.

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.

What is the NAEP Field Test?

The 2004 NAEP Field Test is a pilot of the items and procedures that we are planning to use in the 2005 NAEP assessment. The field test will be conducted in approximately 1,000 schools throughout the country at the fourth, eighth, and twelfth grades.

What is involved for school staff and students?

- Schools are requested to designate a staff member to serve as a school coordinator, who will assist NAEP field staff with in-school arrangements. School coordinator responsibilities are listed on the back of this document.
- Some principals and teachers will be asked to complete background questionnaires.
- School staff most familiar with sampled students with disabilities (SD) and/or limited English proficiency (LEP) will be asked to complete a questionnaire and determine the appropriate accommodation(s) needed, if any.
- Each student selected will be assessed in either reading, mathematics, or science.
- Assessments will take 90 minutes of each student's time.
- All test booklets include a small number of background questions,

and some students may be asked to complete an additional background questionnaire.

What are the responsibilities of the NAEP staff?

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

- Provide information concerning how student samples will be selected;
- Provide information about notifying parents of the selected students; and
- Respond to questions from the school community throughout the assessment period.

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

- Select a random sample of students from the list of grade-eligible students;
- Send a preassessment packet of information to the school coordinator between 2 and 4 weeks before the assessment date;
- Visit the school coordinator at the school before the assessment to finalize assessment arrangements;
- Bring all assessment materials to the school on the scheduled day; and
- Conduct the assessments.

Exhibit 2-3. Summary of NAEP Activities for Public Schools (continued)

What are the school coordinator's responsibilities?

In the fall of 2003:

1. Schedule the assessment.

The school coordinator works with the NAEP representative to arrange a convenient date for the assessment.

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

Soon after the school is contacted about the assessment, the school coordinator receives instructions for preparing the list of students in the grades being assessed. Most schools may choose between submitting the list electronically through E-File on the MySchool web site or in hard copy. All student names are always kept confidential. Individual student names, responses, and scores are NEVER reported.

A few weeks before the assessment date:

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

Between 2 and 4 weeks before the school's assessment date, the school coordinator will receive and review a packet of information and instructions on how to make the final preparations for NAEP. This packet will include the names of sampled students. After the preassessment package has been received, a NAEP representative will contact the school coordinator to review the material and answer any questions.

4. 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 or NAEP representative will provide sample material to use for this purpose.

5. Distribute and collect the school and staff questionnaires.

The preassessment package will include questionnaires for the school coordinator to distribute to the appropriate staff. The questionnaires will be collected by the school coordinator and given to the NAEP field staff on assessment day.

6. Meet with the NAEP representative to make final assessment preparations.

The NAEP field staff will telephone or visit the school in order to make preparations for administration of the assessment. The school coordinator will be responsible for the following:

- Provide student demographics for sampled students including Title I program and National School Lunch Program (NSLP) status.
- Determine the accommodation — if any — to be provided for each SD/LEP student.
- Determine the number of sessions and testing locations that will be required. NAEP field staff can conduct sessions either concurrently or consecutively, whichever is more convenient for the school.

- Arrange for classrooms or other locations where the assessments can be administered.

On the assessment day:

7. Ensure that students attend the appropriate sessions.

The school coordinator will be available before the assessment start time to guide NAEP field staff to the testing location(s) and ensure that students attend the appropriate session. The school coordinator and/or teachers of the selected students are encouraged to remain in the rooms during the assessment.

Where can I find more information?

In addition to contacting your NAEP representative, you may access the NAEP web site at <http://nces.ed.gov/nationsreportcard> for general information and sample NAEP assessment questions. In the fall, you will also have access to the MySchool web site which will walk you through the entire assessment process. To register for the MySchool web site, follow the instructions below:

- Go to www.mynaep.com;
- Enter your 12-digit NAEP ID as the user name; and
- Enter the word "REGISTER" as the password.

You may also call the NAEP help desk for questions at 1-800-283-6237.

Once schools sign up, they will receive an email for each of the four steps of the assessment administration process. Each email will contain a link to the step's corresponding web page.

- **Step 1: NAEP Program** — a link to this page will be emailed to schools once they register for the web site.
- **Step 2: The Student Sample** — a link to this page will be emailed to registered schools soon after they agree to participate. This page will contain information about sampling students, sending in student lists, and a link to E-File.
- **Step 3: Preparing for NAEP** — a link to this page will be emailed to schools three weeks prior to the assessment date. This page will provide information about preassessment activities.
- **Step 4: Assessment Day** — a link to this page will be emailed two weeks prior to the assessment date. This page will provide information about what will happen on assessment day.
- **Step 5: After the Assessment** — a link to this page will be emailed one week after the assessment. This page will provide schools information about how the results are scored, analyzed, and reported.

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

2.3 MySchool Web Site

2.3.1 What is the MySchool Web Site?

The MySchool web site was first introduced to schools participating in the 2001 assessment. Its purpose is to provide schools with a convenient way to access specific and personalized information about their assessment. Over 40 percent of the schools used the web site last year to obtain information about NAEP. The following comments from those schools reflect how well the web site worked for users:

“In my busy days it’s hard to remember everything, the web site served as an excellent reminder.”

“It is helpful to get questions answered on my own time restrictions.”

“The web site is great. It is very organized and helpful. All of my questions and concerns were answered on the site.”

The MySchool web site has been enhanced for the 2004 assessment to give even more detailed information about NAEP and the assessments. This year, schools can send their list of students via E-File on the web site, rather than mail or fax the list to NAEP.

2.3.2 Registering for MySchool

Schools and dioceses can register for MySchool web site by going to www.mynaep.com and entering their up to 12-digit MySchool Registration ID number as the user name and “register” as the password. Each school’s MySchool Registration ID number can be found in the SCS on the School Edit screens.

Immediately after schools and/or dioceses register, an email will be sent to them with their personal user name and password. All users only need to register once, and an unlimited number of diocese and school staff can register for access to the MySchool web site.

2.3.3 MySchool Information for Contacting Dioceses

During their initial contact with the dioceses, gaining cooperation supervisors described the MySchool web site and asked diocese representatives if they would like to have access to the web pages for the schools in their diocese. Diocese representatives interested in MySchool were directed to register by following the steps listed on the Summary of Activities and in the MySchool Brochure. The diocese MySchool ID number appears on the listing that indicates the schools selected for NAEP. After typing in the MySchool Registration ID number, the diocese representative must complete a short registration form that will ask for an email address. As soon as the registration form is submitted, an email will be sent out with their personal user name and password to enter at the login screen (Exhibit 2-4).

Once logged on, dioceses can select the school they wish to see from the drop-down box at the top of the screen. They can access the MySchool web site throughout the assessment period.

Some dioceses may be concerned that schools who do not have Internet email or who do not access the web site will be “missing out” on information. If so, you should assure dioceses that all schools will receive information through the NAEP representative and in the materials we normally send out. We want schools to access the web site so the information about NAEP is available at a time that is most convenient for them and to enhance communication between NAEP and schools.

2.3.4 MySchool Information for Contacting Schools

During your contact with the school principal or school coordinator, you should briefly describe the MySchool web site and ask the principal if he/she has access to the MySchool web site. If someone would like access to MySchool, they will need to register by going to www.mynaep.com and typing in the up to 12-digit MySchool Registration ID number at the Login box and “register” at the Password box then click the “SUBMIT”

button. You should remind the principal or school coordinator of his/her up to 12-digit MySchool Registration ID number, and where it is located.

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. Exhibit 2-5 shows an example of Steps 1 and 2 of the MySchool web site.

2.3.5 The MySchool Web Site and the SCS

Certain fields in the MySchool web site will come directly from the information you enter/update in the SCS. These fields are in red in the SCS:

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

It is **very important** that this information is entered accurately because the way it is entered is exactly how it will appear on the web page.

Exhibit 2-4. Example of MySchool Site Registration Process

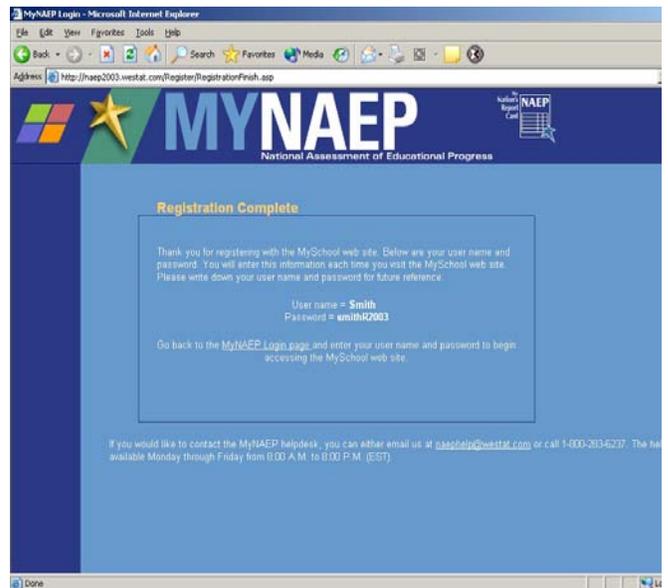
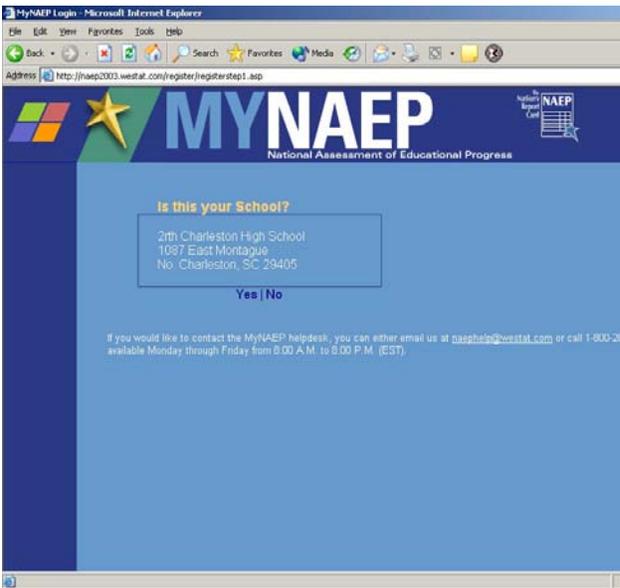
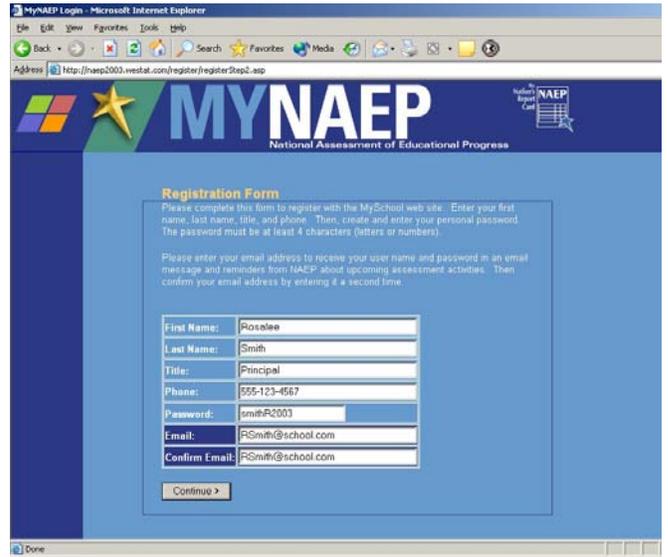
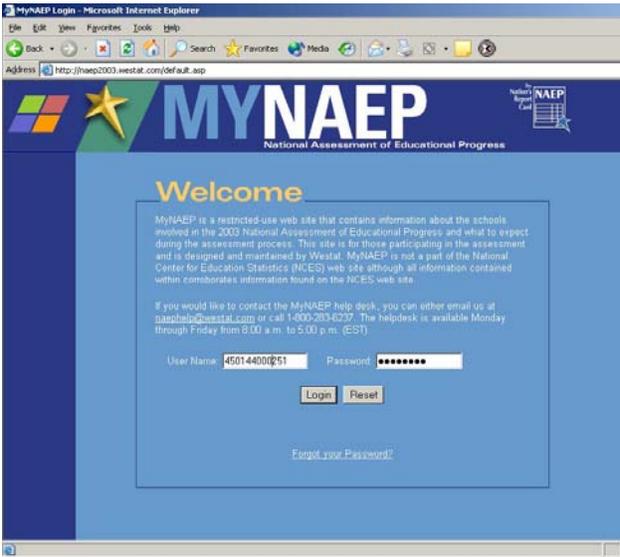


Exhibit 2-5. Example of MySchool Steps 1 and 2




WELCOME Anytown Elementary School

STEPS ▶
1 NAEP 2003-04
2 The Student Sample
3 Preparing for NAEP
4 Assessment Day
5 After the Assessment

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. Commonly known as the Nation's Report Card, NAEP assessments have been administered periodically since 1969. Full participation in NAEP by all the selected schools and students helps ensure that NAEP will continue to provide uniquely valuable information on the performance of American students in a variety of subjects.

NAEP is mandated by the U.S. Congress and is administered by the National Center for Education Statistics (NCES), within the Institute of Education Sciences 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 is conducted in both public and nonpublic schools. Your school has been selected as one of many schools across the country to represent the Nation in the long-term trend assessment of reading and mathematics of 9-, 13-, and 17-year-old students.

The long-term trend assessments in reading and math are designed to track changes in the basic achievement of America's youth by monitoring trend lines first established in 1971 for reading and in 1973 for mathematics. This year, the long-term trend assessments will be conducted in approximately 1,500 schools across the Nation.

Assessment Information

- All assessments will be conducted by NAEP field staff and materials will be provided by NAEP.
- Students in your school have been selected to take the age 9 assessment between January 5 and March 12, 2004. In schools participating in the age 9 assessment, NAEP will assess all eligible students up to a maximum of 128. Each student will be assessed in either reading or mathematics.

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 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
susanjones@email.com*

Assessment Timeline

You are here

Agree to Participate Principal agrees to participate and assigns a school coordinator to work with the NAEP staff on assessment arrangements.	Send NAEP Your List of Students Schools generate a list of students in the selected grade according to the NAEP instructions for Preparing Student List. The student list is either mailed, hand or e-mailed to NAEP.	NAEP Representative Conducts Pre-assessment The pre-assessment package will be sent to the school coordinator 2 weeks before the assessment.	The NAEP Staff Conducts the Assessment The NAEP staff will bring assessment materials to your school, conduct the assessment, complete the paperwork, and pick up all questionnaires.	After the Assessment At the end of the school year, you should follow the materials in your NAEP Storage Envelope and mail the envelope to NAEP confirming that you have...
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[Click to see timeline as a full-size view](#)

Chat

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

Celebrating the National Assessment of Educational Progress!

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

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	333-234-4455
NAEP ID Number	081-456-1
Sessions to be conducted	2 Reading/Mathematics
Age to be assessed	9 year-olds
Assessment Date	January 29, 2004

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 My School password.](#)
- Report a [technical problem](#) or send NAEP [feedback](#) about the web site.

Exhibit 2-5. Example of MySchool Steps 1 and 2 (continued)



WELCOME Anytown Elementary School



STEPS ▶
1 NAEP 2003-04
2 The Student Sample
3 Preparing for NAEP
4 Assessment Day
5 After the Assessment

Student Sampling

Schools will need to provide NAEP with a list of all students enrolled at the age being assessed. The list may be an Excel file submitted via Internet (for assessments at age 9 and 17 only), hard-copy typed, or computer-generated, as instructed below.

- All E-File submissions must be made no later than November 1, 2003.
- If you are not E-Filing, a NAEP representative will visit your school 2 to 4 weeks before the assessment to sample from the list of students you prepare.

How Do I Send My List of Students?

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

- Prepare a hardcopy list from your school records computer database following the [NAEP Instructions for Preparing a Hardcopy List of Students \(PDF\)](#). A NAEP representative will visit your school 2-4 weeks before the assessment to sample from the list you prepare.
- Prepare an Excel file from your school records computer database following the [NAEP Instructions for Preparing an Electronic List of Students \(PDF\)](#) and submit your list by E-filing below.

Questions Regarding Your Student Lists

Please 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 current? (MM/DD/YYYY)

Is this a year-round school?

If so, what percentage of the students will be off-track on the assessment date?

E-File

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 800-283-6237 between 7:00 a.m. and 6:00 p.m. Eastern Time.

[E-File 4th Grade](#)

A Word from Your NAEP State Coordinator

Read what your State Coordinator, Susan Jones, has to say about E-Filing:

Your student lists are due by November 1, 2003. Feel free to contact me if you any questions about NAEP.

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

Assessment Timeline

You are here

<p>Agree to Participate Principal agrees to participate and design a school committee to work with the NAEP staff on assessment arrangements.</p>	<p>Send NAEP Your List of Students Schools generate a list of students in the selected grade according to the "NAEP Instructions for Preparing Student Lists." The student list is either mailed, faxed or e-filed to NAEP.</p>	<p>NAEP Representative Contacts Pre-assessment call with the School Coordinator. The pre-assessment package will be sent to the school coordinator two weeks before the assessment.</p>	<p>The NAEP Staff Conducts the Assessment The NAEP staff will bring assessment materials to your school, conduct the assessment, complete the paperwork, and pick up all questionnaires.</p>	<p>After the Assessment All the use of the school year, you should destroy the materials in your NAEP Storage Enclosure and mail the materials to NAEP containing that you have.</p>
--	--	--	---	---

Click to see timeline as a full-size view

Chat

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 Westat 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	333-234-4455
NAEP ID Number	081-456-1
Sessions to be conducted	2 Reading/Mathematics
Age to be assessed	9 year olds
Assessment Date	January 29, 2004

Resources

- The [Summary of NAEP Activities](#) is a two-page document that briefly defines the NAEP program, and the roles of participating schools and school staff.
- The [Demonstration Booklet](#) contains student background questions and examples of the subject questions similar to those asked 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 excused from participation for any reason, is not required to finish the assessment, and is not required to answer any test question. NAEP will provide schools with a [Sample Parent Letter](#) to modify or adapt as necessary.

Frequently Asked Questions

- [What is sampling? Why is sampling necessary for NAEP assessments?](#)
- [What is E-Filing? How does E-Filing work?](#)
- [Can NAEP use a file that contains student ID names instead of the names of the student?](#)
- [Why is Microsoft Excel the only file format accepted?](#)
- [My school's system identifies students who have a disability \(SD\) and/or those who have limited English proficiency \(LEP\). We do not have a code for the students who are not classified as SD or LEP. Is that OK?](#)
- [NAEP has different race/ethnicity codes than my school system uses. Do you have to use the NAEP race/ethnicity codes in the student file?](#)
- [Why does NAEP need student information now, and not closer to the assessment date?](#)
- [If we send our student list now, what about any new students who enroll in the grade, or who withdraw, prior to the assessment?](#)
- [What other options do we have to provide our student list, if we do not use E-Filing?](#)

How Can We Help You?

- Find [more information](#) about contacting NAEP.
- [Change your My School password.](#)
- Report a [technical problem](#) or send NAEP [feedback](#) about the web site.

3. THE SUPERVISOR ROLE

Chapter 3 provides an introduction to your responsibilities and tasks as a supervisor. This chapter also describes your assignment of schools and the forms and materials you will use to sample students and conduct assessments.

3.1 Task Overview

Your job as a NAEP assessment supervisor involves a number of tasks and responsibilities at each stage of the project. The tasks may be outlined under the following categories:

- Scheduling and conducting preassessment visits and facilitating requests for changes to assessment dates;
- Hiring and training assessment administrators who will assist you with administering the assessment;
- Preparing for assessments;
- Selecting the student sample and/or new enrollee samples;
- Conducting assessments;
- Completing post-assessment activities; and
- Maintaining the School Control System (SCS).

The various chapters of this manual are organized to give you step-by-step instructions for completing the tasks involved in all phases of data collection. To assist you in accomplishing these tasks, a detailed checklist of supervisory tasks precedes each chapter of this manual, along with a quick reference to the section where the specific task is discussed.

3.1.1 Gaining Cooperation from Dioceses/Districts and Schools

NAEP State Coordinators in most states were responsible for informing and securing the cooperation of the public school sample in their states. Gaining cooperation supervisors were responsible for gaining the cooperation of the dioceses and nonpublic schools in their assignment and for documenting their participation status in the SCS. Gaining cooperation supervisors also assisted the NAEP State Coordinator as necessary with recruiting public schools.

Before recruiting, gaining cooperation supervisors completed a home-study package designed to guide them through the process of contacting districts and schools over the phone and to outline the procedures and techniques used for gaining the cooperation of the districts and schools in their assignment. The first component of the home study was a training document called the ***Gaining Cooperation Magazine***. It contained informative articles about NAEP activities, instruction on procedures and techniques for contacting and gaining the cooperation of schools in their assignment, and tips from experienced field staff. The second component of the home study was a CD that provided interactive experience with situations commonly encountered in the recruitment process and allowed users to practice and evaluate their skills. The remaining component was a CD that allowed them to view a group of experienced supervisors discussing the recruiting and refusal conversion techniques they have used successfully. This home-study package replaced the in-person, gaining cooperation training held in previous cycles.

3.1.2 Setting and Maintaining a Schedule

Field managers preplanned the dates for the nonpublic schools in your assignment to fit into the calendar with the preplanned public school dates. Gaining cooperation supervisors contacted the schools in their assignment to confirm assessment dates and facilitate requests for date changes in such a way that the calendar remains workable and cost efficient as you move from the Primary Sampling Unit (PSU) to PSU. They used the Log of Schools and the SCS to track changes to assessment dates. All preplanned dates for the public and nonpublic schools in each region have been loaded into the SCS and can be viewed on an online assessment calendar accessible by the supervisor assigned to the region. NAEP State Coordinators have access to the calendar for assessments in their state. An assessment calendar link allows you to view and print updated versions of the assessment calendar. The Guide to Using the SCS (Appendix G) provides more detail about using the SCS and a calendar for monitoring your schedule.

You are responsible for creating the schedule for preassessment visits to schools in each of your PSUs. The visits should occur no later than two to four weeks in advance of the scheduled assessment date. Care must be taken to schedule preassessment visits to occur while you are working in the PSU to avoid unnecessary traveling among PSUs. You will make a minimum of two separate visits to each PSU to preassess and assess the schools.

3.1.3 Hiring, Training, and Supervising AAs

You will hire and train two to four assessment administrators (AAs) to administer assessment sessions. AAs should be hired locally in each of your PSUs so that overnight travel is avoided. There may be special circumstances for exceptions to these travel restrictions. Please discuss these situations individually with your field manager. Chapter 4 provides detailed instructions on hiring, training, and supervising AAs.

3.1.4 Preparing for Assessments

Two to four weeks before each scheduled assessment, you will visit the school to prepare for assessment day. During this visit you will use the Student Data System (SDS) to select the sample of students, if the school was not electronically sampled, and to select the new enrollee sample for schools that were electronically sampled. You will prepare or update the Administration Schedule, the primary control document used to track information about the assessment. You will prepare and distribute a School Questionnaire, Mathematics Teacher Questionnaire, and an SD/LEP or LEP Questionnaire for each student with an SD and/or LEP classification. You will need to review the assessment accommodation requirements to determine if and how SD and/or LEP students will be assessed, and you will implement any special studies designated in the school. You will also work with the school coordinator to establish the procedures for notifying teachers and students. Other tasks performed during the visit include finalizing logistical arrangements; documenting details on the School Folder and in the SCS; preparing an Assessment Information Form for the AAs whom you will assign to administer sessions; and assembling and preparing the materials that you will take to the school on the day of the assessment. Preassessment tasks are detailed in Chapter 5.

3.1.5 Selecting the Student Samples

Schools may submit their list of eligible students through the MySchool web site for electronic sampling by Westat statisticians and data processors. Alternatively, they may provide a hard copy list for supervisor sampling with the SDS. The SCS will allow you to enter the sampling option selected by schools you or the gaining cooperation supervisor recruited and to view the option selected by schools recruited by the NAEP State Coordinator.

Supervisors will use the SDS to select samples in individual schools during the preassessment visit. Chapter 5 provides an overview of the sampling process. Detailed step-by-step

instructions for using the SDS computer program to draw school samples are provided in the Guide to the SDS (Appendix F).

3.1.6 Conducting Assessments

Chapter 7 outlines how to conduct assessments from your arrival at the school until students are dismissed from the assessment session. Under your supervision, AAs will prepare the assessment booklets, prepare the rooms, and administer sessions using a script specific to the grade level.

There is one session type (FT) that includes three different subjects: reading, mathematics, or science. As the supervisor, you are responsible for making certain that enough AAs have been assigned to conduct all original and accommodations sessions and that AAs report to the school in time to complete all pre-session activities: preparing the booklets and preparing the room. You will circulate among the sessions to monitor the AAs and verify that they are using the script and timer to correctly administer sessions, troubleshoot any problems that may arise, and assist with getting students to and from the sessions.

Table 3-1. Field Test Session Type

Subjects	Session # Prefix
Reading/Mathematics/Science	FT

3.1.7 Completing Post-Assessment Activities

After sessions have concluded you are responsible for accounting for all assessment materials taken into the school. You will complete the Administration Schedule(s) and determine whether a makeup session is required; oversee AAs as they code booklet covers; edit and prepare materials for shipping; and perform routine edits of their work. Each AA is responsible for completing a Session Debriefing Form, which you will collect and review before using the School Coordinator Debriefing Form to conduct a short debriefing interview with the school coordinator.

As soon as possible after leaving the school, you will ship the school session boxes to NCS Pearson and update the SCS with summary information from the Administration Schedule(s).

Chapter 8 discusses post-assessment activities in detail.

3.1.8 Maintaining the SCS

The SCS has been designed to provide immediate, up-to-date information on the progress of recruiting, scheduling, and assessing schools that have been selected to participate in NAEP. The SDS will be used to draw student samples and enter student information. During the assessment window, the SCS will be used to track progress, measure assessment results, and to monitor the shipment and receipt of assessment materials.

Supervisors can use the SCS report features to run reports for tracking progress and as quality control checks to verify that critical information has been entered into the SCS. The calendar feature allows you to print out a current calendar whenever changes to assessment dates have been entered into the system.

It is critical that you make entries to the SCS promptly and regularly so that you have up-to-date information on your progress and the project can produce current and reliable reports about field activities. Detailed instructions for using the SCS are provided in Appendix G of this manual.

3.2 Your Assignment of Schools

A typical supervisor region will consist of 25-30 schools for the field period. Closed and ineligible schools may reduce this number as they occur. Schools are clustered in geographical PSUs of varying size and a PSU will contain 1 to 20 schools.

You will make a minimum of two separate visits to each PSU: the preassessment visit and the assessment. You must maintain a schedule that allows you to complete all activities in a PSU before traveling on to another PSU so that your time is effectively used and travel expenses are held to a minimum.

3.3 Assessment Control Documents

A brief description of each of the forms used for the NAEP 2004 field test assessment is provided below.

3.3.1 Log of Schools

For each PSU, you will receive a Log of Schools (Exhibit 3-1) that contains all the information about schools in your region. The log has been printed on 8 x 14 paper so that you can make notes and record critical information about the schools in your assignment before, during, and after each contact. The log will include the following information for each district and school in the field test sample:

- District name, address, phone number, and name of district superintendent;
- MySchool Registration ID number;
- School name;
- NAEP School ID Number;
- School type—Public, Catholic, or other Nonpublic;
- Grade of selected students;
- School disposition;
- School coordinator name, phone number, fax number, and address; and
- Preassigned assessment date.

The log is for your use in organizing your assignment, planning your activities, and recording information that will be entered into the SCS and reported to your field manager during weekly report calls. Columns are provided for recording the following items: preassessment date, date of any makeups, the date assessment materials are shipped from and to NCS Pearson, and the tracking numbers from the airbills used for shipping the session boxes. It is important that you complete the information on your log so that you will have a record to refer to if questions should arise later about any school in your assignment. You may want to devise a system of circling, highlighting, or checking items as they are entered into the SCS and reported to your field manager.

Exhibit 3-1. Supervisor Log of Schools

**** Enter / Update SCS

NAEP Log of Schools FT: 01/26/04 - 03/05/04

Date Printed: 11/20/03

Page 1

REGION: 1 AREA: 3	Activity	(C)ail (M)ail (V)isit	Special Study	Assess Date/Time *****	Session Boxes Rcvd *****	(E)file, (F)ax, (S)chool	Sessions (estimated)	#Students w/Account & Accommm Type	Short Shipment Ordered / Rcvd	Team Members	Completed Session Box Ship Date / Track No.	Comments / Notes	
JEFFERSON COUNTY DISTRICT SUPERINTENDENT 987 DISTRICT STREET DOWNTOWN, ST 12345 TEL: 301-555-6543 School Information **** MYSCHOOL: 411082000808 ROCKVILLE MIDDLE SCHOOL NAEP ID: 6320113 TYPE: PUBLIC GRADE: 8 COOPERATING COORD: JOE COORDINATOR TEL:301-555-9876 FAX:301-555-6789 1233 STREET DRIVE ROCKVILLE, ST 11111	CP: Nov. 10	SD/LEP DCS TREE	WED 11FEB2004	1/13	EM: 11/14	FT0801	2 SmI Grp	na	2/3	Steve			
		AMER.IND. (IP / M)	11FEB2004	1/13		FT0802	1 1-yr-1	na	na	Stacy			
				1/13		FT0803	15m Gr 2 Ext 7m	na	na	Jane			
				1/13		FT0804	0	na	na	Deb			
						FT0805	0	na	na	Pat			
							5m Gr - 3	na	na	Steve - 1pm	Feb. 18 UPS		
							1-yr-1 1	na	na	Stacy - 1pm	5623 7894 321		
MYSCHOOL: 421382770333 WALT WHITMAN ELEM NAEP ID: 6321013 TYPE: PUBLIC GRADE: 4 COOPERATING COORD: JACK HALL TEL:301-555-1234 FAX:301-555-7410 5666 DRIVE WAY ROCKVILLE, ST 45698	CP: Nov. 10	SD/LEP OSEPLTR	FRI 18FEB2004	1/13	SC: 01/30	FT0401							
	VS: Jan. 30			1/13		FT0402							
						FT0403							

3.3.2 School Folder

You will have a folder (Exhibit 3-2) for each school in your assignment. If you did not gain cooperation for nonpublic schools, you will receive the nonpublic School Folders from the gaining cooperation supervisor at the in-person training. Any hard copy student lists received by the gaining cooperation supervisor or field manager have been filed in the School Folder.

A supply of folders for the public schools in your region will be provided in your bulk supplies. You should complete all relevant information on the front cover and store all school-specific recruitment and assessment forms inside. The front cover provides space for you to record school information, sampling and assessment dates, questionnaire quantities, session information (regular, accommodation and makeup sessions), and material return tracking information. The back cover contains space to record your contacts.

A checklist of documents that should be kept in the School Folder is printed inside the front cover. Each School Folder should contain:

- Data Collection Form(s);
- Refusal Report Form (if applicable);
- Special Situation Form (if applicable);
- Session Debriefing Forms;
- Photocopies of the final Administration Schedules for each session and Roster of Questionnaires (without names); and
- Copy of the Parent Notification Letter used by the school and the date the letter was sent out;
- School Coordinator Debriefing Form;
- In-person Observation Forms; and
- Tracking number from shipping label.

The Assessment Checklist is printed inside the back of the School Folder. This checklist includes the tasks that must be completed on assessment day before you leave the school.

Please send your field manager the School Folders for the first five schools you complete. All remaining folders should be shipped to your field manager on an agreed upon flow basis.

Exhibit 3-2. School Folder (front)

2003-2004 NAEP ASSESSMENTS

STATE: _____ REGION: _____ AREA: _____ SUPERVISOR(S): _____
 GRADE/AGE: _____ STUDENT LIST TYPE (Circle one): E-File Collect In-person
 SCHOOL ADDRESS: _____ SAMPLING DATE: _____
 _____ ASSESSMENT DATE(S): _____
 _____ QUESTIONNAIRES TO COLLECT: _____

SCHOOL COORDINATOR: _____
 PHONE NUMBER: _____
 FAX NUMBER: _____
 E-MAIL: _____

QUANTITY	TYPE
_____	School Questionnaire (4, 8, 12) FIELD TEST ONLY
_____	Math Teacher Questionnaires (4, 8) FIELD TEST ONLY
_____	LEP Questionnaire FIELD TEST ONLY
_____	SD/LEP Questionnaires

SESSIONS (Regular and Accommodations)

No.	Date/Time	AA Name	Location	Number to be Assessed	Materials
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____
4	_____	_____	_____	_____	_____
5	_____	_____	_____	_____	_____
6	_____	_____	_____	_____	_____

MAKE UP SESSIONS (Circle one) YES NO

No.	Date/Time	AA Name	Location	Number to be Assessed	Materials
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

Exhibit 3-2. School Folder (inside front)

THE FOLLOWING DOCUMENTS SHOULD REMAIN IN THE SCHOOL FOLDER:

- Data Collection Form(s)
- Refusal Report Form (if applicable)
- Special Situation Form (if applicable)
- Session Debriefing Forms
- Photocopy of the FINAL Administration Schedules for each session - without names
- Photocopy of the FINAL without names:
 - LTT: SD/LEP Roster
 - FT: Roster of Questionnaires
- Copy of the Parent Letter used by the school, the date it was sent out, and how it was sent.
- School Coordinator Debriefing Form
- In-person Observation Forms

ASSESSMENT CHECKLIST

All questions must be answered YES **before** leaving the school.

- | | | |
|--|------------|----|
| 1. Has each Admin. Schedule been completed - all columns and the summary box? | YES | NO |
| 1. Do <u>ALL</u> booklet numbers listed on the Admin. Schedule have the correct administration code assigned? | YES | NO |
| 2. Have <u>ALL</u> students that received an accommodation booklet received the correct accommodation code? | YES | NO |
| 3. Have you reviewed <u>ALL</u> booklet covers to be sure they are complete? | YES | NO |
| 4. Has "time used" been coded on <u>ALL</u> booklet covers of students whose accommodation included "extended time"? | YES | NO |
| 5. Has an SD/LEP Roster been updated to indicate the status of questionnaires? | YES | NO |
| 6. Have you put in the NAEP Storage Envelope: | | |
| ▪ Copy of <u>ALL</u> FINAL Admin. Schedules with names? | YES | NO |
| ▪ Student names torn from the original Admin. Schedules? | YES | NO |
| ▪ FT: Teacher names torn from the Roster of Questionnaires? | YES | NO |
| ▪ FT: Copy of FINAL Roster of Questionnaires with names? | YES | NO |
| ▪ LTT: Teacher names torn from SD/LEP Roster? | YES | NO |
| ▪ LTT: Copy of FINAL SD/LEP Roster with names? | YES | NO |
| 7. Have you put in the School Folder: | | |
| ▪ Copy of <u>ALL</u> FINAL Admin. Schedules without names? | YES | NO |
| ▪ FT: Copy of the FINAL Roster of Questionnaires without names? | YES | NO |
| ▪ LTT: Copy of the FINAL SD/LEP Roster without names? | YES | NO |
| 8. Have the session booklets for <u>ALL</u> sessions been counted and the number confirmed by more than one AA? | YES | NO |

Please inform your field manager that you completed the checklist.

SUPERVISOR: _____
(Print Name)

SIGN: _____

DATE: _____

Exhibit 3-2. School Folder (back)

DATE/TIME PERSON CONTACTED AND TITLE	OUTCOME OF CALL:
DATE/TIME PERSON CONTACTED AND TITLE	OUTCOME OF CALL:
DATE/TIME PERSON CONTACTED AND TITLE	OUTCOME OF CALL:
DATE/TIME PERSON CONTACTED AND TITLE	OUTCOME OF CALL:
DATE/TIME PERSON CONTACTED AND TITLE	OUTCOME OF CALL:

3.3.3 District/Diocese Data Collection Form

Gaining cooperation supervisors used the District/Diocese Data Collection Form (Exhibit 3-3) to structure their call to the district or diocese. The form directed them to complete the following tasks:

- Review the list of schools sampled for field test;
- Review the contents of the information package with emphasis on the Summary of NAEP Activities;
- Review the list of selected schools; and
- Answer any questions.

It prompted them to collect information needed before contacts with individual schools can begin including:

- Diocese/district contact information;
- Cooperation status;
- Preferred method for contacting schools and any specified procedures;
- Dates of school closings; and
- Corrections and additions to school contact information.

The reverse side of the form contains a Record of Calls for documenting all attempted and successful calls to the diocese/district. Items recorded for each call include date/time of call, person contacted and title, and the outcome of the call. This information was recorded in detail so that a track record of contacts is established for anyone who may need to follow up for refusal conversion or for use in documenting calls to the diocese/district for anyone in the school who may question the protocol that has been followed by you or the gaining cooperation supervisor.

Exhibit 3-3. District/Diocese Data Collection Form

Supervisor: _____ Region _____ Area _____

NAEP 2003-2004 DISTRICT/DIOCESE DATA COLLECTION FORM

<p>PLACE PREPRINTED DIOCESE LABEL HERE</p> <p><i>DISTRICT ID</i></p> <p><i>DISTRICT NAME</i></p> <p><i>SUPERINTENDENT</i></p> <p><i>ADDRESS 1</i></p> <p><i>ADDRESS 2</i></p> <p><i>CITY, STATE, ZIP CODE</i></p> <p><i>PHONE NUMBER</i></p>	<p>MAKE CORRECTIONS IN THIS COLUMN AND ENTER IN SCS AS APPROPRIATE</p>
---	---

Number of Schools Sampled for: **LONG-TERM TREND** _____
FIELD TEST _____

➤ **PRIOR TO MAKING INITIAL CALL, DO THE FOLLOWING:**

- Place district/diocese label in space provided above. Review Log of Schools, and attempt to obtain superintendent's name.

➤ **DISCUSS THE FOLLOWING WITH SUPERINTENDENT:**

- Confirm receipt of information package. Track, fax or re-mail the package if it was not received.
- Review list of selected schools.
- Record diocese/district contact information:

*Diocese/District Contact:

*Title:

*Telephone:

*Email: _____ Area Code _____

Secretary:

*Fax: _____

- Preferred method for contacting schools:
 1. Diocese will contact first. Date Westat may contact schools: _____
 2. Westat may contact schools directly. Date Westat may contact schools: _____

- Comments/procedures for contacting individual schools:

- Dates of school closings: _____

- Review list of selected schools and make corrections to school names, addresses, phone numbers, and principal names on School Data Collection Form for each selected school.

- *Record information starred above in SCS.

Exhibit 3-3. District/Diocese Data Collection Form (continued)

RECORD OF CALLS

DATE/TIME PERSON CONTACTED AND TITLE	OUTCOME OF CALL:
DATE/TIME PERSON CONTACTED AND TITLE	OUTCOME OF CALL:
DATE/TIME PERSON CONTACTED AND TITLE	OUTCOME OF CALL:
DATE/TIME PERSON CONTACTED AND TITLE	OUTCOME OF CALL:
DATE/TIME PERSON CONTACTED AND TITLE	OUTCOME OF CALL:

3.3.4 Public School Data Collection Form

The Public School Data Collection Form is designed primarily for the use of NAEP State Coordinators. It allowed them to use the Mail Merge feature in their version of the State Coordinator System (SCS) to produce a school-specific document for providing information to selected schools and retrieving needed information from the schools. The form directed the school to:

- Make corrections or additions to school contact information;
- Appoint a school coordinator to work with NAEP and to provide contact information for that person;
- Confirm the preassigned assessment date;
- Indicate whether the school has a year-round schedule;
- Prepare and submit by E-File or hard copy a list of all grade-eligible students;
- Designate a person to assume responsibility for sending the Parent Notification Letter; and
- Register for the MySchool web site.

Schools returned the form to the NAEP State Coordinator, who either entered the appropriate information into the SCS or passed the forms on to the gaining cooperation supervisor for entry into the system. Forms received by supervisors were filed in the School Folder.

3.3.5 Nonpublic School Data Collection Form

The Nonpublic School Data Collection Form (Exhibit 3-4) is the form that gaining cooperation supervisors used to structure their calls to the schools in their assignment. Space has been provided on the form for recording important information that must be entered into the SCS and any assessment arrangements and requests.

Gaining cooperation supervisors received a school-specific label to apply to the space provided in the upper left of the form. The label will include the following preprinted information:

- NAEP ID #;
- MySchool Registration ID #;
- District or Diocese;

- School name;
- School address;
- School telephone;
- School principal;
- Grade;
- Assessment date;
- If nonpublic: Endorsements;
- Estimated # to be assessed;
- Estimated # of sessions;
- Session Type;
- School in more than 1 grade assessment? (Y/N);
- Region; and
- Area.

Space has been provided to the right of the label for making corrections and additions to the label items.

Exhibit 3-4. Nonpublic School Data Collection Form

Supervisor: _____

Region: _____ Area: _____

NAEP 2003-2004 NONPUBLIC SCHOOL DATA COLLECTION FORM

PLACE PREPRINTED SCHOOL LABEL HERE	MAKE CORRECTIONS IN THIS COLUMN AND ENTER IN SCS AS APPROPRIATE
NAEP ID # MySchool Registration ID # District or Diocese School Name School Address School Telephone School Principal Grade Assessment date If non-public: Endorsements Estimated # to be assessed Estimated # of Sessions Session Types School in more than 1 grade assessment? (Y/N) Region Area	(This area is left blank for corrections and SCS entry.)

➤ **PRIOR TO MAKING INITIAL CALL, DO THE FOLLOWING:**

- Place school label in space provided above. Review Diocese Information Form (for Catholic schools), Log of Schools, and attempt to obtain principal's name.

➤ **DISCUSS THE FOLLOWING WITH PRINCIPAL:**

- Confirm receipt of information package. Track, fax, or re-mail the package if it was not received.
- Review the Summary of NAEP Activities.
- Review grade/age to be assessed, subjects, and number of sessions.
- Obtain school coordinator information:

*Name _____ Title _____

*Telephone _____ *Email _____

➤ **DISCUSS THE FOLLOWING WITH SCHOOL COORDINATOR (AND PRINCIPAL, IF REQUESTED)**

- Review the Summary of NAEP Activities.
- Review grade/age to be assessed, subjects, and number of sessions.
- Confirm assessment date* _____ Time (optional) _____
- Is this a year-round school?* ___ Yes ___ No

If "Yes," indicate the percent not in session on the assessment date*. _____%

The list of students should not include students who will be off track on the assessment day.

Exhibit 3-4. Nonpublic School Data Collection Form (continued)

FOR FIELD TEST SESSIONS ONLY:

- IF GRADE 4, the # of teachers who teach math: * _____
- IF GRADE 8, the # of teachers who teach math* _____

Review the Instructions for Preparing a List of Students, paying particular attention to the mandatory and optional student information to be collected.

Preferred method for providing list of eligible students:

1. Prepare an Excel file of your student data and E-File on the MySchool web site. (Note: For the age 13 long-term trend assessment, this option will not be available. Schools that wish to submit an electronic list can provide supervisors with a file on disk and a printout during the sampling visit two to four weeks before the assessment date.)
2. Print out a list of students from your computer database or use the Student Listing Form. The supervisors will sample from this list during the sampling visit two to four weeks before the assessment date.

Discuss NAEP requirement that all parents must be notified in writing that their child may be/has been selected for the assessment and that participation is voluntary. The sample parent notification letter can be adapted to satisfy this requirement. A dated copy of the information given to parents must also be retained in the school for collection by NAEP field staff prior to the assessment. RECORD THE NAME OF PERSON ASSUMING RESPONSIBILITY FOR DEVELOPING/SENDING LETTER.

Name _____ Telephone _____

Ask the school coordinator to register for the MySchool web site by going to www.mvnaep.com. Provide the (up to) 12-digit MySchool Registration ID number as the user name and "register" as the password.

Record any additional assessment arrangements:

Record any additional comments that the assessment team will find useful.

Provide your contact information to the school coordinator.

*RECORD COOPERATION STATUS AND ITEMS STARRED ABOVE IN THE SCS.

This form guided gaining cooperation supervisors through their initial call to the school principal. They were prompted to complete the following tasks:

- Confirm receipt of the NAEP information package;
- Review the package items with emphasis on the Summary of NAEP Activities;
- Review the grade to be assessed, subjects, and number of sessions; and
- Obtain the name and contact information for the school coordinator.

After making contact with the school coordinator, the form guides them through the following steps:

- Review the Summary of NAEP Activities;
- Review the grade to be assessed, subjects, and number of sessions;
- Confirm assessment date;
- Determine whether the school is year-round (and % off track);
- Review the Instructions for Preparing a List of Students;
- Determine the preferred method for providing the list of eligible students;
- Determine who will send the Parent Notification Letter;
- Request that the school coordinator register for the MySchool web site;
- Record any additional assessment arrangements and comments; and
- Provide your contact information to the school coordinator.

For their convenience, items that must be entered into the SCS were starred on the form. It was critical that they entered starred information into the SCS as soon as possible so that they and the project always had the most current information possible about dispositions and assessment dates. The Nonpublic School Data Collection Form has been filed in the School Folder.

3.3.6 Refusal Report Form

Gaining cooperation supervisors used the Refusal Report Form (Exhibit 3-5) to detail the discussion that led up to a refusal. Starred items on the form were entered into the SCS and discussed with the field manager so that conversion tactics could be planned. The form has been filed in the School Folder. Items provided on the form include:

- Supervisor's name and phone number;
- The SCS data entry date;
- Region, area;
- State;
- School District/Diocese;
- Superintendent;
- School(s);
- Refusal Level;
- Name, title, and telephone number of the person who made decision to decline;
- Other contact(s) (include titles and telephone);
- A description of the reasoning behind the refusal;
- What might persuade this district/school to participate; and
- Recommended action for appeal (include telephone number and title of contact).

Exhibit 3-5. Refusal Report Form

Supervisor: _____ Date entered in SCS: _____

Supervisor phone number: _____ Region: _____ Area: _____

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

State: _____

1. School District/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"/> District/Diocese Level Refusal	_____	_____
C. <input type="checkbox"/> District/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):

3.3.7 Special Situation Form

Gaining cooperation supervisors used the Special Situation Form (Exhibit 3-6) when the school said they will participate only under special circumstances. Prior to agreeing, these supervisors discussed the circumstances with their field manager. If their field manager agreed to the circumstances, the supervisor filled out the form and filed the form in the School Folder. Items provided on the form include:

- School ID;
- Date form is completed;
- Recruiter name;
- Assessment date;
- Field manager;
- Region;
- Details on the alteration of the number of sessions to be conducted and/or the number of students to be assessed in the school; and
- Resolution.

3.3.8 New Enrollee Listing Form

Each school in the sample will receive a copy of the New Enrollee Listing Form (Exhibit 3-7) in their initial NAEP information package. The purpose of the form is to allow schools to list grade-eligible students who enroll in the school after the master list of grade-eligible students has been prepared. Since many public schools prepared lists in the fall and sent them in early, it is important that students who enroll between the time the master list was prepared and the time of your preassessment visit have a chance to be selected. During the preassessment visit, you will use the New Enrollee Listing Form to determine whether any students on the list should be included in the assessment. Specific instructions on this procedure are provided in Chapter 5.

Exhibit 3-6. Special Situation Form

NAEP 2003/2004

SPECIAL SITUATION FORM

SCHOOL ID _____

DATE _____

RECRUITER _____

ASSESSMENT DATE _____

FIELD MANAGER _____

REGION _____

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. (You should check this line for grade 8 or 12 sessions in field test study.)

___ School requests to do fewer sessions than number assigned.

___ Other situation, (describe) _____

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

Exhibit 3-7. New Enrollee Listing Form (continued)

INSTRUCTIONS FOR LISTING NEWLY ENROLLED STUDENTS

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

THE FOLLOWING STUDENT DATA ARE REQUIRED:

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

3.3.9 Assessment Information Form

The Assessment Information Form (Exhibit 3-8) has been developed for supervisors to communicate specific information to the AAs about their assignment. After each preassessment visit, you will prepare an Assessment Information Form for each AA whom you assign to conduct a session in the school. The form will contain the information the AA needs for arriving at the school on time, preparing materials for the session he/she will administer, dismissing students, and handling emergencies according to school protocol. This form should be completed after each preassessment visit and distributed to the AAs assigned to administer sessions on assessment day.

3.3.10 Administration Schedule

The Administration Schedule (Exhibit 3-9) is the primary control document used to record information about each assessment. Students selected for the assessment are recorded for each specific session. The Administration Schedule is a one-page, two-sided document that has been printed so that all recorded information is machine-scannable. The page is perforated so that the names of students and locator information can be removed and left at the school. Each Administration Schedule will be preprinted with school and session-level information including school name and ID number, session type, session number, bundle numbers, and booklet ID numbers. If the schools successfully E-Filed their list of grade-eligible students by the necessary deadline, student name and demographic data will also be preprinted. You will use these Administration Schedules during your sampling visit to preassign assessment booklets. Specific instructions for preparing an Administration Schedule are found in Chapter 5.

3.3.11 School Questionnaire

Supervisors will prepare, distribute, and collect the School Questionnaire (Exhibit 3-10). The School Questionnaire is used to collect information about the math-related school characteristics. It should be distributed to the principal or a staff member designated by the principal. The School Questionnaire will be distributed at all three grade levels.

Exhibit 3-8. Assessment Information Form

NAEP 2004 FIELD TEST ASSESSMENT INFORMATION FORM

SUPERVISOR: _____ AAs: _____
PHONE NUMBER: _____
CELL PHONE #: _____
REGION/AREA: _____

SCHOOL: _____ ID #: _____
ADDRESS: _____

PHONE #: _____ COUNTY: _____

SCHOOL
COORDINATOR: _____

ASSESSMENT DATE: _____ ASSESSMENT TIME: _____ ARRIVAL TIME: _____

SESSION NUMBER: _____ ROOM: _____

DIRECTIONS TO SCHOOL: _____

PARKING: _____

ACCOMMODATIONS INFORMATION: _____

INSTRUCTIONS FOR MEETING ASSESSMENT TEAM: _____

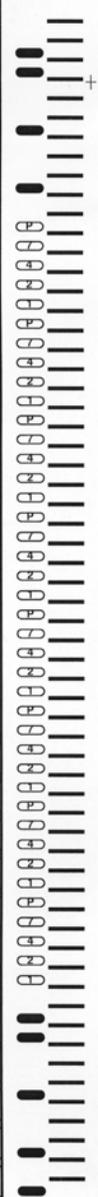
OTHER INFORMATION (Policy for dismissing students, how to handle latecomers, etc.): _____

*****REMEMBER – ARRIVE ONE HOUR BEFORE ASSESSMENT TIME*****

Exhibit 3-9. Administration Schedule (continued)

Column Indicators: A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Student Name	Area or Other Locator	Site or Project	Birth Date	SC	SP	SE	SI	SR	SL	SP	SR	SL	SP	SR	SL	SP	Admin. Codes
			Month	Year	Code	Admin. Codes											
																	Admin. Codes
16		R															16
17		S															17
18		S															18
19		S															19
20		R															20
21		M															21
22		M															22
23		R															23
24		M															24
25		R															25
26		R															26
27		M															27
28		M															28
29																	29
30																	30
31																	31
32																	32
33																	33
34																	34

This form must be completed in No. 2 pencil.



3.3.12 Mathematics Teacher Questionnaire

Supervisors will prepare, distribute, and collect the Mathematics Teacher Questionnaire (Exhibit 3-11) in fourth- and eighth-grade schools only. The Mathematics Teacher Questionnaire should be distributed to one teacher at each fourth- and eighth-grade school. The Mathematics Teacher Questionnaire is used to collect information about the teacher's background, education, and training; the organization of mathematics instruction and the use of technology in mathematics.

3.3.13 SD/LEP and LEP Questionnaires

Supervisors will prepare, distribute, and collect the SD/LEP Questionnaire (Exhibit 3-12) or LEP Questionnaire (Exhibit 3-13) for each selected student with an SD and/or LEP classification. The questionnaires are used to collect information about the student's disability and Individual Education Plan. Regardless of accommodation or exclusion, it should be distributed to the school staff member who is most knowledgeable about the student.

3.3.14 Roster of Questionnaires

The Roster of Questionnaires (Exhibit 3-14) is a document used to assist you in preparing and tracking the School Questionnaire, Mathematics Teacher Questionnaire, SD/LEP Questionnaires, and LEP Questionnaires. The Roster of Questionnaires provides space for recording the names of the persons to whom the school and teacher questionnaire are distributed as well as the school and teacher questionnaire ID numbers. The SD/LEP section of the Roster of Questionnaires provides space for the line #/session #, name of the student; the name of the person assigned to complete the questionnaire; the student's booklet ID number from column *N* of the Administration Schedule, and the SD/LEP or LEP questionnaire ID number. On the day of the assessment, you will code whether each questionnaire type was completed and returned or not completed in the space provided on the form.

3.3.15 Assessment Booklets

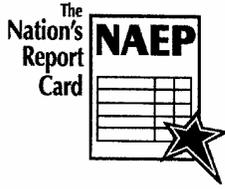
Each assessment booklet has an alphanumeric code in the upper right corner. Numerals identify the booklet number. Letters identify the subject. The example in Exhibit 3-15 is a grade 4 Reading booklet. Mathematics booklets are numbered M140-M166 at grades 4 and 8, and M140-M189 at grade 12. Reading booklets are numbered R50-R60 at grade 4, R50-R61 at grade 8, and R50-R53 at grade 12. Science booklets are numbered S201-S203 at all three grades. Table 3-2 provides the mathematics, reading, and science booklet numbers.

In field test sessions, students are given a set period of time to work on a particular section of the assessment booklet, but they may work at their own pace within the section. The supervisor or AA reads the directions, distributes any ancillary materials needed, and times the sections. Since the students work on their own, the booklets can have different questions within sections; different booklets are used within a given assessment session.

Table 3-2. Book Numbers

Subject	Book Number	Grade
Mathematics	M140 - M166	4, 8
Mathematics	M140 - M189	12
Reading	R50 - R60	4
Reading	R50 - R61	8
Reading	R50 - R53	12
Science	S201- S203	4, 8, 12

Exhibit 3-11. Mathematics Teacher Questionnaire Cover



2004
Grade 4

Mathematics
Teacher
Questionnaire

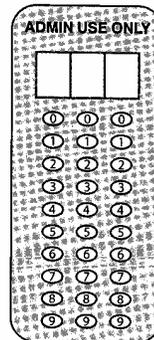
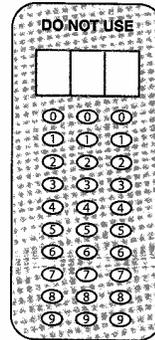
Q-980

SCHOOL #

--	--	--	--	--	--	--

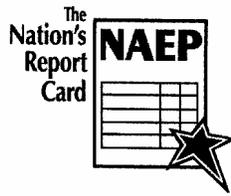
Use a #2 pencil to complete this questionnaire.

Return the completed questionnaire to the
NAEP School Coordinator by _____.



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 1850-0628. The time required to complete this information collection is estimated to average 15 minutes per response, including the time to review 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 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: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.
This report is authorized by law (PL 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
OMB No. 1850-0628 • Approval Expires 10/31/2006
Mark Reflex® forms by Pearson NCS EM-167##-001-1854321
Printed in U.S.A.



Admin Schedule Line # _____ from Session # _____

2004 FT SD/LEP Questionnaire

Q-990

Use a #2 pencil to complete this questionnaire.

Instructions for Completing the SD/LEP Questionnaire

To be completed by the **staff member most knowledgeable** about a student identified as SD and/or LEP.

If Student with a Disability (SD):	PAGES 2-3, 4-11
If Limited English Proficient (LEP):	2-3, 15-20

Please complete the questionnaire by: ____ / ____.

SCHOOL

--	--	--	--	--	--	--	--

Student Booklet ID

(from column N on Administration Schedule)

--	--	--	--	--	--	--	--	--	--



IMPORTANT NOTE
Please complete all fields on this cover, including the student demographic information to the right. Use a #2 pencil. Thank you.

Birth Date	Sex	SD	LEP	R/E
<table border="1" style="display: inline-table; width: 20px; height: 20px;"> </table>	<table border="1" style="display: inline-table; width: 20px; height: 20px;">1</table>			
Month	Year	1 = Male 2 = Female	1 = Yes 2 = No	1 = Yes 2 = No

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

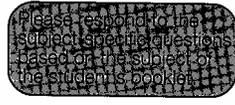
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

NAEP Subject to be Assessed
(from column C on Administration Schedule)

Math

Reading

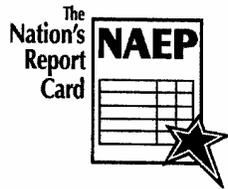
Science



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 1850-0628. 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 resources, 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: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.
This report is authorized by law (PL 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
OMB No. 1850-0628 • Approval Expires 10/31/2005
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Printed in U.S.A.

Exhibit 3-13. LEP Questionnaire Cover



Admin Schedule Line # _____ from Session # _____

2004 FT LEP Questionnaire

Q-989

Use a #2 pencil to complete this questionnaire.

Instructions for Completing the LEP Questionnaire
 To be completed by the staff member most knowledgeable about a student identified as LEP.

Limited English Proficient (LEP): PAGES 2-8

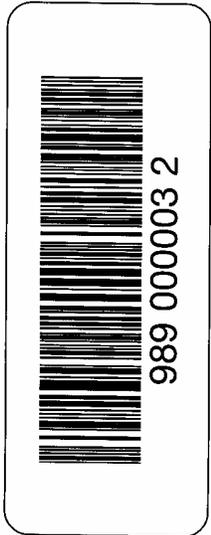
Please complete the questionnaire by: / .

SCHOOL #

--	--	--	--	--	--	--	--	--

Student Booklet ID
 (from column N on Administration Schedule)

--	--	--	--	--	--	--	--	--	--	--	--



IMPORTANT NOTE
 Please complete all fields on this cover, including the student demographic information to the right. Use a #2 pencil. Thank you.

Birth Date	Sex	SD	LEP	R/E
Month: <input type="text"/> <input type="text"/> Year: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>			
	1 = Male 2 = Female	1 = Yes 2 = No	1 = Yes 2 = No	1 = Yes 2 = No

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

NAEP Subject to be Assessed
 (from column C on Administration Schedule)

Math

Reading

Science

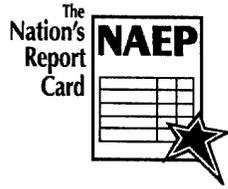
Please respond to the subject-specific question based on the subject on the student's booklet.

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 1850-0628. 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 resources, 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: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences. This report is authorized by law (P.L. 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. OMB No. 1850-0628 • Approval Expires 10/31/2006. Mark Reflex® forms by Pearson NCS EM-167###-001-1:654321 Printed in U.S.A.

Exhibit 3-15. Assessment Booklet Example

Admin Schedule Line # _____



2004
Grade 4

SECTION	
1	R6
2	RX43
3	D1

BOOK
R50

School Information

SCHOOL #

--	--	--	--	--	--	--

TOTAL TIME for ACCOMMODATION

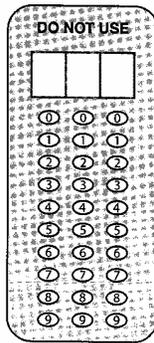
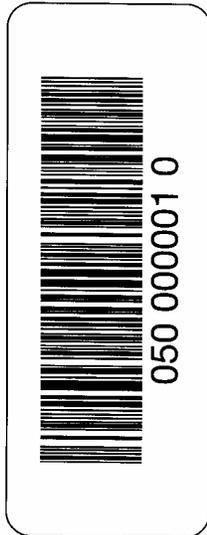
ADMIN CODE

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ACCOMMODATIONS

- none
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78
- 79
- 80
- 81
- 82
- 83
- 84
- 85

- no
- W
- B
- A
- I
- P
- H



PLACE LABEL HERE

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 1850-0628. The time required to complete this information collection is estimated to average 100 minutes per response, including the time to review 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 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: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20036-5651.

A project of the Institute of Education Sciences. This report is authorized by law (P.L. 107-110, 20 U.S.C. §9010). While participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1850-0628 • Approval Expires 10/31/2006
Mark Reflex® forms by Pearson NCS EM-168###-001-1:854321
Printed in U.S.A.

To help distinguish among grade levels, booklet covers are printed in different colors: booklet covers are printed in blue ink for grade 4; brown ink for grade 8; and gray/charcoal for grade 12.

3.3.16 Ancillary Materials

Booklets with numbers followed by an alphabetic character require an ancillary material. There are math ancillary materials for all three grades and reading ancillary materials for grades 8 and 12. This year, there are no ancillary items for science. Table 3-3 lists all of the ancillary materials and corresponding booklet alphabetic character.

Table 3-3. Ancillary Materials

Subject	Grade	Ancillary Item	Alphabetic Character
Mathematics	4	Ruler	R
		Manipulative Set X	X
		Manipulative Set G	G
		Calculator	C
Mathematics	8	Ruler/Protractor	P
		Manipulative Set Y	Y
		Manipulative Set G	G
		Calculator	C
Mathematics	12	Ruler/Protractor	P
		Manipulative Set Z	Z
		Manipulative Set G	G
		Calculator	C
Reading	8	Metro Guide	M
Reading	12	Metro Guide	M
		Social Security Form	S

3.3.17 No. 2 Pencils

Only No. 2 pencils should be used by students to record their responses in the assessment booklet. Each student will receive one NAEP pencil to use during the assessment and to keep afterward. The Session Scripts instruct the AA to hand a pencil to each student as the booklets are distributed. A reserve of extra No. 2 pencils should be kept at the front of the room in case a student requires another pencil. It is your responsibility to make sure that you have enough NAEP pencils for each session (i.e.,

one pencil per student plus extras). You will receive a supply of NAEP pencils in your NCS Pearson bulk supplies.

3.3.18 Session Debriefing Form

AAs will use a Session Debriefing Form (Exhibit 3-16) to document the administration of each session. It is important for Westat to demonstrate that all data are collected under standard conditions and that any anomalies are carefully documented. The Session Debriefing Form has been developed to help NAEP gather information about the assessments. Accurate completion of this two-page form will provide NAEP with documentation that the session was completed and a record of any problems that were encountered regarding the session. If problems arise, it is important to document exactly what happened, how it affected the performance of students in the session, and how and by whom the situation was resolved. Report any problem situations to your field manager immediately.

Exhibit 3-16. Session Debriefing Form

NAEP 2004 FIELD TEST SESSION DEBRIEFING FORM

COMPLETE THIS FORM FOR EACH SESSION - REGULAR, ACCOMMODATION, AND MAKEUP.

Assessment Date: _____	Region #: _____
School Name: _____	School ID #: _____
Person Completing Form: _____	Supervisor: _____
Other NAEP Staff Assisting with Session: _____	
Other Observers Present: _____	
Session Number: _____ (e.g. FT0401, FT0801 or FT1201)	
This session was <i>CIRCLE ONE</i> :	
1. Regular Session	3. Accommodation Session
2. Makeup Regular Session	4. Makeup Accommodation Session

SESSION SUMMARY

ITEM	YES/NO	DETAILS
Were there problems setting up for this session?	Yes 1 No..... 2	
Were there problems getting students to this session?	Yes 1 No..... 2	
Were there problems with the session timing?	Yes 1 No..... 2	
Any problems with the session materials- including the distribution and use of ancillary items?	Yes 1 No..... 2	
Were there any student refusals?	Yes 1 No..... 2	
Did any student(s) leave the session?	Yes 1 No..... 2	
Were students cooperative and orderly during assessment? If no, explain.	Yes 1 No..... 2	
Were there any problems with accommodations given in this session?	Yes 1 No..... 2	
Any problems with the location?	Yes 1 No..... 2	
Interruptions	Yes 1 No..... 2	
Other, specify	Yes 1 No..... 2	

REACTION TO SESSION

ATTITUDE OF THE:	CIRCLE ONE.	COMMENTS/COMPLAINTS
Students	1. Positive 3. Negative 2. Mixed/Indifferent 4. Can't say	
School Staff	1. Positive 3. Negative 2. Mixed/Indifferent 4. Can't say	
Other Observers	1. Positive 3. Negative 2. Mixed/Indifferent 4. Can't say	

A Session Debriefing Form must be completed for each original session, each separate accommodation session, and each makeup session held at the school. The supervisor or the AA who conducted the session should complete the form. You should record the session information in the box at the top of the form before giving it to the AA. Most of these items can be transferred directly from the top of the Administration Schedule.

In the section of the form labeled *Session Summary*, the AA should circle *1* for *Yes* or *2* for *No* for each of the 11 items. The AA should also record any comments or explanation about the item in the column labeled *Details*.

In the section of the form labeled *Reaction to Session*, NAEP is interested in the AA's opinion of the attitude of the students, school staff, and any other observers who attended the session. The AA should circle one of the four choices listed below and record any specific comments or complaints you received regarding the assessment.

1. Positive
2. Mixed/Indifferent
3. Negative
4. Can't say

On page 2 of the Session Debriefing Form, the AA should record his/her view of how well the session went (very well, satisfactory, or unsatisfactory), and document any pertinent details about the session not mentioned on the previous page.

AAs should give completed Session Debriefing Forms to the supervisor. Before leaving the school, you will review each form and discuss with the AA any problems or unusual situations that arose during the session. When all completed forms have been collected and reviewed for any unusual circumstances that may have occurred, you will discuss the issues with the school coordinator. You should also report any unusual situations or behavior to your field manager.

3.3.19 School Coordinator Debriefing Form

When all post-assessment activities in the school are finished, you will use the School Coordinator Debriefing Form (Exhibit 3-17) to administer a short debriefing interview with the school coordinator. The purpose of the interview is to collect valuable feedback that will allow NAEP to improve procedures and make it easier for schools to participate in NAEP. The interview will also provide you with a forum for discussing any circumstances that may have occurred during the assessment and should be brought to the school coordinator's attention. At the end of the interview, you are prompted to thank

the school coordinator, leave the NAEP Storage Envelope, and present the School Certificate of Appreciation.

When it is necessary to schedule makeup sessions, you should conduct the debriefing interview on the original assessment day. After the makeup session, you will contact the school coordinator again only if something unusual happened during the makeup.

You should make every effort to conduct the debriefing interview with the school coordinator on the day of the assessment. If, under extenuating circumstances, you are unable to meet with the school coordinator before leaving the school, leave the NAEP Storage Envelope and the School Certificate of Appreciation with the school secretary and call the school coordinator within the next day or two to confirm that he/she has the envelope and to conduct the debriefing interview over the phone.

3.3.20 Field Test Summary of Activities (Public and Nonpublic)

These are two single-page summaries for the field test assessment—one for public and one for nonpublic schools (Exhibit 2-2 and Exhibit 2-3). A Summary was included in the information package sent to each diocese/district and each school in the sample. It provides a summary of the assessment and the roles and responsibilities of assessment participants. Gaining cooperation supervisors referred to this form during gaining cooperation calls to districts and schools.

3.3.21 Parent Notification Letter

The Parent Notification Letter was developed to assist schools in complying with the No Child Left Behind parent notification requirements. You will receive copies of the letter in your bulk supplies from Westat and a copy of the letter can be found in the SCS. School coordinators can add to the letter to satisfy requirements of the districts and/or schools, but there are key elements that should be included in any adaptation. A copy of the letter was included in informational packages sent in the fall to dioceses/districts and to schools. You should place a copy in each School Folder so that it is available if needed during your preassessment visit to the school.

Exhibit 3-17. School Coordinator Debriefing Form

**NAEP 2004 FIELD TEST
DEBRIEFING INTERVIEW WITH SCHOOL COORDINATOR**

School Name: _____ ID: _____
School Coordinator: _____ Assessment Date: _____

1. Overall, how do you think the assessments went in your school? Would you say:

Very Well	1
Satisfactory	2
Unsatisfactory	3

2. What suggestions can you offer for making it easier for schools to participate in NAEP?

3. NAEP is interested in the feedback you have received from other school staff members about this assessment. Would you say it has been:

Positive	1
Neutral	2
Negative	3

COMMENTS:

4. Did anyone meet with the students to explain the purpose of the assessment?
CIRCLE ONE.

Yes	1
No	2
Don't Know	3

Exhibit 3-17. School Coordinator Debriefing Form (continued)

5. Did the students receive any special instructions to prepare them for the assessment?
CIRCLE ONE.

Yes 1
No 2
Don't Know 3

IF "YES," RECORD TYPE OF INSTRUCTIONS RECEIVED:

6. Will the students receive (or have they already received) something from the school for participating in the assessment? CIRCLE ONE.

Yes 1
No 2
Don't Know 3

IF "YES," SPECIFY WHAT (E.G., FOOD, CANDY, MONEY, PARTY): _____

7. Did the students know in advance that they would receive something? CIRCLE ONE.

Yes 1
No 2
Don't Know 3

8. DISCUSS ANY ISSUES THAT SHOULD BE BROUGHT TO THE SCHOOL COORDINATOR'S ATTENTION.

9. IF THE SCHOOL HAS BEEN SELECTED TO PARTICIPATE IN THE NIES SPECIAL STUDY, INFORM THE SCHOOL COORDINATOR AT THIS TIME.

I have placed copies of all the documents used in the assessment in the NAEP Storage Envelope. NAEP would like you to retain the envelope until June or the end of the school year in case there should be questions about the assessment. A postcard is stapled to the outside as a reminder for you to destroy the contents after the "Destroy By" date. Please drop the card in the mail when the package has been destroyed.

Thank you for everything you have done to make this a successful assessment.
I have a Certificate of Appreciation I'd like to give the school as a token of our appreciation for your participation.

GIVE SCHOOL COORDINATOR THE SCHOOL CERTIFICATE OF APPRECIATION.

3.3.22 Field Test Instructions for Preparing a List of Students

There is a fourth-, eighth-, and twelfth-grade version of the Instructions for Preparing a List of Students (Exhibits 3-18 – 3-20). The appropriate version of the form was included in each school’s informational package. This form contains detailed instructions for preparing a list of grade-eligible students either by electronic file or by hard copy. It specifically includes the following:

- A list of the student data that must be included on the initial list and the data that will be required for all sampled students;
- The definitions of the codes to be used for designating demographic data on the lists;
- Detailed information for accessing the MySchool web site if the school chooses to submit an electronic file;
- A list of the guidelines for printing a hard copy list of students from the school computer database; and
- A sample of the Student Listing Form for use if a handwritten list is preferred.

You should have copies of the appropriate grade-level form with you when you conduct your preassessment visit in case there are questions or problems with the list of eligible students provided by the school.

3.3.23 Student Listing Form

The Student Listing Form (Exhibit 3-21) is designed for use by schools that prefer to hand write a list of grade-eligible students and is generally used only in very small schools. You will receive a supply of these forms in your bulk supplies from Westat. You can provide the form to schools that request copies to write down their list of grade-eligible students.

Exhibit 3-18. Field Test Instructions for Preparing a List of Fourth-Grade Students

**NAEP 2004 Field Test
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. a) Total enrollment in the fourth grade: _____
If this school is a year-round school, please also record the following information on the list of students:
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: _____
- 5. The following data for **all students** in the selected grade are required:
 - Student name (Alphabetical)
 - Month and year of birth (MM/YY)
 - Sex (*Codes below)
 - SD status (*Definition below)
 - LEP status (*Definition below)
 - Off-track indicator (if year-round school)The following data also will be required of **sampled students** but may be included for all students 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 Alaska 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 3-18. Field Test Instructions for Preparing a List of Fourth-Grade Students (continued)

There are three ways you may 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 December 5, 2003.
- 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. If necessary, there is a Student Listing Form available to fill out by hand. Please let the NAEP field staff representative know if you will need this form. Be sure to record on the list the date the list was prepared and by whom.

If you have any questions, please call the NAEP Help Desk at 1-800-283-6237.

**NAEP 2004 FIELD TEST
STUDENT LISTING FORM**

School Name: Brown Elementary School Prepared by: Tom Reed

Address: 3 School Street Preparer's Phone Number: 909-123-4567

Brown, NS 55121 Date List is Current: 10/01/03

District Name: Lakeland School District

DIRECTIONS: PLEASE COMPLETE COLUMNS A - E FOR EVERY STUDENT IN THE FOURTH GRADE. Columns F - I can be completed now for all students 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 THE REQUIRED INFORMATION.

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 Room	-G- Race	-H- NSLP Status	-I- (X) If Title I	Line #	(X) Sampled
Mary K. Albathy	12/93	2								
Scott L. Barnes	05/94	1	X							
Perry M. Buckley	03/94	1		X						

Please keep all hard-copy lists at your school until the NAEP field staff representative arrives in December or January to select the sample.

THANK YOU

Exhibit 3-19. Field Test Instructions for Preparing a List of Eighth-Grade Students

NAEP 2004 Field Test 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. a) Total enrollment in the eighth grade: _____
If this school is a year-round school, please also record the following information on the list of students:
 - 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: _____
- 5. The following data for **all students** in the selected grade are required:
 - Student name (Alphabetical)
 - Month and year of birth (MM/YY)
 - Sex (*Codes below)
 - SD status (*Definition below)
 - LEP status (*Definition below)
 - Off-track indicator (if year-round school)The following data also will be required of **sampled students** but may be included for all students 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 Alaska 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 3-19. Field Test Instructions for Preparing a List of Eighth-Grade Students (continued)

There are three ways you may 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 December 5, 2003.
- 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. If necessary, there is a Student Listing Form available to fill out by hand. Please let the NAEP field staff representative know if you will need this form. Be sure to record on the list the date the list was prepared and by whom.

If you have any questions, please call the NAEP Help Desk at 1-800-283-6237.

**NAEP 2004 FIELD TEST
STUDENT LISTING FORM**

School Name: Brown Middle School Prepared by: Tom Reed

Address: 3 School Street Preparer's Phone Number: 909-123-4567

Brown, NS 55121 Date List is Current: 10/01/03

District Name: Lakeland School District

DIRECTIONS: PLEASE COMPLETE COLUMNS A - E FOR EVERY STUDENT IN THE EIGHTH GRADE. Columns F - I can be completed now for all students 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 THE REQUIRED INFORMATION.

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 Room	-G- Race	-H- NSLP Status	-I- (X) If Title I	Line #	(X) Sampled
Mary K. Albathy	12/89	2								
Scott L. Barnes	05/90	1	X							
Perry M. Buckley	03/90	1		X						

Please keep all hard-copy lists at your school until the NAEP field staff representative arrives in December or January to select the sample.

THANK YOU

Exhibit 3-20. Field Test Instructions for Preparing a List of Twelfth-Grade Students

NAEP 2004 Field Test 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. a) Total enrollment in the twelfth grade: _____
If this school is a year-round school, please also record the following information on the list of students:
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 data for **all students** in the selected grade are required:
 - Student name (Alphabetical)
 - Month and year of birth (MM/YY)
 - Sex (*Codes below)
 - SD status (*Definition below)
 - LEP status (*Definition below)
 - Off-track indicator (if year-round school)The following data also will be required of **sampled students** but may be included for all students 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 Alaska 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 3-20. Field Test Instructions for Preparing a List of Twelfth-Grade Students (continued)

There are three ways you may 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 December 5, 2003.
- 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. If necessary, there is a Student Listing Form available to fill out by hand. Please let the NAEP field staff representative know if you will need this form. Be sure to record on the list the date the list was prepared and by whom.

If you have any questions, please call the NAEP Help Desk at 1-800-283-6237.

**NAEP 2004 FIELD TEST
STUDENT LISTING FORM**

School Name: Brown High School Prepared by: Tom Reed

Address: 3 School Street Preparer's Phone Number: 909-123-4567

Brown, NS 55121 Date List is Current: 10/01/03

District Name: Lakeland School District

DIRECTIONS: PLEASE COMPLETE COLUMNS A - E FOR EVERY STUDENT IN THE TWELFTH GRADE. Columns F - I can be completed now for all students 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 THE REQUIRED INFORMATION.

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 Room	-G- Race	-H- NSLP Status	-I- (X) If Title I	Line #	(X) Sampled
Mary K. Albathy	12/85	2								
Scott L. Barnes	05/86	1	X							
Perry M. Buckley	03/86	1		X						

Please keep all hard-copy lists at your school until the NAEP field staff representative arrives in December or January to select the sample.

THANK YOU

3.3.24 MySchool Brochure

The MySchool Brochure (Exhibit 3-22) describes the MySchool web site and provides instructions for school staff on how to register for the site. This year, schools and districts can sign up for MySchool by going to www.mynaep.com and entering the up to 12-digit MySchool Registration ID number and “register” as the password. The MySchool Registration ID number appears on the school label under the NAEP ID number and is also located on the SCS school edit screen. Brochures were included in mailings to districts and schools in the fall and should be referred to when schools have questions about accessing the site.

3.4 Shipments of Materials to Supervisors

Assessment materials are shipped to supervisors from both NCS Pearson and Westat. NCS Pearson will ship all test booklets and other required session and bulk materials. Westat will ship general supplies and publications. The lists of the materials included in each shipment can be found in Section 5.24 of this manual. See Table 3-4 below for the shipment schedule:

Table 3-4. NAEP Field Test Materials Shipment Schedule

From	Items	Date Shipped
Westat	Bulk Supplies	12/11/03
NCS Pearson	Schedules/Rosters/SD/LEP Quex.	12/22/03
NCS Pearson	Session Materials	1/7/03-1/9/03
NCS Pearson	Bulk Materials	1/7/03

NCS Pearson materials will be shipped via UPS ground. Materials will be sent first to supervisors living the farthest away from NCS Pearson. NCS Pearson has established the following shipping guidelines:

- Materials sent to supervisors living in the west, lower FL, and upper northeast will go out first and take 4 to 5 days to arrive.
- Materials sent to supervisors living in MT, WY, UT, CO, NM, TX, LA, MS, AL, GA, SC, NC, VA, MD, NJ, PA, NY, and parts of northern FL will take 3 days to delivery.
- Materials sent to supervisors living in ND, SD, NE, KS, OK, AR, MO, MN, WI, IL, MI, IN, OH, KY, TN, and parts of MS, AL, and WV will take 2 days to deliver.
- Materials sent to supervisors living in IA, southwestern WI, and western IL will take 1 day to deliver.

You should not count the day that the materials are shipped.

3.5 Materials Accountability

You are responsible for returning all NAEP session materials immediately following the assessment(s) in a school. Each and every assessment booklet, whether completed by a student or blank, must be accounted for and returned to NCS Pearson; none will be left in the school or thrown away for any reason. You are expected to use all materials properly and to return them in good condition. Only by maintaining rigid control over all booklets and other materials will you protect your accountability and ensure confidentiality.

If you discover that you need additional materials, you should first use the extra materials sent in your bulk supplies. If you deplete your bulk supplies or if you need to request booklets, you should contact NCS Pearson. First complete the Materials Request Form that is included in your bulk supplies. You may then call, fax, or email NCS Pearson as indicated below:

- The telephone number for NCS Pearson is 1-888-627-6237.
- The fax number is 1-888-627-8842. Be sure the Materials Request Form is completely filled out before faxing.
- Email NCS Pearson at naep@pearson.com.

The NCS Pearson help desk is available between 7:00 a.m. and 5:00 p.m. CT. Overnight orders for short shipments must be in by 3:00 p.m. CT.

If you need additional Westat bulk supplies, call Shannon Whitmarsh at 1-800-627-NAEP(6237) or email the NAEP warehouse at NAEPWarehouse@Westat.com. Be sure to specify exact name and quantity of the material you are requesting. You should also include the address to which the materials should be shipped.

4. HIRING AND TRAINING ASSESSMENT ADMINISTRATORS

4.1 NAEP Field Plan for 2003-2004

Through the years NAEP has relied on an experienced, well-managed, and well-trained field staff including field managers, supervisors, assessment coordinators, and assessment administrators (AAs). This chapter provides the guidelines and procedures for recruiting the field staff for the NAEP 2003-2004 assessments.

As you know, the NAEP program for the school year 2003-2004 consists of three assessments:

- Foreign Language Assessment Pilot Test;
- Field Tests for 2005; and
- Long-Term Trend.

Having adequate numbers of field staff is critical to any data collection effort. The staffing approach is to assemble a group of highly qualified individuals who work together as a unit to meet the wide range of project needs and the demanding schedule of NAEP. Table 4-1 shows the staffing plan for AAs on each assessment. The numbers are derived from our actual experiences in previous NAEP assessments.

Table 4-1. Assessment Administrator Staffing Plan for the NAEP 2003-2004 Assessment Cycle

Component/Role	Responsibilities	Work Plan	Number Required	Number Trained
Foreign Language				
Assessment Administrators	Assess in schools and support supervisors	Work from September to December	200	225
Field Test				
Assessment Administrators	Assess in schools in teams of two to four and support supervisors	Work from January to March	225	250
Long-Term Trend				
Assessment Administrators	Assess in schools in teams of three to five and support supervisors	Work from September to May	400	450

This year, an assessment team consists of a supervisor managing a team of AAs conducting assessments in the schools. Approximately 10 to 16 AAs will report to one supervisor (two to four AAs in each assignment area - PSU); and 18 supervisors will report to each field manager.

4.2 Staff Roles

Supervisors will be responsible for conducting preassessment visits with schools to explain the role of the school in the assessment, selecting the samples of students, assisting in the recruitment and training of the AAs, coordinating and supervising the assessment activities in the school, reporting the results of the assessment, mailing materials back to NCS Pearson and Westat, and monitoring the quality of the assessments.

Assessment administrators (AAs) will work with the supervisor in the local areas. The exact number of AAs required in each area will be determined by a number of factors including the number of schools in the area, the schedule of the assessments, and the anticipated number and size of the sessions.

The responsibilities of the AA include assisting the supervisor with drawing the sample and preparing assessment documents during the sampling visit, helping prepare the assessment booklets before the assessment begins, conducting regular and accommodations assessment sessions using prepared scripts, completing the various post-assessment activities, and assisting the supervisors as needed. See the Assessment Administrator Fact Sheet in Appendix D for a full listing of the AA responsibilities.

4.3 Staff Targets and Sources

4.3.1 Number of People to Recruit

We will start with an estimate of the number of staff needed by the Primary Sampling Unit (PSU). Our initial estimate is approximately two to four AAs per PSU. The number of staff may vary in each PSU depending on one or more of the following factors:

- The number of schools in a PSU;
- The distance between schools;
- Any known scheduling problems (e.g., vacation dates, irregular school schedules, etc.);

- Weather conditions during certain times of the year; and
- Geographic size of the PSU.

Obviously, these factors will have a bearing on the type of schedule and work assignment you will plan. Your field manager will work with you to determine the number of staff you will need in each PSU. You should develop an estimate of the amount of time necessary to complete assessment activities in each area. It is important to keep records of all qualified candidates who might later be recruited in case of attrition.

As a recruiting supervisor, your responsibility is to recruit a sufficient number of qualified candidates. **Do not promise employment to anyone before discussing it with your field manager.** Final hiring decisions are based on many things including the successful completion of project paperwork and reference checks (if needed), submission of fingerprints for the FBI clearance check, and successful completion of the training.

4.3.2 Recruiting Process

Once we know approximately how many AAs will be needed in each PSU, several sources can provide good field staff candidates. When hiring staff in a PSU, first consideration goes to experienced Westat staff who have been successful on previous administrations of NAEP. We anticipate that almost all of our staff positions will be filled with previous NAEP staff. If the existing pool of NAEP experienced Westat staff is exhausted, active recruitment of new staff begins. Appendix D covers recruitment of new staff including other sources of staff: recommendations from NAEP field staff, state coordinators, districts and schools, and advertisements placed in retired teachers associations' newsletters and on web sites, and in local newspapers.

4.3.3 Schedule of Activities

Table 4-2 contains the schedule of NAEP 2003-2004 recruiting and training activities.

Table 4-2. NAEP 2003-2004 Schedule of Recruiting and Training Activities

Activity	Staff	Date
Supervisors Hired	FMs and Home Office Staff	July, 2003
Supervisor Home Study	Gaining Cooperation Supervisors	Early September, 2003
Supervisor Training	All Supervisors	December 6-9, 2003
All AAs Hired	FMs and Supervisors	Early January, 2004
AA Trainings	Supervisors Train All AAs Locally	January, 2004

4.4 NAEP Staff Recruiting

We will provide you with the names of NAEP experienced staff through data obtained from Westat's Field Files department. The Field Files department is responsible for keeping track of all field staff. They maintain documentation on the specific projects that each person has worked on, the number of hours worked on each project, the evaluation given, and a host of additional personnel information.

The NAEP recruiting effort is larger than any other project recruitment at Westat. Staff hired for NAEP are specially trained, so they remain on "reserve" in the Field Files system, but are released for the portions of the year that they are not working on NAEP. NAEP 2003 field staff information has been automatically loaded into the NAEP Field Recruiting System (FRS). Included in the file are recruitment data for all successful NAEP 2003-2004 staff. We have also loaded the names of all staff at Westat that have a "Do Not Hire" Status. See Appendix E for more details on the FRS.

4.5 Hiring Staff

4.5.1 AA Qualities

Having a qualified and well-trained staff is very important to the success of NAEP, and we need to ensure that the staff that we are sending into the schools is qualified.

It is NAEP policy to staff locations with demographically similar staff. By hiring AAs locally, we can match the staff with the demographics of the area. NAEP staff should closely match the demographic characteristics of the teachers in the areas where they conduct assessments. Consider the following criteria when selecting field staff:

1. An organized and professional manner;
2. Experience in education or working with children, especially with NAEP;
3. Ability to speak clearly and to read fluently from a script;
4. Communication skills, oral and written;
5. Ability to interact well with a variety of people;
6. Attention to detail;
7. Flexibility;
8. Location; and
9. Commitment.

As mentioned previously, most of the staff hired will be experienced NAEP staff, so they should have been screened for these qualities.

4.5.2 Field Recruiting System (FRS)

Once you and your field manager have made the decision to hire someone, you will need to:

- Check the FRS to be sure that they are eligible to be rehired if they are returning Westat staff. If they are new staff, enter the information in the FRS;
- Change hiring status in the FRS;
- Enter or update necessary personal and project-related information in the FRS; and
- Send the necessary paperwork. (See Section 4.6)

See Appendix E for guidelines on using the FRS. It is very important that the data entered or changed in the FRS are accurate and complete. The FRS staff data are used by the NAEP operations staff for mailings, assignment of PCs, and reports on the recruiting progress. These data are also shared with other departments in Westat:

- The Field Files department keeps permanent records of all field staff data and project activities;
- This information is electronically sent to the Payroll and Accounting departments for time sheet and Trip Expense Report processing;
- The travel office will use these data for travel arrangements and room bookings for the NAEP trainings; and
- This information will be sent to NCS Pearson for bulk supply and school materials shipments to the supervisors.

4.6 Distributing Paperwork

As you enter or change the status of someone in the FRS, the system will require enough information to determine which paperwork needs to be sent and the information you will need to prepare the forms packet.

4.6.1 Forms

All staff hired for NAEP 2003-2004 must complete employment forms. A supply of these forms will be included in your bulk supplies. The forms that are required will vary depending on whether or not the candidate has worked for Westat in the past. The FRS will automatically determine which forms need to be sent. Some of the forms are included in Appendix D.

Former Westat employees must complete the following forms required for every project:

- **Westat Fieldworker Agreement Form** (“Provisions for Employment as Assessment Administrator”) Give the fieldworker two copies – one to be signed and kept, the other to be signed and all pages returned. Insert the AAs rate on page 2 of each copy before sending them to the AA.
- **Westat Field Employee Personnel Form** (Three-part NCR form; AA completes top half; verify that all three copies are legible, print your name in Section B as supervisor, and return all three copies intact so that the office can complete the bottom half of the form.)
- **FBI Fingerprints and Authorization Release** We are now required to update FBI clearance every three years. If it has been three years since the last submission and clearance, the rehired staff member will have to provide a new set of fingerprints and signed Authorization Release. Fingerprints can be obtained at the local police station. Both pieces are needed to submit to the FBI for a clearance check. **The FBI process includes returning the FBI Background Security Check.** All persons hired to work on NAEP must submit their fingerprints to be processed at the FBI in order to work in the schools. If a potential employee has already worked for Westat and already has FBI security clearance, it will be indicated in the FRS. Staff who have obtained FBI clearance letters (within the past two to three years) from other sources can send in a copy of the clearance letter in place of fingerprints submission.
- Any other paperwork that remains missing or incomplete from previous project work as noted in the FRS.

NOTE:

- If a former employee has not worked for Westat within the past six months or has changed name or address information, he or she must also complete a new **Federal Income Tax Form (W-4)** and **State Income Tax Form**.
- If a former employee has changed name, he or she must also complete a new I-9 form and resubmit two forms of ID showing the change.

New employees must complete additional forms, see Appendix D for a list of forms needed for new hires.

4.6.2 Pay Rate

AAs are paid for hours worked. On NAEP, all AAs will be paid at a special rate based on county of residence. Be sure the correct county of residence was reported and entered in the FRS. There are four base rate categories, designated as areas I, II, III, and IV. The current special rates for the positions in the areas assigned to you can be found in Appendix D of this Manual.

The FRS will automatically determine the special rates once you enter county of residence. Be sure to enter the correct county to avoid quoting the incorrect pay rate. A listing of the pay rate area counties can also be found in Appendix D.

4.6.3 Mailing Packets

When you and your field manager have decided that you “Intend to Hire” the applicant, you will prepare and mail a packet of employment forms to the candidate. The FRS will help you determine the forms that need to be sent based on:

- The hiring source – from Westat’s reserved list; Westat’s back-up applicants; or new applicant.
- Incomplete/missing forms – The FRS indicates which forms are needed, including ones that may be incomplete or missing from previous Westat positions.

Complete the packet of employment forms using the FRS and the instructions for completing the employment forms. Add a return envelope addressed to the home office (unlike the application, which was returned to you, the rest of the employment forms are returned to the home office), address the envelope to the candidate, and mail it.

Once a week, return original applications and notes to the home office for those persons to whom you have sent an employment forms package. Be sure that you have changed their status in the FRS to “Intend to Hire” and indicated all forms you have distributed.

4.6.4 Follow up on Missing Paperwork

As the home office receives employment forms, they are reviewed for completeness and accuracy. Any forms found incomplete or inaccurate will be sent back to the applicant for completion/correction with an envelope for return to the home office. The FRS will be updated by the home office staff to show that the form has been returned to the applicant. The FRS shows the status of an

applicant's forms. Field staff are considered fully hired when all required forms are received and accurately completed. Though the home office may have returned form(s) to an applicant for completion, checking an applicant's forms status whenever you speak to him/her and reminding him/her that employment is contingent upon complete forms will help the hiring process. For more details on the home office FRS functions, see the FRS Users Guidelines in Appendix E.

AAs cannot work in schools until they have submitted the FBI fingerprint check request.

4.7 Post-Hiring Processes

4.7.1 Returning Materials

When the hiring is completed, **all** applications and recruiting materials (including printouts, screener, applications, etc.) should be sent back to Westat. The forms should be clipped together for each person. The materials should be separated into two groups: those hired and those not hired. It is important to get these materials in quickly so other projects can benefit from our knowledge.

4.7.2 The Last Word on Hiring

Given that Westat has been recruiting for many years now, we have learned a few things. You can follow all the right procedures and still be disappointed in the applicant's performance. This has happened to every supervisor more than once. The goal is to hire some of the best field staff NAEP has ever had through patience, encouragement, and guidance. By using these guidelines you can increase the chances of starting the next round with fresh-faced, eager, new field staff.

To retain your recruits, maintain regular contact with them **before** training begins. It is easy for new field staff to feel left out if the supervisor does not call every few days/weeks. They should feel like part of the team before training begins. Chat with your new recruits often; let them know what to expect at training; remind them of where their assignments will be; and tell them of your expectations of their production and performance. As the task of recruiting ends and you begin working with the new crew, you will begin shaping these people into top-notch AAs.

The following are the questions that were frequently asked during the hiring process for NAEP 2003:

- Do I need to fill out all the hiring forms?
 - Yes. You need to complete all forms that were sent to you and return them in the postage-paid envelope as soon as possible.
- What is my WINS #?
 - A WINS # is generated after the hiring paperwork for a project is received back at the home office. All previous Westat employees will have a WINS #. The WINS # can be found in the FRS. If it is not in the FRS, contact your field manager.
- What are I-9 documents?
 - The list of acceptable documents is listed on the back of the I-9 form (OMB # 1115-0136). Most common documents used are the driver's license and social security card. **Photocopies of these documents are required when the I-9 forms are submitted to the home office.** See Appendix D for examples of the necessary documents.
- Do I need to fill out a direct deposit form again?
 - Not necessary, unless your bank account has changed.
- Can I enroll in the direct deposit program anytime?
 - No. Open enrollment occurs every six months in January and July.
- Can I stop direct deposit anytime?
 - Yes. You may do so at any time with two weeks notice to the payroll department. It takes two weeks to change the direct deposit designation.
- Why do I have to submit a second fingerprint card since I submitted one earlier?
 - The first fingerprint card was returned as unclassifiable by the FBI. The home office only received a request from the Department of Education with no specification as to why. Usually the second submission will enable the FBI office to obtain classifiable fingerprints.
 - Also, note that we now have to submit prints for clearance every three years.

4.8 Training

AAs must be trained by you immediately preceding assessments in a PSU. The training should be done in an appropriate setting to convey the professionalism that we wish to display throughout

the NAEP effort. A good place to train AAs in a PSU that is not near your home would be in public library meeting rooms. You should make reservations ahead of time. If the local public library is not available, you can train in a meeting room at the hotel where you are staying. Contact your field manager for more details.

You should stress to the AAs that they are expected to conduct themselves in a professional manner, which includes behavior, attire, and productivity. A prepared script has been developed for you to administer. AAs should be given the Assessment Administrator's Manual prior to the training. They will be paid to spend up to one hour studying the manual before training and should have a general idea of the tasks required of them. In addition, plan to spend about one-half day training the AAs using the prepared script. You may provide coffee and doughnuts or bagels for a break when you train the AAs. We are unable to offer lunch to the AAs on training day.

During AA training, all procedures set forth in the AA manual are covered in the training script. It is vitally important to the success of NAEP that the assessment procedures be conducted in a standardized manner. You must make sure that your AAs understand the importance of standardized procedures and that they are trained in these procedures. AAs should not be permitted to inject their own comments into the scripted administration of assessments. The only questions we allow them to provide assistance with are in the background section. The specifications for the background questions appear in the session scripts. The AAs must also understand the importance of the confidentiality of all NAEP materials. An AA must never be permitted to conduct an assessment without completing training. You will receive additional instructions and guidelines for training the AAs at the supervisor training.

Each of you will receive two copies of the classroom control videotape. It takes about 45 minutes to view. If you show it at training, you will need to arrange for a TV and VCR. If you think it will cause the session to run too long, you may circulate a copy among your AAs. Make sure that the videotape is returned to you after all of your AAs have viewed it.

During the AA training, you may want to distribute the Assessment Information Forms (Exhibit 4-1) for the schools in which they will be administering sessions or assisting you with sampling tasks. A supply of the Assessment Information Forms will be included in your Westat bulk supplies.

Many NAEP State Coordinators have expressed an interest in attending the NAEP Field Test trainings. Your field manager will share any of these requests with you.

Exhibit 4-1. Assessment Information Form

NAEP 2004 FIELD TEST ASSESSMENT INFORMATION FORM

SUPERVISOR: _____ AAs: _____

PHONE NUMBER: _____

CELL PHONE #: _____

REGION/AREA: _____

SCHOOL: _____ ID #: _____

ADDRESS: _____

PHONE #: _____ COUNTY: _____

SCHOOL
COORDINATOR: _____

ASSESSMENT DATE: _____ ASSESSMENT TIME: _____ ARRIVAL TIME: _____

SESSION NUMBER: _____ ROOM: _____

DIRECTIONS TO SCHOOL: _____

PARKING: _____

ACCOMMODATIONS INFORMATION: _____

INSTRUCTIONS FOR MEETING ASSESSMENT TEAM: _____

OTHER INFORMATION (Policy for dismissing students, how to handle latecomers, etc.): _____

*****REMEMBER – ARRIVE ONE HOUR BEFORE ASSESSMENT TIME*****

5. PREASSESSMENT ACTIVITIES

5.1 Overview

This chapter describes the various tasks you will complete during your preassessment visit to the school in preparation for assessment day. Specifically, this chapter gives you information about contacting the schools; step-by-step instructions for selecting the sample of students, new enrollee samples, and preparing appropriate Administration Schedules; the criteria that school personnel may use to determine whether students with an SD and/or LEP classification should be assessed without accommodation, assessed with accommodation, or excluded; instructions for ensuring that parents are notified about the assessment in compliance with the NCLB policy; and suggestions for maximizing student attendance using NAEP Student Appreciation Certificate (or Appointment Cards) and Teacher Notification Letters.

5.2 Conducting the Preassessment Phone Call

The first step in preparing for the assessments is to schedule a preassessment visit to occur one month to two weeks before the assessment date. 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 will select a sample of new enrollees for these schools. You are responsible for selecting the student sample for the remaining schools in your assignment. You will draw the sample of selected students and prepare Administration Schedules during the preassessment visit. For all schools, you will prepare the appropriate assessment documents and materials and finalize logistical arrangements for assessment day.

Scheduling a date for the preassessment visit may have been done during the “gaining cooperation” call for schools recruited by gaining cooperation supervisors (i.e., nonpublic). However, for those schools recruited by the NAEP State Coordinator, you must plan to make an additional call to the school to schedule the preassessment visit. The call to set a preassessment appointment should be made about a month before the assessment date. (Recall that assessment dates were provided to **all schools** during the “gaining cooperation” phase.)

5.2.1 Scheduling the Preassessment Visit

The preassessment visit should be scheduled to take place at least two weeks before the planned assessment date so that schools have time to comply with the NCLB parent notification requirements. You should suggest dates that fit your assessment schedule.

During this contact with the school coordinator, it is important to review the activities that will take place during the visit, the amount of time you expect to be at the school, and how the school coordinator should prepare for your in-person visit. The purpose of this call is to:

- Introduce yourself to the school coordinator as the NAEP supervisor;
- Set the preassessment appointment date;
- Determine the status of completion of Student Listing Form or computer listing of eligible students for those schools that could not or elected not to E-File;
- Review the activities that will take place during the preassessment visit;
- Remind the coordinator of the parent notification requirement and determine the status of the Parent Notification Letter;
- Ask the school coordinator if the staff member most knowledgeable about students with disabilities (SD) and students with limited English proficiency (LEP) could be available to answer questions during the visit; and
- Get directions to the school and information on where to park.

The Preassessment Call Checklist (Exhibit 5-1) has been developed to assist you during this call. The school coordinator should allot up to one hour for the visit. The average length of time per school will vary depending on the factors listed below:

- If the school E-Filed, sampling has already been completed and Administration Schedules have been preprinted with student names and demographic information, only the new enrollee sample must be selected **or**, if all of the sampling activities will be completed during the visit.
- Whether parents have been notified about the assessment. If parents of all selected students have not been notified, you will need to work with the school coordinator to ensure that parents are notified about the assessment as soon as possible. Be sure that parents of any selected new enrollees are notified.
- Number of students to sample – the more students to sample, the longer the sampling portion of the visit will take.

- The number of SD and/or LEP students. You will need to work with the school coordinator to determine whether each student identified as SD and/or LEP on the Administration Schedule can be assessed in the regular session with accommodations, assessed in a separate session, or cannot be assessed at all. Therefore, if a school has many students with an SD or LEP indicator, the visit will take longer.

Note that although we ask the school coordinator to allow up to one hour for the visit, you may need to be at the school longer than an hour, depending on the schedules of other school staff members such as special education teachers from whom you may need to get information regarding student accommodations. The school coordinator does not need to be present for the entire process but should be available for consultation at critical stages.

5.3 Preparing for the Preassessment Visit

You should call the school coordinator a day or two before the preassessment visit to confirm the date and time and to review the activities that will take place during the visit.

5.4 Preparing the Preassessment Packet for Schools

Before the visit, make sure that you have a complete preassessment packet prepared for the school. Below is a list of materials that should be included in the packet:

- The appropriate Administration Schedule(s);
- Roster of Questionnaires;
- Demonstration Booklet;
- School Questionnaire for the appropriate grade level;
- Mathematics Teacher Questionnaire (grades 4 and 8 only);
- Criteria for Including SD/LEP Students in NAEP assessments;
- List of NAEP Accommodations;
- SD/LEP Questionnaires;
- LEP Questionnaires;
- NAEP Teacher Notification Letters;
- NAEP Student Appreciation Certificates;

- Sample Parent Notification Letters;
- Department of Agriculture Letter;
- New Enrollee Form;
- Press Release;
- Summary of Activities;
- NAEP Storage Envelope; and
- Sampling checklist (Exhibit 5-2).

You will also need to bring:

- Your manual;
- Extra Instructions for Preparing a List of Students for the appropriate grade level;
- Extra Student Listing Forms;
- Your computer and printer;
- Computer paper;
- Extra printer ink cartridge; and
- The School Folder.

In addition to these materials that NAEP will provide, there are other general materials you should be sure to have with you. These materials include pencils, paper clips, varied 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 call the school coordinator a day or two before the preassessment visit to confirm the date and time, to be sure the list of students has been completed, and to review the activities that will take place during the visit. Note that the preassessment calls will need to be made prior to your arrival in the PSU.

Exhibit 5-1. Preassessment Call Checklist

Preassessment Call Checklist

Before conducting the preassessment phone call, you should create an “ideal” calendar by scheduling preassessment visits according to your assessment calendar. You should complete the following tasks during the preassessment phone call:

- ❑ Review the Summary of NAEP Activities.
- ❑ Confirm the assessment date and record on School Data Collection Form.
- ❑ Review grade to be assessed, subjects, and number of sessions.
- ❑ Set the preassessment visit date/time and record on Supervisor Log of Schools.
- ❑ Ask if school is year-round and record response on School Data Collection Form.
- ❑ Determine method school will use to provide list of eligible students and circle choice on School Data Collection Form. (If the school has not prepared the list prompt them to do so ASAP and come back to this task.)
 - If school E-Filed, discuss need to select new enrollee sample.
 - If school will produce computer listing of students or use the Student Listing Form, review the Instructions for Preparing a List of Students, paying particular attention to the mandatory and optional student information to be collected.
- ❑ Ask the school coordinator to register for the MySchool web site by going to www.mynaep.com. Provide the (up to) 12 digit MySchool Registration ID number as the user name and “register” as the password. Inform the school coordinator that the MySchool web site provides up-to-date information on the NAEP assessment.
- ❑ Review the activities that will take place during the preassessment visit.
 - Discuss the demonstration booklets you will provide for the school coordinator and the principal.
 - Remind the school coordinator of the parent notification requirement and determine the status of the Parent Notification Letter. Record name of person preparing letter on School Data Collection Form.
 - Inform the school coordinator that you will give him/her the School Questionnaire, Mathematics Teacher Questionnaire (grades 4 and 8 only), SD/LEP Questionnaires, and LEP Questionnaires to distribute to the appropriate staff.
 - Ask the school coordinator if the staff member most knowledgeable about students with disabilities (SD) and students with limited English proficiency (LEP) can be available to answer questions during the visit.
 - Review details of the assessment.
 - Get directions to the school and information on where to park and record in comments section of School Data Collection Form. (You should also provide this information to any AAs that may assist you during the preassessment visit.)
 - Provide your contact information and the NAEP Hotline number (1-800-283-6237) to the school coordinator.
- ❑ Update Supervisor Log of Schools and record cooperation status and items started on School Data Collection Form and in the SCS.

Exhibit 5-2. Sampling Checklist

11/5/03

NAEP 2004 FIELD TEST

SAMPLING CHECKLIST

- Review the list of students to ensure it is complete:
 - The list should have been compiled recently.
 - The list should not contain any withdrawn students (or they should be lined through).
 - The last names should cover the alphabet reasonably.
 - Students should only be in the sampled grade.
 - SD/LEP – If there are NO students (or if EVERY student is) coded as SD or LEP you should question the school coordinator.
 - School Lunch – If there are NO students coded for school lunch or the codes are different from the NAEP codes you should question the school coordinator.
 - Title I – If there are NO students (or if EVERY student is) coded as Title I you should question the school coordinator.
- Off Track Students:
 - Eligible students who are listed, but will be off track on assessment day should be clearly marked on the list as “Off Track”.
 - Do not number off-track students or include in the total number of eligible students.
 - The percent of off-track students should be recorded in the SCS.
- E-Filed schools – Confirm that gender and race/ethnicity data printed on Administration Schedule looks correct to you and/or the school coordinator.
- Number the students, if necessary. (AAs 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. (AAs can help with this task.)
- Compare the total number listed with the Total Enrollment from the SCS. If the numbers differ by 5 or more, determine reason for discrepancy. Resolve discrepancy and continue.
- Use the Student Data System on NAEP laptop to select the sample:
 - 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.
- Mark the selected students on the school’s list of eligible students.
- Double-check the selected students against list of sampled line numbers. (AAs can help with this task.)

5.5 Establishing Rapport with the School Coordinator

As soon as possible during the preassessment visit, provide copies of the Demonstration Booklet to both the school coordinator and the principal. Let them know that you will be happy to review the booklet with them, if they wish, and answer any questions they may have.

Developing a good rapport with the school coordinator is vital. When the school coordinator is actively involved, student attendance is higher and the assessments proceed more smoothly. The school coordinator knows the “personality” of the school, the most opportune time to schedule the assessments to yield the best attendance, and the most productive way to notify students and their teachers of the assessment.

Specific procedures for notifying students and their teachers about the assessment are discussed later in this chapter. **Emphasize to the school coordinator the importance of ensuring that each selected student attends the session for which he/she was sampled. Also, discuss the necessity of conducting makeup sessions if not enough students attend the original session.**

Try to actively involve the school coordinator in the assessments as much as possible. Suggest that NAEP would like the school coordinator to be present at least at the beginning of the assessment if not periodically throughout. Obviously, this may not be possible if multiple sessions are conducted simultaneously. However, the presence of either the school coordinator or another school official will not only facilitate optimum attendance and better classroom control, but will also demonstrate to students the school administration’s commitment to NAEP.

Consult with the school coordinator about making available appropriate space for the assessments. A typical session will require desks for up to 30 students (sometimes more) and a desk or small table for you and your AA. It is important to keep in mind that high traffic locations such as cafeterias, libraries, and hallways may not always be conducive to optimum testing conditions. Exact space requirements will be known only after you determine the number of sessions to be held in the school during your visit.

It is important to allow at least two weeks between the completion of the preassessment visit and the assessment date so that school staff are provided sufficient time for the following: solving any problems discovered during the preassessment visit; notifying students and teachers about the assessments; distributing Parent Notification Letters; and completing the questionnaires left at the school during the preassessment visit.

5.6 Selecting the Student Sample

The Instructions for Preparing a List of Students offers schools a choice of three methods for providing their list of grade-eligible students:

1. Prepare an Excel file of their student data and E-File on the MySchool web site by December 5, 2003;
2. Print out a list of students from their computer database; or
3. Use the Student Listing Form to handwrite a list.

5.6.1 How to Determine Which Schools Have E-Filed

You can identify which schools have E-Filed by checking the School Control System (SCS). On the "School Edit" screen under sampling, the sampling method will be set to E-Filing for schools that have submitted their 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." 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.

For those schools that could not or chose not to E-File on the MySchool web site, the supervisor will use the SDS on his/her NAEP laptop computer to draw the sample. Complete instructions for using the SCS and the SDS are found in the Appendices of this manual. For schools that did E-File, the supervisor will select the new enrollee sample according to these instructions.

5.6.2 Overview of the Sampling Process

The sampling process includes the following tasks:

- Review the student list to ensure that it is complete and that it includes students of the correct grade. Make sure more than one birth year is represented and that all required information is included. Make sure the list is up-to-date. A detailed discussion of how to check the list before sampling is given later in this chapter.
- 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 clicking on the SDS icon on your laptop computer.
- Follow the instructions for selecting a school and drawing the student sample in the SDS Users Guide. Print the sampling line numbers generated by the computer.
- Identify sampled students on the school's list.
- Record student names and demographic information on the appropriate Administration Schedule.
- Put the sampling line number printouts and original list of student names in the School Folder.
- Transmit data to Westat daily.

5.6.3 Suggestions for Organizing the Sample Selection Process

Because of the volume of material with which you will be working and the short timeframe 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 each completed list of students to ensure that the list is complete. Verify that student last names cover the entire alphabet and birth dates are within the range for the grade. Check that SD/LEP and other required data are included on the list. This should be done for every school before you begin the sampling process.
- As you begin the sampling process for each school, verify that you are correctly identifying the school to be sampled. Some school names may occur more than once within a region, 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 ensure that the sample is drawn correctly.**
- Once you have determined an efficient method of working with your AAs, stick with that procedure. Always follow the directions one step at a time, and make sure you are efficiently delegating the work.
- Try to minimize the number of times that you ask the school coordinator for assistance. Unless some question is preventing you from completing your work, try to compile your questions for the school coordinator and minimize the number of times you approach this person.

5.6.4 Using the Supervisor Log of Schools

You will be provided with a preprinted Supervisor Log of Schools (Exhibit 5-3) 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.

- **Heading.** The heading of the form displays region, area, and public school district or Catholic diocese name.
- **Column 1 – School Information.** This column displays sampled school information, including MySchool Registration ID number, school name, NAEP School ID Number, grade, school disposition, school coordinator name, phone and fax numbers, street address, city, state, and ZIP Code.
- **Column 2 –Activity Status.** This column provides a place to record the activities before, during, and after the assessment. Activities include: (C)all; (M)ail; (V)isit; (G)ain Coop; (P)reassess; and (S)ample.

- **Column 3 – Special Study.** This column displays which, if any, special studies this school has been selected to participate. At the time the logs were printed, it was not known for schools selected for the National Indian Education Study (NIES) if questionnaires would be administered In-Person (IP) or sent via Mail (M). When that data is available, you should mark your Log of Schools accordingly.
- **Column 4 – Assessment Date/Time.** This column displays the school’s scheduled assessment date and provides a place to record any makeup dates.
- **Column 5 – Session Box Receipt.** This column provides a place to record the date that each of the session boxes are received.
- **Column 6 – Sample Type/Status.** This column will display “E” and a date if the school sent its list of students electronically; otherwise the column will be blank. If the column is blank, you should fill in the type of sample. For example, if the list of students was faxed to you or your field manager, write in “F” and the date received. If the list of students was provided in hard copy by the school, write “S” and the date received. As you complete sampling, you should update this column to “Complete” and record the date completed.
- **Column 7 – Session/Students per session.** This column will display the session numbers and the number of students per session if the sample has been selected.
- **Column 8 – Accommodations.** This column is provided for you to enter any accommodations information needed, including the number of students who need accommodations, the types of accommodations needed, any materials needed for the accommodation sessions, and any other information needed regarding the accommodations.
- **Column 9 – Short Shipment Ordered/Rcvd.** This column provides a place to track short shipments for the school’s assessment.
- **Column 10 – Team Members.** This column is where you will enter the names of the AAs on the team that will assess the school.
- **Column 11 – Session Box Shipping Info.** This column will be blank. When you prepare and ship the boxes back to NCS Pearson, record the date sent and the UPS tracking number in this column.
- **Column 12 – Comments/Notes.** Self-explanatory.

The Supervisor Log of Schools will be distributed at supervisor training.

Exhibit 5-3. Supervisor Log of Schools

***** Enter / Update SCS

NAEP Log of Schools FT: 01/26/04 - 03/05/04

Date Printed: 11/20/03

Page 1

REGION: 1 AREA: 3 SUPERINTENDENT 887 DISTRICT STREET DOWNTOWN, ST 12345 TEL: 301-555-6543 School Information ***** MYSCHOOL: 41108200808 ROCKVILLE MIDDLE SCHOOL NAEP ID: 6320113 TYPE: PUBLIC GRADE: 8 COOPERATING COORD: JOE COORDINATOR TEL:301-555-9876 FAX:301-555-6789 1233 STREET DRIVE ROCKVILLE, ST 11111	(C)all (M)ail (V)isit (G)ainCoop (P)reassess (S)ample *****	Special Study SD/LEP DCS TREE AMER.IND (IP/M)	Assess Date/Time ***** Make-up Date/Time ***** WED 11FEB2004	Session Boxes Rcvd ***** 1/13 1/13 1/13 1/13	Sample (E)file, (F)ax, (S)chool (P)ending, (C)omplete EM: 11/14	Sessions (estimated) FT0801 FT0802 FT0803 FT0804 FT0805 5m Gr - 3 1-01-1 1	#Students w/Accomm & Accom Type 2 5ml Grp 1 1-01-1 15m Gr 2 Ext Tm 0 0	Short Shipment Ordered / Rcvd na na na na	Team Members Steve Stacy Jane Deb Pat Steve - 1pm Stacy - 1pm Steve	Completed Session Box Ship Date / Track No. Feb. 18 LPS 5623 7894 321	Comments / Notes
MYSCHOOL: 421382770333 WALT WHITMAN ELEM NAEP ID: 6321013 TYPE: PUBLIC GRADE: 4 COOPERATING COORD: JACK HALL TEL:301-555-1234 FAX:301-555-7410 5666 DRIVE WAY ROCKVILLE, ST 45698	CP: Nov. 10 VS: Jan. 30	SD/LEP OSEP LTR	FRI 18FEB2004	1/13 1/13	SC: 01/30	FT0401 FT0402 FT0403					

5.6.5 Steps in the Sample Selection Process

The Sampling Checklist (Exhibit 5-2) 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;
- Off-track indicator (if year-round school);
- Student locating information (Homeroom);
- Race;
- National School Lunch Program (NSLP) status; and
- Title I status.

Verify with the school coordinator that the listing is up-to-date and that all students are in the target grade. It is very important that all eligible students are included on the student list prepared by the school. We ask for the birth month/year because we want to be sure all students in the target grade are included not just those who were born in the typical year for that grade. If only one birth year is represented on the list, go back to the school coordinator and ask for a list that includes students of all ages in the sampled grade.

Make sure there are no duplicate names and check the student names to be sure they cover the full range of the alphabet. If the list was prepared ahead of time, the names of students who have left or entered the school in the time period between the completion of the list and the date of sampling should be deleted or added as necessary. Any revisions to the list should be made before sampling is begun. Once you have a complete and accurate list of all eligible students, you should continue with sampling procedures.

You should look carefully at the demographic information and verify that it is accurate and complete. If any of the columns are coded entirely “no,” check with the school coordinator to make sure that the information is correct. You should also try to obtain any missing information from the school coordinator. It is critical that you address any potential problems before beginning the sampling process.

Step 2: Number the Students on the List

Be sure to correctly identify the NAEP School ID Number 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 #”.
- If the school has used a printout, number the students neatly in the margin.

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 name or 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 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 numbering 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 have been deleted.

Step 4: Select the Sample

You will use the SDS to select the sample of students and print out the selected line numbers (Exhibit 5-4). See the SDS Users Guide for instructions on using the SDS to draw the sample. The printout will list the sessions and the line numbers for the students selected for each session.

Step 5: 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 (see Exhibit 5-5):

- If the school has used a NAEP listing form, enter the session indicator specified on the list of line numbers.
- If the school has provided a computer-generated list, enter the appropriate session indicator in the margin next to the line numbers of the students selected for each session.

Step 6: Re-check 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 sampled students.

Step 7: Record Information About Sampled Students on the Administration Schedule

Enter the complete student name (first name, middle initial, last name) and other demographic information on the Administration Schedule. 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.

Step 8: Verify the Entry of Student Information on the Administration Schedule

After all information about the sampled students has been entered on the Administration Schedule, compare it against the list of students. During this check you will need to verify:

- The correct student name was recorded;
- The name is complete and spelled correctly; and
- All other available information (birth date, SD, LEP, sex, race/ethnicity, School Lunch, Title I, and locator information) is entered completely and correctly.

Correct any entry errors.

This step is further described in Section 5.8.

Exhibit 5-4. Field Test Sampling Line Numbers Form

NAEP 2004 Field Test Sampling Line Numbers Form

2:28PM

School ID: 0413453 Region: 999 Area: 1

11/6/2003

School Name: Johnson Elementary

School Address: Old Oak Road

Venice, TS 12345

Year Round School: No

120 students were sampled from 214 listed on the SLF for this school.

Students Selected for the Sample

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

1, 3, 5, 7, 8, 10, 12, 14, 15, 17, 19, 21, 23, 24, 26
28, 30, 32, 33, 35, 37, 39, 40, 42, 44, 46, 48, 49, 51, 53
55, 56, 58, 60, 62, 64, 65, 67, 69, 71, 73, 74, 76, 78, 80
81, 83, 85, 87, 89, 90, 92, 94, 96, 98, 99, 101, 103, 105, 106
108, 110, 112, 114, 115, 117, 119, 121, 122, 124, 126, 128, 130, 131, 133
135, 137, 139, 140, 142, 144, 146, 147, 149, 151, 153, 155, 156, 158, 160
162, 163, 165, 167, 169, 171, 172, 174, 176, 178, 180, 181, 183, 185, 187
188, 190, 192, 194, 196, 197, 199, 201, 203, 205, 206, 208, 210, 212, 213

Exhibit 5-5. List with Selected Students Designated

Johnson Elem. Grade 4 1/29/04

	Student's	Name		Bdate	Gender	Ethnic	SD	LEP	Title1	
1	JEREMY			HUNTER 1/1/95	M	1	No	No	No	FT
2	AMANDA			ARVIDSON 11/1/94	F	1	No	No	No	
3	BOBBY			CANAVALA 2/1/95	M	2	No	No	No	FT
4	TIERNY	M		BACON 6/1/95	F	1	No	No	No	
5	JULIE			SMITH 3/1/95	F	3	No	No	No	FT
6	RICHARD			BIERKAMP 1/1/94	M	1	No	No	No	
7	AMY			TUCKER 4/1/95	F	4	Yes	No	No	FT
8	RODNEY			WHITE 5/1/95	M	5	No	Yes	No	FT
9	BRITTNEY	J		BROWN 2/1/94	F	1	Yes	No	No	
10	PAM			MILLER 6/1/95	F	6	No	Yes	No	FT
11	JACQUELINE	N		BUCK 7/1/95	F	1	No	No	No	
12	STEVE			HELM 7/1/95	M	1	No	No	Yes	FT
13	THOMAS	M		CARR 2/1/94	M	1	No	No	No	
14	TOM			HARRISON 8/1/95	M	2	No	Yes	No	FT
15	TONYA			REED 9/1/94	F	3	No	No	No	FT
16	AMBER	M		CHAMBERS 9/1/94	F	1	Yes	No	No	
17	DENNY			WILSON 10/1/94	M	4	No	No	No	FT
18	JOSHUA	M		CHESLEY 10/1/95	M	1	No	No	No	
19	HOLLY			PETE 11/1/94	F	5	No	No	No	FT
20	CHAD	B		CLAY 11/1/94	M	1	No	No	No	
21	JERRY			STOCKMAN 12/1/94	M	6	No	No	No	FT
22	KEVIN	J		COMPTON 3/1/94	M	1	No	No	No	
23	KEVIN			O'SULLIVAN 1/1/95	M	1	No	No	No	FT
24	MARY			FESLER 2/1/95	F	2	No	No	No	FT
25	GEORGE	E		DAVIS 6/1/95	M	1	No	No	No	
26	CHRISTOPHER			RIES 3/1/95	M	3	No	No	No	FT
27	JOANNA	D		DAWKINS 6/1/95	F	1	Yes	No	No	
28	CHRISTOPHER			DEIBERT 5/1/94	M	1	No	No	No	FT
29	JAMES	M		DODGE 12/1/94	M	1	No	No	No	
30	LAURA			DURHAM 6/1/95	F	1	No	No	No	FT
31	BRIGITTE	W		ESCOBAR 5/1/94	F	1	Yes	No	No	
32	TRACEY	E		EVERETT 8/1/95	F	1	No	No	No	FT
33	DOUGLAS	D		FACEMIRE 7/1/95	M	1	No	No	No	FT
34	MARGARET	J		FARRELL 5/1/94	F	1	No	No	No	
35	MEGAN	PAUL		FORD 9/1/94	F	1	Yes	No	No	FT
36	JOSHUA	D		FORMAN 11/1/94	M	1	No	No	No	
37	ALYSSA	ANN		FRENIA 8/1/95	F	1	No	No	No	FT
38	ALEC	C		FROST 9/1/94	M	1	No	No	No	
39	BILLIE	NADINE		GARGONE 1/1/94	F	1	No	No	No	FT
40	ERIKA	J		GARNER 6/1/95	F	1	Yes	No	No	FT
41	AMANDA	K		GIBLIN 3/1/94	F	1	No	No	No	
42	BARBARA	E		GLANDER 9/1/94	F	1	No	No	No	FT
43	MATTHEW	B		GODWIN 12/1/94	M	1	No	No	No	
44	JANE			GOUILLON 1/1/94	F	1	No	No	No	FT
45	KYRIE	J		GWIN 7/1/95	F	1	Yes	No	No	
46	DANIEL	M		HAMDAN 3/1/94	M	1	No	No	No	FT
47	KRISTI	LEE		HAMPTON 12/1/94	F	1	No	No	No	
48	BILLY			HARDISON 12/1/94	M	1	Yes	No	No	FT
49	JORDAN	L		HARLESS 2/1/94	M	1	No	No	No	FT
50	KATHERINE	WAYNE		HARLESS 7/1/95	F	1	No	No	No	
51	CARRA	R		HARRIS 11/1/94	F	1	No	No	No	FT
52	BRIAN	E		HERMAN 10/1/95	M	1	No	No	No	
53	TREY	M		HERRING 1/1/94	F	1	No	No	No	FT
54	MICHAEL	C		HEUGEL 10/1/95	F	1	Yes	No	No	
55	JENNA			HIGGINS 1/1/94	F	1	No	No	No	FT
56	EMILY	K		HILBURN 4/1/94	F	1	No	No	No	FT

5.6.6 Using AAs to Assist in Sampling Procedures

You can use local AAs to assist you with some of the sampling procedures. AAs 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 selected students;
- Checking the data entry on the Administration Schedule(s) for correctness and completeness; and
- Preparing Teacher Notification Letter and Student Appreciation Certificates.

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

AAs should keep track of their hours during this sampling period since they will be paid hourly. Hours spent assisting with sampling should be charged to the code that will be given to you at training. AAs will use the same code for time spent administering assessment sessions. You will sign AA's Time and Expense Reports and send them to Westat with your report on a weekly basis.

5.6.7 Special Situations

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 (#56).

If a school objects to the number of students that NAEP wishes 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 (#48).

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.

5.7 Updating Administration Schedules for Schools That Do Not Sample Electronically

The last date for submitting lists of students through E-File is December 5, 2003 for schools. 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 the cut-off date will not have any student information on them. Thus, the supervisor will need to fill in the student information on the Administration Schedules when they are received.

Working with the school's list of students with the sampled students identified, 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.

5.8 Preparing/Updating the Administration Schedule

Before preparing the Administration Schedules you will need to discuss with the school coordinator how the sessions will be organized and how the student names should be listed. If the school coordinator plans to notify students through their homeroom teacher, for example, it might be helpful to have the names listed by homeroom on the Administration Schedule.

The school must also make available the space required for the assessment. Keep in mind that cafeterias and hallways are not conducive to optimum testing conditions. Also, in some schools, libraries and school offices are not suitable places to conduct the assessments.

A session location will require seating and workspace for up to 30 students and a small table (at least) for the AA. In some situations it may be possible to have two or more AAs in separate rooms conducting two or more sessions at the same time. Exact space arrangements will be known only after the number of sessions to be held in the school has been discussed with the school coordinator.

After the student sampling, you will prepare an Administration Schedule listing the students to attend each session. The Administration Schedule is a very important document because NAEP staff use it to keep records on all students sampled for the assessment. In addition, it tells school personnel which students will be assessed and when and where those assessments will take place. Instructions for preparing the Administration Schedules are detailed in the following section.

5.8.1 Entering Information on the Administration Schedule

As mentioned, the Administration Schedule is the central document that will be used before, during, and after the assessment to keep track of the selected students. The middle top box of the Administration Schedule has been preprinted with the school's name, NAEP School ID Number, student grade level, and session ID. You must fill in the date, time, day, and location of the assessment session. You will also enter the name of the AA who will conduct the session.

For those schools that successfully E-Filed and were sampled electronically, you will receive Administration Schedules from NCS Pearson already preprinted with the names of selected students and the required demographic data (birth date, sex, and SD/LEP status). For these schools you will add sampled new enrollees and review the Administration Schedule with the school coordinator, verify that the recorded student information is correct, and record any of the following student information not provided on the original E-Filed list:

- Homeroom or other locating information;
- Race/ethnicity;
- National School Lunch Program (NSLP) status;
- Title I status; and
- New enrollee status.

For those schools that did not successfully E-File, you will be responsible for entering the names and demographic information of the selected students on the Administration Schedule. **CAREFULLY TRANSFER THE INFORMATION FOR EACH STUDENT ASSIGNED TO THAT SESSION FROM THE STUDENT LIST. AS THE BOOKLET ID NUMBERS ARE PREPRINTED FOR A PARTICULAR SESSION, YOU MUST USE THE CORRECT ADMINISTRATION SCHEDULE FOR THAT SESSION.**

Copy the student's name, homeroom, grade, birth date, sex and any other demographic information provided onto the Administration Schedule (see Exhibit 5-6). To ensure no errors have been made in transferring names from the list of students to the Administration Schedule, and as a last check, count the names on the Administration Schedule and compare this to the number of students selected for the session on the list of students.

Administration Schedules are preprinted with 32 booklet ID numbers for sessions at grades 8 and 12, and 28 booklet ID numbers for sessions at grade 4. If a session has more students selected than line numbers provided, you will need to assign additional booklets to these students. If you need to use additional assessment booklets from your bulk supplies, remember to assign the booklets, in sequence, using the next available booklet ID number as listed on the bundle slip.

After you have listed the selected students on the Administration Schedule, enter the total number of students sampled for the session in the “TOTAL IN SAMPLE” boxes at the top of the form.

The remainder of this step provides details about how to record information in each column of the Administration Schedule.

5.8.1.1 Record Student Information Missing from the Administration Schedule

You will need to record homeroom or other locating information in column **B**, race/ethnicity in column **J**, NSLP status in column **K**, Title I status in column **L**, and new enrollee status in column **M**. To record race/ethnicity, use the codes in the box in the upper left-hand corner of the Administration Schedule. The race/ethnicity codes are defined as follows:

1 = White, not Hispanic: A person having origins in any of the original peoples of Europe [except Spain], North Africa, or the Middle East.

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

3 = Hispanic Heritage: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish [but not Portuguese] culture of origin, regardless of race.

4 = Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.

5 = American Indian or Alaska 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.

5.8.1.2 Code the Students' Eligibility for the National School Lunch Program (NSLP)

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

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

You will have copies of a letter from the U.S. Department of Agriculture authorizing the release of the NSLP data.

5.8.1.3 Fill in the Box for Title I Status

You will record a **1** in column **L** for any student receiving Title I services; record a **2** for any student who is not receiving Title I services. If a school is a Title I school, you will record a **1** for each student who is receiving Title I services.

5.8.1.4 Fill in the Box for New Enrollee Status

A New Enrollee Listing Form for each school that has successfully E-Filed is included in your materials. The purpose of the New Enrollee Listing Form is to keep track of all students who enrolled in the selected grade level after the master list was prepared so that these students have a chance of selection in the assessment.² All students selected in the original sample will have a **2** in column **M** indicating they are part of the original sample of students. Any student who enrolled since the original list of students was submitted to NAEP, or any student who was inadvertently left off the original list, will be sampled to determine whether or not the student should be added to the Administration Schedule. A preprinted Administration Schedule is shown as Exhibit 5-7.

² In year-round schools, any student who will be off-track on the assessment date should not be included on the New Enrollee Listing Form.

Exhibit 5-7. Administration Schedule With All Information Recorded

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes
 1 = White not Hispanic
 2 = Hispanic
 3 = Asian/Pacific Islander
 4 = American Indian/
 5 = Other

National School Lunch Program
 1 = Student not eligible
 2 = Reduced price lunch
 3 = Free lunch
 4 = Information not available
 5 = School not participating
 6 = Other

For Use in Column "j"
 For Use in Column "k"
Bundle # 's
 0001
 0002

NAEP 2004
 Field Test
 Administration
 Schedule
 Nation's
 Report
 Card

School #: 041-345-3
 School Name: Johnson Elementary
 Administrator's Name: _____
 Grade: 4
 # Original Sample _____
 # New Entries Sample _____
 Total In Sample _____
 # Withdrawn & Ineligible (Admin. Codes 51 & 55) _____
 # Excluded (Admin. Codes 62-65) _____
 # Assessed (Admin. Codes 64-66 & 68) _____
 # Failed (Admin. Codes 67 & 69) _____
 # Makeup Session (Admin. Codes 70-73) _____
 # Assessed (Admin. Codes 74-77) _____

Original session scheduled for: Day/Date: _____
 Time: _____
 Location: _____
 Makeup session scheduled for: Day/Date: _____
 Time: _____
 Location: _____

Original session scheduled for: Day/Date: _____
 Time: _____
 Location: _____
 Makeup session scheduled for: Day/Date: _____
 Time: _____
 Location: _____

Session Number
 FT0401

Bundle #'s
 0001
 0002

Session Number
 FT0401

Column Indicators: A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Student Name	Home Room / Line # / Location	Subject	Birth date / Month / Year	Sex	SD / 2-Digit	LEP / 1-Digit	Final / 1-Digit	Race / Eth.	School / Lunch	Title	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code				
01 HUNTER, JEREMY	01 R		01 9 5	1	2	2	2	1	6	2	050 000001 0		1				
02 CANAVALE, BOBBY	02 S		02 9 5	1	2	2	2	2	5	2	203 000001 9		2				
03 SMITH, JULIE	03 M		03 9 5	2	2	2	2	3	4	2	164 000002 9		3				
04 TUCKER, AMY	04 R		04 9 5	2	1	2	2	4	3	2	054 000003 8		4				
05 WHITE, RODNEY	05 M		05 9 5	1	2	2	2	5	2	2	161 000004 7		5				
06 MILLER, PAM	06 R		06 9 5	2	2	2	2	6	1	2	052 000005 6		6				
07 HELM, STEVE	07 M		07 9 5	1	2	2	2	1	6	1	144 000006 5		7				
08 HARRISON, TOM	08 S		08 9 5	1	2	2	2	2	5	2	202 000007 4		8				
09 REED, TONYA	09 R		09 9 4	2	2	2	2	3	4	2	055 000008 3		9				
10 WILSON, DENNY	10 R		10 9 4	1	2	2	2	4	3	2	055 000009 2		10				
11 PETE, HOLLY	11 M		11 9 4	2	2	2	2	5	2	2	149 000010 1		11				
12 STOCKMAN, JERRY	12 R		12 9 4	1	2	2	2	6	1	2	053 000011 0		12				
13 O'SULLIVAN, KEVIN	13 M		13 9 5	1	2	2	2	1	6	2	140 000012 9		13				
14 FESLER, MARY	14 M		14 9 5	2	2	2	2	2	5	2	162 000013 8		14				
15 RIES, CHRISTOPHER	15 R		15 9 5	1	2	2	2	3	4	2	054 000014 7		15				

You will record a *I* in column *M* for each student selected from the new enrollee sample and added to the Administration Schedule. The new enrollee sampling process is described in Section 5.9.

5.8.1.5 Identify and Eliminate Withdrawn and Ineligible Students

For those school samples selected using the SDS, the withdrawn and ineligible students should have been removed from the list prior to sampling. For the schools that submitted their lists electronically, the next step is to ask the school coordinator to identify any students who have officially withdrawn from the school or who are not currently grade-eligible. Indicate these students by entering the following on the Administration Schedule:

- Administration Code of *51* (withdrawn or graduated) in column *P* for any students who have officially withdrawn from the school. Then, draw a single line through the student's name up to the perforation; and
- Administration Code of *55* (ineligible) in column *P* for any student not currently grade-eligible. Then, draw a line through his/her name up to the perforation.

No other information needs to be completed for those students identified as withdrawn and ineligible.

5.8.1.6 Verify Demographic Data with School Coordinator

As you can see, the Administration Schedule is the central “operations” document that both the school coordinator and NAEP staff use to conduct the assessment. The Administration Schedule data also play a key role in analysis and reporting. It is the only place that key demographic reporting variables are obtained. These key demographic data are the following:

- Gender;
- Race/ethnicity;
- Title I status;
- SD status; and
- LEP status.

If you are familiar with how the data collected in NAEP are reported, you can see how critical it is that these data are complete and correct.

While all of your tasks are important at both the preassessment visit and on assessment day, if complete and accurate demographic data are not collected, the results of the assessment will be flawed.

During this visit, it is your responsibility to see that all demographic columns on the Administration Schedule are completed. If you cannot get a data item from the school, please complete a Special Situations Form (Exhibit 3-6) to explain why this data element could not be obtained.

In addition to collecting missing data, you will confirm that any data preprinted on the Administration Schedule “looks” correct to you and/or the school coordinator as follows:

- **Gender** – These data are relatively simple to verify. Have the codes for male and female that the school uses been correctly converted to the codes NAEP uses? Look at the first few codes for “male,” then look at their corresponding first names. Are most of the first names traditionally male names? Do the same check for females. If it seems as though the codes were inadvertently switched, check with the school coordinator. If the school coordinator is in agreement, correct the codes for gender.
- **Race/Ethnicity** – It is easy for the person preparing the list of students for E-Filing or sampling to err when mapping the school race codes to the NAEP race code categories.

You can summarize the breakdown of race codes on the Administration Schedule and compare the breakdown to the students in the school. You should also review the breakdown with the school coordinator. For example:

About half of the students are coded Hispanic, and most of the other students are evenly split between Black and White. Does this agree with your observation? Does the school coordinator agree?

- **NSLP, Title I, SD status, LEP status** – Check these codes first by verifying with the school coordinator if all are “yes” or all are “no.” If school has a high Hispanic population, it is reasonable to expect a number of LEP students especially at the lower grades.

If you suspect a miscoding, be sure to obtain corrected data from the most reliable source. This source may not always be the school coordinator, but he/she can guide you to the best source.

These verification checks should be performed in schools where the supervisor will draw the sample and in schools that E-Filed.

5.9 Select Sample of Newly Enrolled Students

For schools that submit their student lists via E-Filing, the next step of the preassessment visit requires you to select a sample of students who have enrolled since the original list was prepared. This procedure will not be necessary for schools that did not E-File, because the sampling visits will be very close to the assessment visits. For those schools that E-Filed, you will begin by asking whether the school coordinator has kept a list of newly enrolled students, and, if not, you will ask him/her to create one. The purpose of the New Enrollee Listing Form is to keep track of all students who enrolled in the selected grade after the master list was prepared in order for these students to have a chance of selection for the assessment. New enrollees include students selected to participate from the New Enrollee Listing Form, either because they enrolled after the original list was prepared **OR** they were inadvertently left off the original list.

You will also need to select a sample of newly enrolled students during the preassessment visit using the Instructions for Sampling New Enrollees. You will receive a unique set of Instructions for Sampling New Enrollees (Exhibit 5-8) to place in the School Folder of each school that successfully E-Filed and was electronically sampled. This form provides the following information:

- The date, if known, that the master list of students was created. Students in the selected grade level who enrolled after that date or who were inadvertently left off the master list should be listed on the New Enrollee Listing Form;
- A set of line numbers used to select the students for the assessment; and
- An indication of which session the student should be added.

You will record the name, demographic information, and new enrollee status for each student selected from the New Enrollee Listing Form on the Administration Schedule.

You may not know the date the master list was prepared. If the school coordinator has not maintained the New Enrollee Listing Form, ask that a list of new enrollees be prepared. If the school coordinator cannot complete the New Enrollee Listing Form before you leave, arrange to call back to complete the sampling of newly enrolled students. **It is important that the sampling be done as soon as possible so that the school coordinator has adequate time to notify any selected students, their parents, and teachers.**

If the school coordinator reports that there are no new enrollees or if the total number of newly enrolled students is less than the lowest number on the Instructions for Sampling New Enrollees, then no students will be selected.

Exhibit 5-8. Instructions for Sampling New Enrollees

=====

SCHOOL NAME : Example Elementary School

SCHOOL ID : 9910262 REGION : 5 AREA : 1

=====

=====

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 _____.

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 120 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, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16
17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31
32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46
48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62
63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77
78, 79, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93
94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108
109, 110, 111, 112, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124
125, 126, 127, 128, 129, 130, 131, 132

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.

To select the sample of students from the List of New Enrollees, you will consecutively number the list of students in column **1**. After the numbering is complete you will use the Instructions for Sampling New Enrollees to indicate which students have been selected by entering the appropriate session indicators in column **2**.

When the sampling is complete, you will add the names of the selected students to the Administration Schedule for which they were selected.

The parents or guardians of any students who are selected from the new enrollee sample must receive the Parental Notification Letter unless it was sent to parents of all eligible students. Check with the school coordinator and ensure that the Parental Notification Letter is sent to these parents prior to the assessment. When you have been assured that the letters have been sent, record this in the Parental Notification section of the SCS school edit screen for the school. If parents of selected new enrollees are not notified by the assessment day, they cannot participate and should receive an Administration Code of **48, ABSENT - OTHER** with an explanation recorded on their booklet covers. If **no** parents of selected students are notified by the assessment day, the assessment will have to be rescheduled.

5.10 Entered Sampled Students Data into SDS

Schools that have not submitted their list of students for sampling via E-Filing will be sampled by you using the SDS. This sampling will normally be done a couple of weeks prior to the assessment. In these schools, you will not need to enter sampled student data into the SDS. However, so that a “sample” of student data collected in the field can be processed similarly to data submitted through E-Filing, you will enter sampled student data in the SDS for sampled students in one school each at grades 4 and 8. You will not need to enter student data for any other schools.

Data from schools that E-Filed are processed at Westat using a program that looks at the data to see if it appears “reasonable.” The program looks at first names and the gender recorded for the students to see if the gender is reasonable given the student’s first name. It also looks at last names and ethnicity for certain matches that seem reasonable. However, this “automated” procedure cannot be run on the student information that you are working with since you are working with printed lists of students.

When you enter the student data for a couple of schools and transmit to Westat, the same program that is run on the E-Filed data can be run later on data you have to see how the data match (for example, first names vs. gender and last names vs. ethnicity).

5.11 Prepare School Questionnaire

The next step of the preassessment visit is to prepare the questionnaires for the school. You will prepare the School Questionnaire to give to the principal or his/her designee. When the school coordinator receives the School Questionnaire, you will have already completed most of the information on the cover and Roster. As shown in Exhibit 5-9, the eight-digit ID number from the lower left-hand corner of the School Questionnaire should have been recorded in Section I of the Roster. The School Questionnaire should have the NAEP School ID Number and the date that it should be returned to the school coordinator recorded on the cover.

5.12 Prepare Mathematics Teacher Questionnaire

You will prepare the Mathematics Teacher Questionnaire to give to one of the math teachers in the sampled grade. You will record the unique eight-digit ID number for each questionnaire in the Teacher Questionnaire ID # column on the Roster. On the questionnaire cover, you will record the NAEP School ID Number and the date that the questionnaire should be returned to the school coordinator.

You will write the name of the teacher who will receive the Mathematics Teacher Questionnaire under *Teacher's Name* on the Roster. If the school coordinator chooses, he/she can use the removable label affixed to the questionnaire cover to write the name of the teacher to whom the questionnaire will be given, as shown in Exhibit 5-10.

5.13 Identify SD/LEP Students and Prepare SD/LEP and LEP Questionnaires

The next step requires you to review the Administration Schedule with the school coordinator to determine that the SD and/or LEP classification has been coded correctly for every selected student. If any corrections or changes to SD/LEP status have been made since the Administration Schedules were printed, the corrected code should be recorded in the columns labeled *Final SD Code* (column **G**) and/or *Final LEP Code* (column **I**). Some schools may use terms other than "students with disabilities" and "limited English proficiency." You may want to ask if there are any "special education students" or "English language learners."

For every student identified on the Administration Schedule as SD or SD and LEP, an SD/LEP Questionnaire must be filled out by the staff member most knowledgeable about that student. For every student classified as LEP only, an LEP Questionnaire should be completed. A questionnaire should be completed for each student, regardless of whether or not that student will be assessed. During the visit, you will need to encourage the school coordinator to give the questionnaire to the appropriate person. You should remind the school coordinator that you will need all completed questionnaires the day of the assessment.

The remainder of this step provides instructions on how to prepare the SD/LEP or LEP Questionnaire covers, fill in the Roster of Questionnaires, and distribute questionnaires to appropriate staff.

You should enter the following information on each SD/LEP or LEP Questionnaire cover (Exhibit 5-11):

- The NAEP School ID Number;
- The date the questionnaire should be returned (usually a day before the assessment);
- The 10-digit student booklet ID (from the Administration Schedule);
- The student's demographic information (from the Administration Schedule);
- The student's line number and session number (from the Administration Schedule);
- The name of the student for whom the questionnaire needs to be completed (on the removable label); and
- The subject to be assessed.

Exhibit 5-9. Roster of Questionnaires and School Questionnaire Cover

This form must be completed in No. 2 pencil.

NAEP 2004 Field Test
Grade 4, 8, & 12 Roster of Questionnaires
(School, Teacher, SD/LEP and LEP Questionnaire Tracking Form)

SCHOOL #: 041 345 3

SCHOOL NAME: Johnson Elementary
CITY/STATE: Norfolk, VA

I. School Questionnaire		I. School Questionnaire		Returned	
Distributed to: Mr. Maxwell		Questionnaire ID # 996 0000000 0		Yes No	
II. Teacher Questionnaire		II. Teacher Questionnaire		Returned	
Distributed to:		Questionnaire ID # 98		Yes No	

Line # / Session #	SD/LEP or LEP Questionnaire	Line # / Session #	Student Booklet ID # (Columns 1-10) (Rows, Schedule)	SD/LEP or LEP Questionnaire ID # (Barcode ID # on SD/LEP and LEP Cover)	Returned	Instructions for Distributing the School Questionnaire
Student's Name	Distributed To (Staff Name)				Yes No	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, put it in the box at the end of the year folder.
				0		

The Nation's Report Card

2004 School Questionnaire
Grade 4
(School Characteristics and Policies)
© 1998

SCHOOL #
041 345 3

Use a #2 pencil to complete this questionnaire.

Return the completed questionnaire to the NAEP School Coordinator by 2/11

996 000000 0

DO NOT USE ADMIN USE ONLY

According to the Paperwork Reduction Act of 1995, no instruction may be required to collect information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0048. The time required to complete this information collection is estimated to average 15 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 or suggestions for improving this form, please write the U.S. Department of Education, Washington, D.C. 20202-4615. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1985 F Street, N.W., Washington, D.C. 20008-2021.

A product of the Institute of Education Sciences. This report is authorized by the U.S. Dept. of Education, 2002-10-23, 2002-10-23, 2002-10-23. While your participation is voluntary, your responses are needed to ensure the quality of the national assessment. The results, and any other information that is derived from this data, are for statistical purposes only and will not be disclosed or used in identifiable form for any other purpose. Information compiled by the NAEP team, 2002-10-23. Approval Factors: 12/11/2002. NAEP School # Form by Pearson/NCES Ltd. 10/24/01 145421 Printed in U.S.A.

You will enter the following on the Roster of Questionnaires:

- The student's name;
- The 10-digit booklet ID (from the Administration Schedule); and
- The SD/LEP or LEP Questionnaire ID # from the SD/LEP or LEP Questionnaire cover.

When you collect the completed questionnaires on assessment day (discussed in more detail in Chapter 7), you will need to record the status of each questionnaire in the **Returned** column on the Roster. You will also need to remove the label bearing the student's name from the questionnaire cover prior to shipping the material back to NCS Pearson. If there is any information missing from the cover or Roster, you will need to enter it after the assessment.

5.14 Determine Student Accommodations with School Staff

Next, you should go through each Administration Schedule and point out the students with a **I** in columns **F** or **G**, indicating they are **SD**, or in columns **H** or **I**, indicating they are **LEP**. You will review each student with an SD and/or LEP classification with the school coordinator to determine whether the student can be assessed in the regular session with or without accommodations, assessed in a separate session, or not assessed at all. If the student can be assessed with an accommodation, you will enter the appropriate code in column **P** on the Administration Schedule.

The original list of students from which the sample was selected included all students in the grade, regardless of whether or not they could participate. Exhibit 5-12 is the Criteria for Inclusion that schools should use whenever there is doubt about the assessability of a selected student. NAEP also provides you with a list of the accommodations allowed by NAEP (Exhibit 5-13) to help the school coordinator determine appropriate student accommodations for NAEP. You should refer to this list when discussing student accommodations with the school coordinator.

The school coordinator should use the Criteria for Inclusion and the accommodation charts to identify students whose IEPs specify that they receive an accommodation for standardized tests similar to NAEP. NAEP's intent is to assess every student possible; therefore, when there is doubt, the student should be assessed. Beyond this, do not attempt to answer questions about the application of the Criteria for Inclusion to SD or LEP students or specific accommodations not covered by the Criteria for Inclusion. Instead, you or the school coordinator should contact your field manager or the NAEP hotline at 1-800-283-6237.

5.14.1 Frequently Asked Questions Regarding SD and LEP Students

Who Are the Limited English Proficiency Students?

There is no common operational definition used by states to identify LEP students. Terms that are sometimes used are "English Language Learner" (ELL) and "English as Second Language (ESL) Student," recognizing that these students are in the process of acquiring English language skills and knowledge. Unlike disabilities, which usually are permanent, LEP is considered to be a transitional state. At some point, the student will no longer be LEP or at least will be able to receive instruction and be assessed entirely in English.

The LEP student population is very diverse; these students come from many different languages, homes, and educational backgrounds. Although about three-quarters of all LEP students have Spanish as their language background, approximately 25 percent come from a great number of other language backgrounds. In addition to vast language diversity, LEP students have diverse educational experiences and differing amounts of prior exposure to English. Some have good literacy skills and school experiences in their native language, others have received some or all instruction in English, and others have poor skills and experiences in both English and their native language.

What Do the Laws Say About Students with Disabilities in Relation to Large-Scale Assessments?

A landmark Federal law was passed in 1975, the Education for All Handicapped Children Act. This law guaranteed that regardless of their handicapping condition, all students must be provided a free appropriate public education in the least restrictive environment possible. The law's name was changed in 1990 to Individuals with Disabilities Education Act, or IDEA, and was amended and reauthorized by Congress in 1997. Two other Federal laws that have played a role in ensuring the rights of individuals with disabilities are 1) Section 504 of the Rehabilitation Act of 1973, and 2) the Americans with Disabilities Act (ADA) enacted in 1990.

Exhibit 5-12. Criteria for Including Students

Will be distributed at training

Exhibit 5-12. Criteria for Including Students (continued)

Will be distributed at training

Exhibit 5-13. Accommodations Allowed in NAEP Assessments

Will be distributed at training

Who Are the Students with Disabilities?

To be eligible to receive services in the schools under IDEA, a student must meet two criteria. First, the child's disability must fall within one of the categories of eligibility:

- Mental retardation;
- Hearing impairments;
- Speech and language impairments;
- Visual impairments;
- Serious emotional disturbance;
- Orthopedic impairments;
- Autism;
- Traumatic brain injury;
- Specific learning disabilities; and
- Other health impairments, such as attention deficit disorders.

Second, because of his/her disability, a student with disabilities must need special education and related services to realize his/her full potential.

Government figures suggest that about 10 students out of every 100 are receiving special education (U.S. Department of Education, 2000). Currently, most students with disabilities are in a general education classroom and are provided with specially designed instruction and support, as necessary. The typical student who receives special education often has no immediate obvious disability. He – more than half of the students served by special education are males – is in elementary or middle school and has persistent problems in learning and behaving appropriately in school. His problems are primarily academic and social or behavioral.

What Is an Individualized Educational Plan (IEP)?

The primary intent of the special education laws passed during the past two decades has been to require educators to focus on the needs of individual students with disabilities. The most important aspect of this focus is the IEP. Each public school child who receives special education and related services must have an IEP. Each program must be designed for one specific student, and individuals who know the child well should design it. IEPs contain much information related to the technical requirements of IDEA in addition to instructional components.

In addition, the IEP must include within it the accommodations and modifications needed by the student in order to participate in the administration of state or district achievement assessments.

Many students with disabilities are included in large-scale assessments, such as NAEP. However, before a student can or cannot be included, the school personnel most knowledgeable about that student must make two types of decisions: (1) Should he/she be exempted from the assessment? and (2) If not, what accommodation(s) does the student require in order to participate in the assessment?

5.14.2 Enter Administration Codes for SD/LEP Students Who Require Accommodations

During the preassessment visit, you will need to enter an Administration Code for all students who require an accommodation. This code will indicate the specific accommodation the student must receive on assessment day. The Administration Codes for students who require accommodations are listed in Exhibit 5-13 and are also printed in column **R** of the Administration Schedule. Accommodations are described in detail in Section 5.14.3. It is critical that you gain as much information as possible in order to be well prepared and staffed on assessment day.

In all NAEP schools, accommodations will be offered, as necessary, for students with disabilities or limited English proficiency. The accommodation(s) each student receives must be specified in his/her IEP or routinely used in testing the student. These accommodations include, but are not limited to, the following: extended time, one-on-one testing, small group testing, reading aloud to the student, bilingual dictionary (not available in the reading assessment), use of a scribe or computer to record answers, bilingual booklets (not available in the reading or science assessment), and large-print booklets. Students who require large-print or bilingual booklets or read aloud in small group accommodations may need to use a special accommodation assessment booklet. Brief descriptions of the accommodations most frequently provided by NAEP follow.

5.14.3 Accommodations Most Frequently Provided By NAEP

- **Bilingual mathematics booklet** (Admin. Code 71) – NAEP has special bilingual mathematics booklets (grades 4 and 8 only) available for students whose IEP requires one. When a bilingual booklet is open, generally one page will be in Spanish and the facing page will contain the same directions/questions in English. The bilingual booklets consist of two books packaged together. The first book will contain general directions and cognitive block 1; and the second book will contain cognitive block 2 and the background questions. Students will be able to answer on either the Spanish or English side; they will not be penalized if they answer some questions in Spanish and others in English. Because the directions are read out loud in Spanish, students using bilingual booklets will need additional time and should be administered the assessment in separate sessions. During the preassessment visit, you should arrange to

have someone at the school who is proficient in Spanish read the Spanish script unless you have a bilingual team member. This script will be sent with the bilingual mathematics booklet. You will not receive bundles of bilingual booklets in your bulk supplies from NCS Pearson. If bilingual booklets are needed, call NCS Pearson to request them. You must account for all bilingual booklets that you receive from NCS Pearson.

- **Bilingual dictionary** (Admin. Code 72) – If assigned a math or science booklet, an LEP student may use his/her own bilingual dictionary or one provided by the school if his/her IEP requires one. (NAEP will not provide bilingual dictionaries.) The school coordinator should enter a note on the appointment card to remind the student to bring the bilingual dictionary to the session.

The bilingual dictionary accommodation is NOT allowed with reading booklets. Therefore, if a student requires a bilingual dictionary as an accommodation, you must first check the subject column *C* from the Administration Schedule to be sure the student does not have an *R* (reading) next to his/her name. If the student has an *R*, then he/she must be coded with a *63 (LEP–Required accommodation not offered)* or a *65 (SD and LEP–Required accommodation not offered)*.

- **Large-print booklet** (Admin. Code 73) – For students whose IEP requires testing with large-print materials or magnifying devices, NAEP has special large-print booklets available for each grade and subject.

You will need to request large-print booklets from NCS Pearson on an as-needed basis immediately following the preassessment visit or call. For each large-print booklet requested, NCS Pearson will package the large-print booklet together with the same booklet in regular-size print in a ziplock bag. You will need to send back **both** the large-print booklet and its corresponding regular sized booklet in the ziplock bag with the regular session materials after the assessment has been completed.

- **Extended time in regular session** (Admin. Code 74) – Some students may not react well under pressure or may have a disability that requires them to take longer than other students to complete tasks. Any student whose IEP requires an extended-time accommodation may be assessed during the regular session. He/she will be timed with the others but will be told that following the session he/she may go back and continue working on the cognitive sections. The only limit for extended time is that the student may not take more than three times the regular time allocated for a particular section of the booklet.³

³ It is unlikely that students will require much more time than the regular session allows because of the difficulty of the items and because NAEP is not a “speeded” test.

- **Read aloud** – The read-aloud accommodation can be administered in three different ways, depending on the student’s IEP requirements.

- **Read aloud in regular session** (Admin. Code 75) – Some students require some words, phrases, or sentences to be read to them. In most cases, a student whose IEP requires read aloud will be assessed in a regular session but will be instructed ahead of time by you to raise his/her hand if he/she needs a word, phrase, or sentence read aloud. You will quietly read text to the student as requested. A student who requires the read aloud in regular session accommodation will use his/her originally assigned booklet.

- **Small group** (Admin. Code 76) – Some students will require major portions of the booklet read aloud to them. In these cases, it is better to assess these students together in a small group so that other students are not disturbed by your reading aloud.

In a small group, all students who require a read-aloud accommodation will be given the same booklet version number for ease of administration. For these cases, NAEP has special read-aloud booklets to use in math small group sessions. Read-aloud booklets will be prepackaged in bundles of five booklets. If there is only one student who requires the small group read-aloud accommodation, use the student’s originally assigned booklet. When there is more than one student, you should take the necessary number of booklets—in sequential order—from the read-aloud small group accommodation booklet bundles. The original booklet and the special read-aloud booklet for each student must be accounted for and returned to NCS Pearson. Extra booklets provided to accommodate the AA in reading to students must be returned as well.

You will receive bundles of read-aloud booklets in your bulk supplies from NCS Pearson. If additional booklets are needed, call NCS Pearson to request them.

- **One-on-one** (Admin. Code 77) – In other cases, a student who requires the read-aloud accommodation will need to be assessed in a one-on-one setting as specified in his/her IEP. In such a case, use the student’s originally assigned booklet.

If a student requires the read-aloud accommodation, you will need to be sure to assign the Administration Code for the way in which the accommodation was administered: read aloud in regular session (75), read aloud in small group (76), or read aloud one-on-one (77).

The read-aloud accommodation, in all three forms, is NOT allowed with reading booklets. Therefore, if a student requires read aloud as an accommodation, you must first check the subject column *C* on the Administration Schedule to be sure the student does not have an *R* (reading) next to his/her name. If the student has an *R*, then he/she must be coded with a *61 (SD–Required accommodation not offered)* or a *63 (LEP–Required accommodation not offered)* or a *65 (SD and LEP–Required accommodation not offered)*.

- **Small group** (Admin. Code 76) – A separate session may be held for students who are easily distracted or who have other difficulties in a large group setting, if their IEPs require it. The most common small group will be made up of students who require the read-aloud accommodation in a separate session (as described above).

- **One-on-one** (Admin. Code 77) – Some students have IEPs that require testing in a one-on-one environment. These students may have physical disabilities impeding their ability to write responses to the questions. They may take tests with the aid of a facilitator who records their responses for them and perhaps reads questions to them. If a student regularly works with a facilitator provided by the school, then that person should be available for the assessment. Otherwise, you can serve as the facilitator. Note that in reading sessions, the questions and passages cannot be read to the student.
- **Scribe or use of computer** (Admin. Code 78) – If a student’s IEP requires the use of a scribe or computer to record answers under regular testing situations, it will be allowed for the NAEP assessment. However, the student will not be allowed to use the spell-check function on the computer. The student will need to use his/her own computer or one provided by the school. NAEP will not provide computers.
- **Other, specify on cover** (Admin. Code 79) – Some accommodations not listed above may be required by the IEP of the students sampled for the assessment. For instance, some hearing-impaired students may require the administrator to wear a small microphone or a deaf student may require a sign language interpreter. These types of accommodations are also allowed by NAEP as long as the school can provide the required equipment and/or personnel. If a student requires an accommodation that has not been mentioned and you have some doubt as to whether to allow the accommodation, you should call your NAEP field manager for guidance. After the session, note on the front cover of the booklet the type of accommodation offered.

NOTE: Recording answers directly in the test booklet is expected of all assessment participants and is not considered an accommodation for NAEP. If this is a required accommodation in a particular student’s IEP, he/she should remain in the regular session as long as no other accommodation is required for the student.

5.14.4 Administration Codes for SD/LEP Students Who Require Multiple Accommodations

Students who are accommodated often require more than one accommodation. For example, a student requiring one-on-one testing may also require extended time or help recording answers. For this reason, NAEP has developed codes for the primary and the acceptable additional accommodations we expect will be used. This means that only one Administration Code will be used for the student even though he/she may be receiving several accommodations, as shown in Exhibit 5-14. The other accommodations received should be indicated on the student’s booklet cover.

Exhibit 5-14. NAEP Accommodation Administration Codes

Accommodations Most Frequently Provided by NAEP		
Admin. Code	Primary Accommodation	Acceptable Additional Accommodations
71	Bilingual booklet (math only)	Extended time; usually small group or one-on-one
72	Bilingual dictionary (math and science only)	Extended time
73	Large-print booklet	Magnifying equipment; extended time; usually small group or one-on-one
74	Extended time in regular session	
75	Read aloud in regular session (math and science only)	
76	Small group	Extended time; read aloud (math and science only)
77	One-on-one	Extended time; help recording answers; read aloud (math and science only)
78	Scribe or use of computer	Extended time
79	Other – includes format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment (if provided by the school)	

NOTE: For a student who requires extended time (whether it is a primary or secondary accommodation), it is important that the total time the student took for the two **cognitive sections** be recorded on the front cover of the student’s booklet. It will be the AA’s responsibility to keep track of this total and note it in the three boxes labeled **TOTAL TIME FOR ACCOMMODATION** after the session. The only limit for extended time is that the student may not take more than three times the regular time allocated for a particular section of the booklet. If the student did not use extra time, the AA should record the regular time allowed for the cognitive sections in these boxes. For all three grades, the regular time allowed is 50 minutes (25 minutes per cognitive section).

If you are visiting the school and the school coordinator cannot identify the students who require an accommodation, you should ask if the teacher most knowledgeable about the students is available to speak with you.

Although it is anticipated that schools will offer accommodations relatively infrequently, it is extremely important that you learn about any separate accommodation sessions at the time of the preassessment visit so that you can arrange for enough AAs to be present to cover all sessions.

As you finish one Administration Schedule, move sequentially to the next. When all Administration Schedules have been reviewed, compute the number of separate sessions that will be required. Plan a separate session for each student who requires a one-on-one administration. Unless there is an unusually large number of students requiring "small-group" administration, you can plan on one separate session for all of these students. Calculate the total number of separate sessions needed and record each session in the chart provided on the cover of the School Folder. Plan for separate sessions to be held after the regular sessions, so that AAs already scheduled in the school can conduct the separate sessions.

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

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

- 60 = SD – Cannot be assessed
- 61 = SD – Required accommodation not offered
- 62 = LEP – Cannot be assessed
- 63 = LEP – Required accommodation not offered
- 64 = SD and LEP – Cannot be assessed
- 65 = SD and LEP – Required accommodation not offered

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

After entering an Administration Code, draw a single line through the student's name, being sure not to obscure the name. Do not line through any information for this student beyond the perforation, as shown in Exhibit 5-15.

5.16 Notify Teachers and Students

Discuss with the school coordinator the best way of informing students and teachers of the assessment. Remember that he/she knows best how to notify students and teachers. **Emphasize to the school coordinator that if attendance is less than 90 percent of the total to be assessed for all sessions combined, a makeup session will have to be scheduled.**

Your Westat supplies will include a supply of Student Appreciation Certificates and Teacher Notification Letters. A Teacher Notification Letter should be prepared for the school coordinator's use if he/she thinks that it would be helpful in informing the teachers of students selected for the assessment. You may use the back of the certificates to write information about the time and location of the assessment. The certificates also serve as a way to thank students in advance for participating. If the school E-Filed, you will also have labels with student names that you can affix to the back of the certificates. In that case, you will only need to write the location of the session. Although the school coordinator is not required to use these certificates, NAEP has found their use improves attendance.

In schools with grade 12 assessments, the Student Appreciation Certificates should be used to remind students to bring their calculators to the assessment. You will offer to prepare the certificates for these twelfth-grade students. Students are not permitted to use a laptop or other portable computer, pocket organizer, device with a typewriter-style keyboard, electronic writing pad, or pen-input device. NAEP will provide a calculator for any student does not have one.

If the school coordinator agrees that Student Appreciation Certificates should be used to notify students of the time and place of the assessment, you should prepare the certificates, sort by homeroom or other locator, and attach a Teacher Notification Letter to each stack. Then, give all notification notices to the school coordinator for distribution a few days prior to the scheduled assessment. If the school coordinator suggests an alternative way to notify students and teachers, offer to assist in the preparation and distribution of the lists. One suggestion is to post the Teacher Notification Letter on the teachers' bulletin board. This will inform all of the teachers in the school who you are and why you are there.

5.17 Verify Notification Letter Sent to Parents

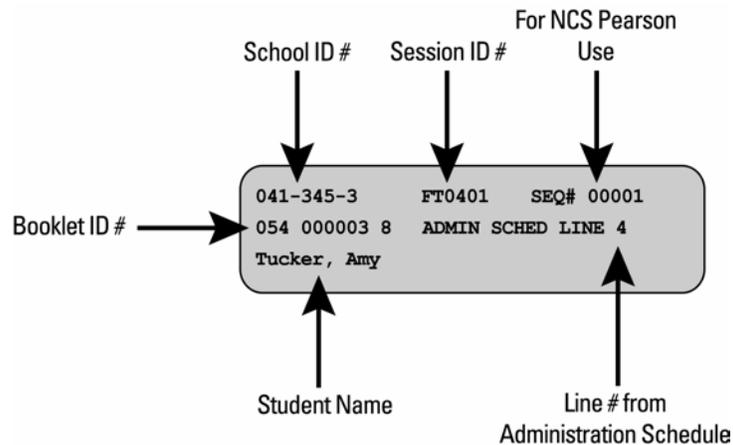
The No Child Left Behind Act requires that the parents of students selected for NAEP assessments be notified in writing that their child may be or has been selected for assessment and that participation is voluntary. The manner in which parents are notified will be determined by states, districts, or schools. In the fall, public schools received a sample Parent Notification Letter from the NAEP State Coordinator, and nonpublic schools received the letter from the gaining cooperation supervisor. You should take extra copies of the sample Parent Notification Letter with you when you conduct the preassessment visit. Schools can adapt the sample Parent Notification Letter to satisfy the No Child Left Behind requirement and any parental notification requirements of the district and school. Schools can notify parents of all grade-eligible students or just parents of sampled students.

Participating schools must provide you with a dated copy of the Parent Notification Letter before the assessment is conducted. If documentation is not available, the assessment will have to be postponed. You will need to keep the dated copy of the Parent Notification Letter in the School Folder. Information regarding parental notification must be entered into the SCS. Details on how to enter the information into the SCS can be found in Appendix G.

5.18 Prepare Labels for Assessment Booklets

Because student names are never written directly on the assessment booklets, preprinted removable student ID labels will be used to help AAs distribute booklets to the correct students. An example of the information contained on a student ID label is shown below.

Exhibit 5-16. Student ID Label



The first line contains the unique NAEP School ID Number, the specific session ID number from the Administration Schedule, and the sequence number that is used by NCS Pearson only. The second line of the label lists the preassigned booklet ID number from the Administration Schedule and the line number on which the student's name appears on the Administration Schedule. The student's name appears on the last line of the label.

The labels are always printed in Administration Schedule order by session. For schools whose students were sampled electronically, the labels will be shipped in the session boxes to the supervisor with the student names preprinted on them. For most of your schools, you will print the labels from the SDS using sheets of labels provided in your Westat bulk supplies.

Labels should be printed during the preassessment visit, sorted by session, and attached to the appropriate Administration Schedules so that they will be available for the AA to use in preparing booklets on assessment day. A duplicate set of labels can be printed to attach to the backs of Student Appreciation Certificates if they will be used as appointment notifications.

5.19 Encourage Staff to Remain in Room During Assessment

NAEP encourages the school coordinator or other staff members who are interested in NAEP to remain in the room during the assessment. If the school coordinator indicates a staff person will introduce NAEP or stay in the room during the session, record that information on the AA Assessment Information Form. This information should be provided to the AAs who will administer the individual sessions, although it is not necessary to know this ahead of time.

5.20 Leave Contact Information with the School Coordinator

Answer any questions the school coordinator has, as appropriate. Do not answer questions if you are unsure of the answers. Ask the school coordinator to call your field manager or offer to obtain an answer and call back.

You will be the primary contact for the school coordinator in the event a problem arises. If time allows, the school coordinator should be encouraged to call the NAEP hotline and leave a message for you. You should also give the school coordinator your field manager's telephone number in case you are not available or a question needs to be answered immediately.

If you have arranged to call the school coordinator back to check on the need for separate accommodations sessions or for some other reason, review the callback dates and times. Enter this information on the Record of Contacts and on your calendar.

5.21 Leave the School Storage Envelope with the School Coordinator

Before leaving the school, place the Administration Schedules and Roster of Questionnaires in the NAEP Storage Envelope and give it to the school coordinator to keep until assessment day. **NOTE:** Be sure to record accommodation needs prior to leaving the Administration Schedule in the school.

It is important that the school coordinator know that you will need the NAEP Storage Envelope and a place for the AAs to work as soon as the assessment team arrives at the school on the day of the assessment. Be sure you know where and with whom the NAEP Storage Envelope is being kept so you can retrieve it on assessment day. A delay in locating the envelope on assessment day can mean that you and your team have insufficient time to prepare for the assessment sessions.

5.22 Complete These Tasks After the Preassessment Visit

When the preassessment visit is complete, review the School Folder and School Data Collection Form and complete the following tasks:

1. Record that the contact is complete on the Record of Contacts.
2. Enter any callback information on your calendar.
3. Order any additional materials needed.
4. Determine the number of AAs required to cover all assessment sessions for the school.
5. Assign an AA to each session and enter the name in the column provided on the front cover of the School Folder.
6. Prepare an AA Assessment Information Form for each AA assigned to the assessment.
7. Notify the AAs of their assignments.

5.23 Prepare an Assessment Information Form for Each AA

Effective communication between you and your AAs is crucial to NAEP's success. The Assessment Information Form (Exhibit 4-1) has been developed for supervisors to communicate specific information to the AAs about their assignment. After each preassessment visit you will prepare an

Assessment Information Form for each AA whom you assign to conduct a session in the school. The form will contain the following:

- The school name and NAEP School ID Number;
- The school address and telephone number;
- The assessment date and time;
- The session number to which the AA is assigned;
- The room where the session will be held;
- The school coordinator's name;
- Directions to the school and where to park at the school;
- Information about accommodations, such as the number and types in the session;
- Instructions for meeting the assessment team;
- Instruction on how to contact the office in case of an emergency; and
- Any other pertinent information, such as the policy for dismissing students, how to handle persistently disruptive students and students who arrive after the session has begun.

It is critical that the assessment team arrives at the school at least 1 hour before the scheduled start of the first assessment session in order to allow sufficient time for preparing the assessment materials and for handling last minute details. If possible, you may wish to arrive a few minutes before the AAs to retrieve the NAEP Storage Envelope and discuss with the school coordinator any last minute details.

5.24 Verify Assessment Materials

When you receive your materials from Westat and NCS Pearson, you will need to verify that you have received an adequate supply of the correct materials. After each preassessment visit, you should check the session boxes you received for that school, gather any additional material from the bulk supplies, and request additional material, if necessary. It is important to verify school materials immediately after each preassessment visit so you will have time to request and receive additional supplies from NCS Pearson and/or Westat.

5.24.1 Check Materials

General or bulk supplies materials will come from NCS Pearson and Westat. When you receive a shipment verify the contents against the packing list to be sure you received all necessary items. Remember you are held accountable for all materials on the packing list. If anything is missing, contact NCS Pearson or Westat immediately.

Bulk Materials Shipments from Westat

The following items will be shipped to you from Westat.

Sampling and Assessment Materials:

Criteria for Inclusion	Teacher Letter	NAEP Accommodations Chart
New Enrollee Form	School Appreciation Certificate	Assessment Administrator Manual*
Assessment Information Form*	School Folders	AA Checklist for One Session Schools*
Session Debriefing Form*	Instrs. for Preparing List of Students	Demonstration Booklet
School Coord. Debriefing Form	NAEP Storage Envelopes	
Student Appreciation Certificates	Destroy-by Postcards	

Administrative and General Materials:

Trip Expense Reports (TER)*	Business Card Template	Government Rate Letter
Time Sheets (T&E)	Removable Labels	Power strip for laptop & printer
Assessment Calendar	Diskettes	AA Training Exercises*
Fax Cover Sheet (NAEP)	Stapler	NAEP ID Badges*
Post-It Notes; 3x3; packs	Staples	SV Debriefing Form
FedEx Sturdy Pak	Pencil Sharpener	AA Debriefing Form*
Printer paper - 8.5x11 & 8.5x14	NAEP Letterhead	AA Observation Form
Business Card Stock	Contact Information Sheet	Expense Receipts

Personnel Forms:

Personnel Form	Direct Deposit Instruct. & Form	Screening Form
Drug Free Memo	Affidavit of Nondisclosure	AA Fact Sheet
Form W-4	Field Worker Agreement - AA	Reference Check Form
State Tax Forms	Welcome to NAEP	Non-selection Letter
I-9 Instructions & Form	Westat Application	
Fingerprint Pack	Interview Summary Sheet	

* You should distribute these items to the AAs in your team.

Materials from NCS Pearson – Bulk Supplies

Your bulk supplies from NCS Pearson will include a supply of read-aloud accommodation booklets and inclusion booklets. You must account for all of the accommodation and inclusion booklets that you receive in your bulk supplies. If you discover during your preassessment contact that you will need additional booklets, you must contact NCS Pearson to place an order.

You may not, under any circumstances, borrow booklets from another session box or another supervisor. You will be asked to account for each ordered booklet and each booklet in your bulk supplies.

Large-print and bilingual booklets will not be included in your bulk supplies. You will need to order them from NCS Pearson on an as-needed basis. The bulk supplies you will be receiving from NCS Pearson are listed in Exhibit 5-17.

5.24.2 Materials from NCS Pearson – School Materials

Assessment booklets for all sessions will be packaged in bundles of 14 booklets for grade 4 and 16 booklets for grades 8 and 12. Each session box will contain two bundles of booklets. A numbered Bundle Slip will be shrink-wrapped with each bundle. The five-digit **Bundle #** on the slip should match the five-digit number printed in the **Bundle #** boxes in the upper left and upper right of the Administration Schedule. Each Bundle Slip will list the three-digit prefixes of the booklets contained in the bundle. These prefixes should match the prefixes printed on the Administration Schedule, as shown on the next page.

After the completion of each preassessment visit, open the school's session box(es) and check that the bundle numbers on the Administration Schedule(s) match those included in the shipment. Then, check the materials in your shipment against the packing lists and Administration Schedule to see that you have sufficient supplies. Exhibit 5-18 shows the list of materials for each grade.

Exhibit 5-17. Bulk Supply Packing List

NAEP Bulk Packing List - SAMPLE

Ship To: SUPERVISOR

REGION/ AREA
FT01/ 01

PAGE 1

SEQ#: 1

METHOD: UPS

DATE: 1/9/04

Qty.	Units	Inventory #	Description
1	EACH	NA00000392	TAPE DISPENSER
2	ROLL(S)	NA00000391	SEALING TAPE
5	EACH	NA00002262	DIGITAL TIMER
1	PKG(S)	NA00000018	AA BATTERIES (PKG OF 4)
20	EACH	NA00000336	SUPPLEMENTAL SHIPPING ENVELOPE
50	EACH	NA00000305	RUBBER BANDS
3	EACH	NA00002271	SIGN "DO NOT DISTURB"
25	EACH	NA00001195	FORM, MATERIALS REQUEST, F.T.
25	EACH	NA00000526	FORM, UPS ARS FAX
5	LABEL(S)	BLKLBS	RETURN BULK MAILING LABELS
10	SET(S)	NA02300022	#2 PENCILS, 144 PER SET
5	EACH	NA00008387	*10x13 PLASTIC BAG
1	SET(S)	NA02300025	ANCILLARIES, GR4, MATH
1	SET(S)	NA02300026	ANCILLARIES, GR8, MATH
1	SET(S)	NA00001196	ANCILLARIES, GR12, MATH
1	SET(S)	NA02100017	S.S. CARD INSTRUCTIONS (3 PER SET)
1	SET(S)	NA02100018	GUIDE TO METRO "M" (10 PER SET)
1	SET(S)	NA02300061	CALCULATORS, TI-108, SET OF 60
1	SET(S)	NA02300062	CALCULATORS, TI-30, SET OF 60
1	SET(S)	NA02300059	POSTERS, GR4, MATH (CALC/O.E.)
1	SET(S)	NA02300060	POSTERS, GR8, MATH (CALC/O.E.)
1	LIST	CKLST	SECURITY CHECKLIST, BULK
2	PKG(S)	NA00000837	STUDENT QUES., GR4, MATH, PKG 25'S
2	PKG(S)	NA00000838	STUDENT QUES., GR8, MATH, PKG 25'S
2	PKG(S)	NA00000839	STUDENT QUES., GR12, MATH, PKG 25'S
1	BUNDLE(S)	NA00000829	TB, GR4, READ/MATH/SCI, BNDL 14'S
1	BUNDLE(S)	NA00000830	TB, GR8, READ/MATH/SCI, BNDL 16'S
1	BUNDLE(S)	NA00000831	TB, GR12, READ/MATH/SCI, BNDL 16'S
2	BUNDLE(S)	NA00001198	TB, GR4, INCLUSION, READ, BNDL 17'S
2	BUNDLE(S)	NA00001199	TB, GR4, INCLUSION, MATH, BNDL 17'S
2	BUNDLE(S)	NA00001200	TB, GR8, INCLUSION, READ, BNDL 17'S
2	BUNDLE(S)	NA00001201	TB, GR8, INCLUSION, MATH, BNDL 17'S
2	BUNDLE(S)	NA00001202	TB, GR12, INCLUSION, READ, BNDL 17'S
2	BUNDLE(S)	NA00001203	TB, GR12, INCLUSION, MATH, BNDL 17'S
1	BUNDLE(S)	NA00001008	TB, '04, GR4, M146R, READ ALOUD, 5'S
1	BUNDLE(S)	NA00001009	TB, '04, GR4, M147X, READ ALOUD, 5'S
1	BUNDLE(S)	NA00001010	TB, '04, GR4, M148CG, READ ALOUD, 5'S
1	BUNDLE(S)	NA00001011	TB, '04, GR4, M149C, READ ALOUD, 5'S
1	BUNDLE(S)	NA00001012	TB, '04, GR4, M150, READ ALOUD, 5'S
1	BUNDLE(S)	NA00001013	TB, '04, GR4, M151C, READ ALOUD, 5'S
1	BUNDLE(S)	MA00001014	TB, '04, GR4, M152, READ ALOUD, 5'S
1	BUNDLE(S)	NA00001015	TB, '04, GR4, S201, READ ALOUD, 5'S
1	BUNDLE(S)	NA00001016	TB, '04, GR4, S202, READ ALOUD, 5'S

Exhibit 5-18. Session Materials

Grade 4 Schools	
Quantity	Item
2 Bundles	Grade 4 Reading, Math, and Science Booklets (14 per bundle; 28 total booklets)
1 Set	Grade 4 Math Set “X” (5 per set)
1 Set	Grade 4 Math Set “G” (5 per set)
1 Set	Rulers “R” (5 per set)
1	Sign Testing in Progress – Do Not Disturb
2	Rubber Bands
28	Preprinted Student ID Labels
1	UPS ARS Return Label
Grade 8 Schools	
2 Bundles	Grade 8 Reading, Math, and Science Booklets (16 per bundle; 32 total booklets)
1 Set	Metro Guide “M” (10 per set)
1 Set	Grade 8 Math Set “Y” (5 per set)
1 Set	Grade 8 Math Set “G” (5 per set)
1 Set	Protractor/Ruler “P” (5 per set)
1	Sign Testing in Progress – Do Not Disturb
2	Rubber Bands
32	Preprinted Student ID Labels
1	UPS ARS Return Label
Grade 12 Schools	
2 Bundles	Grade 12 Reading, Math, and Science Booklets (16 per bundle; 32 total booklets)
2 Sets	Grade 12 Math Set “Z” (5 per set)
2 Sets	Grade 8/12 Math Set “G” (5 per set)
2 Sets	Protractor/Ruler “P” (5 per set)
1 Set	Metro Guide “M” (10 per set)
2 Sets	Social Security Instructions “S”
1	Sign Testing in Progress – Do Not Disturb
2	Rubber Bands
32	Preprinted Student ID Labels
1	UPS ARS Return Label

5.23.3 Request Additional Materials, if Necessary

As supervisor, you are responsible for checking that there are sufficient numbers of materials for each assessment in your region. If you discover that you need additional materials, you should first use the extra materials sent in your bulk supplies. If you deplete your bulk supplies, or if you need to request booklets, you should contact NCS Pearson. First complete the Materials Request Form (Exhibit 5-19) that is included in your bulk supplies. You may then call, fax, or email NCS Pearson:

- The telephone number for NCS Pearson is 1-888-627-6237.
- The fax number is 1-888-627-8842. Be sure the Materials Request Form is completely filled out before faxing.
- Email NCS Pearson at naep@pearson.com.

If you need additional materials that are listed under Westat bulk supplies, email the NAEP Warehouse with the exact name and quantity of the material you are requesting. You should also include the address to which the materials should be shipped and the date by which they are required.

NAEP Warehouse
Contact: (Mr.) Shannon Whitmarsh
Address: NAEP Warehouse GA W-20
9270 Gaither Road
Gaithersburg, MD 20877
Email: NAEPWarehouse@Westat.com
Telephone: 301-330-7079
Fax: 301-330-7063
Hours: 9:00 a.m. to 5:00 p.m. Eastern Time

5.23.4 AA Checklist for One Session School or Makeup

On rare occasions it may be necessary for the supervisor to send an experienced AA to conduct the assessment in a small school with only one session assigned. Whenever possible, the AA should be included in the preassessment visit for the school and introduced to the school coordinator as the NAEP representative who will return to administer the assessment.

You should discuss all arrangements, materials, and procedures with the AA and arrange for transfer of the session box to the AA the day before or morning of the assessment. You will be provided copies of a checklist the AA can use to assure that all procedures for completing and copying documents, preparing the NAEP Storage Envelope, and packing and shipping are completed before he/she leaves the school. This checklist is included as Exhibit 5-20. This form may also be given to an AA asked to return to a school to conduct a makeup.

Exhibit 5-19. NCS Pearson Materials Request Form

2004 NAEP FIELD TEST MATERIALS REQUEST FORM

Fax Number: 1-888-627-8842

***E-mail Address: naep@pearson.com**

***Phone Number: 1-888-627-NAEP (627-6237)**

Date: _____ Date Needed: _____ Test Date: _____ School # _____

Name: _____ Supervisor # _____

Ship To Address: _____ School Name: _____

STREET ADDRESS (Do not use a P.O. Box)

CITY, STATE, ZIP CODE

Phone Number: () _____ - _____ E-mail Address: _____

Quantity	Units	Description	Quantity	Units	Description
		Gr4 Reading/Math/Science			Accommodation Books
	Bndl of 14	Gr4, Read/Math/Science Bundle			Grade 4
	Set	Ancillaries, Gr4 Math		Each	Gr4, Book R50 – Large Print
		Gr8 Reading/Math/Science		Each	Gr4, Book M151C – Large Print
	Bndl of 16	Gr8, Read/Math/Science Bundle		Each	Gr4, Book S203 – Large Print
	Set	Ancillaries, Gr8 Math		Each	Gr4, M964-BL - Bilingual
	Set	Guide to Metro “M” (10 per set)		Bndl of 5	Gr4, Bk M146R, Read Aloud
		Gr12 Reading/Math/Science		Bndl of 5	Gr4, Bk M147X, Read Aloud
	Bndl of 16	Gr12, Read/Math/Science Bundle		Bndl of 5	Gr4, Bk M148CG, Read Aloud
	Set	Ancillaries, Gr12 Math		Bndl of 5	Gr4, Bk M149C, Read Aloud
	Set	Guide to Metro “M” (10 per set)		Bndl of 5	Gr4, Bk M150, Read Aloud
	Set	S.S. Card Instructions “S” (3 per set)		Bndl of 5	Gr4, Bk M151C, Read Aloud
		Questionnaires/Rosters		Bndl of 5	Gr4, Bk M152, Read Aloud
	Each	Administration Schedule, Field Test		Bndl of 5	Gr4, Bk S201, Read Aloud
	Each	Roster Of Questionnaires, Field Test		Bndl of 5	Gr4, Bk S202, Read Aloud
	Each	Quest., Gr4 School		Bndl of 5	Gr4, Bk S203, Read Aloud
	Each	Quest., Gr8 School			Grade 8
	Each	Quest., Gr12 School		Each	Gr8, Book R51 – Large Print
	Each	Quest., Gr4 Teacher		Each	Gr8, Book M151C – Large Print
	Each	Quest., Gr8 Math Teacher		Each	Gr8, Book S203 – Large Print
	Pkg. of 25	Quest., Gr4 Math (student)		Each	Gr8, M949C-BL - Bilingual
	Pkg. of 25	Quest., Gr8 Math (student)		Bndl of 5	Gr8, Bk M146P, Read Aloud
	Pkg. of 25	Quest., Gr12 Math (student)		Bndl of 5	Gr8, Bk M147Y, Read Aloud
	Pkg. of 25	Questionnaires, SDLEP, Field Test		Bndl of 5	Gr8, Bk M148GC, Read Aloud
	Pkg. of 25	Questionnaires, LEP ONLY, Field Test		Bndl of 5	Gr8, Bk M149C, Read Aloud
		Miscellaneous Materials		Bndl of 5	Gr8, Bk M150C, Read Aloud
	Each	Sealing Tape Roll		Bndl of 5	Gr8, Bk M151C, Read Aloud
	Each	Digital Timer		Bndl of 5	Gr8, Bk M152, Read Aloud
	Pkg. of 4	AA Batteries		Bndl of 5	Gr8, Bk S201, Read Aloud
	Each	Supplemental Shipping Envelopes		Bndl of 5	Gr8, Bk S202, Read Aloud
	Gross(144)	#2 Pencils		Bndl of 5	Gr8, Bk S203, Read Aloud
	Sets/5	Posters, Gr4, Math (Calc/O.E.)			Grade 12
	Sets/5	Posters, Gr8, Math (Calc/O.E.)		Each	Gr12, Bk R50 – Large Print
	Each	Return Mailing Label		Each	Gr12, Bk M151Z – Large Print
				Each	Gr12, Bk S203 – Large Print
		Inclusion Bundles		Bndl of 5	Gr12, Bk M156C Read Aloud
	Bndl of 17	Gr4, Inclusion, Read		Bndl of 5	Gr12, Bk M157C, Read Aloud
	Bndl of 17	Gr4, Inclusion, Math		Bndl of 5	Gr12, Bk M160P, Read Aloud
	Bndl of 17	Gr8, Inclusion, Read		Bndl of 5	Gr12, Bk M161ZC, Read Aloud
	Bndl of 17	Gr8, Inclusion, Math		Bndl of 5	Gr12, Bk M162GC, Read Aloud
	Bndl of 17	Gr12, Inclusion, Read		Bndl of 5	Gr12, Bk S201, Read Aloud
	Bndl of 17	Gr12, Inclusion, Math		Bndl of 5	Gr12, Bk S202, Read Aloud
				Bndl of 5	Gr12, Bk S203, Read Aloud

*Please use this form when ordering by phone.

TO BE COMPLETED BY PEARSON

Date/Method Order Sent: _____ Order Entered by: _____

Exhibit 5-20. AA Checklist for One Session School or Makeup

AA _____

School ID _____

AA Checklist for One Session School or Makeup

NOTE: To keep track of ALL steps, place a check in the box as you complete each step.

BEFORE ARRIVAL:

- Verify with supervisor that parents have been notified.

UPON ARRIVAL:

- Locate school coordinator and/or NAEP Storage Envelope. Ask if there are any new parent refusals.
- Prepare booklets and check the timer, calculators and pencils.
- Conduct session using script.

AFTER SESSION:

- Enter Administration Codes on booklet covers and in column **P** of the Administration Schedule:
 - Use codes 10-14 for students assessed without accommodation in original session;
 - Use codes 20-24 for students assessed without accommodation in makeup session;
 - Use codes 71-79 for students assessed with accommodation;
 - Use codes 40-48 for absent students;
 - Use code 30 for inclusion booklets;
 - Use code 52 for unassigned booklets.
- Review and complete information in the summary box at the top of the Administration Schedule. If conducting original session and attendance for the school is less than 90%, arrange for a makeup.
- Check that all information is correctly coded on booklet covers and that all labels have been removed. Place ALL booklets (original and accommodation) in administration schedule order, and band together.
- Collect the School Questionnaire, Math Teacher Questionnaire, SD/LEP Questionnaire and LEP Questionnaires from the school coordinator. Remove and destroy any post-its or labels with names. Grid in the **Yes/No** bubble on the Roster for each questionnaire listed. If questionnaire(s) are not completed, leave Postage Paid envelope with coordinator and instructions to mail when questionnaire(s) are completed.
- Make one photocopy of the completed Administration Schedule (front **and** back), and the Roster with names still attached. Place this copy in the NAEP Storage Envelope.
- Remove names (tear at perforation) from the Administration Schedule and the Roster and store name strips in NAEP Storage Envelope.
- Use the originals without names to make a photocopy of the Administration Schedule (front **and** back) and the Roster. Store these photocopies in the supervisor's School Folder.
- Place original copy of the Administration Schedule (without names) under the rubber band securing the bundle of session booklets and place in session box.
- Place original copy of the Roster (without names) on top of the questionnaires and place in session box on top of booklets.
- Staple the "Destroy by" postcard (inside NAEP Storage Envelope) to outside flap of the NAEP Storage Envelope.
- Return the NAEP Storage Envelope to the school coordinator to retain until destroy date written on envelope. Ask the coordinator to make note on calendar to destroy materials and send in postcard. Give the school coordinator the NAEP Certificate of Appreciation.
- If this is an original session, tell the coordinator that your supervisor will be calling in a few days to conduct a brief interview about the assessment. Thank the coordinator and leave.
- Place this form in the School Folder.
- Return the school session box and supervisor's School Folder to supervisor using pre-arranged method.

NOTE TO EXPEDITE PHOTOCOPYING: Remember to make one copy of the Administration Schedule and Roster WITH names and one copy WITHOUT names. Names and copies with names are ALWAYS left in the NAEP Storage Envelope in the school.

6. SPECIAL STUDIES

6.1 Overview

In addition to the regular assessments, there are five special studies being conducted during the field test. The first of these special studies relate to the greater inclusion of SD/LEP students in the assessment. The second special study captures data that is of interest to researchers. Three sets of data will be collected on the student booklet cover. The third special study is the pilot testing of a Mathematics Student Background Questionnaire in some schools. The fourth one is an online check of student demographic variables during sampling. The fifth special study is an over sample of American Indian/Alaska Native students. The National Indian Education Study (NIES) is being conducted for the Office of Indian Education (OIE).

6.2 SD/LEP Special Studies

The intent of NAEP is to include all students. To this end several procedures are being tested that may lead to greater inclusion. They are:

- Redesigned SD/LEP and LEP Questionnaire;
- An inclusion booklet;
- A letter from the Office of Special Education Programs (OSEP) encouraging inclusion; and
- A “Decision Tree” to use with the new SD/LEP or LEP Questionnaire to determine inclusion.

A description of each follows.

6.2.1 SD/LEP and LEP Questionnaire

A revised version of the SD/LEP Questionnaire (Exhibit 3-12) and stand-alone LEP Questionnaire (Exhibit 3-13) will be piloted during the field test. The revised SD/LEP Questionnaire focuses more on the accommodations required by students than previous versions of the SD/LEP Questionnaire and aims to guide school staff in making exclusion decisions regarding NAEP. The LEP Questionnaire has been designed for schools and districts with significant LEP populations. Instead of receiving a large number of the SD/LEP Questionnaires, they will receive LEP Questionnaires that contain questions that pertain only to LEP students.

A teacher most knowledgeable about the student will be asked to complete the SD/LEP and LEP Questionnaires for SD and/or LEP students. Questionnaires will be completed for fourth-, eighth-, and twelfth-grade students. You will receive a supply of SD/LEP and LEP Questionnaires in the sampling materials that you receive from NCS Pearson.

You will use the Roster to keep track of these questionnaires. Instructions for preparing and collecting the questionnaires are provided in Chapters 5 and 7. If you need additional SD/LEP or LEP Questionnaires, you will need to contact NCS Pearson and request a short shipment.

6.2.2 Inclusion Booklet

The inclusion booklet (Exhibit 6-1) is a booklet (Reading and Mathematics) that contains at least one block at the lower end of the difficulty scale. After the decision is made by a school staff member to exclude a student during the preassessment visit, you will inquire whether the student can participate in the assessment if he/she is given an inclusion booklet. Students that will be assessed in reading or mathematics at all three grade levels are eligible for this study.

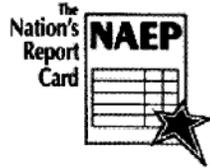
This special study will be conducted in all field test schools except the NIES schools. Go through the process of identifying all students to be assessed, accommodated, and excluded as described in Chapter 5. After the decision is made to exclude some students scheduled for reading or mathematics, ask the school coordinator if that student could be assessed using a booklet with an “easier” block as described above.

If the school coordinator agrees to let the excluded student try the assessment with the inclusion booklet, use the Administration Code “30” for this student. This code is considered an exclusion code. The inclusion booklet will be offered in all schools, even those schools flagged to participate in other inclusion studies described in the remainder of this chapter. In order for the results of these studies to be clear, this inclusion booklet should be offered only to students who are still “excluded” after the Decision Tree (Exhibit 6-2) and OSEP letter have been discussed.

You will receive bundles of Reading and Mathematics inclusion booklets for each grade in your NCS Pearson bulk supplies. In order to distinguish the inclusion booklet from the other assessment booklets, a small, white permanent label with “ADMIN CODE 30” is affixed to the booklet cover. You will provide the AAs with a supply of booklets to assign to the students who will be assessed with the inclusion booklet. Details for assigning and coding these booklets are provided in the AA manual.

Exhibit 6-1. Inclusion Booklet

Admin Schedule Line # _____



2004
Grade 4

SECTION	
1	MX43
2	M11
3	D1

BOOK
M151C

School Information

SCHOOL #

--	--	--	--	--	--	--

ADMIN CODE 30

TOTAL TIME for ACCOMMODATION

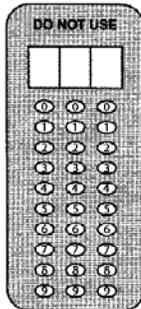
ADMIN CODE

--	--	--	--	--	--

ACCOMMODATIONS

- none
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78
- 79
- 80
- 81
- 82
- 83
- 84
- 85

- no
- W
- B
- A
- I
- P
- H



PLACE LABEL HERE

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 1850-0628. The time required to complete this information collection is estimated to average 100 minutes per response, including the time to review 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 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: NAEP/NCES, U.S. Department of Education, 1990 K Street, N.W., Washington, D.C. 20005-5651.

A project of the Institute of Education Sciences. This report is authorized by law (PL 107-110, 20 U.S.C. 59010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1850-0628 • Approval Expires 10/31/2006
Mark Reflex® forms by Pearson NCS EM-16666-001-1-054321
Printed in U.S.A.

6.2.3 SD/LEP Decision Tree

In about one-half of the schools sampled, school coordinators will be asked to use key answers to the questions in the SD/LEP or LEP Questionnaire to determine whether a student should be assessed and if any accommodation should be provided. The Decision Tree is shown as Exhibit 6-2. Instructions for using it are provided on the other side of the Decision Tree.

In the schools identified for this study, the preassessment visit cannot be conducted until all of the SD/LEP and LEP Questionnaires are completed. You may have to make two preassessment visits in these schools.

Schools selected for this study will be flagged in the SCS and identified on the Log of Schools.

6.2.4 Letter from OSEP

The final inclusion study involves a letter from the Office of Special Education Program (OSEP), for students with disabilities. You will present this letter to the school coordinator, and provide copies for all school staff that complete the SD/LEP and LEP Questionnaires. The letter will encourage inclusion by emphasizing that NAEP is a low-stakes test for students. This study will be conducted in about one-fourth of schools.

Schools selected for this study will be flagged in the SCS and identified on the Log of Schools.

6.2.5 SD/LEP Special Study Groups

The following chart shows which component(s) of the SD/LEP Special Study should be conducted in each school. In all cases, please consider the following:

- This is a field test.
- Participation has no consequences for the student.
- In all cases, the decision to include the student in NAEP or not is the school's decision.

SD/LEP Special Study Components		
<ul style="list-style-type: none"> - Component 1 - Use of “Decision Tree” with the SD/LEP or LEP Questionnaire. - Component 2 - Use of alternative “inclusion booklet” student booklet in reading and mathematics. - Component 3 - Use of OSEP letter, which encourages schools to differentiate between low and high stakes tests. 		
Assignment of Schools on School Log and in SCS		
Group A: Inclusion booklet (Component 2 only)	Group B: Decision Tree Component 1, then Component 2	NIES schools are not participating in this special study.
Group C: OSEP letter Component 3, then Component 2	Group D: All Component 3, then Component 1, then Component 2.	NOTE: All schools will use the revised SD/LEP or LEP only questionnaire.

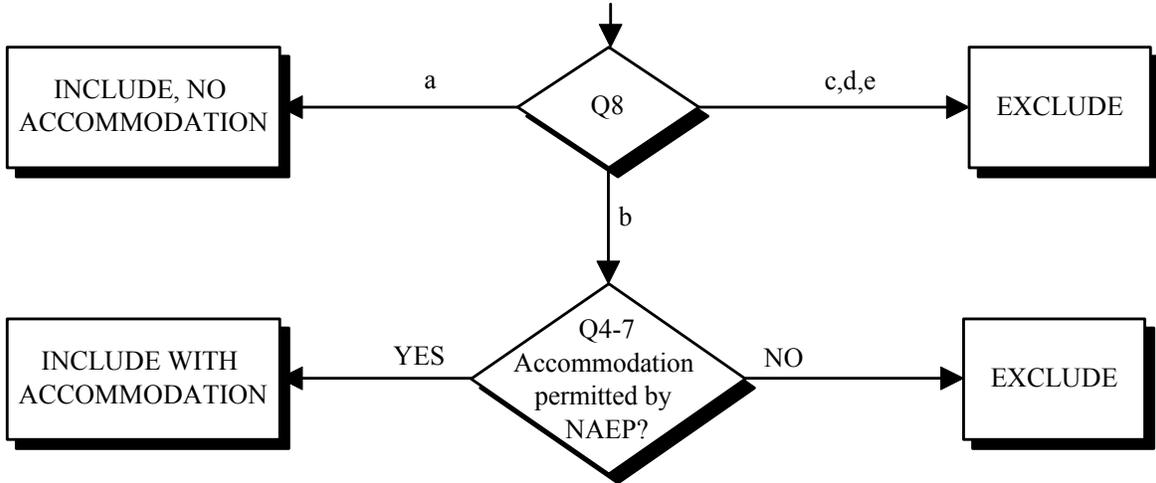
After determining to which treatment group a school belongs, use the appropriate checklist (A-D) (Exhibits 6-3 – 6-6) to walk you through the preassessment activity that determines whether SD/LEP students can be assessed. Enter the school name and ID # on the form/checklist.

At the end of the form, there is space to record the reaction of the school to the SD/LEP special study. We are interested in knowing if school staff were willing to consider the components of this special study in the inclusion decision, as well as any reluctance to deviate from inclusion specifications in the students IEP. Place the completed checklist/form in the School Folder after the preassessment visit.

Exhibit 6-2. Decision Tree

DECISION TREE

STUDENT WITH A DISABILITY: USE QUESTIONS 8 AND 4-7 OF SD/LEP QUESTIONNAIRE



**STUDENT WITH LIMITED ENGLISH PROFICIENCY:
USE QUESTIONS 24 AND 25 OF SD/LEP QUESTIONNAIRE
OR 11 AND 12 OF LEP QUESTIONNAIRE**

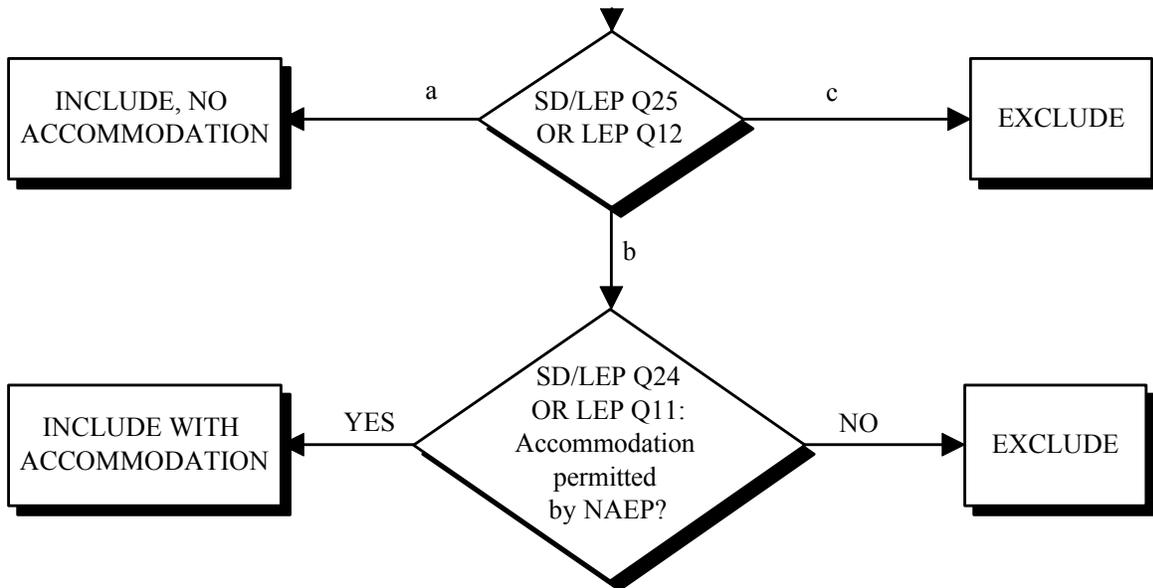


Exhibit 6-3. Checklist A

SD/LEP SPECIAL STUDY – GROUP A

School Name: _____

School ID Number: _____

1. Follow the “usual” procedures described in manual Section 5.14 to:

Determine which SD/LEP students need an accommodation and which accommodation(s) they will receive – Enter code in Col P on the Administration Schedule.

Determine which SD/LEP students cannot be assessed and the reason – Enter code in Col P on the Administration Schedule.

2. After inclusion and accommodation decisions have been made for ALL students sampled for the assessment:

Describe the Inclusion Booklet: “NAEP does have a booklet that contains a block of items at the lower end of the NAEP difficulty scale. If we made sure that this booklet is given to the students that currently are excluded, could we include these students in the assessment?”

If yes, enter code 30 in Col P on the Administration Schedule and include the students.

NOTE: IN ALL CASES, THE DECISION TO INCLUDE THE STUDENT IN NAEP, OR NOT, IS THE SCHOOL’S DECISION.

3. Record below any comments from the school regarding the availability of the inclusion booklet on their decision:

Exhibit 6-4. Checklist B

SD/LEP SPECIAL STUDY – GROUP B

School Name: _____

School ID Number: _____

You will need to make 2 preassessment visits to the school: one to prepare the SD/LEP and LEP Questionnaires and another to review accommodation and inclusion decisions with the school coordinator.

1. During visit #1, follow the instructions in Section 5.13 of your manual to identify SD/LEP students and prepare SD/LEP and LEP Questionnaires.
2. Make arrangements to have questionnaires distributed and collected prior to your second preassessment visit.
3. During visit #2, for each SD/LEP student on the Administration Schedule, use the completed SD/LEP or LEP Questionnaire and the “Decision Tree” on the back of this sheet to guide inclusion and accommodation decisions.
4. Determine which SD/LEP students need an accommodation and which accommodation(s) they will receive – Enter code in Col P on the Administration Schedule.
5. Determine which SD/LEP students cannot be assessed and the reason – Enter code in Col P on the Administration Schedule.
6. After inclusion and accommodation decisions have been made for ALL SD/LEP students sampled for the assessment, describe the Inclusion Booklet: “NAEP does have a booklet that contains a block of items at the lower end of the NAEP difficulty scale. If we made sure that this booklet is given to the students that currently are excluded, could we include these students in the assessment?”

If yes, enter code 30 in Col P on the Administration Schedule and include the students.

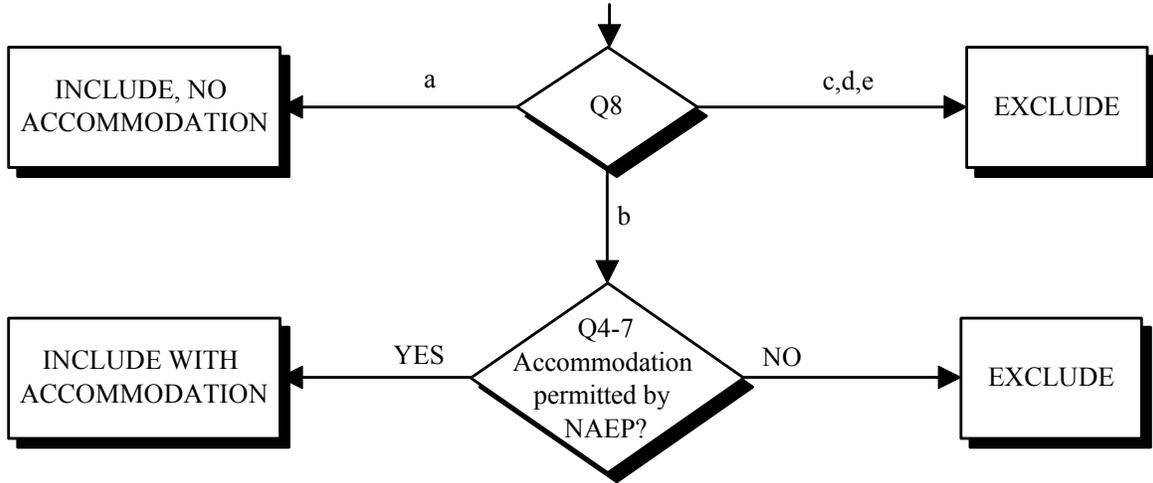
NOTE: IN ALL CASES, THE DECISION TO INCLUDE THE STUDENT IN NAEP, OR NOT, IS THE SCHOOL’S DECISION.

Record below any comments from the school regarding the impact of the use of the SD/LEP or LEP Questionnaire and the availability of the inclusion booklet on their decision:

Exhibit 6-4. Checklist B (continued)

DECISION TREE

STUDENT WITH A DISABILITY: USE QUESTIONS 8 AND 4-7 OF SD/LEP QUESTIONNAIRE



**STUDENT WITH LIMITED ENGLISH PROFICIENCY:
USE QUESTIONS 24 AND 25 OF SD/LEP QUESTIONNAIRE
OR 11 AND 12 OF LEP QUESTIONNAIRE**

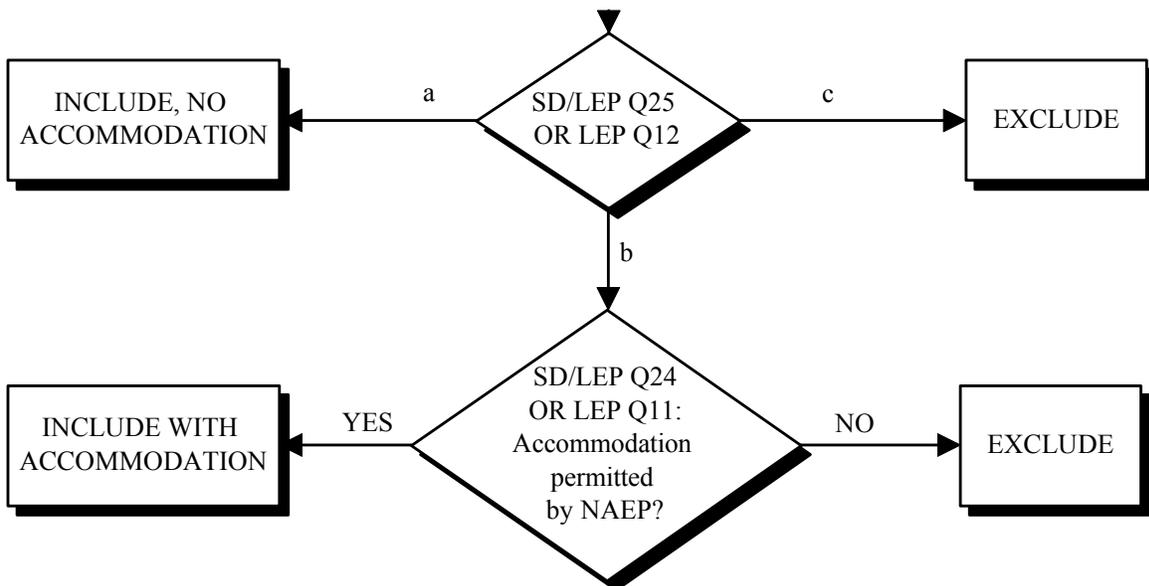


Exhibit 6-5. Checklist C

SD/LEP SPECIAL STUDY – GROUP C

School Name: _____

School ID Number: _____

1. Give the school coordinator or person making the inclusion and accommodation decisions a copy of the letter from the Office of Special Education Programs (OSEP), saying: “Please consider this information as we review the list of SD/LEP students.”

2. Follow the “usual” procedures described in manual Section 5.14 to:

Determine which SD/LEP students need an accommodation and which accommodation(s) they will receive – Enter code in Col P on the Administration Schedule.

Determine which SD/LEP students cannot be assessed and the reason – Enter code in Col P on the Administration Schedule.

3. After inclusion and accommodation decisions have been made for ALL students sampled for the assessment, describe the Inclusion Booklet: “NAEP does have a booklet that contains a block of items at the lower end of the NAEP difficulty scale. If we made sure that this booklet is given to the students that currently are excluded, could we include these students in the assessment?”

If yes, enter code 30 in Col P on the Administration Schedule and include the students.

NOTE: IN ALL CASES, THE DECISION TO INCLUDE THE STUDENT IN NAEP, OR NOT, IS THE SCHOOL’S DECISION.

4. Record below any comments from the school regarding the impact of the letter and the availability of the inclusion booklet on their decision:

Exhibit 6-6. Checklist D

SD/LEP SPECIAL STUDY – GROUP D

School Name: _____

School ID Number: _____

You will need to make 2 preassessment visits to the school: one to prepare the SD/LEP and LEP Questionnaires and another to review accommodation and inclusion decisions with the school coordinator.

1. During visit #1, follow the instructions in Section 5.13 of your manual to identify SD/LEP students and prepare SD/LEP and LEP Questionnaires.
2. Insert a copy of the letter from the Office of Special Education Services (OSEP) at the front of each questionnaire.
3. Make arrangements to have questionnaires distributed and collected prior to your second preassessment visit.
4. During visit #2, give the school coordinator or person making the inclusion and accommodation decisions a copy of the OSEP letter, saying: “Please consider this information as we review the list of SD/LEP students.”
5. For each SD/LEP student on the Administration Schedule, use the completed SD/LEP or LEP Questionnaire and the “Decision Tree” on the back of this sheet to guide inclusion and accommodation decisions.
6. Determine which SD/LEP students need an accommodation and which accommodation(s) they will receive – Enter code in Col P on the Administration Schedule
7. Determine which SD/LEP students cannot be assessed and the reason – Enter code in Col P on the Administration Schedule
8. After inclusion and accommodation decisions have been made for ALL SD/LEP students sampled for the assessment, describe the Inclusion Booklet: “NAEP does have a booklet that contains a block of items at the lower end of the NAEP difficulty scale. If we made sure that this booklet is given to the students that currently are excluded, could we include these students in the assessment?”

If yes, enter code 30 in col P on the Administration Schedule and include the students.

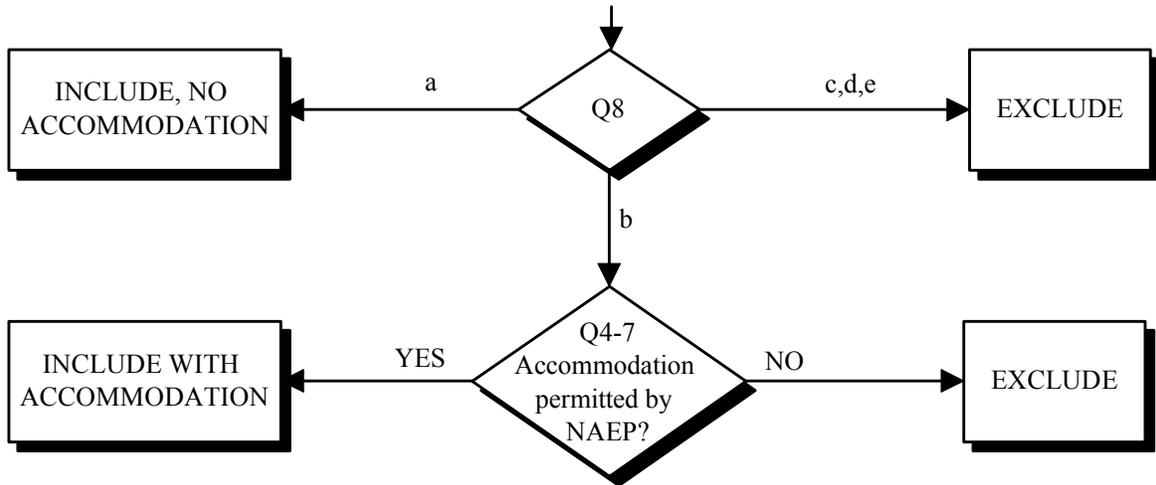
NOTE: IN ALL CASES, THE DECISION TO INCLUDE THE STUDENT IN NAEP, OR NOT, IS THE SCHOOL’S DECISION.

9. Record below any comments from the school regarding the impact of the letter, the use of the SD/LEP or LEP Questionnaire and the availability of the inclusion booklet on their decision:

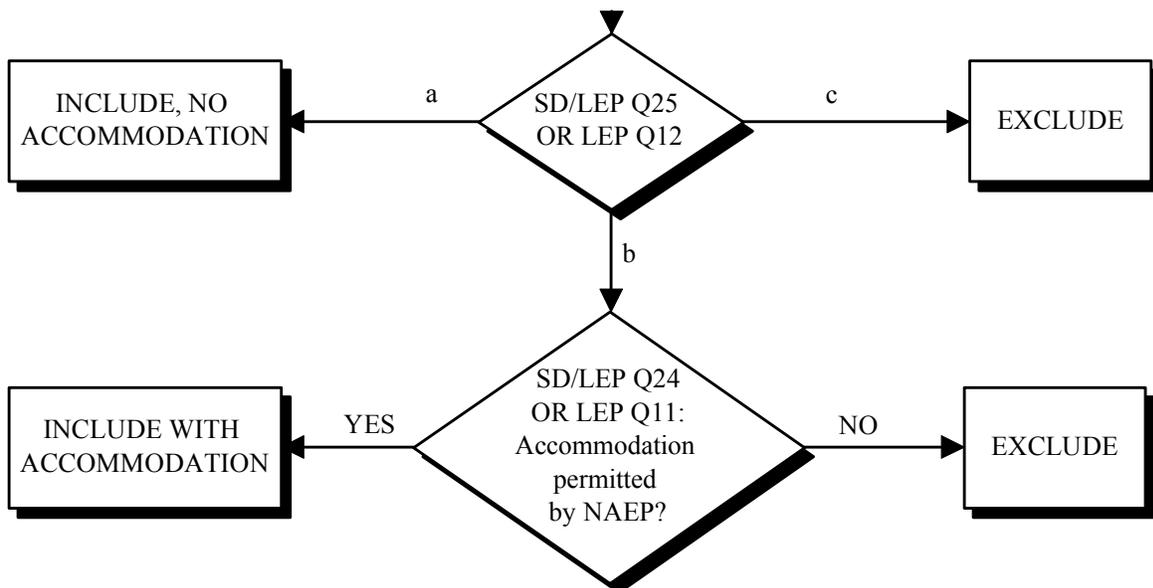
Exhibit 6-6. Checklist D (continued)

DECISION TREE

STUDENT WITH A DISABILITY: USE QUESTIONS 8 AND 4-7 OF SD/LEP QUESTIONNAIRE



**STUDENT WITH LIMITED ENGLISH PROFICIENCY:
USE QUESTIONS 24 AND 25 OF SD/LEP QUESTIONNAIRE
OR 11 AND 12 OF LEP QUESTIONNAIRE**



6.3 Mathematics Student Background Questionnaires

Mathematics Student Background Questionnaires (Exhibit 6-7) will also be piloted this year and administered to approximately 500 students at each grade. These questionnaires are stand-alone documents that contain grade-specific math background questions. It will take about 10-15 minutes for students to complete these questionnaires.

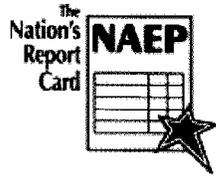
Each supervisor should plan to have one session of the Mathematics Student Background Questionnaires administered in their region for grades 4, 8, and 12. Since the questionnaires only need to be administered to a small sample of students, you should select schools that are highly cooperative for this study and discuss this pilot with the school coordinator during the preassessment visit. You will need to indicate on the Assessment Information Form the schools that will participate in this study and review the procedure for administering the questionnaires with the AA. The procedure will be to keep one group of students at each grade after the regular field test assessment is completed and administer the separate questionnaire.

You will be responsible for providing a supply of Mathematics Student Background Questionnaires from your bulk supplies to the AA administering the session. As indicated on the Bulk Packing List (Exhibit 5-17), you will receive two bundles of 25 questionnaires for each grade. You will use the Math Student Q. Checklist (Exhibit 6-8) to track the questionnaires. On the checklist, you will need to record the following information:

- Date received;
- Date issued;
- School/Session;
- Date/Time Returned; and
- Tracking Number.

The Session Scripts will instruct the AAs to collect the assessment booklets and then distribute the Mathematics Student Background Questionnaires in these sessions. After the session, the questionnaires should be packed with the other questionnaires and returned to NCS Pearson. Detailed instructions for packing the session boxes are provided in Chapter 8.

Exhibit 6-7. Mathematics Student Background Questionnaire Cover



2004
Grade 4

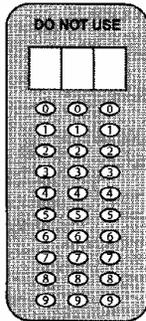
Student Mathematics Questionnaire

Q-992

School Information

SCHOOL #

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Exhibit 6-8. Math Student Q. Checklist

NAEP 2004 Field Test
Math Student Q. Checklist

Grade 4 Math Student Questionnaires

Inventory # - NA00000837

<u>Book ID's</u>	<u>Received</u>	<u>Date Issued</u>	<u>School/Session</u>	<u>Date/Time Returned</u>	<u>Tracking Number</u>
9920000091	_____	_____	_____	_____	_____
9920000092	_____	_____	_____	_____	_____
9920000093	_____	_____	_____	_____	_____
9920000094	_____	_____	_____	_____	_____
9920000095	_____	_____	_____	_____	_____
9920000096	_____	_____	_____	_____	_____
9920000097	_____	_____	_____	_____	_____
9920000098	_____	_____	_____	_____	_____
9920000099	_____	_____	_____	_____	_____
9920000100	_____	_____	_____	_____	_____
9920000101	_____	_____	_____	_____	_____
9920000102	_____	_____	_____	_____	_____
9920000103	_____	_____	_____	_____	_____
9920000104	_____	_____	_____	_____	_____
9920000105	_____	_____	_____	_____	_____
9920000106	_____	_____	_____	_____	_____
9920000107	_____	_____	_____	_____	_____
9920000108	_____	_____	_____	_____	_____
9920000109	_____	_____	_____	_____	_____
9920000110	_____	_____	_____	_____	_____
9920000111	_____	_____	_____	_____	_____
9920000112	_____	_____	_____	_____	_____
9920000113	_____	_____	_____	_____	_____
9920000114	_____	_____	_____	_____	_____
9920000115	_____	_____	_____	_____	_____

You may conduct this session in any school. You should administer this questionnaire to at least 30 students at each grade.

Please let your field manager know if you are unable to complete this special study.

6.4 Student Booklet Cover

Researchers and analysts are interested in obtaining additional information about the following three student data elements on NAEP:

- All accommodations provided to a student;
- Multiple race codes from school records; and
- Twelfth-grade students with option of bringing their own calculator to the mathematics assessment.

In order to collect this information about the students assessed, two additional boxes have been added to the student booklet cover. The first box is the accommodations box (Exhibit 6-9) which will be used to obtain a more comprehensive record of student accommodations. All of the accommodations that a student receives should be coded on the student booklet cover. AAs will be instructed to fill in the appropriate “yes” oval(s) for the accommodations received in the accommodations box. The “none” oval in the accommodations box will only be filled in for students receiving no accommodations. This special study will be conducted in all schools.

The race code box (Exhibit 6-9) on the student booklet cover will be used to capture additional race codes for students in schools that keep multiple race code records. You will ask the school coordinator during the preassessment visit if the school keeps multiple race code records and document his/her response. If the school keeps these records, you will inform the school coordinator that NAEP would like to collect this information for the students selected for the assessment on assessment day. You will be responsible for collecting the multiple race code information from the school coordinator for students in schools that keep multiple records on the day of the assessment and giving it to the AAs to record on the booklet cover after the assessment.

The race code box should be filled in on each student’s booklet cover. If the school does not keep multiple race code records, the AA will fill in the “no” oval in the race code box. If the school keeps multiple race code records, the AA will fill in the race code(s) in the race code box on each student’s booklet cover.

Over the next few years, school systems will be required to keep race/ethnicity student records that allow students and parents to report multiple races. NAEP collects student race from school records mapped to the six codes on the Administration Schedule. In addition, students self-report their race in the student booklet using a format that allows reporting of “all that apply.” In this special study, we want to capture and analyze multiple race codes kept in school records.

This special study will only be conducted in schools that keep multiple race codes in their records.

Twelfth-grade students that are selected for mathematics may bring their own calculator to use during the calculator blocks of the mathematics assessment. If a twelfth-grade student selected for mathematics does not bring his/her own calculator, a NAEP calculator will be used. The Session Script will ask the student to record on their booklet cover whether they brought their own calculator, was it a scientific or graphic calculator, or whether they used the NAEP calculator.

After the session, AA’s will use the first column of the “DO NOT USE” block (Exhibit 6-9) to code the following:

- 0 – No calculator
- 1 – NAEP calculator
- 2 – Own scientific
- 3 – Own graphing
- 9 – Don’t know (student did not indicate)

6.5 NIES

About 25 schools will participate in a special study of the American Indian population called the National Indian Education Study. These schools are flagged in the SCS. During the field test data collection period, these schools will conduct field test activities. After the assessment is completed in a school, the supervisor will discuss this special study with the school coordinator. This study consists of another data collection point in April-May.

At that time, a student questionnaire will be completed by all American Indian or Alaska Native assessed students in these schools. The teachers of these students will complete a Teacher Questionnaire and each participating school will complete a School Questionnaire.

The plan is to have Westat field staff go back to half of the main assessment schools in April/May. The staff will administer questionnaires to students, and distribute and collect the Teacher and School Questionnaires. In the other half of schools, we will mail the questionnaires to the school coordinator for administration, dissemination, collection, and return. The school coordinator will be given a small honorarium for this task. Schools selected for this study will be flagged in the SCS and identified on the Log of Schools.

In January 2004, you will receive materials about this study to share with the schools identified to participate.

6.6 Online Checks of Student Demographics

In preparation for student sampling in up to 20,000 schools for the 2005 NAEP Assessment, we are piloting online consistency checks of student demographics. These checks have already been run for the schools that E-Filed. For those that did not E-File, this check is run in the SDS after sampling. Each supervisor should select two public schools at sampling, one at grade 4 and one at grade 8. After the line numbers are identified, all information, including student name and demographics should be entered into the SDS. After entry, the supervisor can run the edit checks that compare entries to other sources of data such as the NCES Common Core of Data (CCD). If the entries are outside an acceptable range, an error message will display. Follow up with the school coordinator to see if the data provided to the supervisor is accurate.

Exhibit 6-9. Accommodations, Race Code, and Do Not Use Boxes on the Student Booklet Cover

Accommodations Box →

ACCOMMODATIONS	
none	(N)
71	(Y)
72	(Y)
73	(Y)
74	(Y)
75	(Y)
76	(Y)
77	(Y)
78	(Y)
79	(Y)
80	(Y)
81	(Y)
82	(Y)
83	(Y)
84	(Y)
85	(Y)

- 71 – Bilingual booklet
- 72 – Bilingual dictionary
- 73 – Large-print booklet
- 74 – Extended time
- 75 – Read aloud
- 76 – Small group
- 77 – One-on-one
- 78 – Scribe/computer
- 79 – Other, specify on cover
- 80 – Students who take assessment in more than one sitting
- 81 – Magnification device
- 82 – Clarification of directions
- 83 – School staff administers
- 84 – Preferential seating/lighting/furniture
- 85 – Braille writers

Race Codes →

no	(N)
W	(W)
B	(B)
A	(A)
I	(I)
P	(P)
H	(H)

- W - White
- B - Black or African American
- A - Asian
- I - American Indian or Alaska Native
- P - Pacific Islander
- H - Hispanic

DO NOT USE →

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

7. ASSESSMENT DAY ACTIVITIES

This chapter describes the activities that you, as supervisor, will complete on assessment day, beginning with your arrival at the school and continuing through the completion of the last assessment session. Because you will be responsible for supervising the work of your AAs and, on occasion, conducting sessions, you will need to familiarize yourself with the tasks performed by AAs on assessment day. Those activities are described in detail in Chapter 4 of the AA Manual.

7.1 Preparing for the School's Assessment

To be prepared for the school's assessment, you will need to complete the following tasks before you arrive at the school on assessment day:

- Call the school coordinator a few days before the assessment to confirm the date and time of the assessment, review the assessment activities, and verify that student, parent, and teacher notification procedures are in place;
- Review the materials in the School Folder to ensure that you bring the correct materials for the scheduled sessions;
- Review the number and scheduled start times of all sessions to verify that you have scheduled and notified enough AAs to cover all concurrently scheduled sessions; and
- Verify that you have the correct box(es) of materials from NCS Pearson for the school as well as any additional required materials that you will need.

7.2 Materials to Bring to the School

Before leaving home for the school on assessment day, you should gather together all of the materials you will need to bring with you. For each assessment, you will need the items listed below.

- Session boxes assigned to the school;
- General NAEP materials
 - School Folder containing School Data Collection Form, Instructions for Sampling New Enrollees, Administration Schedule and Roster of Questionnaires you will use for each session.
 - Supervisor manual,

- AA manual, and
 - Your NAEP ID badge and spare NAEP Representative badges (Exhibit 7-1) for any AAs who may forget theirs;
- Materials from NCS Pearson bulk supplies
 - 35 sharpened No. 2 pencils for each session,
 - 1 timer for each session,
 - 10 blue calculators for each grade 4 session,
 - 10 grey calculators for each grade 8 and grade 12 session,
 - Accommodation booklets, if necessary,
 - Inclusion booklets, if necessary,
 - Math Student Background Questionnaires, if necessary,
 - 1 math poster for each session and 1 calculator poster for each grade 4 and grade 8 session,
 - Sealing tape for each session box,
 - Supplemental shipping envelope, and
 - Extra grade-appropriate ancillary materials; and
 - Materials from Westat bulk supplies
 - Student Appreciation Certificates,
 - Blank removable student ID labels,
 - Session Debriefing Forms (to distribute to AAs before the session),
 - Quality Control Observation Forms,
 - School Debriefing Form,
 - School Certificates of Appreciation, and
 - Office supplies necessary for preparing assessment forms, packing, and shipping.

7.3 Report to the School on the Day of the Assessment

On the day of the assessment, you should plan to arrive at the school at least 1 hour before the first session is scheduled. The amount of time you will need depends on the number of sessions and the school's schedule. As supervisor, you may wish to arrive a few minutes before the AAs to retrieve the NAEP Storage Envelope, review arrangements for the assessment with the school coordinator, and collect questionnaires and any information missing from Administration Schedules.

7.3.1 Professional Behavior and Dress

Professional behavior and dress are required at any time you are working in a school. In her book, *Successful Subbing*, Carol Fuery discusses the notion that we live in a visual world and that in about 10 seconds students can form an expectation about your ability to handle a class based on your appearance (Fuery, 23). Clothing is one of the most important ingredients in effectively taking charge of a classroom and establishing authority.

Fuery suggests the following proper classroom attire:

For women:

- a suit;
- a tailored dress with a blazer; or
- a blazer and a skirt.

For men:

- a suit and tie; or
- dress trousers with a sports jacket and tie.

The colors that have proven themselves best for establishing authority are navy blue, maroon, rust, gray, and black. In other words, the more conservative your dress without looking overly stuffy, the better (Fuery, 25). Clothing need not be elaborate or expensive but should be neat, business-like, and appropriate.

For women, low-heeled, comfortable shoes are preferred. For both men and women, make sure that the heels on your shoes are properly maintained to avoid making excess noise as you walk around the room. Experienced NAEP staff members tend to walk slightly on their tip-toes to minimize the amount of noise and to remain as inconspicuous as possible while monitoring a session.

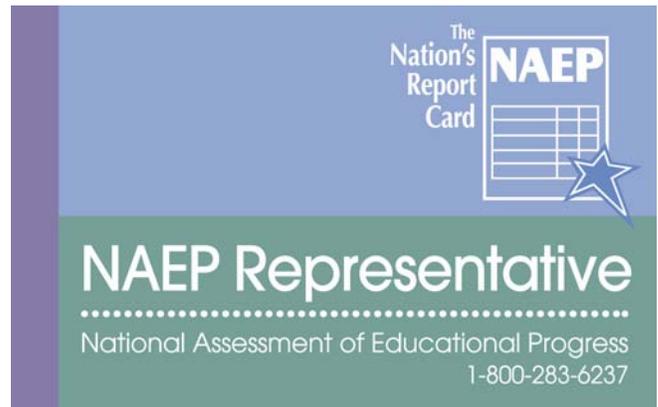
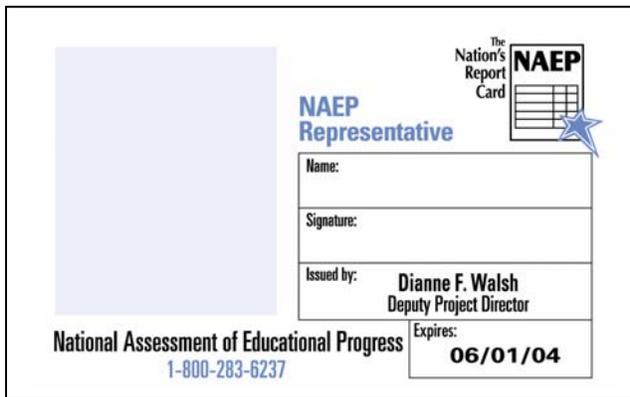
You are responsible for reviewing professional behavior and dress requirements with your staff of AAs and for making certain that they follow the requirements any time they visit schools for preassessment or assessment activities.

7.3.2 Observe School Protocol

You and your AAs should take care to park in spaces reserved for visitors or in spaces specified by the school. When arriving at the school, you must first check in at the school office, identify yourself, and explain why you are there. You should wear your NAEP Photo ID badge when you arrive at

the school to help establish your authority with both school staff and students. Additionally, you should have extra AA NAEP Representative badges for any AAs who may have forgotten their badge. See Exhibit 7-1 for examples of the NAEP ID badges.

Exhibit 7-1. NAEP Supervisor and NAEP Representative Badges



7.4 Complete Initial Activities at the School

After checking in at the school office and obtaining the NAEP Storage Envelope from the school coordinator, you will need to complete the following activities at the school. Ideally, these activities should be completed before the AAs arrive.

7.4.1 Obtain a Copy of the Parent Notification Letter

First, you will need to obtain a copy of the Parent Notification Letter from the school coordinator and place it in the School Folder (if you have not already done so). You will need to work with the school coordinator to determine which students should not be assessed due to parental refusals. You will enter an Administration Code of **46** or **47** in column **P** for all parent and student refusals and review these entries with the AA assigned to the session.

7.4.2 Collect the Questionnaires

During the preassessment visit, you instructed the school coordinator to distribute all questionnaires to appropriate school personnel and collect completed questionnaires the day before the assessment.

You should attempt to collect all completed questionnaires from the school coordinator and other school personnel as necessary on assessment day. If the school coordinator has not collected all the questionnaires, encourage him/her to do so before the assessment sessions are completed.

7.4.3 Assign Accommodation and Inclusion Booklets

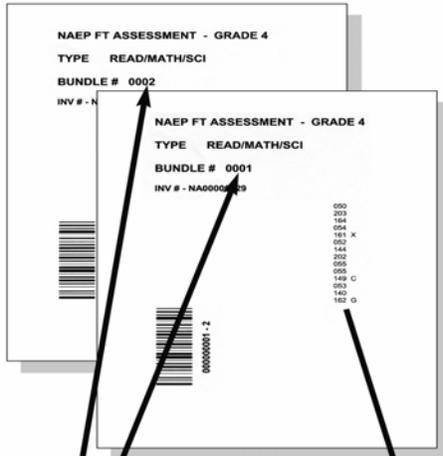
You will need to review the Administration Schedule to make sure that you have entered the correct Administration Code for each student with a disability (SD) and each student with limited English proficiency (LEP) who requires an accommodation. You or the AA will then need to assign an accommodation booklet to any student who requires one based on the type of accommodation he/she will receive. The following accommodations require a special accommodation booklet: bilingual booklet (math only; Admin. Code 71), large-print booklet (Admin. Code 73), and small group (Admin. Code 76) where read-aloud booklets will be required to facilitate administration.

Included in each bundle of accommodation booklets is a Bundle Slip (Exhibit 7-2) listing the ID numbers of the enclosed booklets. Booklets should be assigned in the order in which they are listed on the Bundle Slip, starting with the first student on the Administration Schedule who requires an accommodation booklet. You or the AA should enter the appropriate accommodation booklet ID number in column *O* labeled *Accommodation Booklet ID #* on the Administration Schedule to assign the accommodation booklet in place of the regular booklet preassigned in column *N*. Step-by-step directions for assigning accommodations booklets are presented in the AA manual.

You will also need to review the Administration Schedule to make sure that you have entered the correct Administration Code for each student who will be assessed with an inclusion booklet. You or the AA will then need to assign the inclusion booklet to each student with an Administration Code of 30. You or the AA should enter the appropriate inclusion booklet ID number in column *O* labeled *Accommodation Booklet ID #* on the Administration Schedule to assign the inclusion booklet in place of the regular booklet preassigned in column *N*. Step-by-step directions for assigning inclusion booklets are also presented in the AA manual. See Chapter 6 for a description of the inclusion booklet study.

A student who cannot be assessed without an accommodation and who will not be assessed with an inclusion booklet should be excluded from the assessment and coded with the appropriate exclusion code (Admin. Code 61 – SD-required accommodation not offered, Admin. Code 63 – LEP-required accommodation not offered, or Admin. Code 65 – SD & LEP-required accommodation not offered).

Exhibit 7-2. Bundle Slip and Administration Schedule



This form must be completed in No. 2 pencil.

Race/Ethnicity Codes

- 1 - White and Hispanic
- 2 - Black and Hispanic
- 3 - American Indian
- 4 - American Indian
- 5 - Other

National School Lunch Program

- 1 - Full-time
- 2 - Part-time
- 3 - Not in program
- 4 - Not in program
- 5 - Other

NAEP 2004 Field Test Administration Schedule

School Name: 041-345-3 Johnson Elementary Grade: 4
 Administration's Name: _____
 Original session scheduled for: _____
 Make-up session scheduled for: _____

Session Number FT0401 **Bundle #'s** 0001 0002

NAEP School Copy **SCHOOL COPY** **SCHOOL COPY**

Student Name	Line #	Subject	Form	Birth Date	Sex	SD	LEP	Hand	Level	Title	No.	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Codes
HUNTER, JEREMY	01	R	0	1 9 5 1 2	2	2	1	6	2			050 000001 0			
CANVALE, BOBBY	02	S	0	2 9 5 1 2	2	2	2	5	2			203 000001 9			
SMITH, JULIE	03	M	0	3 9 5 2 2	2	2	3	4	2			164 000002 9			
TUCKER, AMY	04	R	0	4 9 5 2 1	2	2	4	3	2			054 000003 8			
WHITE, RODNEY	05	M	0	5 9 5 1 2	1	1	5	2	2			161 000004 7			
MILLER, PAM	06	R	0	6 9 5 2 2	2	1	6	1	2			052 000005 6			
HELM, STEVE	07	M	0	7 9 5 1 2	2	1	6	1	2			144 000006 5			
HARRISON, TOM	08	S	0	8 9 5 1 2	1	2	5	2	2			202 000007 4			
REED, TONYA	09	R	0	9 9 4 2 2	2	2	3	4	2			055 000008 3			
WILSON, DENNY	10	R	1	0 9 4 1 2	2	2	4	3	2			055 000009 2			
PETE, HOLLY	11	M	1	1 9 4 2 2	2	2	5	2	2			149 000010 1			
STOCKMAN, JERRY	12	R	1	2 9 4 1 2	2	2	6	1	2			053 000011 0			
O'SULLIVAN, KEVIN	13	M	0	1 9 5 1 2	2	2	1	6	2			140 000012 9			
FESLER, MARY	14	R	0	2 9 5 2 2	2	2	2	5	2			162 000013 8			
RIES, CHRISTOPHER	15	R	0	3 9 5 1 2	2	2	3	4	2			054 000014 7			

7.4.4 Complete the Top of the Administration Schedule

After obtaining any missing information from the school coordinator, you will need to complete the first summary box at the top of the Administration Schedule, as follows:

1. The number of students in the original sample should already be entered on the line labeled # **Original Sample**. If not, enter the number of students originally listed on the Administration Schedule.
2. Likewise, on the line labeled # **New Enrollee Sample**, if the number of students selected from the list of new enrollees has not been entered, you should do so now. If there are no new enrollees, or it was not necessary to draw the new enrollee sample in this school, **0** should be entered.
3. If not already entered, add the number of new enrollees to the number in the original sample. Enter the sum on the line labeled **Total in Sample**.
4. On the line labeled # **Withdrawn and Ineligible**, enter the total number of selected students who have withdrawn (or graduated) from school between the time of the preassessment visit and the assessment day (Admin. Code = 51), and any selected students who have been found to be ineligible (Admin. Code = 55) (e.g., foreign exchange student or not in correct age group).
5. On the line labeled # **Excluded**, enter the total number of selected students who were excluded from the assessment by the school (Admin. Codes = 60-65). Students who will be assessed with an inclusion booklet (Admin. Code = 30) should also be included in the # **Excluded** count.
6. Subtract the number of withdrawn and ineligible students and the number of students excluded from the **Total in Sample**, and enter the sum on the line labeled **TO BE ASSESSED**.

7.4.5 Collect Multiple Race Code Information

If the school has been identified as a school that keeps multiple race code records, you will need to collect this information from the school coordinator. You will give this information to the AA after the assessment, and he/she will code this information on the student booklet covers.

7.5 Give AAs Their Session Materials

After the AAs arrive at the school, you will provide each AA with the following materials:

- The session box containing the booklet bundles appropriate to the session assigned to the AA.
- The original Administration Schedule with parent and student refusals indicated by the Administration Code;
- If this is a multi-session school, a copy of the Administration Schedules for the other sessions in the school;
- Grade-appropriate calculators;
- 1 math poster for all sessions and 1 calculator poster for grade 4 and grade 8 sessions;
- Timer;
- Sharpened No. 2 pencils;
- “Testing in Progress – Do Not Disturb” sign;
- Accommodation booklets, if necessary;
- Inclusion booklets, if necessary;
- Mathematics Student Background Questionnaires, if necessary; and
- A Session Debriefing Form.

If multiple sessions are being conducted concurrently at the school, you will provide the AAs with copies of Administration Schedules for the other sessions as well. This is so that AAs can help students find the correct session to attend.

7.5.1 Distribute the Booklets to the AAs

In order to protect the security of the booklets, as a general rule, bundles of booklets are **not** to be opened until you are at the school on assessment day. In some instances, in schools where back-to-back sessions are taking place on a given day, the supervisor may decide that there will be insufficient time to complete all preassessment activities before the sessions are scheduled to begin. In these cases, you may schedule to meet with AAs the day before the scheduled assessment day to prepare the booklets. It is important to note that even if this preparation is done the day before the assessment, assessment booklets must remain with the supervisor until the day of the assessment in order to protect the security of the assessment materials.

You will receive assessment materials packed by session. Booklets will be shrink-wrapped in bundles that will remain sealed until the morning of the assessment. Booklets will be bundled in sets of 16 at grades 8 and 12 and sets of 14 at grade 4. Each session will use two bundles of booklets. Packed with each bundle will be a numbered Bundle Slip (Exhibit 7-2) listing session information and the first three digits of the booklet ID numbers contained in that bundle. These prefix numbers of the booklet IDs will match those that are preprinted in column *N* on the Administration Schedule. The Bundle Slip numbers will also match those preprinted in the upper-left and upper-right corners of the Administration Schedule. Be sure AAs open the bundles in the order indicated on the Administration Schedule, and that they **never use booklets for any session other than those booklets specified on the Administration Schedule.**

Note that each booklet has a code in the upper-right corner (see examples on the following pages). The codes for each session are constructed as follows:

Sessions are made up of reading, math, and science booklets spiraled together within the same session. The booklet ID numbers begin with the letter **R, M, or S** to designate subject type. For reading booklets, the **R** is followed by a one to two-digit booklet version number. For math booklets, the **M** is followed by a three-digit booklet version number, and for science booklets, the **S** is followed by a three-digit booklet version number.

To help further distinguish the correct booklets for a session, the booklet covers are printed in different colors: grade 4 in blue ink, grade 8 in brown ink, and grade 12 in gray/charcoal ink. See Exhibit 7-3 for examples of booklet covers.

Exhibit 7-3. Booklet Cover Examples

The image displays three overlapping examples of NAEP (National Assessment of Educational Progress) booklet covers for different grades: Grade 12, Grade 8, and Grade 4. Each cover features the 'Nation's Report Card' logo and the NAEP logo. The covers are labeled with the year '2004' and the grade level. The 'SECTION' numbers are listed as follows: Grade 12 (1 | SX43, 2 | SX45, 3 | D1), Grade 8 (1 | MX41, 2 | MX42, 3 | D1), and Grade 4 (1 | R6, 2 | RX43, 3 | D1). The 'BOOK' titles are 'BOOK S201' for Grade 12, 'BOOK M140' for Grade 8, and 'BOOK R50' for Grade 4. Each cover includes a 'School Information' section with a 'SCHOOL #' field and an 'ADMIN CODE' field. The 'ACCOMMODATION' section lists options from 71 to 85, with a 'no' option. The Grade 4 cover also includes a barcode with the number '050 000001 0', a 'DO NOT USE' keypad, and a 'PLACE LABEL HERE' area. The covers are arranged in a stack, with the Grade 4 cover in the foreground, the Grade 8 cover in the middle, and the Grade 12 cover in the background.

7.5.2 Provide Student ID Labels

Because students' names are **never** written directly on the assessment booklets, **preprinted removable student ID labels** will be used to help AAs distribute booklets to the correct students. An example of the information contained on a student ID label is shown on page 5-50.

The first line contains the unique school ID number, the specific session ID number from the Administration Schedule, and the sequence number that is used by NCS Pearson only. The second line of the label lists the preassigned booklet ID number from the Administration Schedule and the line number on which the student's name appears on the Administration Schedule. The student's name appears on the last line of the label.

The labels are always printed in Administration Schedule order by session. For schools whose students were sampled electronically, the labels will be shipped in the session boxes to the supervisor with the student names preprinted on them. For most of the schools, the NAEP supervisor will print the labels and give them to the AA.

7.6 Oversee the Preparation of Booklets

While it is generally the responsibility of the AAs to prepare the assessment materials for the individual sessions they will administer, you will need to supervise this process carefully to ensure that all session materials are prepared correctly and are ready for distribution before AAs go to the session locations. The steps for preparing booklets are described in detail in the AA manual. Your responsibilities as supervisor are summarized below:

- Verify that AAs have the correct booklets for their session;
- Verify that AAs are accurately affixing the preprinted removable student ID labels to the assessment booklets; and
- Verify that AAs set aside any booklets assigned to ineligible, withdrawn, and excluded students; booklets assigned to students for whom participation has been refused and booklets assigned to any student with an accommodation booklet or inclusion booklet.

7.7 Give AAs School-Specific Instructions

Before sessions begin, you should inform the AAs about the following:

- The location of the session they will administer;
- How the students were notified of the assessment (Student Appreciation Certificate or other means);
- How the school wants students returned to their classes at the end of the session (it is important that we follow school procedure in dismissing students);
- How to call the principal's office from the assessment room in the event of an emergency; and
- Where to send a student who refuses to participate before or after the session begins.

7.8 Your Responsibilities Immediately Before the Session

Once the AAs have received their session materials, you will need to complete the following activities:

- Encourage the school coordinator to accompany you and your AAs to the assessment locations in time for the rooms to be prepared. The school coordinator can quickly identify the assessment rooms, and his/her presence helps with introductions with teachers.
- If the assessment will be conducted in classrooms, introduce yourself and the assigned AA to each teacher, showing by words and actions that you understand you are guests in the teacher's classroom and that you appreciate the use of the classroom for the NAEP assessment.
- Explain to the teacher that the AA will conduct the 90-minute session reading from a script; distribute the booklets and pencils; monitor the session; and answer any questions the students may have. This explanation is necessary so that the teachers realize they should not be monitoring and answering questions.
- Move from room to room to ensure that the AAs are preparing the rooms properly, that they have all the materials they need, that all **Testing in Progress – Do No Disturb** signs are posted and visible, and to answer any last-minute questions.

In all schools, you should see that all students attend the correct session, in the correct location, including any accommodation students. For twelfth-grade students and some eighth-grade students, it is also very important that you work closely with the school coordinator to ensure that all participating students who are in school at the time of the assessment go to their assessment location. The following are suggested methods to accomplish these tasks:

- Give copies of Administration Schedules for all sessions to each AA so they can quickly direct any students who are not in their session to the correct assessment location, thereby ensuring that each student attends the correct session.
- Give copies of Administration Schedules for all sessions to the school coordinator so that he/she can quickly direct students to the appropriate session.
- Be available in halls and near the assessment rooms with copies of all Administration Schedules to work with the teachers and school coordinator to get the students to the correct assessment locations as quickly as possible.
- Work with the school coordinator to retrieve missing students who are in school but have not come to the assessment location. Some schools will agree to call out the names of missing students over the PA system and ask teachers to release the students, while other schools prefer to have staff members available to go to the student's classroom and bring the student to the assessment location.

Finally, you should also encourage the school coordinator, principal, teacher, or other school official to introduce you, if present, and your AA to the students prior to beginning the script, thereby showing school support for the NAEP assessment. You will discuss these arrangements with the school coordinator prior to assessment day and verify on the morning of the assessment.

7.9 Supervisor Responsibilities Once the Session Has Begun

It is the responsibility of the supervisor to ensure that the assessment is administered in a professional and timely manner, correct procedures are followed, and all of the selected students attend the correct session. You will work closely with the school coordinator to accomplish these tasks. During the session, you will need to do the following:

- Verify that each session is underway and running properly;
- Observe AAs conducting sessions;
- Visit each session to observe AAs to ensure that students who require accommodations are being assessed properly;

- Be available and close to the assessment locations in the event that your AAs need assistance or have questions;
- Answer questions that the school coordinator, teachers, or other school staff may have about the field test or the individual assessments;
- Keep track of the progress of each session in order to inform the school coordinator of the approximate ending time; and
- Review the Administration Schedules for students requiring separate accommodation sessions that will be conducted after the regular sessions and verify the arrangements with the school coordinator.

When sessions are held simultaneously at a school, you will not be able to observe an AA conduct an entire session. You may observe an AA at the beginning of the session and then move to another session. You should use your instincts and impression from the AA training to determine which AA is more in need of observation. If you are unable to observe an AA at a school, make sure that you observe that AA at the next school.

While observing the session, you may have to resist a natural tendency to assist your AAs. You should allow your AAs to perform their duties independently so that you can accurately evaluate their work. However, if an AA is having difficulties that could negatively impact the assessment, you will need to step in and remedy the situation.

You will also work with the school coordinator to identify reasons for student absences and schedule a makeup session, if necessary. Remember to keep in mind the importance of being available for your AAs if questions or problems arise.

8. POST-ASSESSMENT ACTIVITIES

This chapter describes the activities that you will complete immediately following the assessment in a school. You should also familiarize yourself with the material in Chapter 4 of the AA Manual, as you will be responsible for supervising the work of your AAs and performing the quality control checks necessary to assure that all forms and materials are completed accurately before being shipped to NCS Pearson.

8.1 Account for All Materials Used

You are responsible for collecting and securing all NAEP materials immediately following the assessment(s) in a school. Each and every assessment booklet whether completed by a student or blank must be accounted for and returned to NCS Pearson. No booklets can be left in the school or thrown away for any reason. You are expected to use all materials properly and to return them in good condition. Only by maintaining rigid control over all booklets and other materials will you protect your accountability.

After each session, you will need to visit the assessment location to verify that all assessment materials including **Testing in Progress – Do Not Disturb** signs have been removed from the assessment locations and that classrooms have been restored to their original condition. You should also thank the teachers again for the use of their classroom and their assistance if they are still in the classroom.

8.2 Complete the Roster of Questionnaires

You should attempt to collect all completed questionnaires from the school coordinator and other school personnel as necessary on assessment day. As completed questionnaires are returned to you, you should fill in the Yes ovals in the last column labeled Returned, on the Roster of Questionnaires.

As described in Chapter 5, questionnaires must be completed in the traditional booklet format. You will need to fill in the *No* oval in the *Returned* column on the Roster for any unreturned questionnaires. You will not need to collect SD/LEP Questionnaires for any student who is no longer classified as SD or LEP. Just draw a line through the entry on the Roster and code the change in classification in column *G*, *FINAL SD*, and/or column *I*, *FINAL LEP*, on the Administration Schedule.

As a quality control measure, before leaving the school you will need to do the following for the Roster of Questionnaires and each questionnaire returned to you:

- Enter any missing information on the Roster and the questionnaire cover;
- Review all information that is entered on the Roster and questionnaire cover to make sure it is correct;
- Remove the label on the front cover of the questionnaire; and
- Detach the list of names from the Roster of Questionnaires (you will leave the names at the school in the NAEP Storage Envelope).

If there are any outstanding questionnaires from the school, you may send an AA to the school in a few days to collect the completed questionnaires. If this is not possible, a postage-paid Supplemental Shipping Envelope (included in your bulk supplies) must be left with the school coordinator so that the completed questionnaires can be returned directly to NCS Pearson.

8.3 Give AAs Multiple Race Code Information

If the school keeps multiple race code records, you will need to give that information to the AA so that he/she can code the race code box on each student's booklet cover.

8.4 Oversee Completion of AA Tasks

8.4.1 Review Administration Codes on the Administration Schedule

After accounting for all assessment materials used during the session, the AA should record on the Administration Schedule in column **P**, labeled **Admin. Code**, the appropriate Administration Code for each student. An Administration Code should be recorded **on every line** of the Administration Schedule containing a booklet ID number, including blank lines (i.e., booklets that were never assigned to students). Because NCS Pearson will not process unused assessment booklets, an Administration Code of **52** must be entered for all booklets not assigned on the Administration Schedule and all booklets replaced by accommodation booklets. For students assessed with inclusion booklets, the original exclusion code must be entered on the cover of the original booklet assigned to the student, and an Administration Code of **30** should be entered on the inclusion booklet and Administration Schedule. Step-by-step instructions for completing this task, along with complete descriptions of the codes in column **R**, are recorded in Chapter 4 of the AA Manual.

8.4.2 Review the Summary Box at the Top of the Administration Schedule

It is very important that the summary information at the top of the Administration Schedule is accurately recorded. You should review the summary box totals entered by the AA carefully following the steps below:

1. On the line labeled # *Absent*, enter the total number of students who were to be assessed but who did not participate in the assessment session at all (Admin. Codes 40-45, and 48). This includes students who were absent on assessment day and students who arrived at the session too late to participate. It does not include student or parent refusals, withdrawn, ineligible, or excluded students.
2. On the line labeled # *Refused*, enter the total number of parent and student refusals (Admin. Codes 46 and 47).
3. On the line labeled # *Assessed (Original Session)*, enter the actual number of eligible students who were present for the assessment and received a booklet (Admin. Codes 10-14 and 71-79). Students who attended the session, received a booklet, but did not record any answers **are** included in this category. **This number should also include any students assessed separately in an accommodation session.** Do not include any *Not In Sample* students (Admin. Code 56) or students assessed with an inclusion booklet (Admin. Code 30) in this count.

8.4.3 Schedule and Conduct a Makeup Session, if Necessary

Schedule the Makeup Session

If the attendance in an assessment is too low (less than 90%), a makeup must be held. You will compute the response rate for all sessions combined and determine if a makeup session is necessary at the school. You will work with the school coordinator to schedule any required makeup sessions.

The response rate should be calculated by using the numbers entered in the summary boxes at the top of the Administration Schedule to complete the following steps:

1. Combine the # *TO BE ASSESSED* from all Administrations Schedules.
2. Combine the # *Assessed (Original Session)* from all Administration Schedules.
3. Combine the # *Refused* from all Administration Schedules. (Parent and student refusals do not count in determining the need for a makeup session because those students will not be invited to attend a makeup.)

4. Subtract the combined **#Refused** from the combined **# TO BE ASSESSED** and divide the combined **# Assessed (Original Session)** by the **# TO BE ASSESSED** subtracted by the **# Refused**.

Use the following formula and the combined sums from steps 1, 2, and 3 to determine the need for a makeup session:

$$\frac{\text{\# Assessed (Original Session)}}{\text{\# To Be Assessed} - \text{\# Refused}}$$

For Example: $\frac{26}{28-1} = 96\%$ – no makeup needed

This number should be rounded up to the next whole number if 0.5 or greater and rounded down if 0.4 or less.

Hold only one makeup at a school (unless the school had assessments at more than one grade). Once the makeup session is scheduled, you need to record the day, date, time, and location in the box at the top of the Administration Schedule, as shown in Exhibit 8-1. The same Administration Schedule will be used for the makeup session as was used for the original session.

If the school is reluctant to schedule a makeup, you will need to stress the importance of a high participation rate for the accuracy of the assessment results. If the school still is reluctant, you should be sure to record the situation on the School Summary Sheet and discuss the matter with your field manager during your next reporting call. In some situations, a makeup may be difficult, as in the case of chronically absent students. If a makeup session is needed but the school refuses to allow a member of the assessment team to return and conduct the makeup, you should shade in the **Makeup Not Held** oval at the top of the Administration Schedule.

Exhibit 8-1. Administration Schedule With Makeup Box Highlighted

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes
 1 = White not Hispanic
 2 = Black not Hispanic
 3 = Hispanic Heritage
 4 = Asian/Pacific Islander
 5 = American Indian/Alaska Native
 6 = Other

National School Lunch Program
 1 = Student not eligible
 2 = Reduced price lunch
 3 = Free lunch
 4 = Information not available
 5 = Released
 6 = School not participating

For Use in Column "J"
 Session Number: FT0401

For Use in Column "K"
 Bundle #'s: 0001, 0002

NAEP 2004 Field Test Administration Schedule
 School #: 041-345-3
 School Name: Johnson Elementary
 Grade: 4
 Administrator's Name: _____

Original session scheduled for:
 Day/Date: 2/25/04
 Time: 9:00 a.m.
 Location: Classroom 12

Makeup session scheduled for:
 Day/Date: 2/25/04
 Time: 9:00 a.m.
 Location: Classroom 8

If Makeup Needed
 Makeup Held:
 Makeup Not Held:

Bundle #'s
 0001
 0002

Session Number
 FT0401

Demographics Summary:
 # Original Sample: 28
 # New Enrolled Sample: 1
 Total In Sample: 29
 # Absent (NAEP Codes 01-43 & 46): 0
 # Released (NAEP Codes 05-06): 1
 TO BE ASSESSED: 28
 # Assessed (Original Session): 4
 # Assessed (Makeup Session): 2
 TOTAL ASSESSED: 22

Student Name	Homeroom or Other	Line #/Subject	Birth Date	Sex	SD	Free or Only	LEP	Race/Eth.	School Lunch	Title I	Accommodation	Booklet ID #	Original ID #	Accommodation Booklet ID #	Atten. / (A)
															1

Secure Assessment Materials for Makeup

If a makeup session is scheduled, you must retain all materials from the original session until the makeup session has been conducted by doing the following:

- Place all booklets and other materials used in the original session in the original session box.
- Gather together the booklets and any required materials, such as the timer and the **Testing in Progress – Do Not Disturb** sign, to be used in the makeup session, and place them on top of the original session materials.
- If an AA will be sent alone to conduct the makeup, insert the AA Checklist for One Session School or Makeup in the session box as a reminder to the AA to update NAEP documents and leave updated copies in the NAEP Storage Envelope.
- Protect the security of these materials. The AA assigned to conduct the makeup session should keep the materials in his/her possession until returning to the school to conduct the makeup. **The original Administration Schedule with the student names, however, must remain at the school in the NAEP Storage Envelope.**

Conduct the Makeup Session and Complete the Administration Schedule

You should make every attempt to get the students who were absent to attend the makeup session. You will instruct the AA assigned to conduct the makeup session to follow the same procedures used in the original session.

After the makeup is held, the AA will enter the results of the makeup session on the Administration Schedule from the original session as follows:

1. Shade in the ***Makeup Held*** oval at the top of the Administration Schedule.
2. Mark students attending the makeup session by putting a checkmark in the ***Student Name*** column.
3. Change the Administration Code for participating students to the appropriate **Assessed in Makeup Session** codes (20 – 24) on the Administration Schedule and on the students' booklet covers.
4. Complete the summary box at the top of the Administration Schedule as follows:
 - Enter the number of students assessed on the line labeled # ***Assessed (Makeup Session)***; and
 - Add the numbers assessed in the original and makeup sessions to obtain the ***TOTAL ASSESSED***.

8.4.4 Code the Booklet Covers

Using the information from the Administration Schedule, the AA should also code the covers of the booklets for all students invited to attend the makeup session, as described in Section 8.4.5.

After completing these tasks, the AA will return the assessment materials to you. You will be responsible for shipping the materials as soon as possible after the makeup session.

8.4.5 Review the Coding of the Booklet Covers

There must be an assessment booklet for every student listed on the Administration Schedule. You should verify that AAs have correctly entered the following information on the front cover of each booklet:

- The seven-digit NAEP School ID number from the Administration Schedule in the boxes labeled **School #**;
- The Administration Code from the Administration Schedule to the boxes labeled **Admin. Code** on the booklet cover; and
- For any student offered the extended time accommodation, the number of minutes the student used to complete the cognitive sections in the ***TOTAL TIME FOR***

ACCOMMODATION boxes on his/her booklet cover, even if the student did not take extra time. If the student did not use any additional time, enter “50.”

For twelfth-grade students, you will also need to verify that AAs have filled in the correct oval (0-3) in the first column of the **Do Not Use** box on the booklet cover. Twelfth-grade students will be instructed to record the type of calculator that they used for the assessment on the booklet cover. The AA should use the information provided by the students on the booklet cover and the following guidelines to fill in the correct oval in the first column of the **Do Not Use** box:

- 0 = Student did not have a calculator block.
- 1 = Student used a NAEP calculator.
- 2 = Student used his/her own scientific calculator.
- 3 = Student used his/her own graphing calculator.

You should also verify that the AA has correctly filled in the accommodations box and race code box on the student booklet cover. There should be one booklet for each selected student regardless of whether or not the student was assessed. Booklets not assigned to students must be accounted for as well.

If a makeup session is needed, you should set aside the booklets and materials for the absent students, holding them for the makeup as described in Section 8.4.3. These booklets will be coded after the makeup session.

8.4.6 Oversee Preparation of Materials for Shipping

Your final edit of assessment materials should include the following tasks:

1. Double-check that there is an assessment booklet for every booklet ID number listed on the Administration Schedule in columns **N** and **O**. The supervisor must verify that all demographic data on the Administration Schedule is complete (i.e., race, birth date, Title I, SD/LEP and NSLP).
2. Verify that the required information has been coded on the front cover of each booklet and that all student labels have been removed.
3. Be sure to account for all unused booklets from the session.
4. If a student did not attend an entire assessment session, make sure the circumstances are fully documented on the booklet cover and the correct Administration Code has been recorded on the booklet cover.

5. Double-check that there is a completed SD/LEP or LEP Questionnaire for each student classified as SD and/or LEP.
6. Inspect the physical condition of each booklet (inside and outside), Administration Schedule, and Roster, making sure that any stray marks that would interfere with scanning have been erased.
7. Make sure AAs place any damaged booklet containing a bio-hazard (blood, vomit, etc.) in a separate ziplock bag with the barcode ID clearly visible.
8. All assessment materials for a school should be repacked in their original boxes for shipping to NCS Pearson according to the diagrams and instructions in Exhibit 8-2.

For all sessions:

- On the bottom of the box, place all assessment booklets in Administration Schedule order (with the first bundle of booklets on the top of the stack of booklets);
- Next, the Administration Schedule;
- Next, the Roster of Questionnaires and completed School, Teacher, SD/LEP, LEP, and Math Student Questionnaires;
- Next, the Ancillary Items; and
- At the top of the shipment, place the packing list.

Exhibit 8-2. Return Shipment Packing Diagram

NAEP Field Test Return Shipment Instructions

Top

Grade 4 Session	Grade 8 Session	Grade 12 Session
Session Packing List	Session Packing List	Session Packing List
Ancillary Items	Ancillary Items	Ancillary Items
School, Teacher, SD/LEP, LEP, and Math Student Questionnaires	School, Teacher, SD/LEP, LEP, and Math Student Questionnaires	School, SD/LEP, LEP, and Math Student Questionnaires
Lt. Blue (Original Administration Schedule)	Lt. Blue (Original Administration Schedule)	Lt. Blue (Original Administration Schedule)
Test Booklets in Administration Schedule Order w/Accommodation Booklets	Test Booklets in Administration Schedule Order w/Accommodation Booklets	Test Booklets in Administration Schedule Order w/Accommodation Booklets

Bottom

The inside front cover of the School Folder contains a checklist (Exhibit 3-2) for determining which NAEP documents to copy and where to place the various copies. You should check off the items on the list in the folder to double-check that you are not forgetting a step before leaving the school. The Assessment Checklist (Exhibit 3-2) is on the opposite flap of the inside of the School Folder. All items must be checked “yes” before you leave the school.

Although there isn't a designated area on the School Folder to record the Shipping Transmittal Date and Airbill Information, you should document this information on the front or back cover for reference. In addition, this information should be recorded on your Log of Schools and in the SCS for each school.

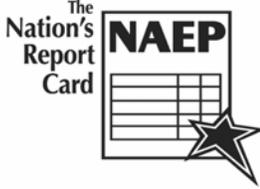
The actual shipping of the completed assessment materials will usually be the responsibility of the supervisor. On occasion, however, you may elect to ask an AA to assist with this task. In that case, you must provide the AA with complete instructions for shipping the assessment materials.

8.5 Prepare the NAEP Storage Envelope

In the event that questions or concerns about the assessment arise in the future, you will prepare the following materials and leave them at the school in the NAEP Storage Envelope (Exhibit 8-3).

- First, before detaching the student names column, make a set of copies of all pages of the completed original Administration Schedule(s) with student names and of the Roster of Questionnaires.
- Next, at the perforation, tear off the column of student names from the original Administration Schedule(s) and the column of student/teacher names from the original Roster and make a set of copies for the School Folder.
- Place all name lists from the original documents (including school copies), along with the complete set of document copies in the NAEP Storage Envelope to be left at the school. **Names of students and teachers participating in NAEP must not leave the school.** The original documents (without names) will be shipped back to NCS Pearson with the other assessment materials from the school.
- Then, record the NAEP School ID Number on the ***Destroy by ...*** postcard, shown on the following page, and staple it to the front of the NAEP Storage Envelope.

Exhibit 8-3. NAEP Storage Envelope and "Destroy by" Postcard



Staple NAEP Return Postcard
HERE

STORAGE ENVELOPE

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

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

School Coordinator:



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

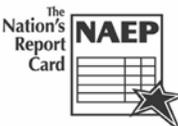
BUSINESS REPLY CARD
FIRST CLASS PERMIT NO. 433 ROCKVILLE, MD

POSTAGE WILL BE PAID BY ADDRESSEE

NAEP
C/O WESTAT
1650 Research Boulevard
Rockville, MD 20850-9973

GA W20
7131.07.08





1-800-283-6237

School ID: _____ - _____ - _____

As requested, the NAEP Storage Envelope containing the Administration Schedule(s), student lists, and other NAEP material was destroyed on:

(Date)

Signed: _____

Title: _____

School: _____

City: _____

State: _____

8.6 Collect and Review Session Debriefing Forms

The Session Debriefing Form (Exhibit 8-4) will serve as a written record of the conduct of each individual session and as a resource for answering any questions raised after the assessment. A Session Debriefing Form must be completed for each original session, each separate accommodation session, and each makeup held in the school. The supervisor or AA who conducted the session should complete the form. You should collect and file in the School Folder a Session Debriefing Form for each session administered in the school.

As sessions are completed, you should thoroughly review each Session Debriefing Form and speak with the AA about any problems or unusual situations that arose. It is important to document exactly what happened, how it affected the performance of students in the session, and how and by whom the situation was resolved.

8.7 Debrief the School Coordinator

After sessions have ended, paperwork has been completed, and the NAEP Storage Envelope has been prepared, you will use the School Coordinator Debriefing Form (Exhibit 8-5) to conduct a debriefing interview with the school coordinator. In this interview, you will obtain the school coordinator's reaction to assessment activities, ask about any special preparations undertaken before the assessment, and obtain feedback about how NAEP can improve participation. Westat's interviewing conventions and techniques, which apply to the interview, are presented in Appendix I.

The purpose of the interview is to obtain feedback from the school coordinator about the assessment and to elicit any suggestions for improving procedures. At the end of the interview, you are prompted to thank the school coordinator, leave the NAEP Storage Envelope, and present the School Certificate of Appreciation.

When it is necessary to schedule makeup sessions, you should conduct the debriefing interview on the original assessment day. After the makeup session, you will contact the school coordinator again only if something unusual happened during the makeup.

Exhibit 8-4. Session Debriefing Form

NAEP 2004 FIELD TEST SESSION DEBRIEFING FORM

COMPLETE THIS FORM FOR EACH SESSION - REGULAR, ACCOMMODATION, AND MAKEUP.

Assessment Date: _____	Region #: _____
School Name: _____	School ID #: _____
Person Completing Form: _____	Supervisor: _____
Other NAEP Staff Assisting with Session: _____	
Other Observers Present: _____	
Session Number: _____ (e.g. FT0401, FT0801 or FT1201)	
This session was <i>CIRCLE ONE</i> :	
1. Regular Session	3. Accommodation Session
2. Makeup Regular Session	4. Makeup Accommodation Session

SESSION SUMMARY

ITEM	YES/NO	DETAILS
Were there problems setting up for this session?	Yes 1 No..... 2	
Were there problems getting students to this session?	Yes 1 No..... 2	
Were there problems with the session timing?	Yes 1 No..... 2	
Any problems with the session materials- including the distribution and use of ancillary items?	Yes 1 No..... 2	
Were there any student refusals?	Yes 1 No..... 2	
Did any student(s) leave the session?	Yes 1 No..... 2	
Were students cooperative and orderly during assessment? If no, explain.	Yes 1 No..... 2	
Were there any problems with accommodations given in this session?	Yes 1 No..... 2	
Any problems with the location?	Yes 1 No..... 2	
Interruptions	Yes 1 No..... 2	
Other, specify	Yes 1 No..... 2	

REACTION TO SESSION

ATTITUDE OF THE:	CIRCLE ONE.	COMMENTS/COMPLAINTS
Students	1. Positive 3. Negative 2. Mixed/Indifferent 4. Can't say	
School Staff	1. Positive 3. Negative 2. Mixed/Indifferent 4. Can't say	
Other Observers	1. Positive 3. Negative 2. Mixed/Indifferent 4. Can't say	

Exhibit 8-5. School Coordinator Debriefing Form

**NAEP 2004 FIELD TEST
DEBRIEFING INTERVIEW WITH SCHOOL COORDINATOR**

School Name: _____ ID: _____
School Coordinator: _____ Assessment Date: _____

1. Overall, how do you think the assessments went in your school? Would you say:

Very Well	1
Satisfactory	2
Unsatisfactory	3

2. What suggestions can you offer for making it easier for schools to participate in NAEP?

3. NAEP is interested in the feedback you have received from other school staff members about this assessment. Would you say it has been:

Positive	1
Neutral	2
Negative	3

COMMENTS:

4. Did anyone meet with the students to explain the purpose of the assessment?
CIRCLE ONE.

Yes	1
No	2
Don't Know	3

Exhibit 8-5. School Coordinator Debriefing Form (continued)

5. Did the students receive any special instructions to prepare them for the assessment?
CIRCLE ONE.

Yes 1
No 2
Don't Know 3

IF "YES," RECORD TYPE OF INSTRUCTIONS RECEIVED:

6. Will the students receive (or have they already received) something from the school for participating in the assessment? CIRCLE ONE.

Yes 1
No 2
Don't Know 3

IF "YES," SPECIFY WHAT (E.G., FOOD, CANDY, MONEY, PARTY): _____

7. Did the students know in advance that they would receive something? CIRCLE ONE.

Yes 1
No 2
Don't Know 3

8. DISCUSS ANY ISSUES THAT SHOULD BE BROUGHT TO THE SCHOOL COORDINATOR'S ATTENTION.

9. IF THE SCHOOL HAS BEEN SELECTED TO PARTICIPATE IN THE NIES SPECIAL STUDY, INFORM THE SCHOOL COORDINATOR AT THIS TIME.

I have placed copies of all the documents used in the assessment in the NAEP Storage Envelope. NAEP would like you to retain the envelope until June or the end of the school year in case there should be questions about the assessment. A postcard is stapled to the outside as a reminder for you to destroy the contents after the "Destroy By" date. Please drop the card in the mail when the package has been destroyed.

Thank you for everything you have done to make this a successful assessment.
I have a Certificate of Appreciation I'd like to give the school as a token of our appreciation for your participation.

GIVE SCHOOL COORDINATOR THE SCHOOL CERTIFICATE OF APPRECIATION.

You should make every effort to conduct the debriefing interview with the school coordinator on the day of the assessment. If, under extenuating circumstances, you are unable to meet with the school coordinator before leaving the school, leave the NAEP Storage Envelope and the School Certificate of Appreciation with the school secretary and call the school coordinator within the next day or two to confirm that he/she has received the envelope and to conduct the debriefing interview over the phone.

The questions in the next section of the School Debriefing Form are school level and asked only once. The interview should always be conducted with the school coordinator. Comments should be recorded clearly and verbatim whenever possible.

In Question 1, we are interested in the opinion of the school coordinator in general. If he/she gives multiple responses because more than one session was held, probe for the overall rating. Be prepared to probe if the school coordinator's response is not specific or is vague. If the school coordinator gives an "Unsatisfactory" rating, record comments next to the question.

A high participation rate is critical for the validity and reliability of NAEP results. Therefore, in Question 2 it is important that we learn as much as possible about ways of increasing the likelihood that a school will participate in NAEP. Please record responses in as much detail as possible. You may continue on another sheet if necessary. If the school coordinator offers no comment, it is not necessary to probe. However, you should enter "No comment" on the response line.

In Question 3, you are asking the school coordinator to summarize the attitudes of all school staff members whether or not they actually observed a session. We are interested in knowing how school staff view the NAEP assessment and how it impacts the school. Do not directly ask other school staff this question. Please record the school coordinator's response in as much detail as possible including the title of the person to whom the response is attributed. You may continue on another sheet if necessary. If the school coordinator offers no comment, it is not necessary to probe. However, you should enter "No comment" on the response line.

Question 4 refers to a meeting held by the school coordinator or other staff before the assessment to explain the assessment's purpose or to explain how students were selected. Include meetings conducted with the students individually or as a group. You may record comments next to this question if you wish.

In Question 5, we are interested in learning what special steps, if any, the school took (that normally would not have been taken) to prepare students for the assessment. Examples include a shift in the curriculum to cover certain topics before the assessment or a review of test-taking techniques. We do not want to include meetings with the students simply to announce the assessment or to explain its purpose, which are covered in Question 4. Please record responses in as much detail as possible. You may continue on another sheet if necessary. If the school coordinator offers no comment, it is not necessary to probe. However, you should enter "No comment" on the response line.

In Question 6, an incentive or reward could be almost anything, such as a free lunch pass, ice cream, pizza party, gift, or anything in addition to the NAEP Certificate of Appreciation. Schools are not breaching assessment procedures by providing token items such as these. NAEP is simply interested in learning to what extent this practice occurs. Record verbatim any incentive and/or reward mentioned.

For Question 7, it is also important for NAEP to know whether students were told in advance they would receive the item for participating (i.e., it possibly acted as an incentive) or if the school surprised the students after the assessment with the gift as a reward.

Question 8 of the interview prompts you to review with the school coordinator any items from the Session Debriefing Forms. You should discuss with the school coordinator any problems or irregularities with the following items:

- **Student Refusals:** The school coordinator should be advised about any student who reported to the session but refused to take the assessment either before or after the session began.
- **Student(s) Left and Did Not Return:** It is not necessary to mention students who left for reasons such as illness or doctor's appointments. Do advise the school coordinator if a student was injured or left for some other urgent reason.
- **Behavior:** Minor infractions handled by the AA should not be discussed. Only if a student had to be removed from the session for bad behavior should the school coordinator be informed.
- **Accommodations:** Any problem providing a required accommodation should be brought to the school coordinator's attention.
- **Session Materials:** Discuss problems with session materials only if they may have affected student performance.
- **Interruptions:** Discuss only if interruptions were so prolonged or frequent that they affected student performance.
- **Other:** Report any other information that the school coordinator should know about the assessment.

Question 9 of the interview prompts you to discuss school selection for the NIES Special Study, if applicable. If schools in your region have been selected for this study, you will receive additional instructions from your field manager on what to say to these schools.

8.8 Leave the NAEP Storage Envelope with the School Coordinator

At the end of the debriefing interview with the school coordinator, you should give the NAEP Storage Envelope to him/her and explain that the contents of the envelope should be retained until June 2004 or the end of the school year. At that time, the school should destroy the contents of the envelope and complete and mail the **Destroy by ...** postage-paid postcard (see Exhibit 8-3). You should suggest to the school coordinator that he/she write a reminder on his/her school calendar to complete this activity.

NAEP places great importance on confidentiality. In order to confirm that all information linking a student to a particular assessment booklet is destroyed, NAEP asks that the school coordinator return a postcard indicating that he/she has complied with the requirement that all NAEP student data be destroyed after a specified date.

The School Certificate of Appreciation is an important and visible expression of NAEP's gratitude for a school's participation in the assessment. Many schools frame this document and hang it in the office.

8.9 Quality Control and Observation

8.9.1 Overview of Quality Control Activities

Westat has established detailed quality control procedures for all stages of NAEP 2004, 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:

- NAEP field staff are properly trained for the tasks assigned to them;
- Student samples are selected correctly;
- Sessions are administered and data collected according to established procedures; and
- NAEP materials are kept secure at all times.

8.9.2 Successfully Completing Training

At the conclusion of your training, responsibility for training the other members (AAs) of your assessment team shifts to you. You will schedule a half-day training in each of the geographical locations in which you work and use a prepared script and exercise to train AAs and provide opportunities for them to practice reading from the scripts. This process is described in greater detail in Chapter 4 of this manual. To evaluate how well AAs have mastered the skills emphasized in training, you should arrange to observe each AA on your team as quickly as possible, beginning with those with the least experience. If you identify assessment team members who are not following NAEP procedures or have not mastered the paperwork responsibilities, you should plan immediately for additional training or other corrective actions. Should you identify a team member who is not suited for the role of AA, discuss the situation immediately with your field manager. You will also observe each AA using the Assessment Administrator In-Person Observation form. Appendix B covers the specifications for completing the in-person observations.

8.9.3 Quality Control Field Visits

School Visits by NAEP Staff

Staff members from the National Center for Education Statistics (NCES), Educational Testing Service (ETS), Human Resources Research Organization (HumRRO), and Westat will occasionally conduct quality control visits to schools on assessment day. These visits are randomly scheduled. While at the school, NAEP observers will do the following:

- Check that the assessment team arrives on time and with the necessary materials;
- Check the preparedness of the room and booklets, and verify that the appropriate materials were given to students;
- Review the Administration Schedule(s) to see if it has been completed according to NAEP guidelines;
- Observe that each session is conducted and supervised according to procedure;
- Review each session box to check that it is packed according to procedure;
- Check that the NAEP Storage Envelope left at the school contains the proper information; and
- Verify that NAEP documents and materials are kept secure at all times.

This quality check is an integral and necessary part of NAEP's quality control program and is primarily designed to obtain an overall evaluation of how well the field procedures are being followed by all field staff and to guide corrective actions, if necessary.

School Visits by Your Field Manager

In addition to the observation by NAEP staff, your field manager will conduct school visits to observe each assessment team periodically throughout the assessment period. These visits will be scheduled with you in advance. The purpose of the field manager visits is similar to that of the NAEP staff visits. He/she will observe each supervisor and AA conducting assessment sessions and verify that all administrative procedures conducted by the assessment team are carried out according to proper procedure. The field manager will discuss his/her observations with you following the assessment and assist you in dealing with any situations requiring corrective action.

The field manager will also be available during these visits to answer questions that school staff may have about NAEP and to assist the NAEP team as necessary with assessment procedures.

AA Observations

You will conduct an observation of each AA. See Appendix B for procedures and the AA Observation Form.

Followup Phone Calls

As a further quality control check, your field manager will call a subset of schools within several days after the assessment date to review with the school coordinator how the session(s) went and to obtain suggestions and comments about NAEP assessments.