

### **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.<sup>2</sup> 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.

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<sup>2</sup> 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.



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#### **5.8.1.5 Identify and Eliminate Withdrawn and Ineligible Students**

For those school samples selected using the SDS, the withdrawn and ineligible students should have been removed from the list prior to sampling.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

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SCHOOL NAME : Example Elementary School

SCHOOL ID : 9910262                      REGION : 5                      AREA : 1

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INSTRUCTIONS FOR SAMPLING NEW ENROLLEES

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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.







- 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.<sup>2</sup>

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<sup>2</sup> 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	<b>Bilingual booklet</b> (math only)	Extended time; usually small group or one-on-one
72	<b>Bilingual dictionary</b> (math and science only)	Extended time
73	<b>Large-print booklet</b>	Magnifying equipment; extended time; usually small group or one-on-one
74	<b>Extended time in regular session</b>	
75	<b>Read aloud in regular session</b> (math and science only)	
76	<b>Small group</b>	Extended time; read aloud (math and science only)
77	<b>One-on-one</b>	Extended time; help recording answers; read aloud (math and science only)
78	<b>Scribe or use of computer</b>	Extended time
79	<b>Other</b> – 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.

			1	2	3	4	5	6	7	8	9	10	11	12	131 000001 0				
02	DORMAN, NATHANIEL	R	0	4	0	2	9	4	1	2	2	2	1	1	2	001 000002 1			
03	STEARNS, COURTNEY	R	0	4	0	3	9	4	2	2	2	2	1	1	2	002 000003 2			
04	MICHAEL, BRENDAN	R	0	4	0	4	9	4	1	1	2	2	2	2	2	004 000004 3			
05	BRUSH, KARELYNNE	R	0	4	0	5	9	4	2	2	1	1	1	2	090 000005 4				
06	IBOS, MARAH	R	0	4	0	6	9	4	2	2	1	3	3	2	015 000006 5				
07	BARFON, ANDRE	M	0	4	0	7	9	4	1	2	2	2	2	1	196 000007 6				
08	GARCIA, ANISSA	M	0	4	0	8	9	4	2	2	1	3	3	2	128 000008 7				

Exhibit 5-15. Administration Schedule Example

**5.15 Confirm Date, Time, and Location for Each Session**

When you have determined the total number of original and separate accommodation sessions required in the school, you will verify with the school coordinator the date, time, and location for each session.

The assessment date and anticipated number of original sessions to be conducted will be preprinted on the label of the School Data Collection Form. Space is provided on the cover of the School Folder for entering the specifics of each session. If separate accommodation sessions are needed, it is critical that they are entered on the cover of the School Folder as you discuss the time and location of the sessions with the school coordinator.

At this stage, it is very unlikely that the school will want to change an assessment date. If the school coordinator wants to change the date, your response will depend on your schedule. If you cannot agree on a date when you can cover the assessment with your staff, tell the school coordinator you will need to check with your field manager. This will give you time to review your schedule with your field manager and determine what other options are available.

It is important that the school coordinator understand that the locations must be available for 90 minutes so that sessions are not interrupted. Encourage the school coordinator to arrange for actual classrooms to be used whenever possible. Try to avoid cafeterias and other locations where traffic is heavy and the noise level is high. Enter a date and start time for each regular and separate accommodation session on the cover of the School Folder.

**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

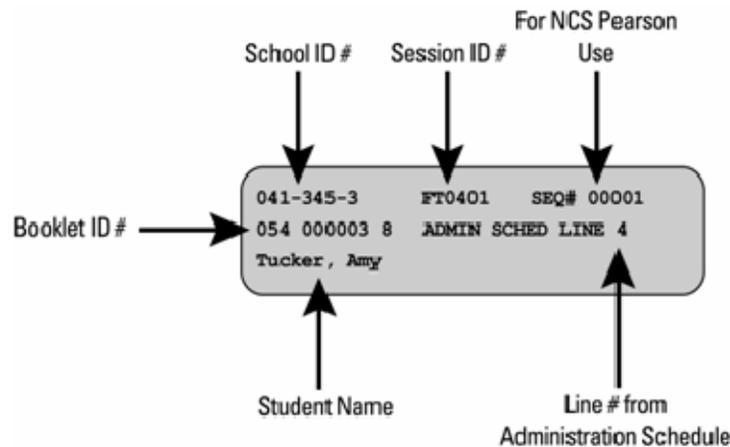
should take extra copies of the sample Parent Notification Letter with you when you conduct the preassessment visit. Schools can adapt the sample Parent Notification Letter to satisfy the No Child Left Behind requirement and any parental notification requirements of the district and school. Schools can 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

<b>Grade 4 Schools</b>	
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	<b>Sign Testing in Progress – Do Not Disturb</b>
2	Rubber Bands
28	Preprinted Student ID Labels
1	UPS ARS Return Label
<b>Grade 8 Schools</b>	
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	<b>Sign Testing in Progress – Do Not Disturb</b>
2	Rubber Bands
32	Preprinted Student ID Labels
1	UPS ARS Return Label
<b>Grade 12 Schools</b>	
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	<b>Sign Testing in Progress – Do Not Disturb</b>
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](mailto: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](mailto: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
		<b>Gr4 Reading/Math/Science</b>			<b>Accommodation Books</b>
					<b>Grade 4</b>
	Bndl of 14	Gr4, Read/Math/Science Bundle			
	Set	Ancillaries, Gr4 Math		Each	Gr4, Book R50 – Large Print
		<b>Gr8 Reading/Math/Science</b>			
				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
		<b>Gr12 Reading/Math/Science</b>			
				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
		<b>Questionnaires/Rosters</b>			
				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			<b>Grade 8</b>
	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
		<b>Miscellaneous Materials</b>			
	Each	Sealing Tape Roll		Bndl of 5	Gr8, Bk M150C, Read Aloud
	Each	Digital Timer		Bndl of 5	Gr8, Bk M151C, Read Aloud
	Pkg. of 4	AA Batteries		Bndl of 5	Gr8, Bk M152, Read Aloud
	Each	Supplemental Shipping Envelopes		Bndl of 5	Gr8, Bk S201, Read Aloud
	Gross(144)	#2 Pencils		Bndl of 5	Gr8, Bk S202, Read Aloud
	Sets/5	Posters, Gr4, Math (Calc/O.E.)			<b>Grade 12</b>
	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
		<b>Inclusion Bundles</b>			
				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.*