

# NAEP 2003-04

National Assessment of Educational Progress



**Supervisors  
Manual**

**August 2003**



## THE NATION'S REPORT CARD

Long-Term Trend 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 Committee completed the developmental phase of the project in late 1968.

As shown in the Assessment Timetable (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, math, and science.

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

Year	National	Long-Term Trend	State
1969-70	Citizenship Science Writing	Science <sup>1</sup>	State assessments began in 1990
1970-71	Literature Reading	Reading <sup>1</sup>	
1971-72	Music Social studies		
1972-73	Mathematics Science	Mathematics, <sup>1</sup> Science <sup>1</sup>	
1973-74	Career & Occupational Development Writing		
1974-75	Art Index of Basic Skills Reading	Reading <sup>1</sup>	
1975-76	Citizenship/Social Studies Mathematics <sup>2</sup>	Citizenship/Social Studies <sup>1</sup>	
1976-77	Basic Life Skills <sup>2</sup> Science	Science <sup>1</sup>	
1977-78	Consumer Skills <sup>2</sup> Mathematics	Mathematics <sup>1</sup>	
1978-79	Art Music Writing		
1979-80	Reading Literature Art	Reading <sup>1</sup>	
1981-82 <sup>3</sup>	Mathematics Science Citizenship Social Studies	Mathematics, <sup>1</sup> Science <sup>1</sup>	
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 <sup>2</sup> Literature <sup>2</sup> Mathematics Science Reading	Mathematics, Science, Reading <sup>4</sup>	
1988	Civics Document Literacy <sup>2</sup> Geography <sup>2</sup> U.S. History Reading Writing	Civics, <sup>1</sup> Mathematics, Science, Reading, Writing	
1990	Mathematics Science Reading	Mathematics, Science, Reading, Writing	Mathematics <sup>5</sup> (8)
1992	Mathematics Reading Writing	Mathematics, Science, Reading, Writing	Mathematics <sup>5</sup> (4, 8) Reading <sup>5</sup> (4)
1994	Geography U.S. History Reading	Mathematics, Science, Reading, Writing	Reading <sup>5</sup> (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) <sup>6</sup>	Reading, Mathematics	
2005	Reading Mathematics <sup>6</sup> Science		Reading (4, 8) Mathematics (4, 8) <sup>6</sup> Science (4, 8)
2006	U.S. History Economics (12) <sup>6</sup> Civics		
2007	Reading (4, 8) <sup>7</sup> Mathematics (4, 8) Writing (8, 12)		Reading (4, 8) <sup>7</sup> Mathematics (4, 8) Writing (8)
2008	Arts (8) <sup>7</sup>	Reading, Mathematics	
2009	Reading Mathematics Science <sup>7</sup>		Reading (4, 8) Mathematics (4, 8) Science (4, 8) <sup>7</sup>
2010	World History (12) <sup>6</sup> Geography <sup>7</sup>		
2011	Reading Mathematics Science <sup>7</sup>		Reading (4, 8) Mathematics (4, 8) Science (4, 8) <sup>7</sup>
2012	Civics <sup>7</sup> Foreign Language	Reading, Mathematics	

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

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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).

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

<sup>6</sup> 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.

<sup>7</sup> AGB 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>.

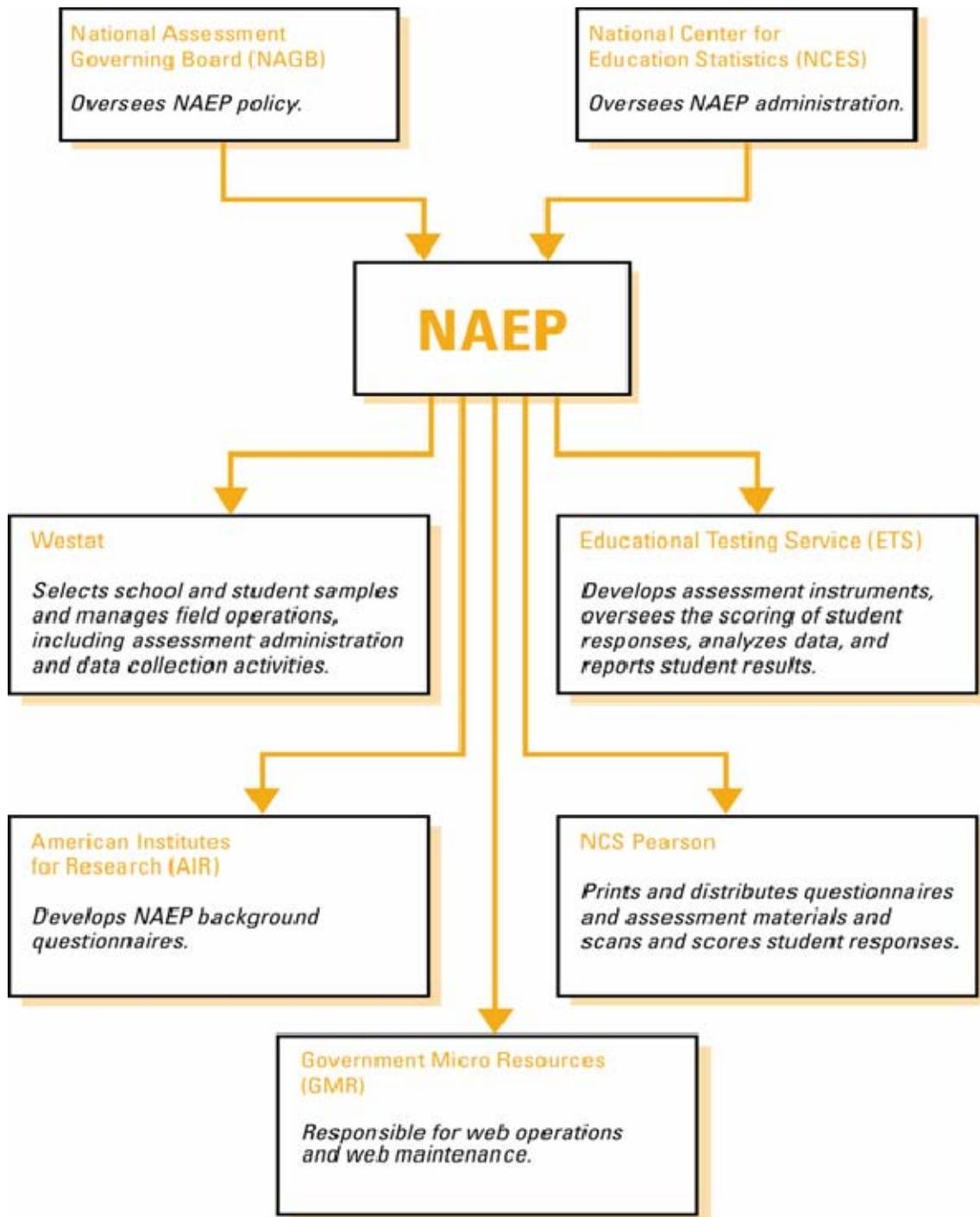
### **1.1.2 NAEP Organizational Structure**

Figure 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.

Figure 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, 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 pilot test.

#### **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 21, 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 math operational and pilot long-term trend. This session will be conducted using the new long-term trend questions. Accommodations will be permitted.
- Math long-term trend bridging study. This session will be conducted using the same math questions and administration procedures that have been used in every long-term trend study since 1973. For this session, the 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, math, 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.

Principals at grades 4 and 8 will be asked to complete a School Questionnaire. Teachers who teach math to students in fourth and eighth grades will be asked to complete a Teacher Questionnaire. There will be SD/LEP Questionnaires to be completed by the teacher most knowledgeable about the student identified as SD or LEP.

### **Foreign Language Pilot Test**

The Foreign Language 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**

	<b>Long-Term Trend</b>	<b>Foreign Language</b>	<b>Field Test</b>
<b>Students Assessed</b>	9-year-olds 13-year-olds 17-year-olds	Twelfth grade	Fourth grade Eighth grade Twelfth grade
<b>Subjects</b>	Reading Mathematics	Spanish	Math Reading Science
<b>Time Period</b>	Age 13: October 6- December 12, 2003 Age 9: January 5- March 12, 2004 Age 17: March 15- May 21, 2004	October 6- December 12, 2003	January 26- March 5, 2004
<b>Questionnaires</b>	SD/LEP Questionnaire	-Department Chair Survey -School Questionnaire	-Math Teacher Questionnaire (Grades 4 & 8 only) -School Questionnaire -SD/LEP Questionnaire -LEP Questionnaire

**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, the National Assessment Governing Board 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 the National Center for Education Statistics (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 assessment, NAEP releases approximately 25 percent or more of the test questions. The questions appear in the NAEP reports and on the 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 them 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 1-1 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 1-1 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 1-1 NAEP Code of Ethics (continued)

<b>NAEP Code of Ethics: Test Administration and Data Collection (continued)</b>	
<p>These principles translate into the following operational guidelines:</p>	
<p><b>Security</b></p> <ol style="list-style-type: none"><li>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.</li><li>2. Tests shall be stored and transported in secure, dry, and locked areas.</li><li>3. Only personnel employed by NAEP or otherwise authorized by NAEP shall have access to testing materials.</li><li>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).</li><li>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.</li></ol>	<p><b>Test administration</b></p> <ol style="list-style-type: none"><li>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.</li><li>2. Students shall be assessed using accommodations as specified in their education plans and offered by NAEP.</li><li>3. Testing personnel shall comply with NAEP administration guidelines included in this manual and any subsequent updates.</li><li>4. Testing personnel shall maintain high standards of professional conduct.</li><li>5. Testing personnel shall be sensitive to the needs of students, teachers, and the school in administering NAEP.</li><li>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.</li><li>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.</li><li>8. All improprieties and appearances of impropriety shall be avoided. All NAEP procedures for visiting schools shall be followed.</li></ol>
<p><b>Preparation for testing</b></p> <ol style="list-style-type: none"><li>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.</li><li>2. NAEP materials shall be maintained in dry, secure, locked storage before and after testing.</li><li>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.</li><li>4. Persons administering and monitoring NAEP assessments shall be trained in NAEP testing, data collection procedures, and school visitation procedures, including these principles.</li></ol>	<p><b>General</b></p> <ol style="list-style-type: none"><li>1. Test takers and other stakeholders shall have access to information about NAEP.</li><li>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.</li></ol>

## 2. LONG-TERM TREND ACTIVITIES

Chapter 2 provides an introduction to the schedule of project activities, a review of the summary of the long-term trend assessment activities, and an overview of the MySchool web site.

### 2.1 Schedule of NAEP Long-Term Trend Activities

Summarized in Exhibit 2-1 are the scheduled project activities for this year's long-term trend assessments. Details on the long-term trend assessments are provided in this chapter and in subsequent chapters of this manual.

Exhibit 2-1. Schedule of NAEP 2003-2004 Long-Term Trend Activities

July 2003	Westat sends lists of sampled schools to NAEP State Coordinators.
August 24-27, 2003	NAEP long-term trend supervisor training session.
August through October 3, 2003	Supervisors hire and train AAs.
September through November, 2003	Supervisors contact nonpublic schools to secure cooperation. Some supervisors will also have to secure cooperation for public schools if the State Coordinator is not available.  Substitute schools are activated to replace refusal schools.
September - November, 2003	Supervisors send preassessment information to principals and school coordinators.
Mid-September through November, 2003	Supervisors conduct preassessment sampling visits at the schools selected for the fall assessment.
October 6, 2003 through December 12, 2003	Fall long-term trend assessments conducted (13)
Mid-December, 2003 through February, 2004	Supervisors conduct preassessment sampling visits at the schools selected for the winter assessment.
January 5, 2004 through March 12, 2004	Winter long-term trend assessments conducted. (9)
February through April, 2004	Supervisors conduct preassessment sampling visits at the schools selected for the spring assessment.
March 15 through May 14, 2004	Spring long-term trend assessments conducted. (17)

## 2.2 Summary of NAEP Activities

There are two versions of the long-term trend 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 and a short summary of NAEP. The next section explains why schools should participate in NAEP. The third section describes the long-term trend assessment: the subjects that will be assessed and when the assessments are taking place.

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 are 3 different session types, each administered by a NAEP representative. All are paper and pencil assessments, but one involves a paced audiotape. The NAEP supervisor will discuss the session types and space requirements for your school when they call or visit prior to your 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/LEP students are asked to complete the NAEP SD/LEP Questionnaire and to determine the appropriate accommodation(s) needed, if any. The SD/LEP questionnaire may be completed online.
- While the NAEP staff is responsible for most assessment activities, a School Coordinator is needed to assist with in-school arrangements, and to distribute and collect the completed hardcopy questionnaires.

The responsibilities of the NAEP staff are listed next. They consist of eight tasks starting from working with the school to set a date for the assessments during the designated time periods and ending with responding to questions from the school community throughout the assessment period.

The next section of the summary describes eight 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 the reader can find out 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.

## **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. Some of the 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 2003-2004 assessment to give even more information about NAEP and details about the assessments. This year, for the 9- and 17-year-old assessments, the schools can send their list of students, or E-File right on the web site, rather than mail or fax them to NAEP. In addition, as in 2003, if schools wish, they may choose to complete their SD/LEP questionnaires on the web site, rather than on the traditional paper copy.



# NAEP 2003-04

National Assessment of Educational Progress

## Summary of Activities for Nonpublic Schools Long-Term Trend 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 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.

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 to discuss the assessment.

### Why assess nonpublic schools?

Because 11%-13% of all students in the United States attend nonpublic schools, without their participation, trends in student achievement would be incomplete.

### What is the long-term trend assessment?

The long-term trend assessments have remained substantially the same since their first administration, whereas other NAEP assessments are periodically revised or updated to reflect the most current educational priorities, content, and assessment methodology. Thus, the long-term trend assessments serve as a consistent measure of student progress in basic achievement over time.

The long-term trend assessments in reading and mathematics 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.

### When is the assessment?

Assessments will be conducted during the following time periods:

- Age 13:  
October 6 – December 12, 2003
- Age 9:  
January 5 – March 12, 2004
- Age 17:  
March 15 – May 21, 2004

NAEP field staff will conduct all assessments, and all materials will be provided by NAEP.

### What is involved for school staff and students?

- There are three different session types, each administered by a NAEP representative. All are paper and pencil assessments, but one involves a paced audiotape. The NAEP representatives will discuss the session types and space requirements for your school when we call or visit prior to your scheduled assessment date.
- Assessments take 90 minutes of each student's time.
- Up to 120 students (depending on the size of the school) are assessed in sessions of about 25 students each.
- Designate a staff member to serve as the school coordinator to assist NAEP field staff with in-school arrangements. School coordinator responsibilities are located on the back of this document.
- 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

NAEP is administered by the National Center for Education Statistics  
U.S. Department of Education • Institute of Education Sciences



## Exhibit 2-2. Nonpublic School Summary of NAEP Activities (Page 2 of 2)

Individualized Education Program (IEP), decide whether the student can meaningfully be assessed.

- The school staff most familiar with sampled SD/LEP students are asked to complete the NAEP SD/LEP Questionnaire and determine the appropriate accommodation(s) needed, if any.

### What are the responsibilities of the NAEP staff?

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

- Work with the school to set a date for the assessments during the designated time periods;
- Provide schools with instructions for preparing a list of age-eligible students;
- Select a sample of students from the list of age-eligible students;
- Provide schools with information about notifying parents of the selected students;
- Visit the school coordinator 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?

Initially, the school coordinator is responsible for completing the following tasks:

#### 1. Schedule the assessment.

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

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

Soon after the school is contacted about the assessment, the

school coordinator receives instructions for preparing a list of the students in the age group. Most schools may choose between submitting the list electronically through the MySchool web site and submitting the list in hard copy to the NAEP staff. All student names are always kept confidential. **Individual student names, responses, and scores are NEVER reported.**

#### 3. Inform parents.

By law, parents of children selected to participate in NAEP must be informed before the administration that their child may be excused from participation for any reason, is not required to finish the assessment, and is not required to answer all test questions. The NAEP field representative will provide a sample letter to use for this purpose that schools may use as is or adapt as they see fit.

**A few weeks before the assessment date the school coordinator is responsible for the following tasks:**

#### 4. Assist with the final preparations for the assessment.

Preparations include the following:

- Determine how to include SD/LEP students in the assessment according to NAEP criteria; and
- Provide student demographics for sampled students including the Title I program and National School Lunch Program (NSLP) status.

#### 5. Arrange for suitable space for the assessment session(s) within the school.

The school coordinator reserves classroom(s) or other location(s), where assessments can be administered under appropriate conditions. Sessions are scheduled concurrently or consecutively, depending on which is more convenient for the school.

#### 6. Notify teachers and students about NAEP.

The school coordinator follows the usual school procedures in notifying the selected students and their teachers of the assessment date, time, and location. NAEP provides a sample letter.

#### 7. Distribute and collect the assessment questionnaires.

The school coordinator distributes and collects SD/LEP Questionnaires from the teachers of sampled SD or LEP students. The NAEP field staff collects completed questionnaires on assessment day.

**On the assessment date, the school coordinator is responsible for the following task:**

#### 8. Ensure that students attend the session.

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

### Where can I find more information?

In addition to contact with your NAEP field staff representative, the MySchool web site is a valuable source of information. To register for the MySchool web site, follow the instructions listed below:

- Go to [www.mynaep.com](http://www.mynaep.com);
- Enter your NAEP ID as the user name; and
- Enter the word "REGISTER" as the password.

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