

## 9 SHIPMENTS

At the beginning of the field period, Pearson will provide Westat with the dates and tracking numbers for the assessment materials sent to Westat field staff. This information is provided in the Shipments section of the SCS. When the assessment materials have been received, the field person who receives them is responsible for checking all materials and recording the date received.

After completing the assessments in a school, the completed materials should be returned to Pearson as soon as possible (usually within 24 hours). The tracking number on the return shipment label for each session box will be displayed in the Shipment section of the SCS. The field staff responsible for the session will record in the SCS the date the materials are returned to Pearson.

A few schools from one of the areas in NAEP 2003 are shown below at the end of the field period with all of the information filled in.

All of the schools in an area can be listed or you can select to have only those schools beginning with the same letter listed by clicking on the alpha link. (Missing letters indicate that there are no schools beginning with that letter in the area.)

Bulk supply boxes will also be tracked using the Shipment section of the SCS. Click on the “Bulk” hyperlink to see the field associated with these boxes.

**School Control System**

My Views | Batch Entry | Scheduling | Documents | Mail Merge | Reports | Timesheet | **Shipments**

Monitoring NCS-Pearson Shipments

Region: MD2  
Area: 6

Received from NCS Pearson			Sent to NCS Pearson			
UPS Tracing #	Date Sent From NCS-P	Date Received	UPS Tracing #	Date Sent To NCS-P	Date Received	
<b>School(s) Group(s):</b> Bulks * <a href="#">B</a> <a href="#">C</a> <a href="#">D</a> <a href="#">E</a> <a href="#">G</a> <a href="#">H</a> <a href="#">J</a> <a href="#">K</a> <a href="#">L</a> <a href="#">N</a> <a href="#">O</a> <a href="#">R</a> <a href="#">S</a> <a href="#">I</a> <a href="#">W</a> <a href="#">Y</a>						
<b>Braddock Middle</b>						
RM0801	1ZE2643E0361666898	1/8/2003	1/10/2003	1Z65901W3811040097	2/26/2003	2/28/2003
RM0802	1ZE2643E0363188508	1/8/2003	1/10/2003	1Z65901W3811040088	2/26/2003	2/28/2003
<b>Brunswick Elementary</b>						
RM0401	1ZE2643E0361536975	1/8/2003	1/10/2003	1Z65901W3811040417	2/4/2003	2/3/2003
RM0402	1ZE2643E0362636187	1/8/2003	1/10/2003	1Z65901W3811040408	2/4/2003	2/7/2003
RM0403	1ZE2643E0361981592	1/8/2003	1/10/2003	1Z65901W3811040391	2/4/2003	2/3/2003
RM0404	1ZE2643E0363137205	1/8/2003	1/10/2003	1Z65901W3811040382	2/4/2003	2/3/2003
<b>Brunswick Middle</b>						
RM0801	1ZE2643E0361861373	1/8/2003	1/10/2003	1Z65901W3811040015	2/5/2003	2/10/2003
RM0802	1ZE2643E0363128582	1/8/2003	1/10/2003	1Z65901W3811040006	2/5/2003	2/10/2003
<b>Butler School</b>						
PR0801	1ZE2643E0362120733	1/8/2003	1/10/2003	1Z65901W3811629845	3/4/2003	3/7/2003
<b>Clear Spring Middle</b>						
RM0801	1ZE2643E0361637633	1/8/2003	1/10/2003	1Z65901W3811629943	2/11/2003	2/14/2003

Shipment screen at the end of NAEP 2003 for one area

Since the assessment materials are secure materials, it is vital that all assessment materials are accounted for. This section of the system must be kept up to date so that everyone knows where all of the materials are at all times.

## 10 WHAT'S NEW IN THE SCS

### 10.1 SCS Modifications for NAEP 2003-04

Two modifications have been made to the SCS for 2003-04. It is anticipated that these will remain part of the system rather than only be effective for this assessment year.

**Parent notification information.** Westat field staff are responsible for completing the details concerning when the parent letters are sent home, how the letters are sent, and updating other fields in the Parent Letter Information window. Likewise, field staff will be responsible for obtaining dated copies of the parent notification for public schools and nonpublic schools and sending copies from the public schools to state coordinators. (See Section 3.2.9)

State coordinators are asked to record the date that the parent notification information is sent to each school and the date they discuss this with the school coordinator.

**School edit screen comments field.** Information in the comment field on the school edit screen will be shared between state coordinators and Westat field staff. It is hoped that this will facilitate the sharing of information concerning schools selected for NAEP.

### 10.2 Foreign Language Pilot

Recruiting schools for the Foreign Language (FL) pilot study begins in June 2003. This is necessary so that NAEP field staff can go to the participating schools in the summer to review transcripts and draw the sample of 12<sup>th</sup> grade students. State coordinators will be responsible for recruiting public schools and Westat will recruit nonpublic schools and recording the results in the SCS.

#### 10.2.1 FL School Eligibility

The school edit screen of the SCS contains a new field shown below. This is on the General panel on the right side of the screen. The study name is clearly indicated at the top of the General panel.

On this pilot study, NAEP is attempting to be cost effective and only include sampled schools that offer at least three years of Spanish instruction and have at least 30 students who have successfully completed (grade of D or better) three or more years of Spanish. Schools that do not meet these criteria will be considered ineligible.

The screenshot shows a web-based form for 'Foreign Language' data entry. The school name is 'Anastasia High School'. The 'Enrollment' section shows 'Estimated: 0' and 'Actual: 0'. The 'Target Student Sample' is '96'. The 'Approximate number of grade 12 students with 3 or more years of high school Spanish?' is '20'. The 'Status' dropdown menu is currently set to 'Fewer than 30 students with 3+ yrs Spanish'. A callout box points to this dropdown with the text: 'School must have at least 30 grade 12 students who have taken 3 or more years of high school Spanish to be eligible to participate in the FL pilot study.'

To explain why a school is not eligible for the FL study, three new disposition status codes have been developed as shown below.

The screenshot shows a list of disposition status codes. A callout box points to the list with the text: 'New status codes for ineligible schools.' The list includes the following codes:

- District Refusal
- School Refusal
- District refusal for this school only
- Has sampled grade, but no eligible students
- Does not have sampled grade
- Closed
- Not a regular school
- Other, Ineligible
- Spanish not offered
- Less than 3 years Spanish offered
- Fewer than 30 students with 3+ yrs Spanish
- Pending

These new codes are explained below.

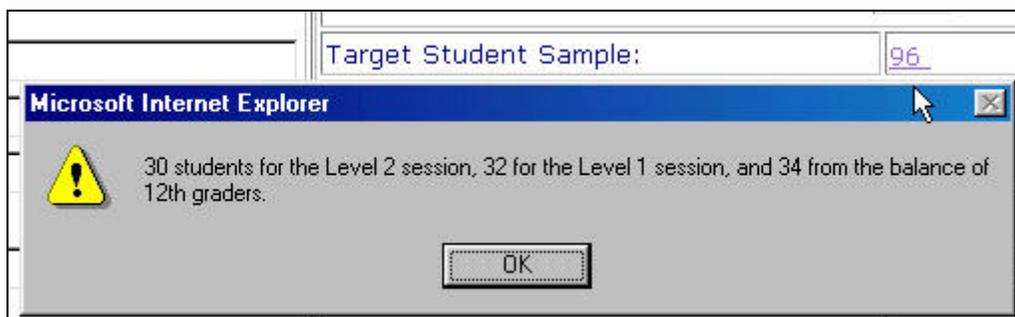
<b>Status Code:</b>	<b>Explanation:</b>
Spanish not offered -	No courses in Spanish are offered in this school.
Less than 3 years Spanish offered -	The school does not offer 3 full years of Spanish instruction.
Fewer than 30 students with 3+ years Spanish -	The school offers at least 3 years of Spanish, but fewer than 30 12 <sup>th</sup> grade students have successfully taken 3 or more years of Spanish.

Students are considered to have “successfully” taken Spanish if they have a grade of D or better.

If the school contact person is not sure whether there are at least 30 12<sup>th</sup> grade students (for the 2003-04 school year) who have successfully completed 3 or more years of high school Spanish, the school should be coded as cooperating. The NAEP field staff will work with the school in the summer to make the final determination.

### 10.2.2 Student Sample

The target student sample size in each school is 96. This is shown for information on the General tab. If you click on the number 96, the system will remind you how many students will be selected for each of the Levels as shown below.



Working with information obtained from student transcripts, the NAEP field staff will create three lists of students and sample from these lists. (Lists of student names will not be sent to state coordinators for the Foreign Language study.)

After the sample of students has been selected, the Sampling tab of the SCS will show how many students have been selected for each of the assessment levels.

Foreign Language	
Grade 12 (9930021) General <b>Sampling</b> Session	
Student Listing Form Information:	Not Received <a href="#">Add</a>
Number on SLF for Level 2:	0
Number on SLF for Level 1:	0
Number on SLF for Level 0:	0
Number Sampled for Level 2:	0
Number Sampled for Level 1:	0
Number Sampled for Level 0:	0

The number of students eligible for each "Level."

The number sampled for each of the Levels.

Two sets of numbers will be displayed. The "number on SLF" indicates the total number of eligible students. This number is shown for all three levels of students. The number of students sampled for each level is also displayed. The target sample sizes for these levels are:

- Level 2 = 30 students
- Level 1 = 32 students
- Level 0 = 34 students

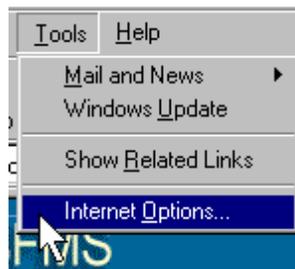
## Appendix A.

### TURNING OFF IE5 AUTO COMPLETE

As noted in the SCS User Guide, we do not recommend that you have your computer set to memorize logon user names and passwords for Internet sites. When you enter a password for the first time, if you see a prompt from the computer to save your password, this should alert you that a change needs to be made in Internet Explorer (IE). If you follow the directions below, you can made the necessary changes and increase the security of your system.

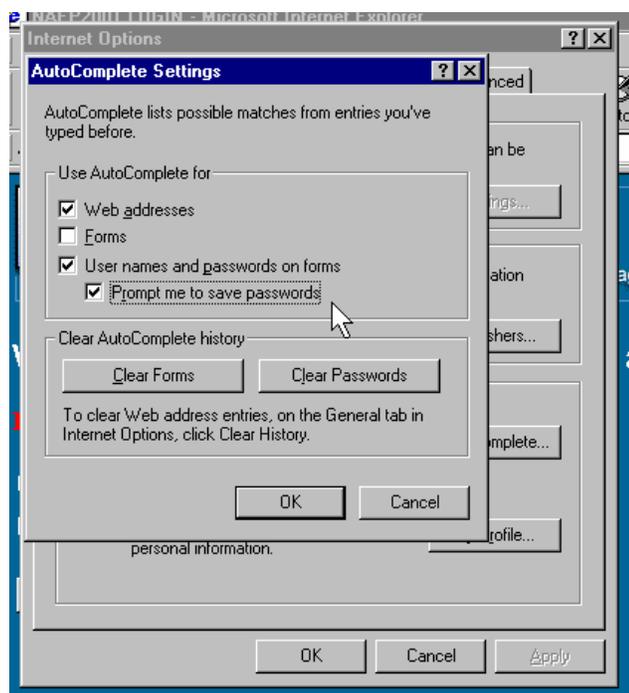
Since you will be making a minor change to a setting on Internet Explorer, this application needs to be running. Open IE if it is not already open. You can make this change if you are connected to the Internet or working offline in IE.

Locate the Tools option on the menu at the very top of the IE screen and click on it. This will reveal a drop-down menu with Internet Options at the bottom.



Click on Internet Options and a window will open containing several tabs across the top. Locate the Content tab (third from the left) and click on it. This tab contains three sections Content Advisor, Certificates, and Personal information. In the Personal information section is a button labeled “AutoComplete”. Click on this button and another window will open on top of the Internet Options window.

Your screen should now look similar to the example below:



AutoComplete Settings Window

In this example, the system is set to prompt the user to save the password. If you see a check in this box, click on it to remove the check. Then, click on the **OK** button at the bottom of the AutoComplete Settings window and the **OK** button at the bottom of the Internet Options window.

**Exhibit 1. School-Level Status Codes**

**SCHOOL STATUS CODES**

<b><u>CODE</u></b>	<b><u>EXPLANATION</u></b>
Pending	Neither the district nor the school has been contacted.
Interim Refusal	The school has indicated that they do not wish to participate, but there is a possibility that they will agree.
Cooperating	The school will definitely participate in the assessment.
District Refusal	The district refuses to participate in the assessment. <b>Attempt to obtain enrollment information on sampled schools. You should talk with your field manager before using this code.</b>
School Refusal	The school has said that they will definitely <b>not</b> participate in the assessment. <b>Record grade enrollment information. You should talk with your field manager before using this code.</b>
District Refusal for this school only	The school district has refused for this one school to participate. Other sampled schools in the district will cooperate. <b>Record grade enrollment information. You should talk with your field manager before using this code.</b>
Has Sampled Grade, but No Eligible Students	This school has the sampled grade, but no eligible students this year.
Does Not have Sampled Grade	This school does not contain the sampled grade.
Closed	This school has officially closed.
Not a Regular School	This school does not offer a traditional academic or comprehensive educational program to the general student population. Examples of such ineligible schools would be special education schools, vocational schools, and alternative schools.
Other Ineligible	You should talk with your field manager before using this code.

Exhibit 2 Sample Calendar from 2003

STATE=TS

**Six Week Assessment Calendar**

Jan. 27th - March 7th

S	M	T	W	T	F	S
26	27	28 Rison Elementary 283 Sessions: 3 <i>Pending</i>	29 Chapel Hill School of Learning 296 Sessions: 2 <i>Pending</i>	30 Jackson Intermediate 284 Sessions: 2 <i>Pending</i>	31 Anastasia Elementary 285 Sessions: 3 <i>Pending</i>	1
2	3 Anderson Elementary 287 Sessions: 3 <i>Pending</i>	4 The Academy for Excellence 302 Sessions: 2 <i>Pending</i>	5 First Avenue Elementary 288 Sessions: 3 <i>Pending</i>	6	7 Holy Divine Catholic School 293 Sessions: 3 <i>Pending</i>	8
9	10	11 Arrow High 301 Sessions: 3 <i>Pending</i>	12 Jamestown 300 Sessions: 2 <i>Pending</i>	13	14 Western Ave Elem 292 Sessions: 3 <i>Pending</i>	15
16	17 Assumption School 294 Sessions: 2 <i>Pending</i>	18	19 Graham Senior High 291 Sessions: 3 <i>Pending</i>	20 Branson Middle/High 290 Sessions: 2 <i>Pending</i>	21	22
23	24	25 Keller Place Elementary 289 Sessions: 3 <i>Pending</i>	26 Brooks Academy 295 Sessions: 3 <i>Pending</i>	27	28 Eastern Lutheran 299 Sessions: 3 <i>Pending</i>	1
2	3 Niles Christian School 297 Sessions: 3 <i>Pending</i>	4	5 Ridgeview Christian School 298 Sessions: 3 <i>Pending</i>	6 Parks Middle School 286 Sessions: 2 <i>Pending</i>	7	8



# Appendix I

## General Questionnaire Format Conventions and Interviewing Techniques

### Introduction

Aspects of the preassessment contact and the school coordinator debriefing interview resemble survey questionnaires and require techniques commonly used by survey interviewers. This section of the manual is a short review of those techniques as they apply to the forms you will use for the 2003 NAEP assessment. These techniques include the following:

- Using a questionnaire format;
- How questions are asked;
- How answers are recorded;
- Techniques you need to know to obtain concise and neutral responses; and
- "Probing" responses.

### Using a Questionnaire Format

In its simplest form, a questionnaire contains a series of questions and an area for you to record the answers you receive.

1. **Instructions to You:** An important convention found in the NAEP forms is one that Westat generally observes for questionnaires: Words printed in all capital letters are instructions to you and should not be read aloud. For example:

2. IF NUMBER LESS THAN LOWEST LINE NUMBER ON INSTRUCTIONS FOR SAMPLING NEW ENROLLEES, SAY:
--------------------------------------------------------------------------------------------

2. **Circling Answer Codes:** Most questions list the possible answers that the school coordinator is expected to give. Simply circle the answer code that corresponds best to what the school coordinator says in reply to the questions. An example of this type of question is Question B2 from the Contact Log requiring a **Yes** or **No** answer.

2. Have you distributed Teacher Questionnaires to the appropriate staff members?

Yes ..... 1 →  
No ..... 2

*Please distribute the questionnaires as soon as possible so that everyone has adequate time to complete them either in the hard-copy booklet or on the MySchool web site.*

3. **Skip Instructions:** You will ask all questions sequentially unless you encounter a "skip instruction." A skip instruction tells you to skip past a question because it does not apply to this school coordinator's situation. Skip instructions are printed in bold throughout the Contact Log as shown in the example below.

1. Please locate the New Enrollee Listing Form. Have you kept a list of all students who have enrolled in (*grade*) since the original list of students was prepared?

Yes ..... 1 → How many students have enrolled since (*date master list prepared*)?

TOTAL # OF NEW ENROLLEES: \_\_\_\_\_.

No ..... 2 → *Please prepare a list of students who enrolled in (*grade*) after the master list was prepared. We must know in advance whether any students from this list will be selected. When is a good day and time to call you to determine whether any new enrollees fall into the sample? **SKIP TO STEP F.***

DAY AND TIME TO CALL BACK: \_\_\_\_\_.

No new enrollees ..... 3 → **SKIP TO STEP F.**

- 4. **Words in Parentheses:** Questionnaires use other conventions to make the questionnaire more adaptable. If you find a word or words in parentheses within a question or statement, this means you need to substitute the word or phrase that makes the question appropriate to your situation. In the following example you would substitute the grade for the word (*grade*).

3. Are there any students on the Administration Schedule(s) who are not currently enrolled in (*grade*)?

Yes ..... 1 → ENTER AN ADMINISTRATION CODE OF **55** FOR INELIGIBLE STUDENT(S) IN COLUMN **P**. THEN, DRAW A LINE THROUGH THE STUDENT'S NAME UP TO THE PRFORATION.

No..... 2

If the words in parentheses are separated by a slash, this means you will need to select the most appropriate word or phrase based on the context in which the question is asked, as in the following example:

NAEP will be assessing students in your (*fourth grade/eighth grade/twelfth grade*) on (*date*). You will receive a preassessment packet from NAEP at least 2 weeks prior to the assessment date. I would like to schedule a time to (*visit/call*) you to review the packet materials and make final arrangements for the assessment.

- 5. **Open-ended Questions:** Open-ended questions are used when we do not want to restrict a school coordinator's answer. For a question like the one below, you would write down the school coordinator's answer verbatim on the lines provided.

3. What suggestions can you offer for improving the instruction sheet?

.....

.....

## General Rules for Asking Questions

The following are basic rules for administering the sections of the Contact Log that use questionnaire format.

- Always read the question as it is written.
- Ask the questions in the way they are ordered. If you discover that you have accidentally skipped one or more questions, you may go back to the omitted questions.
- Read questions in a natural conversational tone, following the punctuation in the question. Your reading of the questions should reflect your overall neutrality about the subject matter and encourage the school coordinator to talk freely about the issue. Only emphasize words that are underlined or appear in bold. When answer categories are to be read, put a brief pause between the options so the school coordinator knows what the choices are.
- Read the questions at a slow even pace.
- Do not show the form to the school coordinator.

## General Rules for Recording Answers

- Record your answers neatly and legibly. This means that for coded questions you should carefully circle the number that corresponds to the response given by the school coordinator.
- When recording a response to open-ended questions, write legibly.
- If you make an error in recording a response, you may either erase or line through the incorrect answer. In either case, be sure the correct answer is legible.
- Feel free to write notes in the left-hand margin of the questionnaire to explain an answer or unusual circumstance. Do not write in the right-hand margin, however, because this area is used by data processing staff. Distinguish a note from an actual answer given by the school coordinator by placing it in parentheses.
- If the school coordinator does not know an answer and a "Don't know" code has not been provided, record this as "DK" in the margin by the question.
- When recording responses to open-ended questions, keep the following in mind:
  - To the extent possible, record answers verbatim. If the answers are lengthy, you may paraphrase.
  - Use standard abbreviations, such as AA, SC, Admin. Schedule, etc. Be sure to review abbreviations you have recorded afterwards and spell out any that are not in common usage.
  - If necessary, ask the school coordinator to slow down so that you can capture everything that is said.

## Techniques for Obtaining Complete and Neutral Responses

When you administer the questionnaire portions of the Contact Log, keep the following interviewing techniques in mind:

- Listen carefully to the school coordinator's responses so that you know when the school coordinator has given a complete answer that is relevant to the question.
- Remain neutral. Do not give the school coordinator any indication of your feelings on the subject being discussed. Studies show that respondents to questionnaires may alter their answers if they think the interviewer expects them to answer in a certain way.
- Encourage the school coordinator to provide clear and concise answers by giving positive reinforcement in a neutral manner. You can do this with phrases like:
  - "I see."
  - "That's helpful."
  - "I understand."

## Probing

Probing is a technique used by survey interviewers to refocus and redirect the respondent's attention to the question. It requires the interviewer to find a way to get the respondent to elaborate or reconsider an incomplete or irrelevant answer without influencing the content of the answer.

You will know when to probe by listening to the school coordinator's answer carefully and evaluating whether it is relevant, specific enough, and complete.

There are some examples of situations that require probing on the next page. Note that the probes used are neutral. This means they draw out the school coordinator without influencing the answer in any direction. They generally involve repeating parts of the question or the answer categories in a way that refocuses the school coordinator's attention on them.

Example 1:

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

Very Well .....	1
Satisfactory.....	2
Unsatisfactory.....	3

RESPONSE #1: "Our state testing is more difficult."

This answer needs to be probed because it is **not relevant**. A good probe would be to repeat the question and answer categories with proper emphasis:

PROBE: "But overall, how would you say **this assessment** went?"

Example 2:

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

Very Well .....	1
Satisfactory.....	2
Unsatisfactory.....	3

RESPONSE #2: "It was OK."

This answer needs to be probed because it does not match one of the predesignated answer categories. A good probe would be to repeat the answer categories:

PROBE: "Well, would you say it went very well, satisfactorily, or unsatisfactorily?"

Example 3:

3. What suggestions can you offer for improving the instruction sheet?

.....  
.....

RESPONSE #3: "There are so many things."

This answer needs to be probed because it is *vague*. A good probe to use would be:

PROBE: "Could you be more specific?"

Example 4:

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

.....  
.....

RESPONSE #4: "My superintendent said that this takes too much student time."

This answer is off the mark because the school coordinator is repeating what someone else said, which may not be his/her own opinion. Probe by refocusing the school coordinator:

PROBE: "And do *you* have any comments about making it easier for schools to participate?"

Here are some techniques to keep in mind about probing:

- Sometimes the most effective probe is an expectant pause. This is a cue to the school coordinator that you expect a more detailed or elaborate answer.
- When the school coordinator is giving you comments, probe for additional comments by using the phrase: "What else?"
- A common response to survey questions is "I don't know." As a general rule, if you receive a "don't know" response and the answer categories do not allow for it, try to get the school coordinator to elaborate by saying: "Take a minute to think about it." or "Your best estimation would be fine."
- If you have probed a response once and still do not have a satisfactory answer, you will need to use your judgment about whether you should probe again. For most questions in the Contact Log, it is not necessary to probe more than once.
- If you think the school coordinator just didn't understand the question, the best probe is to simply read it again, perhaps more slowly and clearly.
- Do not make assumptions about what the school coordinator means.
- If it isn't clear, PROBE for clarification.

## APPENDIX J

### NAEP Contact Sheet

# NAEP 2003-2004 Contact Information

- **Respondents (Schools) Help Desk** ..... Email: NAEPHelp@Westat.com  
Tel: 1-800-283-NAEP (6237)  
Hours: 8:00 am to 5:00 pm Eastern Time

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- **Field Staff – Laptop/Systems Technical** ..... Email: NAEP\_Staff@Westat.com  
Tel: 1-888-499-NAEP (6237)  
Hours: 8:00 am to 5:00 pm Eastern Time

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- **Field Staff – Payroll, Time & Expense**..... Email: NAEP\_Payroll@Westat.com  
Tel: 1-800-627-NAEP (6237)  
Hours: 9:00 am to 5:00 pm Eastern Time  
Fax: 240-314-2383  
Contact: **Mei Tan**, TC 1040F  
Address: 1650 Research Blvd.  
Rockville, MD 20850

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- **Field Staff – Recruiting**..... Email: NAEP\_Recruit@Westat.com  
Tel: 1-800-627-NAEP (6237)  
Hours: 9:00 am to 5:00 pm Eastern Time  
Fax: 240-314-2383  
Contact: **Pat Heiser**, TC 1040F  
Address: 1650 Research Blvd.  
Rockville, MD 20850  
*(\* Pat Heiser is a fictitious contact name for recruiting.)*

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- **Westat-NAEP Supplies & Shipments** ..... Email: NAEPWarehouse@Westat.com  
Tel: 301-330-7079  
Hours: 9:00 am to 5:00 pm Eastern Time  
Fax: 301-330-7063  
Contact: (Mr.) **Shannon Whitmarsh**  
Address: NAEP Warehouse GA W-20  
9270 Gaither Road  
Gaithersburg, MD 20877

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- **Pearson-NAEP Supplies & Shipments**..... Email: NCSNAEP@NCS.com  
Tel: 1-888-627-NAEP (6237)  
Hours: 7:00 am to 5:00 pm **Central** Time  
Fax: 1-888-627-8842  
Assess. Books, Questionnaires, Rosters,  
Admin. Schedules, Ancillary Items

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- **SCS, FRS, or NAEP-Network** ..... Web: www.MyNAEP.com

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- **Westat Travel Office** ..... Email: Travel@Westat.com  
Tel: 1-800-544-7755  
Hours: 9:00 am to 5:30 pm Eastern Time

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- **Federal Express** ..... Web: www.FedEx.com  
Tel: 1-800-238-5355 or 1-800-463-3339  
Westat Account No. 1290-1574-8  
Reference No. is NAEP Charge Code

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- **UPS** ..... Call Pearson: 1-888-627-6237  
Assess. Books, Questionnaires, Rosters, Admin. Schedules, Ancillary Items Or  
Fax Pickup Request to UPS: 1-877-899-3493

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- **State Coordinators' Hotline** ..... Tel: 1-888-689-7060

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- **Field Staff – Study-specific Help:** Tel: 1-800-627-NAEP (6237)  
Long Term Trend (LTT)..... x2015..... Susan Lea  
Field Test (FT)..... x5138..... Nia Davis  
Foreign Language (FL)..... x4025..... Rachael Davies

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- **NAEP Charge Codes** ..... 7707.04.52.\_\_\_\_ Staff Recruit  
7707.04.52.\_\_\_\_ Train Staff  
7707.04.52.\_\_\_\_ Collect Data (Sample & Assess)

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