3. THE SUPERVISOR ROLE

Chapter 3 provides an introduction to your responsibilities and tasks as a supervisor on the NAEP 2003-2004 long-term trend assessment. This chapter also describes your assignment of schools and the forms and materials you will use to sample students and conduct assessments.

3.1 Task Overview

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

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

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

3.1.1 Gaining Cooperation from Dioceses/Districts and Schools

State NAEP Coordinators in most states will be responsible for informing and securing the cooperation of the public school sample in their states. You will be responsible for gaining the cooperation of the dioceses and nonpublic schools in your assignment and for documenting their participation status in the NAEP School Control System (SCS). You will also assist the state coordinator in any way needed to recruit public schools.

Before attending the in-person training, you will need to complete a home-study package designed to guide you through the process of contacting districts and schools over the phone and to outline the procedures and techniques you will use for gaining the cooperation of the districts and schools in your assignment. The first component of the home study is a training document called the ***Gaining Cooperation Magazine.*** It contains informative articles about NAEP activities, instruction on procedures and techniques for contacting and gaining the cooperation of schools in your assignment, and tips from experienced field staff. The second component of the home study is a CD that provides interactive experience with situations commonly encountered in the recruitment process and allows you to practice and evaluate your skills. The remaining component is a CD that allows you to view a group of experienced supervisors discussing the recruiting and refusal conversion techniques they have used successfully. The CD will be shown on the first day of the supervisor training. The home-study package replaces the in-person, gaining cooperation training held in previous cycles. The home-study must be completed before you attend training and includes an evaluation role play with your field manager.

3.1.2 Setting and Maintaining a Schedule

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

You are responsible for creating the schedule for preassessment visits to schools in each of your PSUs. The visits should occur no later than 2 to 4 weeks in advance of the scheduled assessment date. Care must be taken to schedule preassessment visits to occur while you are working in the PSU to avoid unnecessary traveling among PSUs. You will make a minimum of 6 separate visits to each PSU to preassess and assess the schools in the **Age 13 assessment** *(fall: October 6-December 12, 2003)*, the **Age 9 assessment** *(winter: January 5-March 12, 2004)*, and the **Age 17 assessment** (*spring: March 15- May 14, 2004*).

3.1.3 Hiring, Training, and Supervising AAs

You will hire and train 4 to 5 assessment administrators (AAs) to administer assessment sessions. Although your responsibilities are primarily supervisory, it may be necessary for you to administer sessions on occasion. AAs should be hired locally in each of your PSUs so that overnight travel is avoided. Chapter 4 provides detailed instructions on hiring, training, and supervising AAs.

3.1.4 Preparing for Assessments

Two to four weeks before each scheduled assessment, you will visit the school to prepare for assessment day. During this visit you will use the Student Data System (SDS) to select the sample of students, if the school was not electronically sampled, and to select the new enrollee sample for schools that were electronically sampled. You will prepare or update the Administration Schedule, the primary control document used to track information about the assessment. You will prepare and distribute an SD/LEP questionnaire for each student with an SD and/or LEP classification, and review their assessment accommodation requirements to determine if and how they will be assessed. Working with the school coordinator's guidance, you will arrange for the notification of teachers and students and insure that the school is in compliance with the No Child Left Behind (NCLB) policy on parent notification. (NOTE: No Child Left Behind participation requirements are not applicable to long-term trend assessments.) Other tasks performed during the visit include finalizing logistical arrangements; documenting details on the school folder and in the SCS; preparing an Assessment Information Form for the AAs whom you will assign to administer sessions; and assembling and preparing the materials you will take to the school on the day of the assessment. Preassessment tasks are detailed in Chapter 5.

3.1.5 Selecting the Student Samples

Except for the age 13 fall assessment, schools may submit their list of age-eligible students through the MySchool web site for electronic sampling by Westat statisticians and data processors. Alternatively, they may provide a hard copy list for supervisor sampling with the Student Data System. The School Control System will allow you to enter the sampling options selected by schools you recruit and to view the option selected by schools recruited by the state coordinator.

Supervisors will use the SDS to select samples in individual schools during the preassessment visit. Chapter 5 provides an overview of the sampling process. Detailed step-by-step instructions for using the SDS computer program to draw school samples are provided in the Guide to the SDS (Appendix F).

3.1.6 Conducting Assessments

Chapter 6 outlines how to conduct assessments from arrival at the school to dismissing students. Under your supervision, AAs will prepare the assessment booklets and rooms and administer sessions using a script specific to the session type and age level.

There are three session types: Reading/Math LTT Operational and pilot test (RM); Math Bridging study (MA or MB), and Reading Bridging study (RB) (see table 3-1). For ages 9 and 13, up to 128 students will be selected with up to 80 selected for Reading/Math LTT, up to 26 for a single Math Bridge paced tape session, and up to 22 students for the Reading Bridge session. For age 17, up to 121 students will be selected with up to 81 students assigned to Reading/Math LTT, up to 18 to a Math Bridge paced tape session, and up to 22 students assigned to Reading Bridge.

The Math Bridge study will use 5 paced tapes, one for age 17 and 2 each for ages 9 and 13. No more than 1 session each of Math Bridge and Reading Bridge will be assigned to a school. The SDS sampling program will designate Math Bridge sessions as MA or MB depending upon the paced tape to be used for the session.

As supervisor you are responsible for making certain that enough AAs have been assigned to conduct all original and accommodations sessions and that AAs report to the school in time to complete all presession activities: preparing the booklets, preparing the room, setting up the tape recorder, adjusting volume, and cueing the cassette for paced tape sessions. You will circulate among the sessions to monitor that AAs are using the script and timer to correctly administer sessions, troubleshoot any problems that may arise, and assist with getting students to and from the sessions.

Table 3-1. Long-Term Trend Session Types

	Session # Prefix	Session Size	Paced Tape?	Accommodation Offered?
Reading/Math LTT Operational and Pilot Test	RM	12-80 (age 9 and 13) 12-81 (age 17)	No	Yes
Math Bridging Study	MA (age 9 and 13 only) MB (all ages)	12-26 (age 9 and 13) 12-18 (age 17)	Yes 2 tapes each for ages 9 & 13 1 tape for age 17	No
Reading Bridging Study	RB	12-22	No	No

3.1.7 Completing Post-Assessment Activities

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

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

Chapter 7 discusses post-assessment activities in detail.

3.1.8 Maintaining the SCS

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

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

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

3.2 Your Assignment of Schools

A typical supervisor region will consist of up to 90 schools (25-30 for each of the fall, winter, and spring field periods). Closed and ineligible schools may reduce this number as they occur. Schools are clustered in geographical PSUs of varying size and a PSU will contain 1 to 20 schools. The average is 4-5 schools per PSU.

You will make a minimum of 6 separate visits to each PSU to preassess and assess the schools in the **Age 13 assessment** *(fall: October 6-December 12, 2003)*, the **Age 9 assessment** *(winter: January 5-March 12, 2004)*, and the **Age 17 assessment** (s*pring: March 15- May 14, 2004*). You must maintain a schedule that allows you to complete all activities in a PSU before traveling on to another PSU so that your time is used to best advantage and travel expenses are held to a minimum.

3.3 Assessment Control Documents

A brief description of each of the forms used for the NAEP 2003-2004 long-term trend assessments is provided below. The forms are pictured, along with a brief description, in an article entitled *"Write it Down"* on pages 16-18 of the *Gaining Cooperation Magazine.*

3.3.1 Log of Schools

For each PSU, you will receive a Log of Schools (Exhibit 3-1) that contains all the information about schools in your region.

Exhibit 3-1. Supervisor Log of Schools

Region: 1 Area: 3 **NAEP Log of Schools** **LTT Age 13: 10/06/03 - 12/12/03** ***** Enter / Update SCS Date Printed: 11/11/0

Jefferson County District Superintendent 987 District Street Montgomery, ST 12345 Tel: 301-555-6543 . **School Information ******	**Activity** (C)all (M)ail (V)isit . (G)ainCoop (P)reassess (S)ample	**Assess Date/Time ***** . Make-up Date/Time ******	**Session Boxes Rcvd ******	**Sample** (E)file, (F)ax, (S)chool . Esa(M)pled, (P)ending, (C)omplete	**Sessions** (estimated)	**#Students w/Accomm & Accomm Type**	**Short Shipment Ordered / Rcvd**	**Team Members**	**Completed Session Box Ship Date / Track No.**
Rockville Middle School		Wed, Oct. 22; 8am	10/5	SP: 10/10	RW1301	2 Sml Grp	10/21	Steve	
NAEP ID: 6320112	CG: Oct. 10		10/5	C; 10/14	RW1302	1 1-on-1	na	Stacy	
Type: Public			10/5		RW1303	1Sm Gr 2 Ext Tm	na	Jane	
COOPERATING			10/5		MB1301	0	na	Deb	
Coord: Joe Coordinator	VS: Oct. 14		10/5		RB1301	0	na	Pat	
Tel:301-555-9876					Sm Gr - 3			Steve - 1pm	Oct. 24 UPS
Fax:301-555-6789					1-on-1 1			Stacy - 1pm	5623 7894 321
1233 Street Drive									
Rockville, ST 11111									
		Fri, Oct. 24; 8am						Steve	
Walt Whitman Middle		Fri, Oct. 31; 9am			RW1301				
NAEP ID: 6321011	CG: Oct. 10				RW1302				
Type: Public					MB1301				
INTERIM REFUSAL					RB1301				
Coord: Jack Hall	VS: Oct. 13								
Tel:301-555-1234									
Fax:301-555-7410									
5666 Drive Way									
Rockville, ST 45698									

The log has been printed on 8 x 14 paper so that you can make notes and record critical information about the schools in your assignment before, during, and after each contact. The log will include the following information for each district and school in the long-term trend sample:

- School name, and state;
- School type—Public, Catholic, or other Nonpublic;
- District name, address, and name of district superintendent;
- School name, address, phone number, and principal name;
- NAEP ID Number;
- Age of selected students and the assessment time period (fall, winter, spring);
- Preassigned assessment date; and
- Session type—Reading/Math Operational & Pilot, Reading Bridge, and/or Math Bridge Tape.

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

3.3.2 School Folder

You will receive one folder (Exhibit 3-2) for each school in your assignment. You should complete all relevant information on the front cover and store all school-specific recruitment and assessment forms inside. The front cover provides space for you to record school information, sampling and assessment dates, questionnaire quantities, session information (regular, accommodation and make-up sessions), and material return tracking information. The back cover contains space to record your contacts.

Exhibit 3-2. School Folder (front)

2003-2004 NAEP ASSESSMENTS

STATE:_______________ REGION: __________ AREA: _________

GRADE/AGE:

SCHOOL ADDRESS: ____

____

____

____

SCHOOL COORDINATOR: ___________________________________

PHONE NUMBER: ____

FAX NUMBER: ____

E-MAIL: ____

SUPERVISOR(S):___________________________

STUDENT LIST TYPE (Circle one): E-File Collect In-person

SAMPLING DATE: ____

ASSESSMENT DATE(S): ____

QUESTIONNAIRES TO COLLECT:

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

SESSIONS (Regular and Accommodations)

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

MAKE UP SESSIONS (Circle one) YES NO

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

Exhibit 3-2. School Folder (inside front)

THE FOLLOWING DOCUMENTS SHOULD REMAIN IN THE SCHOOL FOLDER:

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

Exhibit 3-2. School Folder (inside back)

ASSESSMENT CHECKLIST

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

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

Please inform your field manager that you completed the checklist.

SUPERVISOR: ______________________________ SIGN: __________________________

(Print Name)

DATE: __________________

Exhibit 3-2. School Folder (back)

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

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

- Data Collection Form,
- Refusal Report Form (if applicable),
- Special Situation Form (if applicable),
- Session Debriefing Forms,
- Photo-copies of the Administration Schedules and Rosters (without names), and
- Copy of the Parent Letter used by the school and the date the letter was sent out.

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

The folders should be shipped to your field manager at the end of the age specific data collection: December 12 for age 13, March 12 for age 9 and May 14 for age 17.

3.3.3 District/Diocese Data Collection Form

The District/Diocese Data Collection Form (Exhibit 3-3) serves three purposes. It acts as a checklist for structuring your call to the district or diocese so that the essential information is conveyed to the official with whom you are speaking. The form directs you to:

- Review the list of schools sampled for long-term trend Reading/Math and the number sampled for the Reading Bridge and Math Bridge studies;
- Review the contents of the information package with emphasis on the Summary of NAEP Activities;
- Review the list of selected schools; and
- Answer any questions.

Exhibit 3-3. District/Diocese Data Collection Form

Supervisor:___________________________ Region_______________ Area_____________________

NAEP 2004 – DISTRICT/DIOCESE DATA COLLECTION FORM

PLACE PREPRINTED DIOCESE LABEL HERE *MY SCHOOL ID* *DISTRICT NAME* *SUPERINTENDENT* *ADDRESS 1* *ADDRESS 2* *CITY, STATE, ZIP CODE* *PHONE NUMBER*	**MAKE CORRECTIONS IN THIS COLUMN AND ENTER IN SCS AS APPROPRIATE**

Number of Schools Sampled for: LONG-TERM TREND__________
FIELD TEST__________

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

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

➢ **DISCUSS THE FOLLOWING WITH SUPERINTENDENT:**

❑ Confirm receipt of information package. If package not received track, fax, or remail the package.

❑ Review list of selected schools.

❑ Record diocese/district contact information:

*Diocese/DistrictContact:
*Title:
*Telephone:
*Email: Area Code
Secretary:
*Fax:____

❑ Preferred method for contacting schools:

1. Diocese will contact first. Date Westat may contact schools: __________

2. Westat may contact schools directly. Date Westat may contact schools:________

❑ Comments/procedures for contacting individual schools:

____
____,
____

❑ Dates of school closings:____

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

❑ *Record information starred above in SCS.

ROCDNAEP2003 1 Diocese

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

RECORD OF CALLS

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

It prompts you to collect information needed before contacts with individual schools can begin including:

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

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

You will receive in your supplies from Westat preprinted Diocese/District Labels to place in the space provided in the upper left corner of the Data Collection Form. Corrections to contact information should be made in the space provided to the right of the label. It is important to remember that corrections to contact information and the items starred on this form should be entered into the SCS. The form should be filed in the school folder for the first school listed on the log of schools in that diocese/district.

3.3.4 Public School Data Collection Form

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

- Make corrections or additions to school contact information;
- Appoint a school coordinator to work with NAEP and to provide contact information for that person;
- Confirm the preassigned assessment date;

- Indicate whether the school has a year-round schedule;
- Prepare and submit by E-File or hard copy a list of all age-eligible students in the targeted age group;
- Designate a person to assume responsibility for sending the parent notification letter; and
- Register for the MySchool web site.

Schools return the form to the NAEP Coordinator, who enters the appropriate information into the SCS or passes the forms on to the supervisor for entry into the School Control System. Forms received by supervisors should be filed in the school folder.

3.3.5 Nonpublic School Information Form

The Nonpublic School Information Form (Exhibit 3-4) is the form you will use to structure your calls to the schools for which you have recruiting responsibility. Space is provided for recording important information that must be entered into the SCS and recording any assessment arrangements and requests.

You will receive a school-specific label to apply to the space provided in the upper left of the form. The label will include the following preprinted information:

- School NAEP ID #;
- MySchool ID #;
- District or Diocese;
- School name, address, telephone, and principal;
- Grade or Age selected; (NOTE: LTT is age only)
- Preassigned assessment date;
- If nonpublic: Endorsements;
- Estimated # to be assessed;
- Estimated # of sessions;
- Session Types;
- School in more than 1 grade assessment? (Y/N); (NOTE: LTT is age sample only)
- Region; and
- PSU.

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

Exhibit 3-4. Non Public School Data Collection Form

Supervisor: ____________________________ Region: ____________________Area: ___________

NAEP 2003-2004 NONPUBLIC SCHOOL DATA COLLECTION FORM

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

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

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

➢ **DISCUSS THE FOLLOWING WITH PRINCIPAL:**

❑ Confirm receipt of information package. Track, fax, or re-mail the package if it was not received.

❑ Review the Summary of NAEP Activities.

❑ Review grade/age to be assessed, subjects, and number of sessions.

❑ Obtain school coordinator information:

*Name __________________________________ Title ____

*Telephone ______________________________ *Email _______________________________________

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

❑ Review the Summary of NAEP Activities.

❑ Review grade/age to be assessed, subjects, and number of sessions.

❑ Confirm assessment date*________________________ Time (optional)______________________________

❑ Is this a year-round school?* ___ Yes ___ No

If "Yes," indicate the percent <u>not in session</u> on the assessment date*. _______%

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

Exhibit 3-4. Non Public School Information Form (continued)

FOR FIELD TEST SESSIONS ONLY:

- ❑ IF GRADE 4 WITH 120 OR FEWER STUDENTS, discuss whether school prefers to assess all or have a sample of 62 selected.

___________ Assess all in intact homeroom/classrooms (collect homeroom or classroom indicator on student listing form)
___________ Select random sample of 62

- ❑ IF GRADE 4, the # of teachers who teach math: *___________________
- ❑ IF GRADE 8, the # of teachers who teach math* ____________________

- ❑ Review the Instructions for Preparing a List of Students, paying particular attention to the mandatory and optional student information to be collected.
- ❑ Preferred method for providing list of eligible students:

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

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

  Name _____________________________________ Telephone ______________________

- ❑ Ask the school coordinator to register for the MySchool web site by going to **www.mynaep.com**. Provide the 12-digit MyNAEP ID number as the user name and "register" as the password.
- ❑ Record any additional assessment arrangements:

____
____
____
____

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

____
____
____

- ❑ Provide your contact information to the school coordinator.
- ❑ ***RECORD COOPERATION STATUS AND ITEMS STARRED ABOVE IN THE SCS.**

The form acts as a checklist to guide you through your initial call to the school principal. You are prompted to:

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

When contact is made with the school coordinator, the form guides you through the following steps:

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

For your convenience, items that must be entered into the SCS are starred on the form. It is critical that you enter starred information into the SCS as soon as possible so that you and the project always have the most current information possible about dispositions and assessment dates. The Nonpublic School Information Form should be filed in the school folder.

The shaded area on the form is not applicable for the LTT assessments and should be left blank.

3.3.6 Refusal Report Form

You will use the Refusal Report Form (Exhibit 3-5) to detail the discussion that led up to a refusal. Starred items on the form should be entered into the SCS and discussed with your field manager so that conversion tactics can be planned. The form should be filed in the School Folder. Items you must provide on the form include:

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

Exhibit 3-5. Refusal Report Form

Supervisor: ______________________________ Date entered in SCS: ____________________________

Supervisor phone number: __________________ Region: ______________ Area: ___________________

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

State: ____________________

1. School District/Diocese: ____

2. Superintendent: ____

3. School(s): ____

4. Checkmark and/or circle all that apply:

	# of Schools	School ID(s)
A. ☐ School Level Refusal	1	________
B. ☐ District/Diocese Level Refusal	________	________
C. ☐ District/Diocese Refusal for This School Only	1	________

5. Who made decision to decline? (Include title and telephone.)
   Name: ______________________________
   Title: ______________________________
   Phone: ______________________________

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

7. Please describe the reasoning behind the refusal, including as much information as possible about important local factors, **unstated** reasons worth noting, and the tone of the discussion:
   ____
   ____
   ____
   ____

8. What might persuade this district/school to participate?
   ____
   ____

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

3.3.7 Special Situation Form

You will use this form when the school says they will participate only under special circumstances. Prior to agreeing, you must discuss the circumstances with your field manager. If your field manager agrees to the circumstances, you must fill out a Special Situations Form (Exhibit 3-6), and file the form in the school folder. Items you must provide on the form include:

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

3.3.8 The New Enrollee Listing Form

Each school in the age 9 and 17 samples will receive a copy of the New Enrollee Listing Form (Exhibit 3-7) in their initial NAEP information package. The purpose of the form is to allow schools to list age-eligible students who enroll in the school after the master list of age-eligible students has been prepared. Since many public schools will prepare lists in the fall and send them in early, it is important that students who enroll between the time the master list was prepared and the time of your preassessment visit have a chance to be selected. During the preassessment visit, you will use the New Enrollee Listing Form to determine whether any students on the list should be included in the assessment.

Exhibit 3-6. Special Situation Form

NAEP 2003/2004

SPECIAL SITUATION FORM

SCHOOL ID ____________________________ DATE _______________________________

RECRUITER ____________________________ ASSESSMENT DATE __________________

FIELD MANAGER ______________________ REGION ____________________________

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

___ School wanted to assess all grade-eligible students. (You should check this line for grade 8 or 12 sessions in field test study.)

___ School requests to do fewer sessions than number assigned.

___ Other situation, (describe)____

____

____

____

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

____

____

____

____

____

____

____

____

____

Exhibit 3-7: New Enrollee Listing Form

NAEP 2003-2004 LONG-TERM TREND

NEW ENROLLEE LISTING FORM
(PLEASE SEE INSTRUCTIONS FOR LISTING NEWLY ENROLLED STUDENTS ON REVERSE SIDE.)

Directions: Please use the space below to list all students who enrolled in the selected age group after the original list of students was prepared. If you need additional lines, you may copy this form.

Age Group Birth Date Ranges: Age 9 = 1/1/94 through 12/31/94
Age 13 = 1/1/90 through 12/31/90
Age 17 = 10/1/86 through 9/30/87

Please enter the date the original list was prepared: ______________________.

Be sure the list includes all students who enrolled _______ after the original list was prepared.

										FOR SAMPLING ONLY	
Student Name First Initial Last	Grade	Birth Date Month/ Year	Sex	(X) If SD	(X) If LEP	Home Room	Race /Eth.	NSLP Status	(X) If TITLE I	Line #	Sampled Session Type

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

INSTRUCTIONS FOR LISTING NEWLY ENROLLED STUDENTS

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

THE FOLLOWING STUDENT DATA ARE REQUIRED:

- Student Name
- Grade student is enrolled in.
- Birth date (month and year)
- Sex: **1=Male**
  2=Female
- SD: SD is defined as a student with a disability (SD) or having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons other than being gifted and talented.

  X = Yes (leave blank if No)
- LEP: LEP is a defined as a student classified by the school as limited English proficient**.**

  X = Yes (leave blank if No)
- Homeroom or intact classroom indicator.
- Race/Ethnicity (using definitions below).

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

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

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

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

  5=American Indian or Alaska Native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

  6=Other: A person who identifies with more than one of the first five categories or has a background other than the ones listed.
- Participation in National School Lunch Program (codes 4 and 5 are for internal use only):

  1= Student not eligible **3= Free lunch**
  2= Reduced price lunch **6= School not participating**
- Title I (receiving Title I services):

  X = Yes (leave blank if No)

3.3.9 The Assessment Information Form

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

3.3.10 The Administration Schedule

The Administration Schedule is the primary control document used to record information about each assessment. Students selected for the assessment are recorded for each specific session. The Administration Schedule is a one-page, two-sided document that has been printed so that all recorded information is machine-scannable. The page is perforated so that the names of students and locator information can be removed and left at the school. You will receive Administration Schedules for your fall assessments of age 13 students by September 22, 2003. Each Administration Schedule will be preprinted with school and session-level information including school name and ID number, session # and type, age, bundle #s, and booklet ID numbers. If the winter or spring schools successfully E-Filed their list of age-eligible students by the necessary deadline, student name and demographic data will also be preprinted. You will use these Administration Schedules during your sampling visit to preassign assessment booklets. Exhibit 3-9 shows an example of an Administration Schedule. Specific instructions for preparing an Administration Schedule are found in Chapter 5.

3.3.11 SD/LEP Questionnaires

Supervisors will prepare, distribute, and collect only one type of questionnaire for Long-Term Trend and Bridge assessments, the SD/LEP Questionnaire (Exhibit 3-10) for each selected student with an SD and/or LEP classification. The SD/LEP Questionnaire is used to collect information about the student's disability and Individual Education Plan. It should be distributed to the school staff member who is most knowledgeable about the student.

Exhibit 3-8. Long-Term Trend Assessment Information Form

NAEP 2003-2004 LONG-TERM TREND ASSESSMENT INFORMATION FORM

SUPERVISOR: ____________________ AAs: ____________________
PHONE NUMBER: ____________________ ____________________
CELL PHONE #: ____________________ ____________________
REGION/AREA: ____________________ ____________________
____

SCHOOL: ____________________ ID #: ____________________

ADDRESS: ____
____

PHONE #: ____________________ COUNTY: ____________________

SCHOOL
COORDINATOR: ____

ASSESSMENT DATE: __________ ASSESSMENT TIME: __________ ARRIVAL TIME: __________

SESSION NUMBER: ______________ ROOM: ____________________

DIRECTIONS TO SCHOOL: ____
____
____

PARKING: ____
____
____

ACCOMMODATIONS INFORMATION: ____
____
____

INSTRUCTIONS FOR MEETING ASSESSMENT TEAM: ____________________
____
____

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

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

7/03

Exhibit 3-9. Administration Schedule

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes	National School Lunch Program
1 = White not Hispanic 2 = Black not Hispanic 3 = Hispanic Heritage 4 = Asian/Pacific Islander 5 = American Indian/ Alaska Native 6 = Other	1 = Student not eligible 2 = Reduced price lunch 3 = Free lunch 4 = Information not available 5 = Refused 6 = School not participating
For Use in Column "K" or "R"	For Use in Column "L"
Session Number	Bundle #'s

NAEP 2003-2004 Long-Term Trend Administration Schedule

The Nation's Report Card NAEP

School #:________ Age:________

School Name:________

Administrator's Name:________

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

If Makeup Needed: Makeup Held ○ Makeup Not Held ○

Bundle #'s

Original Sample ____ + # New Enrollee Sample ____ = ____ Total in Sample − [# Withdrawn & Ineligible (Admin. Codes 51 & 55) ____ + # Excluded (Admin. Codes 60-65) ____] = ____ TO BE ASSESSED − [# Absent (Admin. Codes 40-45 &48) ____ + # Refused (Admin. Codes 46 & 47) ____] = # Assessed (Original Session) ____ + # Assessed (Makeup Session) ____ = ____ TOTAL ASSESSED

Session Number

Column Indicators: "A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name	Homeroom or Other Locator	Line #/ Subject	Grade	Birth Date (Month / Year)	Sex 1=Male 2=Female	SD 1=Yes 2=No	Final SD Code	LEP 1=Yes 2=No	Final LEP Code	Race/ Eth.	School Lunch	Title I 1=Yes 2=No	New Enrollee 1=Yes 2=No	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Observ Race
01		01															
02		02															
03		03															
04		04															
05		05															
06		06															
07		07															
08		08															
09		09															
10		10															
11		11															
12		12															
13		13															
14		14															
15		15															

"S" Admin. Codes

ASSESSED IN ORIGINAL
10 = In session full time
11 = No responses in booklet
12 = In session part time
13 = Session incomplete
14 = Other, specify on cover

ASSESSED IN MAKEUP
20 = In session full time
21 = No responses in booklet
22 = In session part time
23 = Session incomplete
24 = Other, specify on cover

ABSENT
40 = Temporary
41 = Long-term
42 = Chronic truant
43 = Suspended or expelled
44 = In school, did not attend
45 = Disruptive behavior
46 = Parent refusal
47 = Student refusal
48 = Other, specify on cover

OTHER
51 = Withdrawn/Graduated
52 = Unassigned book (unused)
55 = Ineligible
56 = Not in sample

REASONS FOR EXCLUSION
60 = SD - Cannot be assessed
61 = SD - Required accom. not offered
62 = LEP - Cannot be assessed
63 = LEP - Required accom. not offered
64 = SD & LEP - Cannot be assessed
65 = SD & LEP - Required accom. not offered

ASSESSED WITH ACCOMMODATIONS
71 = Bilingual booklet - math only
72 = Bilingual dictionary (Do not use with reading booklet)
73 = Large-print book
74 = Extended time in regular session
75 = Read aloud in regular session (Do not use with reading booklet)
76 = Small group
77 = One-on-one
78 = Scribe or use of computer
79 = Other, specify on cover