NAEP 2003-04

National Assessment of Educational Progress

Supervisors Manual

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The Nation's Report Card NAEP

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

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

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

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

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

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

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

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

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

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

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

[7] 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.

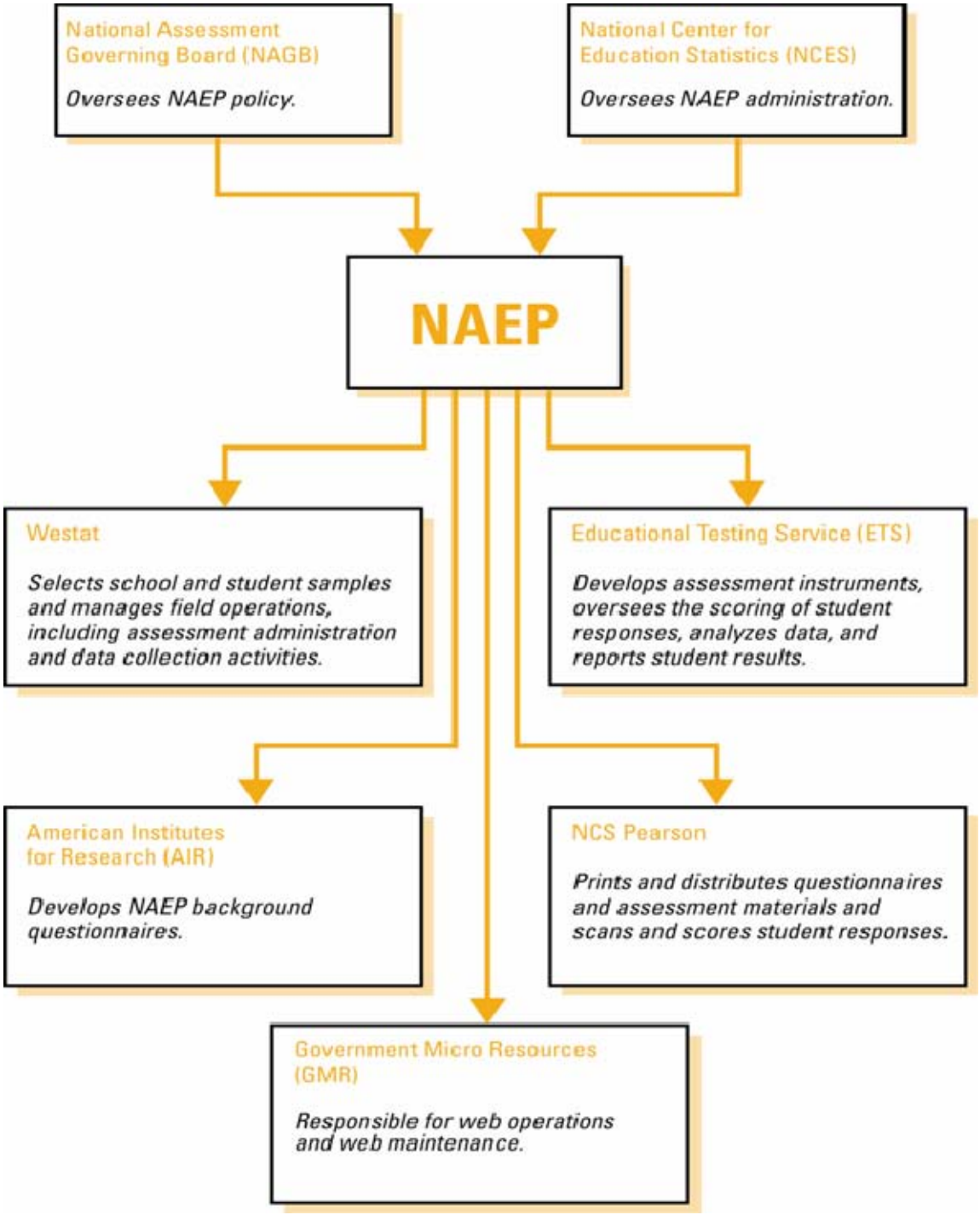
1.1.2 NAEP Organizational Structure

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

	Long-Term Trend	Foreign Language	Field Test
Students Assessed	9-year-olds 13-year-olds 17-year-olds	Twelfth grade	Fourth grade Eighth grade Twelfth grade
Subjects	Reading Mathematics	Spanish	Math Reading Science
Time Period	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
Questionnaires	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)

NAEP Code of Ethics: Test Administration and Data Collection (continued)

These principles translate into the following operational guidelines:

Security

1. Student and teacher names and other personally identifiable information shall be removed from all test booklets and questionnaires prior to those materials leaving the school.
2. Tests shall be stored and transported in secure, dry, and locked areas.
3. Only personnel employed by NAEP or otherwise authorized by NAEP shall have access to testing materials.
4. Test content shall not be copied, reproduced, or paraphrased in any manner or for any reason without the expressed, prior, written consent of the National Center for Education Statistics (NCES).
5. Breaches of security, loss of materials, failure to account for materials, or any other deviation from required administrative and security procedures shall be reported immediately to the NCES, or its designee.

Preparation for testing

1. Schools shall be notified in advance of the assessment and provided all relevant information about NAEP, NAEP assessment procedures and schedules, and NAEP personnel who might be entering the school.
2. NAEP materials shall be maintained in dry, secure, locked storage before and after testing.
3. Persons with access to NAEP test materials before, during, and after the assessments shall be identified and provided with clear, unambiguous guidance on materials handling.
4. Persons administering and monitoring NAEP assessments shall be trained in NAEP testing, data collection procedures, and school visitation procedures, including these principles.

Test administration

1. The NAEP testing environment shall be correctly structured and a positive atmosphere established so that all students have a fair chance to perform to full capacity.
2. Students shall be assessed using accommodations as specified in their education plans and offered by NAEP.
3. Testing personnel shall comply with NAEP administration guidelines included in this manual and any subsequent updates.
4. Testing personnel shall maintain high standards of professional conduct.
5. Testing personnel shall be sensitive to the needs of students, teachers, and the school in administering NAEP.
6. Teachers and other proctors assigned to the testing session by the school shall be provided clear, unambiguous guidance on testing procedures. Deviations from proper procedures shall be documented, and those affecting student performance shall be reported immediately.
7. All students, teachers, and other personnel in schools participating in the assessments are to be treated fairly and with the utmost respect. Any issues that arise shall be resolved in a courteous and professional manner.
8. All improprieties and appearances of impropriety shall be avoided. All NAEP procedures for visiting schools shall be followed.

General

1. Test takers and other stakeholders shall have access to information about NAEP.
2. Any complaint or concern about a NAEP assessment shall be addressed directly by testing personnel in the field and promptly reported to NCES, or its designee.

2. 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.

Exhibit 2-2. Nonpublic School Summary of NAEP Activities (Page 1 of 2)

The Nation's Report Card NAEP

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

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NCES

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;
- 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.

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Exhibit 2-3. Public School Summary of NAEP Activities (Page 1 of 2)

The Nation's Report Card NAEP

NAEP 2003-04

National Assessment of Educational Progress

Summary of Activities for Public 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 State Coordinators and NAEP field staff will provide more detailed information when they contact schools to discuss the assessment.

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 representative 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 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.

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NCES

Exhibit 2-3. Public School Summary of NAEP Activities (Page 2 of 2)

What are the responsibilities of the NAEP staff?

The NAEP State Coordinator works at your State Department of Education and is responsible for the following tasks for public schools:

- Inform schools of their selection for the long-term trend assessment;
- Provide schools with instructions for preparing a list of age-eligible students;
- Provide schools with information about notifying parents of the selected students; and
- Respond to questions from the school community throughout the assessment period.

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

- Select a sample of students from the list of age-eligible students;
- Visit the school coordinator to finalize assessment arrangements;
- Bring all assessment materials to the school on the scheduled day; and
- Conduct the assessments.

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 State Coordinator or 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 later collects the SD/LEP Questionnaires from the teachers of sampled SD or LEP students. The NAEP field staff collect 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;
- 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.

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

- **Step 1: NAEP 2003-2004** — a link to this page will be emailed to schools once they register for the web site.
- **Step 2: The Student Sample** — a link to this page will be emailed to registered schools soon after they agree to participate. This page will contain information about sampling students, sending in student lists, and a link to E-File (for age 9 & 17 schools only). After schools send in their list of students, this page will change to give information about school's pre-assessment activities.
- **Step 3: The Confirmation Call** — a link to this page will be emailed.
- **Step 4: Assessment Day** — a link to this page will be emailed one week prior to the assessment date. It will give information about what will happen on assessment day.
- **Step 5: Thank you and Future Events** — a link to this page will be emailed within one week after the assessment. This page will give schools information about how the results are scored, analyzed, and reported.

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

2.3.2 Registering for MySchool

Schools and dioceses can register for MySchool web site by going to www.mynaep.com and entering their 12-digit MySchool registration number at the Login box and "REGISTER" at the password box. Each school's MySchool Registration ID can be found in the SCS on the School Edit screens.

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

2.3.3 MySchool Information for Contacting Dioceses

During your initial contact with the dioceses, you should briefly describe the MySchool web site and ask the diocese representative if he/she would like to have access to the web pages of the schools in their diocese. If he/she would like access to MySchool, he/she will need to register by following the steps on the Summary of Activities and in the MySchool Brochure. The diocese MySchool ID number is

on the listing that will be sent that indicates the schools selected for NAEP. Once he/she types in the 12-digit ID number, he/she will be prompted to complete a short registration form that will ask for an email address. As soon as the registration form is submitted, an email will be sent out with their personal user name and password to enter at the login screen (Exhibit 2-4).

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

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

2.3.4 MySchool Information for Contacting Schools

During your contact with the school principal, you should briefly describe the MySchool web site and ask the principal if he/she has access to the MySchool web site. If someone would like access to MySchool, they will need to register by going to www.mynaep.com and type in the 12-digit MySchool Registration ID number at the Login box and "REGISTER" at the Password box then click the "SUBMIT" button. You should remind the principal of his/her 12-digit MySchool Registration ID number, and where it is located.

The School Coordinator and the principal are the two staff members that may be most interested in accessing the MySchool pages; however, other school staff can and should be encouraged to register at anytime during the assessment period. Exhibit 2-5 shows an example of Steps 1 and 2 of the MySchool web site.

2.3.5 The MySchool Web Site and the SCS

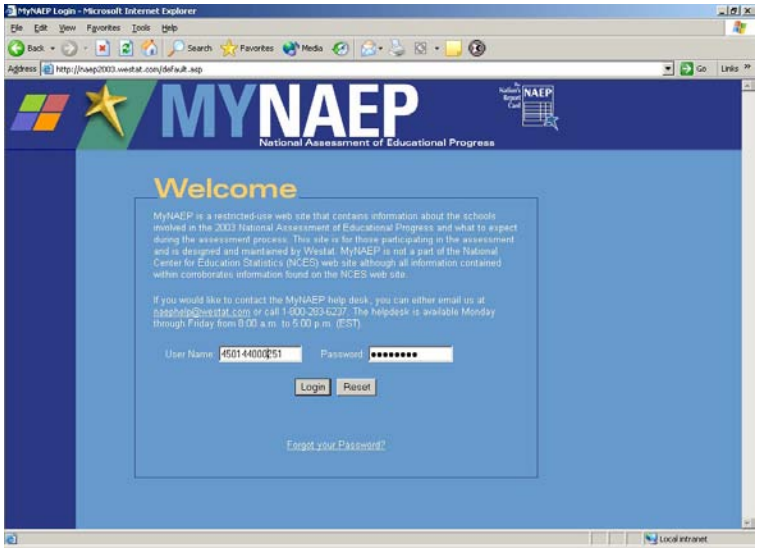
Certain fields in the MySchool web site will come directly from the information you enter/update in the SCS. These fields are in red in the SCS:

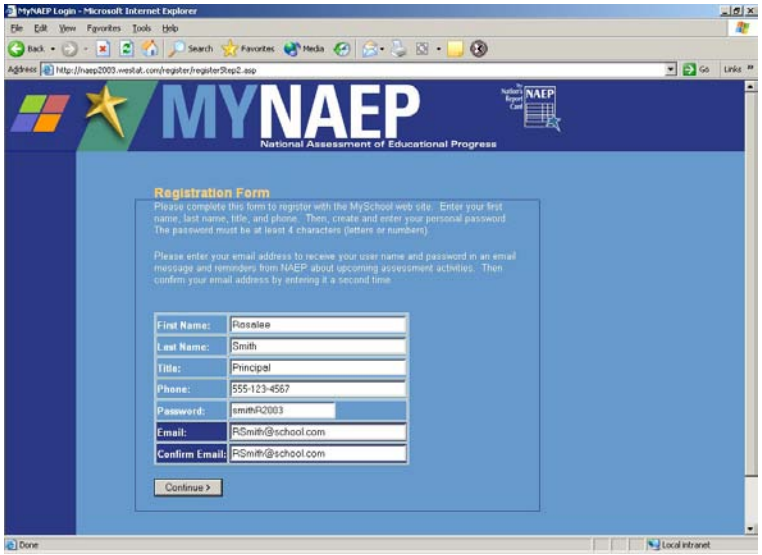
- MySchool Name

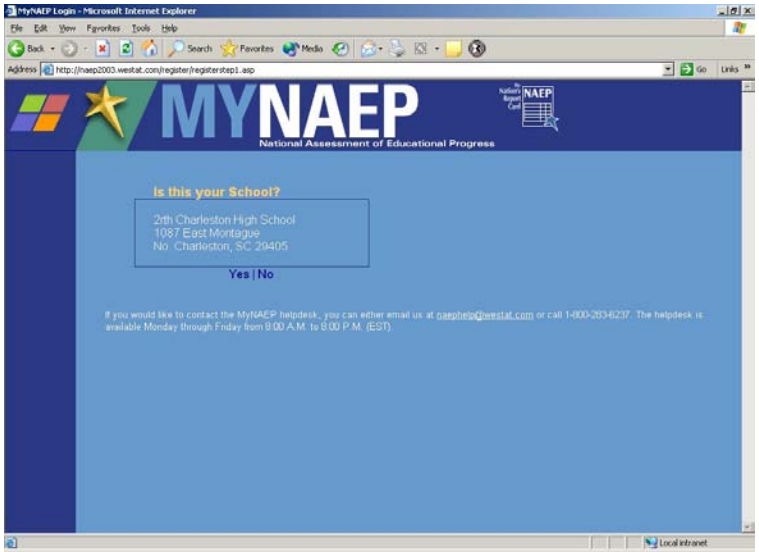
- School Coordinator
- Principal
- School Address
- Phone Number
- Enrollment
- Assessment Date and Time

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

Exhibit 2-4. Example of MySchool Site Registration Process







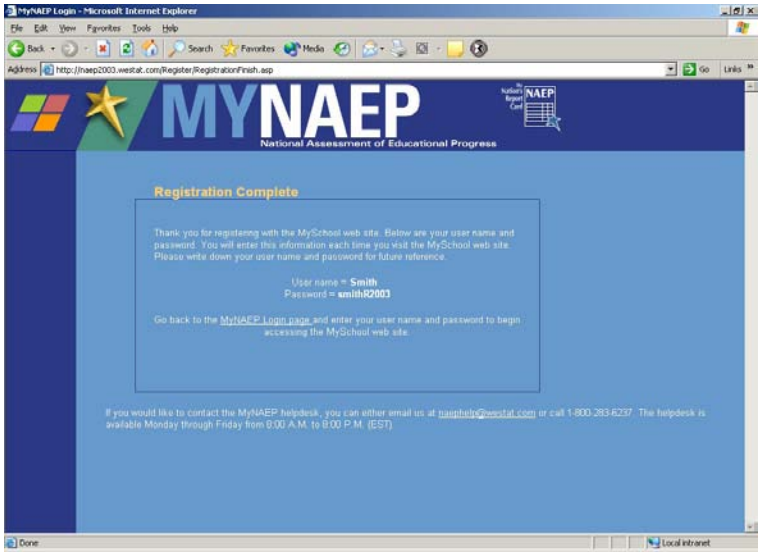


Exhibit 2-5. Example of MySchool Steps 1 and 2

My School

WELCOME Anytown Elementary School

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

What is NAEP?

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what America's students know and can do in school in a variety of key subject areas. Commonly known as the Nation's Report Card, NAEP assessments have been administered periodically since 1969. Full participation in NAEP by all the selected schools and students helps ensure that NAEP will continue to provide uniquely valuable information on the performance of American students in a variety of subjects.

NAEP is mandated by the U.S. Congress and is administered by the National Center for Education Statistics (NCES), within the Institute of Education Sciences at the U.S. Department of Education. Policies for NAEP are set by the National Assessment Governing Board (NAGB), whose members are appointed by the Secretary of Education.

NAEP is conducted in both public and nonpublic schools. Your school has been selected as one of many schools across the country to represent the Nation in the long-term trend assessment of reading and mathematics of 9-, 13-, and 17-year-old students.

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

Assessment Information

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

A Word from your NAEP State Coordinator

The NAEP State Coordinator works at your State Department of Education. Read what your State Coordinator, Susan Jones, has to say about the NAEP assessment:

Welcome schools and thanks for participating! There are a lot of activities over the next few months and this website is designed to walk you through each one. If you have any questions, feel free to contact me Monday through Friday, 8:30 AM - 5:00 PM at:

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

Assessment Timeline

You are here

Click to see timeline as a full-size view

Chat

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

Celebrating the National Assessment of Educational Progress!

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

Your Information

Below is information we have for your school's assessment. You may update this information if anything has changed.

School Name	Anytown Elementary School
Principal	Karen Smith
Address	123 Main Street Washington, DC 20000
Phone Number	333-234-4455
NAEP ID Number	081-456-1
Sessions to be conducted	2 Reading/Mathematics
Age to be assessed	9 year-olds
Assessment Date	January 29, 2004

Links of Interest

Below are some of the popular web tools on the Nation's Report Card web site. To browse the links below, you will leave this site. Use the BACK button at the top of your screen to return to this page.

See the latest information about the subjects being assessed in NAEP this year and browse through the reports from previous years. Visit the reading and mathematics pages on the Nation's Report Card web site.

Use the NAEP Data Tool provides you with tables of detailed results from previous NAEP assessments. The data are based on information gathered from the students, teachers, and schools that participated in NAEP.

The NAEP Questions Tool provides easy access to NAEP questions, student responses, and scoring guides that are released to the public.

The NAEP State Profiles present key data about each state's student and school population and its NAEP testing history and results. The profiles also contain links to other sources of information on this web site, including the most recent state report cards for all available subjects.

How Can We Help You?

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

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

My School

WELCOME Anytown Elementary School

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

Student Sampling

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

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

How Do I Send My List of Students?

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

1. Prepare a hardcopy list from your school records computer database following the NAEP Instructions for Preparing a Hardcopy List of Students (PDF). A NAEP representative will visit your school 2-4 weeks before the assessment to sample from the list you prepare.

2. Prepare an Excel file from your school records computer database following the NAEP Instructions for Preparing an Electronic List of Students (PDF) and submit your list be E-filing below.

Questions Regarding Your Student Lists

Please take a moment and complete the following questions about your school and student list. Who will prepare the hardcopy or electronic student list for your school?

Name:

Phone:

Email:

Date list or file is current? (MM/DD/YYYY)

Is this a year-round school? No

If so, what percentage of the students will be off-track on the assessment date? 0

E-File

This process will take just a few minutes. Once you click on the button below, you may send your file. You will be asked a series of questions to help NAEP match the codes on your student lists to the codes that NAEP uses.

You can stop and restart from where you are at anytime during this process.

Before you begin this process, you must answer the questions regarding your student lists.

If you have any questions, call the NAEP Technical Support Hotline at 800-283-6237 between 7:00 a.m. and 6:00 p.m. Eastern Time.

E-File 4th Grade

A Word from Your NAEP State Coordinator

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

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

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

Assessment Timeline

You are here

Click to see timeline as a full-size view

Chat

Ask questions and learn more about the sampling process and procedures for selecting schools and students in our featured chat:

How is the NAEP sample determined?

Keith Rust, the Westat Director of NAEP Sampling and Statistical Operations, will host a discussion on NAEP sampling methods.

Your Information

Below is information we have for your school's assessment. You may update this information if anything has changed.

School Name	Anytown Elementary School
Principal	Karen Smith
Address	123 Main Street Washington, DC 20000
Phone Number	333-234-4455
NAEP ID Number	081-456-1
Sessions to be conducted	2 Reading/Mathematics
Age to be assessed	9 year olds
Assessment Date	January 29, 2004

Resources

- The Summary of NAEP Activities is a two-page document that briefly defines the NAEP program, and the roles of participating schools and school staff.
- The Demonstration Booklet contains student background questions and examples of the subject questions similar to those asked in this year's assessment.
- By law, parents of children selected to participate in NAEP must be informed before the administration that their child may be excused from participation for any reason, is not required to finish the assessment, and is not required to answer any test question. NAEP will provide schools with a Sample Parent Letter to modify or adapt as necessary.

Frequently Asked Questions

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

How Can We Help You?

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

3. THE SUPERVISOR ROLE

Chapter 3 provides an introduction to your responsibilities and tasks as a supervisor 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 5623 7894 321*
Fax:301-555-6789							*1-on-1 1*			*Stacy - 1pm*	
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.

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 (front)

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.

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 pre-printed 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: Day/Date: _____ Time: _____ Location: _____

Makeup session scheduled for: Day/Date: _____ Time: _____ 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"

Student Name	"B" Homeroom or Other Locator	"C" Line #/ Subject	"D" Grade	"E" Birth Date Month	"E" Birth Date Year	"F" Sex 1=Male 2=Female	"G" SD 1=Yes 2=No	"H" Final SD Code	"I" LEP 1=Yes 2=No	"J" Final LEP Code	"K" Race/ Eth.	"L" School Lunch	"M" Title I 1=Yes 2=No	"N" New Enrollee 1=Yes 2=No	"O" Original Booklet ID #	"P" Accommodation Booklet ID #	"Q" Admin. Code	"R" 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

Exhibit 3-9. Administration Schedule (continued)

Column Indicators: "A" "B" "C" "D" "E" "F" "G" "H" "I" "J" "K" "L" "M" "N" "O" "P" "Q" "R" "S"

Student Name	Homeroom or Other Locator	Line #/ Subject	Grade	Birth Date Month	Birth Date 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
16		16																
17		17																
18		18																
19		19																
20		20																
21		21																
22		22																
23		23																
24		24																
25		25																
26		26																
27		27																
28		28																
29		29																
30		30																
31		31																
32		32																
33		33																
34		34																

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

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This form must be completed in No. 2 pencil.

Exhibit 3-10. SD/LEP Questionnaire Cover

3.3.12 Long-Term Trend SD/LEP Roster

The SD/LEP Roster (Exhibit 3-11) is a document used to assist you in preparing and tracking the questionnaires assigned for each student with an SD and/or LEP classification. The Roster provides space for recording the name of the student; the name of the person assigned to complete the questionnaire; the SD/LEP questionnaire ID number, and the student's booklet ID number from Column O of the Administration Schedule. On the day of the assessment you will code whether questionnaires were completed and returned, completed online, or not completed in the space provided on the form.

3.3.13 Assessment Booklets

Each assessment booklet has an alphanumeric code in the upper right corner (Exhibit 3-12). Numerals identify the booklet number. Letters that follow the numeral identify the session type, either spiral or tape. All tape booklets have a "T" following the numeral for tape subjects. The example in exhibit 3-12 is an age 9 Math Bridge Study booklet that requires a tape.

In Long-Term Trend Reading/Math sessions and Bridge Reading sessions, students are given a set period of time to work on a particular section of the assessment booklet, but within the section, they work at their own pace. The supervisor or assessment administrator reads the directions, distributes any materials needed, and times the sections. Since the students work on their own, the booklets can have different questions within sections; different booklets are used within a given assessment session.

In the Bridge Math session, a tape recorder is used to administer the sessions. The tape reads the directions and the questions to students at appropriate time intervals. Since the questions are read aloud on tape, all students in a tape session use identical booklets. There are different tape booklets, each of which is used in a separate assessment session. The booklet numbers used in the long-term trend math bridge assessment are shown in Table 3-2.

Table 3-2 Math Bridging Study Book Numbers

Book Number	Age(s)	Session Prefix	Tape
M197T	9,13,17	MB	1
M198T	9 and 13	MA	2

Exhibit 3-11. Long-Term Trend SD/LEP Roster

This form must be completed in No. 2 pencil.

The Nation's Report Card NAEP

NAEP 2003-2004 Long-Term Trend SD/LEP ROSTER

SCHOOL #: ___ - ___ - ___

SCHOOL NAME: _____

CITY/STATE: _____

Line # / Session #	SD/LEP Questionnaire		Line # / Session #	Student Booklet ID # (Column "O" on Admin. Schedule)	SD/LEP Questionnaire ID # (Barcode ID # on SD/LEP Cover)	Returned			Instructions for Distributing SD/LEP Questionnaires
	Student's Name	Distributed To (Staff Name)				Yes	No	Completed Electronically	
					995 -	○	○	○	Every student identified on the NAEP Administration Schedule as SD and/or classified as LEP should be listed in the column on the left. An SD/LEP Questionnaire must be completed for each student by the teacher most knowledgeable about that student, regardless of whether or not the student will be assessed. Before distributing each SD/LEP Questionnaire, you will need to do the following: 1. On each SD/LEP Questionnaire cover, write the name of the SD/LEP student and the name of the staff member most knowledgeable about the student on the removable label. Record the date the questionnaire needs to be returned to you. Also, write in the School #, Student booklet ID #, and the student demographic information. 2. On the roster, write the name of the student and the name of the staff member to whom the questionnaire was given. Also complete the remaining entries for the row: Line #/Session #, Student booklet ID #, and the SD/LEP questionnaire ID #. 3. As the questionnaires are returned, grid in the oval in the "Returned" column. If the returned questionnaire was completed electronically, fill in the oval and destroy the questionnaire.
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	

Exhibit 3-11. Long-Term Trend SD/LED Roster (continued)

Line # / Session #	SD/LEP Questionnaire		Line # / Session #	Student Booklet ID # (Column "O" on Admin. Schedule)	SD/LEP Questionnaire ID # (Barcode ID # on SD/LEP Cover)	Returned		
	Student's Name	Distributed To (Staff Name)				Yes	No	Completed Electronically
					995 -	○	○	○
					995 -	○	○	○
					995 -	○	○	○
					995 -	○	○	○
					995 -	○	○	○
					995 -	○	○	○
					995 -	○	○	○
					995 -	○	○	○
					995 -	○	○	○
					995 -	○	○	○
					995 -	○	○	○
					995 -	○	○	○
					995 -	○	○	○
					995 -	○	○	○
					995 -	○	○	○
					995 -	○	○	○

○ NCS Use Only

Instructions for Distributing SD/LEP Questionnaires

Every student identified on the NAEP Administration Schedule as SD and/or classified as LEP should be listed in the column on the left. An SD/LEP Questionnaire must be completed for each student by the teacher most knowledgeable about that student, regardless of whether or not the student will be assessed. Before distributing each SD/LEP Questionnaire, you will need to do the following:

1. On each SD/LEP Questionnaire cover, write the name of the SD/LEP student and the name of the staff member most knowledgeable about the student on the removable label. Record the date the questionnaire needs to be returned to you. Also, write in the School #, Student booklet ID #, and the student demographic information.

2. On the roster, write the name of the student and the name of the staff member to whom the questionnaire was given. Also complete the remaining entries for the row: Line #/Session #, Student booklet ID #, and the SD/LEP questionnaire ID #.

3. As the questionnaires are returned, grid in the oval in the "Returned" column. If the returned questionnaire was completed electronically, fill in the oval and destroy the questionnaire.

Pearson NCS®
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Exhibit 3-12 Assessment Booklet Example

Admin Schedule Line #_____

The Nation's Report Card NAEP

2003-2004

Age 9

SECTION	
1	9 B1
2	9 R1
3	9 M1
4	M21

BOOK M197T

LTT Bridge

School Information

SCHOOL #

ADMIN CODE

197 – 345678 – 9

DO NOT USE

PLACE LABEL HERE

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1850-0785**. The time required to complete this information collection is estimated to average 100 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.
This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.
OMB No. 1850-0785 • Approval Expires 12/31/2004
Mark Reflex® forms by NCS Pearson EM-168###-001-1:654321
Printed in U.S.A.

To help distinguish among age levels, booklet covers are printed in different colors: booklet covers for age 9 are printed in blue ink; for age 13, in brown ink; and for age 17, in gray/charcoal.

3.3.14 Tape Recorders and Cassette Tapes

You will receive tape recorders, batteries, and two cassette tapes for each of the paced-tape Math Bridge session types (see Table 3-2). NCS Pearson will send you these materials as part of your general bulk supplies. Check to make sure the tape recorder is in good working order. Be sure to properly store materials such as tape recorders and tapes. (Supervisors have reported these materials were not working after being left in a car overnight in freezing weather.) Do not ask/expect schools to provide tape recorders.

3.3.15 No. 2 Pencils

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

3.3.16 Session Debriefing Form

AAs will use a Session Debriefing Form (Exhibit 3-13) to document the administration of each session. It is important for Westat to demonstrate that all data are collected under standard conditions and that any anomalies are carefully documented. The Session Debriefing Form has been developed to help NAEP gather information about the assessments. Accurate completion of this two-page form will provide NAEP with documentation that the session was completed and a record of any problems that were encountered regarding the session. If problems arise, it is important to document exactly what happened, how it affected the performance of students in the session, and how and by whom the situation was resolved. Report any problem situations to your field manager immediately.

Exhibit 3-13. Session Debriefing Form

NAEP 2003-2004 LONG-TERM TREND SESSION DEBRIEFING FORM

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

Assessment Date: _____ Region #: _____
School Name: _____ School ID #: _____
Person Completing Form: _____ Supervisor: _____
Other NAEP Staff Assisting with Session: _____
Other Observers Present: : _____
Session Number: _____ (e.g. RM0901, RM1301)
This session was *CIRCLE ONE*:
1. Regular Session
2. Makeup Regular Session
3. Accommodation Session
4. Makeup Accommodation Session

SESSION SUMMARY

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

REACTION TO SESSION

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

Exhibit 3-13. Session Debriefing Form (continued)

Overall, how well did this session go? *CIRCLE ONE*.

1. Very well
2. Satisfactory
3. Unsatisfactory

If "Unsatisfactory," record comment:

Record any UNUSUAL circumstances in this session not previously mentioned:

Record any other comments about this session:

WHEN THIS FORM IS COMPLETED RETURN TO SUPERVISOR.

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

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

In the section of the form labeled ***Reaction to Session***, NAEP is interested in the AA's opinion of the attitude of the students, the school staff, and any other observers who attended the session. The AA should circle one of the four choices:

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

and record any specific comments or complaints you received regarding the assessment.

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

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

3.3.17 School Coordinator Debriefing Form

When all post-assessment activities in the school are finished, the supervisor will use the School Coordinator Debriefing Form (Exhibit 3-14) to administer a short debriefing interview with the school coordinator. The purpose of the interview is to collect valuable feedback that will allow NAEP to improve procedures and make it easier for schools to participate in NAEP. The interview will also provide you with a forum for discussing any circumstances that may have occurred during the assessment and should be brought to the coordinator's attention. At the end of the interview, you are prompted to

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

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

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

3.3.18 Long-Term Trend Summary of Activities (Public and Nonpublic)

These are two single-page summaries for the long-term trend assessment—one for public and one for nonpublic schools (Exhibit 2-2 and Exhibit 2-3). A Summary will be included in the information package sent to each diocese/district and each school in the sample. It provides a summary of the assessment and the roles and responsibilities of assessment participants. You should refer to this form during gaining cooperation calls to districts and schools.

3.3.19 Parent Notification Letter

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

Exhibit 3-14. School Coordinator Debriefing Form

DEBRIEFING INTERVIEW WITH SCHOOL COORDINATOR

School Name:_____ ID: _____

School Coordinator:_____ Assessment Date: _____

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

   Very Well 1
   Satisfactory 2
   Unsatisfactory 3

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

   _____

   _____

   _____

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

   Positive 1
   Neutral 2
   Negative 3

   COMMENTS:

   _____

   _____

   _____

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

   Yes 1
   No 2
   Don't Know 3

Exhibit 3-14. School Coordinator Debriefing Form (continued)

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

   Yes 1
   No 2
   Don't Know 3

   IF "YES," RECORD TYPE OF INSTRUCTIONS RECEIVED:

   _____

   _____

   _____

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

   Yes 1
   No 2
   Don't Know 3

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

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

   Yes 1
   No 2
   Don't Know 3

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

_____

_____

_____

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

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

GIVE SCHOOL COORDINATOR THE SCHOOL CERTIFICATE OF APPRECIATION.

3.3.20 Long-Term Trend Instructions for Preparing a List of Students

There are 3 age-specific versions of the Instructions for Preparing a List of Students (Exhibits 3-15 – 3-17). One form is for 9-year-olds, one for 13-year-olds, and one for 17-year-olds. The appropriate version of the form is included in each school information package. The form contains detailed instructions for preparing a list of age-eligible students either by electronic file or by hard copy. The form:

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

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

3.3.21 Student Listing Form

The Student Listing Form (Exhibit 3-18) is designed for use by schools that prefer to hand write a list of age eligible students and is generally used only in very small schools. You will receive in your bulk supplies from Westat a supply of these forms. You can provide the form to schools that request copies to write down their list of age-eligible students.

Exhibit 3-15. Long-Term Trend Instructions for Preparing a List of 9-Year-Old Students

NAEP 2003 – 2004 Long-Term Trend
Instructions for Preparing a List of 9-year-old Students

(Please see reverse side for three methods of preparing your list of students:
Excel file submitted via Internet or hard-copy typed or computer-generated list.)

1. The list must include **ALL enrolled students born between 1/1/94 and 12/31/94** using the most current enrollment records available.
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency).
3. If this is a year-round school, do not include the names of students who will be off-track (not in attendance) on the assessment date. Please record the following information on the list of students:

   Percentage of school enrollment that will be off-track on the assessment date: _____

4. The following student data are required:
   - Student name (Alphabetical)
   - Grade student is enrolled in
   - Month and year of birth (MM/YY)
   - Sex (*Codes below)
   - SD status (*Definition below)
   - LEP status (*Definition below)

   The following data also will be required of sampled students but may be included for all students now if more convenient:
   - Homeroom
   - Race/ethnicity (*Definition below)
   - National School Lunch Program (NSLP) status (*Definition below)
   - Title I status

***Codes/Definitions:**

Sex: 1=Male 2=Female

SD: Student with a disability (SD) or having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons **other than being gifted and talented**.

LEP: Student classified by the school as limited English proficient.

Race/ethnicity:

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

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

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

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

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

6=Other: A person who identifies with more than one of the first five categories or has a background other than the ones listed.

National School Lunch Program (NSLP):

1= Student not eligible

2= Reduced-price lunch

3=Free lunch

6=School not participating

Exhibit 3-15. Long-Term Trend Instructions for Preparing a List of 9-Year-Old Students (continued)

There are three ways you may submit your list of students (specifications for preparing the list are detailed on the reverse side):

A. Send an Excel file of your student data by signing on to the MySchool web site at www.mynaep.com. Step-by-step instructions on the web site will walk you through sending the file. The deadline for submitting electronic files is November 7, 2003.

B. Print out a list of students from your computer database.

In addition to including the student data requested in number 4 on the reverse side, please follow these guidelines:

- Write the school name and address and district name on the list.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the list is current.
- Define any special codes used.
- Include preparer's name and phone number.

C. If necessary, there is a Student Listing Form available to fill out by hand. Please let the NAEP Long-Term Trend representative know if you will need this form. Be sure to record on the list the date the list was prepared and by whom.

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

NAEP 2003 – 2004 LONG-TERM TREND
STUDENT LISTING FORM

School Name: Yellow Springs Elementary School

Prepared by: Tom Reed

Address: 3 School Street

Preparer's Phone Number: 909-123-4567

Brown NS 55121

Date List is Current: 10/01/03

District Name: Montgomery

DIRECTIONS: PLEASE COMPLETE COLUMNS A - F FOR ALL STUDENTS IN THE SELECTED AGE GROUP REGARDLESS OF GRADE. (WE EXPECT STUDENTS WILL BE IN MULTIPLE GRADES.) Columns G - J can be completed now or at a later date for selected students only. Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. PLEASE TYPE OR PRINT THE REQUIRED INFORMATION.

SAMPLE

REQUIRED OF ALL STUDENTS						Required of Sampled Students				For Sampling Use Only	
-A- Student Name	-B- Grade	-C- Birth Date (MMYY)	-D- Sex	-E- (X) If SD	-F- (X) If LEP	-G- Home Room	-H- Race	-I- NSLP Status	-J - (X) If Title 1	Line #	Sampled Session Type
Tiffany N. Agnew		08/94	2								
Kyle V. Banks		05/94	1	X							
Chris C. Cain		6/94	1		X						

Keep all lists at your school until the NAEP Long-Term Trend representative

arrives in December or January to select the sample.

THANK YOU

Exhibit 3-16. Long-Term Trend Instructions for Preparing a List of 13-Year-Old Students

NAEP 2003-2004 Long-Term Trend
Instructions for Preparing a List of 13-year-old Students

**(Please see reverse side for three methods of preparing your list of students:
Excel file or hard-copy typed or computer-generated list.)**

1. The list must include **ALL enrolled students born between 1/1/90 and 12/31/90** using the most current enrollment records available.
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency).
3. If this is a year-round school, do not include the names of students who will be off-track (not in attendance) on the assessment date. Please record the following information on the list of students:

   Percentage of school enrollment that will be off-track on the assessment date: _____

4. The following student data are required:
   - Student name (Alphabetical)
   - Grade student is enrolled in
   - Month and year of birth (MM/YY)
   - Sex (*Codes below)
   - SD status (*Definition below)
   - LEP status (*Definition below)

   The following data also will be required of sampled students but may be included for all students now if more convenient:
   - Homeroom
   - Race/ethnicity (*Definition below)
   - National School Lunch Program (NSLP) status (*Definition below)
   - Title I status

***Codes/Definitions:**

Sex: 1=Male 2=Female

SD: Student with a disability (SD) or having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons **other than being gifted and talented**.

LEP: Student classified by the school as limited English proficient.

Race/ethnicity:

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

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

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

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

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

6=Other: A person who identifies with more than one of the first five categories or has a background other than the ones listed.

National School Lunch Program (NSLP):

1= Student not eligible 3=Free lunch

2= Reduced-price lunch 6=School not participating

Exhibit 3-16. Long-Term Trend Instructions for Preparing a List of 13-Year-Old Students (continued)

There are three ways you may submit your list of students (specifications for preparing the list are detailed on the reverse side):

A. Prepare an Excel file of your student data. Save this file on disk and print it out on hard copy. Give both the disk and hard copy to the NAEP representative upon their arrival in September and October. (The option of submitting the file via the Internet will not be available for the Fall assessment.)

B. Print out a list of students from your computer database.

In addition to including the student data requested in number 4 on the reverse side, please follow these guidelines:

- Write the school name and address and district name on the list.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the list is current.
- Define any special codes used.
- Include preparer's name and phone number.

C. If necessary, there is a Student Listing Form available to fill out by hand. Please let the NAEP Long-Term Trend representative know if you will need this form. Be sure to record on the list the date the list was prepared and by whom.

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

NAEP 2003 – 2004 LONG-TERM TREND
STUDENT LISTING FORM

School Name: Yellowstone Middle School

Prepared by: Tom Reed

Address: 3 School Street

Preparer's Phone Number: 909-123-4567

Brown NS 55121

Date List is Current: 10/01/03

District Name: Montgomery

DIRECTIONS: PLEASE COMPLETE COLUMNS A - F FOR ALL STUDENTS IN THE SELECTED AGE GROUP REGARDLESS OF GRADE. (WE EXPECT STUDENTS WILL BE IN MULTIPLE GRADES.) Columns G - J can be completed now or at a later date for selected students only. Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. PLEASE TYPE OR PRINT THE REQUIRED INFORMATION.

REQUIRED OF ALL STUDENTS						Required of Sampled Students				For Sampling Use Only	
-A- Student Name	-B- Grade	-C- Birth Date	-D- Sex	-E- (X) If	-F- (X) If	-G- Home	-H- Race	-I- NSLP	-J - (X) If	Line #	Sampled Session
Tiffany N. Agnew		08/90	2								
Kyle V. Banks		05/90	1	X							
Chris C. Cain		6/90	1		X						

SAMPLE

Keep all lists at your school until the NAEP Long-Term Trend representative arrives in September or October to select the sample.

THANK YOU

Exhibit 3-17. Long-Term Trend Instructions for Preparing a List of 17-Year-Old Students

NAEP 2003-2004 Long-Term Trend
Instructions for Preparing a List of 17-year-old Students

(Please see reverse side for three methods of preparing your list of students:
Excel file submitted via Internet or hard-copy typed or computer-generated list.)

1. The list must include **ALL enrolled students born between 10/1/86 and 9/30/87** using the most current enrollment records available.
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency).
3. If this is a year-round school, do not include the names of students who will be off-track (not in attendance) on the assessment date. Please record the following information on the list of students:

   Percentage of school enrollment that will be off-track on the assessment date: _____

4. The following student data are required:
   - Student name (Alphabetical)
   - Grade student is enrolled in
   - Month and year of birth (MM/YY)
   - Sex (*Codes below)
   - SD status (*Definition below)
   - LEP status (*Definition below)

   The following data also will be required of sampled students but may be included for all students now if more convenient:
   - Homeroom
   - Race/ethnicity (*Definition below)
   - National School Lunch Program (NSLP) status (*Definition below)
   - Title I status

***Codes/Definitions:**

Sex: 1=Male 2=Female

SD: Student with a disability (SD) or having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons **other than being gifted and talented**.

LEP: Student classified by the school as limited English proficient.

Race/ethnicity:

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

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

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

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

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

6=Other: A person who identifies with more than one of the first five categories or has a background other than the ones listed.

National School Lunch Program (NSLP):

1= Student not eligible

2= Reduced-price lunch

3=Free lunch

6=School not participating

Exhibit 3-17. Long-Term Trend Instructions for Preparing a List of 17-Year-Old Students (continued)

There are three ways you may submit your list of students (specifications for preparing the list are detailed on the reverse side):

A. Send an Excel file of your student data by signing on to the MySchool web site at www.mynaep.com. Step-by-step instructions on the web site will walk you through sending the file. The deadline for submitting electronic files is January 23, 2004.

B. Print out a list of students from your computer database.

In addition to including the student data requested in number 4 on the reverse side, please follow these guidelines:

- Write the school name and address and district name on the list.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the list is current.
- Define any special codes used.
- Include preparer's name and phone number.

C. If necessary, there is a Student Listing Form available to fill out by hand. Please let the NAEP Long-Term Trend representative know if you will need this form. Be sure to record on the list the date the list was prepared and by whom.

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

NAEP 2003 – 2004 LONG-TERM TREND
STUDENT LISTING FORM

School Name: Yellow Springs High School Prepared by: Tom Reed

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

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

District Name: Montgomery

DIRECTIONS: PLEASE COMPLETE COLUMNS A - F FOR ALL STUDENTS IN THE SELECTED AGE GROUP REGARDLESS OF GRADE. (WE EXPECT STUDENTS WILL BE IN MULTIPLE GRADES.) Columns G - J can be completed now or at a later date for selected students only. Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. PLEASE TYPE OR PRINT THE REQUIRED INFORMATION.

SAMPLE

REQUIRED OF ALL STUDENTS						Required of Sampled Students				For Sampling Use Only	
-A- Student Name	-B- Grade	-C- Birth Date (MMYY)	-D- Sex	-E- (X) If SD	-F- (X) If LEP	-G- Home Room	-H- Race	-I- NSLP Status	-J - (X) If Title 1	Line #	Sampled Session Type
Tiffany N. Agnew		10/86	2								
Kyle V. Banks		05/87	1	X							
Chris C. Cain		6/87	1		X						

Keep all lists at your school until the NAEP Long-Term Trend representative arrives in February or March to select the sample.

THANK YOU

Exhibit 3-18. Student Listing Form

NAEP 2003 – 2004 LONG-TERM TREND
STUDENT LISTING FORM

School Name: _____ Prepared by: _____

Address: _____ Preparer's Phone Number:_____

_____ Date List is Current:_____

District Name: _____ If a year-round school, % of students that will be off track: _____

DIRECTIONS: PLEASE COMPLETE COLUMNS A - F FOR ALL STUDENTS IN THE SELECTED AGE GROUP REGARDLESS OF GRADE. (WE EXPECT STUDENTS WILL BE IN MULTIPLE GRADES.) Columns G - J can be completed now or at a later date for selected students only. Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency.
PLEASE TYPE OR PRINT THE REQUIRED INFORMATION.

REQUIRED OF ALL STUDENTS						**Required of Sampled Students**				**For Sampling Use Only**	
-A- Student Name	-B- Grade	-C- Birth Date (MMYY)	-D- Sex	-E- (X) If SD	-F- (X) If LEP	-G- Home Room	-H- Race	-I- NSLP Status	-J - (X) If Title 1	Line #	Sampled Session

3.3.22 MySchool Brochure

The MySchool Brochure (Exhibit 3-19) describes the MySchool web site and tells school staff how to register for the site. This year, schools and districts can sign up for MySchool by going to www.mynaep.com and entering the 12-digit MySchool Registration ID number and "register" as the password. The MySchool registration ID number appears on the school label under the NAEP ID number and is also located on the SCS school edit screen. Brochures will be included in mailings to districts and schools and should be referred to when schools have questions about accessing the site. You will receive additional supplies of the brochure in the bulk materials you receive from Westat.

3.4 Shipments of Materials to Supervisors

Assessment materials are shipped to supervisors from both NCS Pearson and Westat. NCS Pearson will ship all test booklets and other required session and bulk materials. Westat will ship general supplies and publications. See Table 3-3 below for the shipment schedule:

Table 3-3 NAEP Long-Term Trend Materials Shipment Schedule

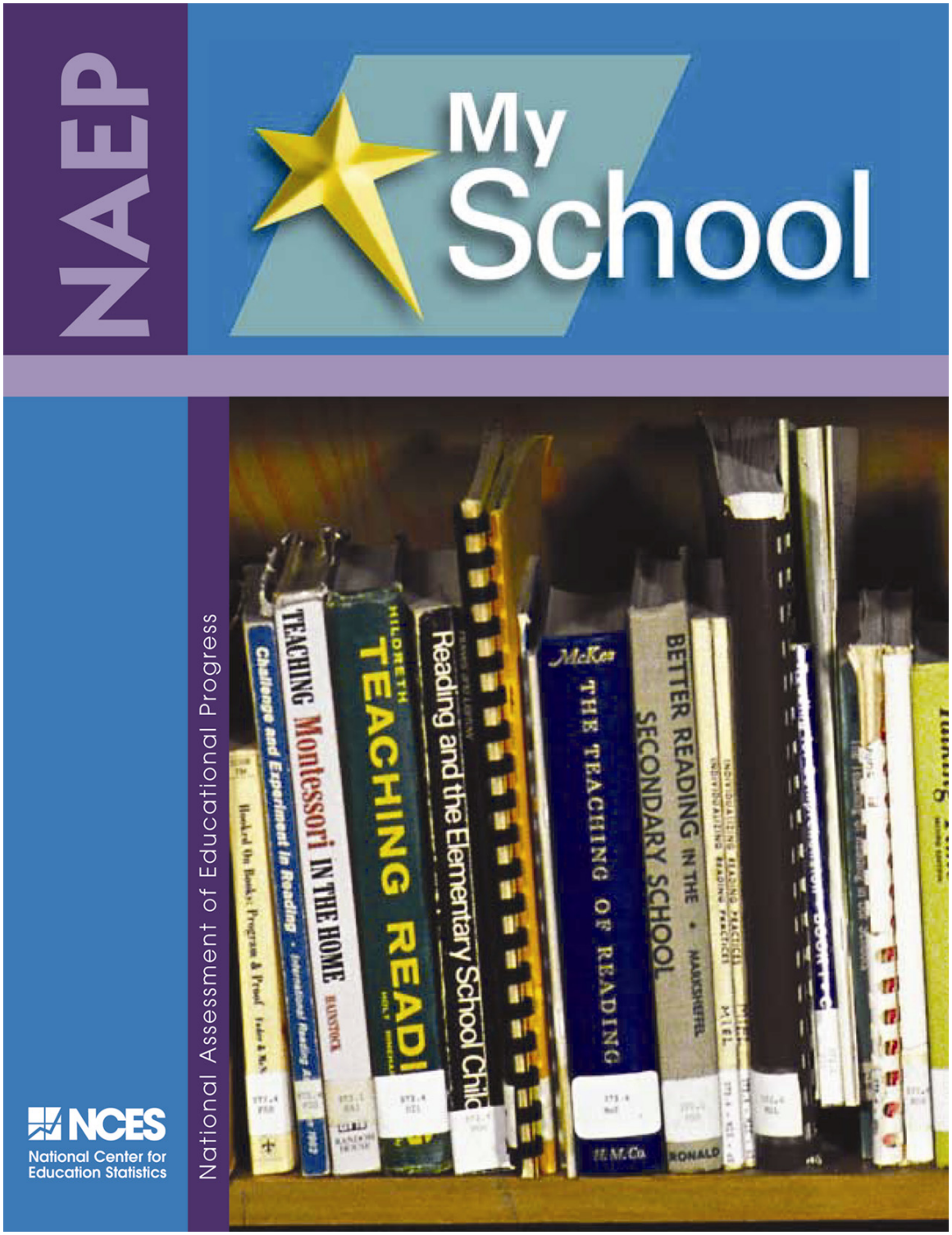
From	Items	Date
Westat	Gaining Cooperation Home Study Packet	8/11/03
Westat	Bulk Supplies	8/27/03
NCS Pearson	Fall Admin Schedules/Rosters/SD/LEP Quex.	9/19/03
NCS Pearson	Fall Session and Bulk Materials	9/22/03
NCS Pearson	Winter Admin Schedules/Rosters/SD/LEP Quex.	12/1/03
NCS Pearson	Winter Session and Bulk Materials	12/19/03
NCS Pearson	Spring Admin Schedules/Rosters/SD/LEP Quex.	2/12/04
NCS Pearson	Spring Session and Bulk Materials	3/1/04

The lists of the materials in each shipment sent can be found in section 5.20 of this manual.

3.5 Materials Accountability

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

Exhibit 3-19 MySchool Brochure



When you have finished work in a PSU, you are responsible for collecting all reusable materials such as timers, pencils, tape recorders, and tapes from your AAs. All of these materials must be returned at the end of the age-specific data collection period of assessment period.

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

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

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

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

5. PREASSESSMENT ACTIVITIES

5.1 Overview

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

5.2 Scheduling the Preassessment Visit

The first step in preparing for the assessments is to schedule a preassessment visit to occur one month to 2 weeks before the assessment date. Schools in the age 9 and 17 assessments were given the option to E-File their electronic files of student information directly to Westat. The Westat statistical and data processing staff will sample these schools and transmit data directly to NCS Pearson and to the Student Data System (SDS) on your laptop. You will select a sample of new enrollees for these schools. You are responsible for selecting the student sample for all of the age 13 assessments and the student sample for the remaining ages 9 and 17 schools in your assignment. You will draw the sample of selected students and prepare Administration Schedules during the preassessment visit. For all schools, you will prepare the appropriate assessment documents and materials and finalize logistical arrangements for assessment day.

Scheduling a date for the preassessment visit will be done during the "gaining cooperation" call to the **fall** long-term trend schools (age 13) for which you have recruiting responsibility (i.e., nonpublic). However, for those **fall** schools recruited by the NAEP state coordinator and for the **winter** (age 9) and **spring** (age 17) schools, you must plan to make an additional call to the school to schedule the preassessment visit.

The call to set a preassessment appointment should be made about a month before the assessment date. (Recall that assessment dates are provided to **all schools** during the "gaining cooperation" phase in the fall.)

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

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

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

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

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

Exhibit 5-1 Preassessment Contact Checklist

Preassessment Contact Checklist

- ❑ Review the Summary of NAEP Activities.
- ❑ Review age to be assessed, subjects, and number of sessions.
- ❑ Confirm the assessment date and record on School Data Collection Form.
- ❑ Set the preassessment appointment date/time and record on Supervisor Log of Schools.
- ❑ Ask if school is year-round and record response on School Data Collection Form.
- ❑ Determine method school will use to provide list of eligible students and circle choice on School Data Collection Form. (If the school has not prepared the list prompt them to do so ASAP and come back to this task.)
  - ➢ If school E-Filed, discuss need to select new enrollee sample. (E-file option not available for age 13 schools.)
  - ➢ If school will produce computer listing of students or use the Student Listing Form, review the Instructions for Preparing a List of Students, paying particular attention to the mandatory and optional student information to be collected
- ❑ Ask the school coordinator to register for the MySchool web site by going to www.mynaep.com. Provide the (up to) 12 digit MySchool Registration ID number as the user name and "register" as the password.
- ❑ Review the activities that will take place during the preassessment visit.
- ❑ Discuss the demonstration booklets you will provide for the coordinator and the principal.
- ❑ Selecting complete sample or new enrollee sample – The up-to-date list containing all age eligible students will be needed to complete student sampling. The complete new enrollee form is necessary for schools that e-filed.
- ❑ Parent Notification Letter – Remind the coordinator of the parent notification requirement and determine the status of the parent letter. Record name of person preparing letter on School Data Collection Form.
- ❑ SD/LEP Questionnaires – Ask the school coordinator if the staff member most knowledgeable about students with disabilities (SD) and students with limited English proficiency (LEP) can be available to answer questions during the visit.
- ❑ Details of the assessment.
- ❑ Get directions to the school and information on where to park and record in comments section of School Data Collection Form.
- ❑ Provide your contact information to the school coordinator.
- ❑ Update Supervisor Log of Schools and record cooperation status and items starred on School Data Collection Form in the SCS.

- Number of students to sample – the more students to sample the longer the sampling portion of the visit will take.

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

Note that although we ask the school coordinator to allow up to 1 hour for the visit, you may need to be at the school longer than an hour, depending on the schedules of other school staff members such as special education teachers from whom you may need to get information regarding student accommodations. The school coordinator need not be present for the entire process but should be available for consultation at critical stages.

5.3 Preparing for the Preassessment Visit

Before the visit, make sure that you have an extra supply of documents and questionnaires to bring with you. Below is a list of materials you will need to bring to the visit:

- The appropriate Administration Schedule(s),
- SD/LEP Roster,
- Demonstration booklet,
- Extra SD/LEP Questionnaires,
- Extra NAEP Teacher Notification Letters,
- Extra NAEP Student Appreciation Certificates,
- Extra sample Parental Notification Letters,
- Department of Agriculture Letter,
- Teachers Guide,
- List of NAEP Accommodations
- Press Release,
- Summary of Activities,
- Sampling checklist (Exhibit 5-2)
- Your manual,
- Extra Instructions for Preparing a List of Students for the appropriate age level,
- Extra Student Listing Forms,
- Criteria for Inclusion,
- NAEP Storage Envelope

- Your computer and printer,
- Computer paper, and
- The School Folder.

In addition to these materials that NAEP will provide, there are other general materials you should be sure to have with you. These include pencils, paper clips, different color pens and markers, scissors, tape, and extra blank paper. The extra paper may be needed if you have school-generated lists without space to number and designate the selected students. The extra paper can be attached to one side of the list, in order to extend the sheet and give you some additional space to write.

You should call the school coordinator a day or two before the preassessment visit to confirm the date and time, to be sure the list of students has been completed and to review the activities that will take place during the visit. Note that the preassessment calls will need to be made prior to your arrival in the PSU.

5.4 Establishing Rapport with the School Coordinator

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

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

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

Exhibit 5-2. Sampling Checklist

SAMPLING CHECKLIST

- ❑ Confirm identity of the school and the school's NAEP ID.
- ❑ Review the list of students to ensure it is complete (that the last names cover the alphabet reasonably, the year of birth is within the specified range, and more than one grade is included).
- ❑ Number the students, if necessary. (AAs can help with this task.)
- ❑ Even if you did not number the list, check the numbering of students to ensure that no numbers have been duplicated or skipped. (AAs can help with this task.)
- ❑ Review the total number of students listed with the School Coordinator.
- ❑ Using the Student Data System on NAEP laptop:
    - o Locate the school on the SDS, double check the NAEP ID, and click on the school's name.
    - o Click on the Student Sampling button and click Yes to begin the primary sample process.
    - o Enter total number from list of students and click on Select Primary Sample button.
    - o Print primary sample line numbers.
    - o Print instructions for sampling from the list of newly enrolled students.
- ❑ Mark the selected students on the school's list of eligible students.
- ❑ Double-check the selected students against list of sampled line numbers. (AAs can help with this task.)
- ❑ Locate the school and session on the SDS and click on View/Edit Student Records.
- ❑ Enter student names and other available demographic information. (AAs can help with this task.)
- ❑ Print out the Student Information Report and recheck the data entry against the school's list of eligible students.
- ❑ Put the list of sampled students and Instructions for Sampling New Enrollees in school folder. (AAs can help with this task.)
- ❑ Transmit data to Westat daily.

Revised 7/18/03

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

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

It is important to allow at least 2 weeks between the completion of the preassessment visit and the assessment date so that school staff are provided sufficient time for the following: solving any problems discovered during the preassessment visit; notifying students and teachers about the assessments; distributing parent notification letters; and completing the SD/LEP questionnaires left at the school during the preassessment visit.

5.5 Selecting the Student Sample

The Instructions for Preparing a List of Students offers schools a choice of 3 methods for providing their list of age-eligible students:

1. Prepare an Excel file of their student data and E-File on the MySchool web site. (Note: For the age 13 long-term trend assessment, this option is not available);
2. Print out a list of students from their computer database; or
3. Use the Student Listing Form to hand-write a list.

5.5.1 How to Determine Which Schools Have E-Filed

You can identify which schools have E-Filed by checking the School Control System (SCS). On the School Edit screen under Sampling, the Sampling Method will be set to E-Filing for schools that have submitted their files. Likewise, you can generate a report of these schools using Report #4 or by creating a report with Mail Merge and including the field labeled Sampling Method. Another indication will be the information displayed in the fields labeled Number on SLF and Number Sampled in the schools' School Edit screens. Finally, the Supervisor Log of Schools will indicate which schools have E-Filed.

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

5.5.2 Overview of the Sampling Process

The sampling process includes the following tasks:

- Review the student list to ensure that it is complete and that it includes students of the correct age. Make sure more than one grade per age group is listed and that all required information is included. Make sure the list is up-to-date. A detailed discussion of how to check the list before sampling is given later in this chapter.
- Once you have determined that the student list is complete, use the SDS on your NAEP laptop computer to select students from the school's list of eligible students or New Enrollee form. Access the SDS by double clicking on the SDS icon on your laptop computer.
- Follow the instructions for selecting a school and drawing the student sample in the SDS User's Guide. Print the sampling line numbers generated by the computer.
- Print out the Instructions for Sampling New Enrollees[1]. This document will be printed from the SDS immediately after the sampling line numbers.

[1] Schools are to maintain a list of students who enroll in the sampled grade after the original list is sent. They are to use the New Enrollee Listing Form for this purpose. You will select a sample from this New Enrollee Listing Form using the Instructions for Sampling New Enrollees.

- Enter the names of sampled students (and other available demographic information) in the SDS.
- Put the sampling line number printouts and Instructions for Sampling New Enrollees in the school folder.
- Transmit data to Westat daily.

5.5.3 Suggestions for Organizing the Sample Selection Process

Because of the volume of material with which you will be working and the short timeframe in which you must complete the sample selection, it is critical that you take a very organized approach to this work. Below are some suggestions designed to assist you in organizing and completing the job:

- Do not try to memorize the instructions and procedures involved in the sampling process. You should have the Sampling Checklist and this manual with you throughout the sampling process.
- Before you start any sampling, check each completed list of students to ensure that the lists are complete. Student last names cover the entire alphabet, birth dates are within the range for the age, and more than one grade is included. Check that SD/LEP and other required data are included on the list. This should be done for every school before you begin the sampling tasks.
- As you begin the sampling process for each school, make absolutely certain that you are correctly identifying the school to be sampled. Some school names may occur more than once within a region, so you should check the district name and mailing address to be sure you select (in the computer) the ID for the correct school. Mistakes will cause severe problems throughout the NAEP sampling and data collection.
- The sampling directions instruct you to recheck several of the steps that are prone to error. **This must be done to ensure that the sample is drawn correctly**.
- Once you have determined an efficient method of working with your AAs, stick with that procedure. Always follow the directions one step at a time, and make sure you are efficiently delegating the work.
- Try to minimize the number of times that you ask the school coordinator for assistance. Unless some question is preventing you from completing your work, try to accumulate your questions for the coordinator and minimize the number of times you interrupt this person.

5.5.4 Using the Supervisor Log of Schools

You will be provided with a preprinted Supervisor Log of Schools (Exhibit 5-3) that you should use to keep track of your sampling activities. Keeping this log up-to-date will help you to accurately track your activities and to report on these activities to your field manager.

The log is printed in region/area order with page breaks between areas. Within an area, schools are listed in the following order:

- Alphabetical by public school district
  - Within district, alphabetical by school name.
- Alphabetical by Catholic diocese
  - Within diocese, alphabetical by school name.
- Other nonpublic schools listed alphabetical by school name.

A description of each column on the Supervisor Log of Schools and how each should be used to track your activities follows an example of the log.

- Heading. The Heading of the Form displays region, area, and public school district or Catholic diocese name.

- Column 1 – School Information. This column displays sampled school information, including school name, NAEP ID, school recruitment disposition, principal name, phone and fax numbers, street address, city, state, and ZIP code.

  The school's recruitment disposition codes are:

  Pending - Neither the district nor the school has been contacted. (Default code for all schools in the SCS.)

  Contacted/Pending Cooperation - The school has been contacted, but no decision has been reached on participation.

  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. Record grade enrollment information on sampled schools in the SCS.

  School Refusal - The school has said that they will definitely not participate in the assessment. Record grade enrollment information in the SCS.

  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. Record grade enrollment information in the SCS.

Exhibit 5-3. 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 5623 7894 321*
Fax:301-555-6789							*1-on-1 1*			*Stacy - 1pm*	
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											

No Students in Selected Age - This school does not have any enrolled students at the samples age.

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. Do not assume the school meets this disposition without talking with someone at the school. Ask the principal if these schools are ungraded or if students are registered in another school. You should talk with the NAEP field manager before using this code.

Other Ineligible - You should talk with the NAEP field manager about using this code.

- Column 2 –Activity Status. This column provides a place to record the activities before, during, and after the assessment. Activities include: (C)all; (M)ail; (V)isit; (G)ain Coop; (P)reassess; and (S)ample.

- Column 3 – Assessment Date/Time. This column displays the school's scheduled assessment date and provides a place to record any make-up dates.

- Column 4 – Session Box Receipt. This column provides a place to record the date that session boxes are received.

- Column 5 – Sample Type/Status. This column will display "E-File" if the school sent its list of students electronically; otherwise the column will be blank. If the column is blank, you should fill in the type of sample. For example, if the list of students was faxed to you or your field manager, write in "Fax." If the list of students was provided in hardcopy by the school, write "School."

- This column will also display "E-sampled" if the school sent its list of students electronically (E-Filed); otherwise the column will display "Sample Pending." As you complete sampling, you should update this column to "Sampling Complete."

- Column 6 – Session /Students per session. This column will display the session numbers and the number of students per session if the sample has been selected.

- Column 7 – Accommodations. This column is provided for you to enter any accommodations information needed, including the # of students who need accommodations, the types of accommodations needed, any materials needed for the accommodation sessions, and any other information needed regarding the accommodations.

- Column 8 – Short Shipment Ordered/Rcvd. This column provides a place to track short shipments for the school's assessment.

- Column 9 – Team Members. This column is where you will enter the names of the AAs on the team that will assess the school.

- Column 10 – Session Box Shipping Info. This column will be blank. When you prepare and ship the boxes back to NCS Pearson, record the date sent and the UPS tracking number in this column.

- Column 11 - Comments Notes. Self-explanatory.

The Supervisor Log of Schools will be run and distributed at supervisor training. The logs for age 13 schools will not have as much of the data printed. Since this will be before the official closing date for school E-Filing for schools with 9- and 17-year-old students selected, the logs will be run again a few weeks prior to the start of the 9- and 17-year-old assessments.

5.5.5 Steps in the Sample Selection Process

The Sampling Checklist (Exhibit 5-2) is a summary of the steps that you will follow when selecting each student sample, and should be kept accessible while you are sampling. It presents the steps discussed below in a more concise manner.

Step #1: Check the List of Students

Before the sample can be drawn, you must review the list provided by the school. If necessary, clarify confusing markings and partially erased or crossed-off names. We have asked that the schools provide at least the following information:

- Full student names;
- The month and year of birth;
- Sex;
- SD status;
- LEP status;
- Student locating information (Homeroom);
- Grade;
- Race;
- NSLP status; and
- Title 1 status.

Verify with the school coordinator that the listing is up-to-date and that all students were born within the target age range. It is very important that all eligible students are included on the student list prepared by the school. The birth month/year is requested to verify that the student is within the sampled age range. Remove any student whose birth month/year is not within the specified age range. We ask for the grade because we want to be sure all students in the age range are included, not just those in the modal grade (4, 8, and 11). If only one grade is represented on the list go back to the school coordinator and ask for a list, that includes students from all grades.

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

Step #2: Number the Students on the List

Be sure to correctly identify the school ID and then number the students sequentially from "1" to the total number of students on the list.

- If the school has used a listing form provided by NAEP, number the students in the "For Sampling Use Only" column labeled "Line #".
- If the school has used a printout, number the students neatly in the margin.

When numbering, please take care to follow the sequence, not missing any numbers and not using any numbers twice. It is extremely important that you number the lines correctly. Although this is a simple task, it can be a primary source of errors in sampling.

If the school has provided a computer-generated list and numbered the students, you should double-check the numbering as noted in Step 3.

Step #3: Re-check the Numbering of Students

Before you can begin sampling, you will need to recheck the numbering of students. The task of rechecking the numbering should be done by someone other than the person who originally numbered the list. If a mistake is discovered and the list is small, it can be renumbered easily. On larger lists, you will want to use the following techniques to correct the error and create a usable numbering scheme. There are two basic errors that could be made:

- Missing a Number: If one or more numbers are missed, assign the missing number(s) to the last one (or more) names on the list. A simple example of 10 students is shown below:

Line #	Student Name	Birth date
1	Joan L. Baskin	6/89
2	Helen B. Cadell	7/89
3	Joyce E. Davis	8/90
4	Jack W. James	9/89
6	Mavis L. Masters	10/89
7	Anna S. Noel	11/89
8	Sandra B. Pratt	12/90
9	Carol A. Prentiss	1/90
10	Peter J. Smith	2/89
~~11~~ 5	Lisa R. Thomas	3/89

- Number is Used Twice: If one or more numbers are used twice, cross out the duplicate number and assign the number that follows the last number used at the end of the list. This is illustrated below:

Line #	Student Name	Birth date
1	Joan L. Baskin	6/89
2	Helen B. Cadell	7/89
3	Joyce E. Davis	8/90
~~3~~ 10	Jack W. James	9/89
4	Mavis L. Masters	10/89
5	Anna S. Noel	11/89
6	Sandra B. Pratt	12/90
7	Carol A. Prentiss	1/90
8	Peter J. Smith	2/89
9	Lisa R. Thomas	3/89

If the school has provided a computer-generated list, you must double-check the numbers. Even with a computer-generated list, it is possible that a change was made causing the number to be incorrect. For example, if the list was produced in Excel and a student name was deleted, the number associated with that student might also be deleted.

Step #4: Select the Sample

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

Step #5: Print the Instructions for Selecting New Enrollees

After printing the line numbers of the sampled students, the SDS will print the Instructions for Sampling New Enrollees including line numbers for the sample of new enrollees. You will need to enter the date the original (master) list was compiled, if known. See Exhibit 5-5.

Step #6: Indicate the Sample on the List of Students

Once you have printed the sampled line numbers, you will need to transfer this information to the list provided by the school:

- If the school has used a NAEP listing form, enter the session indicator specified on the list of line numbers (RM, MA or MB, or RB) (see Exhibit 5-6).
- If the school has provided a computer-generated list, enter the appropriate session indicator in the margin next to the line numbers of the students selected for each session type.

Step #7: Recheck That the Correct Session Indicator Has Been Recorded on the Correct Student Lines

A second check should be done immediately following the addition of the session type indicator to the list and repeated as each session type assigned to the school is marked on the list. Be sure that the indicators are recorded correctly next to the sampled students' names/line numbers.

Exhibit 5-4. Field Sampling Line Numbers Form

NAEP 2004 Long Term Trend Sampling Line Numbers Form **3:21PM**

School ID: 9910366 **Region: 999** **Area: 1** **7/24/2003**

School Name: Jeffersontown
School Address: 99 Woodlawn Dr
Monroe Valley, TS 12345

Year Round School: No
128 students were sampled from 200 listed on the SLF for this school.

Students Selected for the Sample

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

1, 9, 18, 26, 34, 39, 46, 56, 64, 71, 76, 84, 93, 101, 109
118, 126, 134, 139, 146, 156, 164, 171, 176, 184, 193

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

6, 14, 21, 31, 43, 51, 59, 68, 81, 89, 96, 106, 114, 121, 131
143, 151, 159, 168, 181, 189, 196

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

3, 4, 7, 10, 12, 15, 17, 20, 23, 24, 28, 29, 32, 35, 37
40, 42, 45, 48, 49, 53, 54, 57, 60, 62, 65, 67, 70, 73, 74
78, 79, 82, 85, 87, 90, 92, 95, 98, 99, 103, 104, 107, 110, 112
115, 117, 120, 123, 124, 128, 129, 132, 135, 137, 140, 142, 145, 148, 149
153, 154, 157, 160, 162, 165, 167, 170, 173, 174, 178, 179, 182, 185, 187
190, 192, 195, 198, 199

Exhibit 5-5. Instructions for Sampling from the New Enrollee Listing Form

School Name: Jeffersontown **3:21PM**

School ID: 9910366 **7/24/2003**

INSTRUCTIONS FOR SAMPLING NEW ENROLLEES

1. Be sure the list includes all students who enrolled in age 9 after the master list was prepared.

   The date on the master list is 1-12-04.

   Any student who has subsequently enrolled and then withdrawn from the school should be deleted from the New Enrollee Listing form by lining through the name.

2. Assign line numbers to the students listed by numbering them consecutively. Use column 1 under the heading "For Sampling Only" for numbering the students.

3. If there are more than 128 students on the new enrollee list, call your supervisor for directions before proceeding.

4. New Enrollee Line Numbers:

   To identify the students selected to be assessed, enter an ***X*** in Column 2 under the ***For Sampling Only*** heading on the New Enrollee Listing Form next to the line numbers listed below:

   To identify the students selected for the mathematics assessment, enter an 'MA' next to the line numbers listed below:

   1, 3, 15, 29, 31, 39, 42, 54, 70, 82, 84, 89, 95, 103, 115
   126, 129, 131, 142, 154, 162, 164, 174, 181, 184, 190

   To identify the students selected for the reading bridge, enter an 'RB' next to the line numbers listed below:

   10, 14, 23, 26, 35, 49, 59, 62, 64, 74, 90, 101, 106, 110, 123
   135, 146, 149, 159, 170, 182, 195

   To identify the students selected for the reading/math assessment, enter an 'RM' next to the line numbers listed below:

   4, 6, 7, 9, 12, 17, 18, 20, 21, 24, 28, 32, 34, 37, 40
   43, 45, 46, 48, 51, 53, 56, 57, 60, 65, 67, 68, 71, 73, 76
   78, 79, 81, 85, 87, 92, 93, 96, 98, 99, 104, 107, 109, 112, 114
   117, 118, 120, 121, 124, 128, 132, 134, 137, 139, 140, 143, 145, 148, 151
   153, 156, 157, 160, 165, 167, 168, 171, 173, 176, 178, 179, 185, 187, 189
   192, 193, 196, 198, 199

   Many line numbers have been provided for each assessment type. This should be more than enough; in fact, you may only need to use the first few line numbers.

5. After sampling is completed, copy the sampled student's name(s) and birth date(s) onto the Administration Schedule for that session type and complete the required demographic information.

Exhibit 5-6. List with Selected Students Designated

Page 1 of 4

NAEP 2003 – 2004 LONG-TERM TREND
STUDENT LISTING FORM

School Name: Jeffersontown

Address: 99 Woodlawn Dr.
Monroe Valley, TS 12345

District Name: N/A

Prepared by: Dallas Jones

Preparer's Phone Number: 555-432-8877

Date List is Current: 11/1/03

If a year-round school, % of students that will be off track: 0

DIRECTIONS: PLEASE COMPLETE COLUMNS A - F FOR ALL STUDENTS IN THE SELECTED AGE GROUP REGARDLESS OF GRADE. (WE EXPECT STUDENTS WILL BE IN MULTIPLE GRADES.) Columns G - J can be completed now or at a later date for selected students only. Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. PLEASE TYPE OR PRINT THE REQUIRED INFORMATION.

REQUIRED OF ALL STUDENTS						Required of Sampled Students				For Sampling Use Only	
-A- Student Name	-B- Grade	-C- Birth Date (MMYY)	-D- Sex	-E- (X) If SD	-F- (X) If LEP	-G- Home Room	-H- Race	-I- NSLP Status	-J - (X) If Title 1	Line #	Sampled Session Type
Tim Adams	4	03/94	1				2	6		1	MA
David Allen	4	05/94	1				1	6		2	–
Alice Baker	4	09/94	2	X			4	6		3	RM
Donald Bull	4	02/94	1				1	6		4	RM
Ginger Calla	3	12/94	2				3	6		5	–
Troy Davis	4	02/94	1				2	6		6	RB
David Douglas	5	01/94	1				1	6		7	RM
Elaine Espinosa	4	10/94	2		X		3	6		8	–
Jessica Francis	4	04/94	2				2	6		9	MA
Kelly Funk	4	02/94	2				2	6		10	RM
Michael Jones	4	07/94	1	X			3	6		11	–
Aaron Krass	3	11/94	1				1	6		12	RM
Mavis Masters	4	01/94	2				3	6		13	–
Karen Peters	4	05/94	2				2	6		14	RB
Sandra Pratt	4	06/94	2		X		4	6		15	RM
Peter Smith	4	02/94	1				2	6		16	–
Katherine Sums	3	10/94	2				3	6		17	RM
Lisa Thomas	4	08/94	2				5	6		18	MA
Joshua Wood	4	05/94	1	X			1	6		19	–
Sam Wright	4	02/94	1				1	6		20	RM

7/29/03

Step #8: Enter Information About Sampled Students into the Student Data System

Enter the complete student name (first name, middle initial, last name) and other demographic information into the SDS. Convert the race/ethnicity information if it is clear that it is based upon a categorization scheme that is different than that given in the SDS. This information can be entered later on the Administration Schedule if you do not have enough information for the conversion.

Step #9: Verify the Data Entry of Student Information

After all information about the sampled students has been entered, print the Student Information Report from the SDS for each session (Exhibit 5-7) and compare it against the list of students. During this check you will need to verify:

- That the correct student name was entered into the SDS.
- That the name is complete and spelled correctly.
- That all other available information (grade, birth date, SD, LEP, sex, race/ethnicity, School Lunch, Title I, and locator information) is entered completely and correctly.

Correct any entry errors and reprint a corrected list of students and put it in the school folder or NAEP Storage Envelope as appropriate.

5.5.6 Using AAs to Assist in Sampling Procedures

You can use local assessment administrators to assist you with some of the sampling procedures. AAs can be used in the following ways:

- Numbering the students on the list of eligible students;
- Double-checking computer lists for correct numbering of students;
- Double-checking on the list the identification of students selected;
- Entering student information in the SDS;
- Printing forms from the SDS for inclusion in the school folders; and
- Checking the data entry for correctness and completeness; and
- Prepare teacher notification letter ans student appreciation certificates .

Exhibit 5-7. Print Out of List of Sampled Students From SDS for a Typical School

Student Information Report

Jeffersontown 9910366 July 24, 2003

Student Name	Loc	Line	GRADE	MOB	YOB	Sex	SD	LEP	Race	Lunch	Title1
Adams, Tim		1	4	6	94	1	2	2	1	6	2
Baker, Alice		2	4	2	94	2	2	2	2	6	2
Calla, Ginger		3	5	12	95	2	2	2	1	6	2
Douglas, David		4	4	3	94	1	2	2	2	6	2
Funk, Kelly		5	5	5	94	2	2	2	1	6	2
Pratt, Sandra		6	4	2	94	2	2	2	1	6	2
Camphuis, Amelia		7	5	6	94	2	2	2	1	6	2
Caudill, Angela		8	4	2	94	2	2	2	3	6	2
Ceballos, Luis		9	4	6	94	1	2	2	3	6	2
Payne, Daniel		10	5	7	94	1	2	2	1	6	2
Derry, Matthew		11	4	5	94	1	2	2	1	6	2
Douglas, Derik		12	4	6	95	1	2	2	1	6	2
Faust, Sheena		13	4	4	94	2	2	2	2	6	2
Flores, Javier		14	4	9	94	1	2	2	3	6	2
Garner, Jimmy		15	5	11	94	1	2	2	1	6	2
Garnett, James		16	4	5	94	1	2	2	1	6	2
Gutherie, Crystal		17	4	9	94	2	2	2	4	6	2
Halbakken, Amanda		18	4	6	94	2	2	2	1	6	2
Henry, Antoinett		19	5	8	94	2	2	2	2	6	2
Hyde, Eric		20	4	12	94	1	2	2	1	6	2
Johnson, Jane		21	4	8	94	2	2	2	1	6	2
Kindsberry, Rachel		22	4	6	94	2	2	2	1	6	2

9910366 RB0901

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

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

5.5.7 Special Situations

As always, if a school wants to add an unsampled student to a session after the student sample is selected, then that student can be assessed and given the Administration Code – Not In Sample.

If a school objects to the number of students that NAEP wishes to assess, we can assess fewer students if that is necessary for the school to participate. The sample should be drawn as usual, and the sampled students who will not be assessed should be marked as Absent – Other (#24).

It is **not** possible to sample classes of students rather than individual students or to select the sample from a list of students in only some classes.

5.6 Updating Administration Schedules for Schools That Do Not Sample Electronically

The last date for submitting start samples through E-File is November 7, 2003 for age 9 schools and January 23, 2004 for age 17 schools. Schools can still be sampled after that, but the results of the sampling will not be sent to NCS Pearson. Administration Schedules for all age 13 schools and schools sampled after the cut-off date will not have any student information on them. Thus, the supervisor will need to fill in the student information when the Administration Schedules are received.

Use the Student Information Report from the SDS to work from as you copy the sampled student information onto the Administration Schedule. It is important to record a "2" (for "No") in Column N, New Enrollee, of the Administration Schedule for each of these sampled students. This

indicates that the student is part of the original sample and not part of the new enrollee sample that you will draw prior to the assessment.

5.7 Sampling New Enrollees

You will select a sample of new enrollees for all schools that E-Filed. If any of the newly enrolled students are sampled, you will add the names and demographic information of these students to the Administration Schedule for the selected session type.

You will record a "1" (for "Yes") in column N of the Administration Schedule to indicate that these students have been added after the original sampling through the process of sampling new enrollees.

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

5.8 Preparing/Updating the Administration Schedule

The basic rule is that a student must attend a session of the type for which s/he was sampled. For ages 9 and 13, up to 80 students may be selected for the reading/math LTT operational and pilot test (RM); up to 26 students for one of the math bridge tape sessions (only one tape per school, MA or MB); and up to 22 students for the reading bridge session (RB). For age 17, up to 81 students may be selected for the reading/math LTT session; up to 18 students for the math bridge tape session; and up to 22 students for the reading bridge session.

Since NAEP prefers sessions of 25-30, it is preferable that the students selected for the reading/math LTT session be divided into sessions of 25-30 students each. Available space and the amount of time that the school permits for the assessments will be important factors in setting the number of reading/math LTT sessions. Since a student selected for the reading/math LTT assessment may attend any reading/math LTT session, there is a little flexibility in assigning students to sessions.

A school will have no more than one math bridge tape session (MB or MA) and one reading bridge session (RB). Therefore, each student sampled for these session types usually has only one opportunity to attend the assessment.

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

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

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

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

5.8.1 Entering Information on the Administration Schedule

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

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

- Homeroom or other locating information;
- Race/ethnicity;
- National School Lunch Program (NSLP) status;
- Title 1 status; and
- New enrollee status.

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

Copy the student's name, homeroom, grade, birth date, sex and any other demographic information provided onto the Administration Schedule (see Exhibit 5-8). To ensure no errors have been made in transferring names from the list of students to the Administration Schedules, and as a last check, count the names on the Administration Schedules and compare this to the number of students selected for the session type on the list of students.

Administration Schedules are preprinted with 32 booklet ID numbers for spiral sessions at ages 13 and 17, and 28 booklet ID numbers for spiral sessions at age 9. If a session has more students selected than line numbers provided, you will need to assign additional booklets to these students. If you need to use additional assessment booklets from your bulk supplies, remember to assign the booklets, in sequence, using the next available booklet ID number as listed on the bundle slip.

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

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

5.8.1.1 Record Student Information Missing from the Administration Schedule

You will need to record homeroom or other locating information in column B, race/ethnicity in column K, NSLP status for in column L, Title 1 status in column M**,** and new enrollee status in column N. To record race/ethnicity, use the codes in the box in the upper left-hand corner of the Administration Schedule. The race/ethnicity codes are defined as follows:

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

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

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

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

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

6 = Other: A person who identifies with more than one of the first five categories or has a background other than the ones listed.

Exhibit 5-8. Administration Schedule – Competed by hand

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**
RM0901	0001 0002

NAEP 2003-2004 Long-Term Trend Administration Schedule

The Nation's Report Card NAEP

School #: 511-001-2 Age: 9

School Name: WASHINGTON ELEMENTARY

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: 0001, 0002

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: RM0901

Column Indicators: "A"

"A" Student Name	"B" Homeroom or Other Locator	"C" Line #/ Subject	"D" Grade		"E" Birth Date Month		"E" Birth Date Year		"F" Sex 1=Male 2=Female	"G" SD 1=Yes 2=No	"H" Final SD Code	"I" LEP 1=Yes 2=No	"J" Final LEP Code	"K" Race/ Eth.	"L" School Lunch	"M" Title I 1=Yes 2=No	"N" New Enrollee 1=Yes 2=No	"O" Original Booklet ID #	"P" Accommodation Booklet ID #	"Q" Admin. Code		"R" Observ Race
01 Galloway, Benjamin		01 M	0	4	0	1	9	4	1	2		2		1	1	2		131 000001 0				
02 Dorman, Nathaniel		02 R	0	4	0	2	9	4	1	2		2		1	1	2		001 000002 1				
03 Stearns, Courtney		03 R	0	4	0	3	9	4	2	2		2		1	1	2		002 000003 2				
04 Michael, Brendan		04 R	0	4	0	4	9	4	1	1		2		2	2	2		004 000004 3				
05 Busch, Katelynne		05 R	0	4	0	5	9	4	2	2		1		1	1	2		090 000005 4				
06 Rios, Marah		06 R	0	4	0	6	9	4	2	2		1		3	3	2		015 000006 5				
07 Barron, Andre		07 M	0	4	0	7	9	4	1	2		2		2	2	1		196 000007 6				
08 Garcia, Anissa		08 M	0	4	0	8	9	4	2	2		1		3	3	2		135 000008 7				
09 Vogel, Kamryn		09 M	0	3	0	9	9	4	2	2		2		1	1	2		132 000009 8				
10 Vogel, Taiton		10 M	0	3	1	0	9	4	1	2		2		2	2	2		133 000010 9				
11 Griffis, Blayze		11 M	0	3	1	1	9	4	1	2		2		2	2	2		196 000011 0				
12 Smith, Hailey		12 R	0	3	1	2	9	4	2	2		2		1	1	2		012 000012 1				
13 Henry, Jacob		13 R	0	4	0	1	9	4	1	2		2		1	1	2		015 000013 2				
14 Cole, Kim		14 R	0	4	0	2	9	4	2	2		2		1	1	2		020 000014 3				
15 Francis, Eddi		15 R	0	4	0	3	9	4	2	2		2		2	2	2		017 000015 4				

"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

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

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

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

You will have copies of a letter from the U.S. Department of Agriculture authorizing the release of the NSLP data. It is included in Appendix 1 of this manual.

5.8.1.3 Fill in the Box for Title I Status

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

5.8.1.4 Fill in the Box for New Enrollee Status

A New Enrollee Listing Form for each school that successfully E-Files is included in your materials. The purpose of the New Enrollee Listing Form is to keep track of all students who enrolled in the selected age level after the master list was prepared so that these students have a chance of selection in the assessment.[1] All students selected in the original sample will have a ***2*** in column N indicating they are part of the original sample of students. Any student who enrolled since the original list of students was submitted to NAEP or any student who was inadvertently left off the original list, will be sampled to determine whether or not the student should be added to the Administration Schedule.

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

You will record a ***1*** in column N for each student selected from the new enrollee sample and added to the Administration Schedule. The new enrollee sampling process is described in section 5.9.

5.8.1.5 Identify and Eliminate Withdrawn and Ineligible Students

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

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

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

5.9 Select Sample of Newly Enrolled Students

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

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

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

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

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

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

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

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

Exhibit 5-9 Administration Schedule With All Information Recorded

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**
RM0901	0001 0002

NAEP 2003-2004
Long-Term Trend
Administration Schedule

The Nation's Report Card NAEP

School #: 511-001-2 Age: 9
School Name: WASHINGTON ELEMENTARY
Administrator's Name:

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

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

If Makeup Needed
Makeup Held ○ Makeup Not Held ○

Bundle #'s
0001
0002

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
RM0901

Column Indicators: "A" "B" "C" "D" "E" "F" "G" "H" "I" "J" "K" "L" "M" "N" "O" "P" "Q" "R" "S"

Student Name	"B" Homeroom or Other Locator	"C" Line # Subject	"D" Grade	"E" Birth Date Month	"E" Birth Date Year	"F" Sex 1=Male 2=Female	"G" SD 1=Yes 2=No	"H" Final SD Code	"I" LEP 1=Yes 2=No	"J" Final LEP Code	"K" Race/ Eth.	"L" School Lunch	"M" Title I 1=Yes 2=No	"N" New Enrollee 1=Yes 2=No	"O" Original Booklet ID #	"P" Accommodation Booklet ID #	"Q" Admin. Code	"R" Observ Race
01 GALLOWAY, BENJAMIN		01 M	04	01	94	1	2		2		1	1	2		131 000001 0			
02 DORMAN, NATHANIEL		02 R	04	02	94	1	2		2		1	1	2		001 000002 1			
03 STEARNS, COURTNEY		03 R	04	03	94	2	2		2		1	1	2		002 000003 2			
04 MICHAEL, BRENDAN		04 R	04	04	94	1	1		2		2	2	2		004 000004 3			
05 BUSCH, KATELYNNE		05 R	04	05	94	2	2		1		1	1	2		090 000005 4			
06 RIOS, MARAH		06 R	04	06	94	2	2		1		3	3	2		015 000006 5			
07 BARRON, ANDRE		07 M	04	07	94	1	2		2		2	2	1		196 000007 6			
08 GARCIA, ANISSA		08 M	04	08	94	2	2		1		3	3	2		135 000008 7			
09 VOGEL, KAMRYN		09 M	03	09	94	2	2		2		1	1	2		132 000009 8			
10 VOGEL, TAITON		10 M	03	10	94	1	2		2		2	2	2		133 000010 9			
11 GRIFFIS, BLAYZE		11 M	03	11	94	1	2		2		2	2	2		196 000011 0			
12 SMITH, HAILEY		12 R	03	12	94	2	2		2		1	1	2		012 000012 1			
13 HENRY, JACOB		13 R	04	01	94	1	2		2		1	1	2		015 000013 2			
14 COLE, KIM		14 R	04	02	94	2	2		2		1	1	2		020 000014 3			
15 FRANCIS, EDDI		15 R	04	03	94	2	2		2		2	2	2		017 000015 4			

"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

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

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

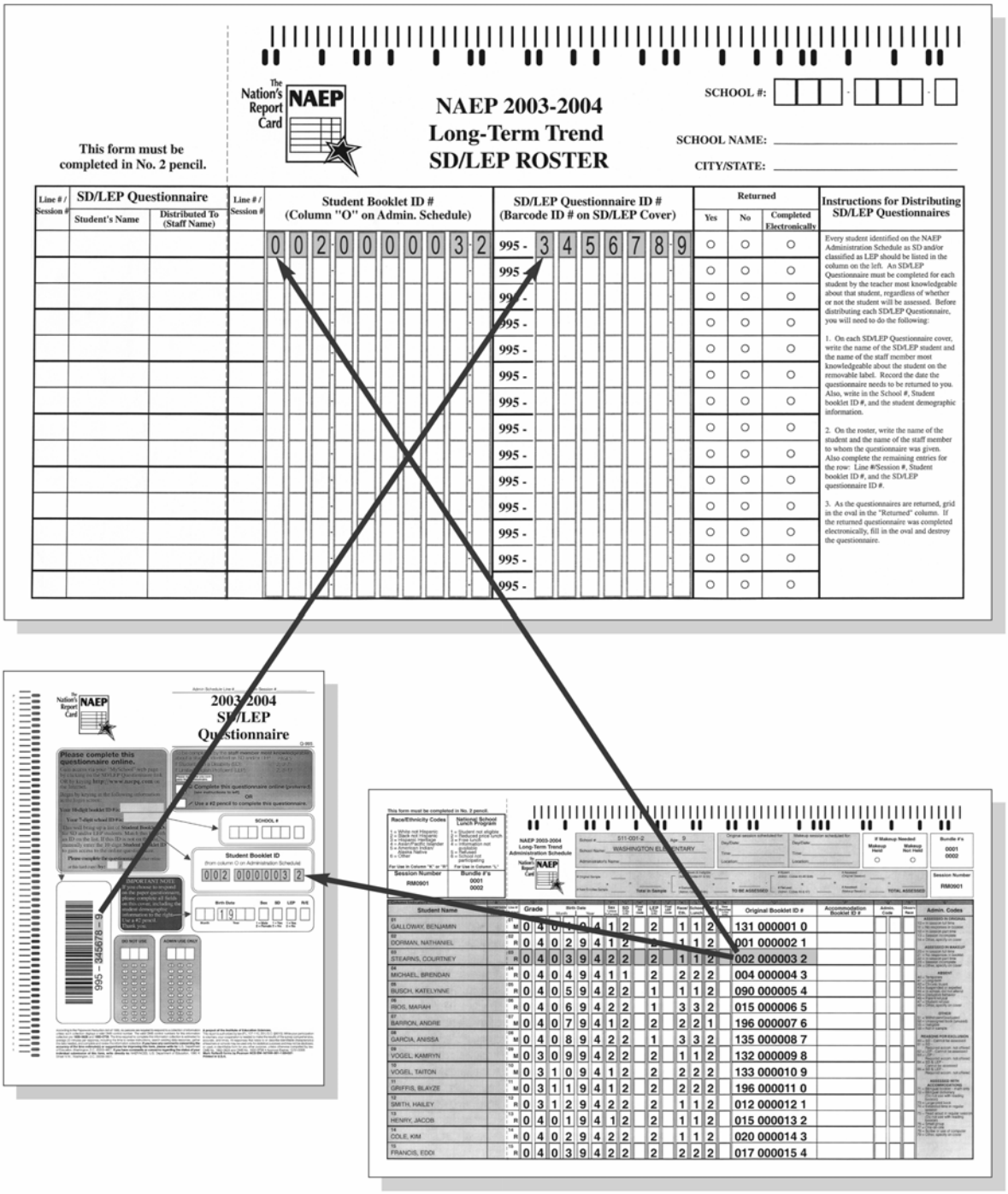
For every student identified on the Administration Schedule as SD and/or classified as LEP, an SD/LEP Questionnaire must be filled out by the staff member most knowledgeable about that student. A questionnaire should be completed for each student, regardless of whether or not that student will be assessed. The SD/LEP Questionnaire can be completed online or in the hard-copy version. The online questionnaire is located on the MySchool web site at **www.mynaep.com** and at **www.NAEPQ.com**. During the visit, you will need to encourage the coordinator to give the questionnaire to the appropriate person. You should remind the school coordinator that you will need all completed questionnaires the day of the assessment.

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

You should enter the following information on each **SD/LEP Questionnaire cover (Exhibit 5-10):**

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

Exhibit 5-10 SD/LEP Roster, Questionnaire Cover, And Administration Schedule



You will enter the following on the SD/LEP **Roster:**

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

When you collect the completed questionnaires on assessment day (discussed in more detail in Chapter 6), you will need to record how each questionnaire was completed in the ***Returned*** column on the Roster. You will also need to remove the label bearing the student's name from the questionnaire cover prior to shipping the material back to NCS Pearson. If there is any information missing from the cover or Roster, you will need to enter it after the assessment.

5.11 Determine Student Accommodations with School Staff

Next, you should go through each Administration Schedule containing students selected for the reading/math LTT session (RM) and point out the students with a ***1*** in columns **G** or **H**, indicating they are SD, or **I** or **J,** indicating they are LEP. You will review each student with an SD and/or LEP classification with the school coordinator to determine whether the student can be assessed in the regular session with or without accommodations, assessed in a separate session, or not assessed at all. If the student can be assessed with an accommodation, you will enter the appropriate code in Column Q on the Administration Schedule.

Note: Accommodations will <u>not</u> be offered for the math bridge sessions (MB & MA) and the reading bridge sessions (RB); however, SD/LEP questionnaires must still be completed for students as SD or LEP.

The original list of students from which the sample was selected included all students in the age group, regardless of whether or not they could participate. Exhibit 5-11 is the Criteria for Inclusion that schools should use whenever there is doubt about the accessibility of a selected student. NAEP also provides you with a list of the accommodations allowed by NAEP (Exhibit 5-12) to help the coordinator determine appropriate student accommodations for NAEP. You should refer to this list when discussing student accommodations with the school coordinator.

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

5.11.1 Frequently Asked Questions Regarding SD and LEP Students

Who Are the Limited English Proficiency Students?

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

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

Exhibit 5-11 Criteria For Including Students (Page 1)

NAEP 2003-2004 LONG-TERM TREND

CRITERIA FOR INCLUDING STUDENTS WITH DISABILITIES AND STUDENTS WITH LIMITED ENGLISH PROFICIENCY IN NAEP ASSESSMENTS*

NAEP has developed strict criteria for all schools around the country to use whenever there is doubt about the accessibility of a selected student. For the assessments to be comparable within states and across states, it is very important that all schools adhere to these criteria.

1. Students with Disabilities

A student identified on the Administration Schedule as having a disability (SD), that is, a student with an Individualized Education Plan (IEP) or equivalent classification, **should be included** in the NAEP assessment **unless**:

- The IEP team or equivalent group has determined that the student cannot participate in assessments such as NAEP, **OR**
- The student's cognitive functioning is so severely impaired that he or she cannot participate, **OR**
- The student's IEP requires that the student be tested with an accommodation that NAEP does not permit, and the student cannot demonstrate his or her knowledge of reading or mathematics without that accommodation.

2. Students with Limited English Proficiency

A student who is identified on the Administration Schedule as limited English proficient (LEP) and who is a native speaker of a language other than English **should be included** in the NAEP assessment **unless**:

- The student has received reading or mathematics instruction primarily in English for **less than 3** school years including the current year, **AND**
- The student cannot demonstrate his or her knowledge of reading or mathematics in English even with an accommodation permitted by NAEP.

3. Consult with School Staff

The decision regarding whether any of the students identified as SD or LEP cannot be included in the assessment should be made in consultation with knowledgeable school staff. The following questions in the SD/LEP Questionnaire also pertain to this decision:

- Students with disabilities: Questions 3 and 8 through 14.
- Students with limited English proficiency: Questions 16, 17, and 21 through 24.

WHEN THERE IS DOUBT, INCLUDE THE STUDENT*.

SEE BACK FOR FURTHER EXPLANATION AND LIST OF THE OFFERED ACCOMMODATIONS

* FOR LONG-TERM TREND READING AND MATHEMATICS (RM) SESSIONS ONLY.

Exhibit 5-11 Criteria For Including Students (Page 2)

FURTHER EXPLANATION FOR LEP STUDENTS

The phrase "less than 3 school years including the current year" means 0, 1, or 2 school years. Therefore, in applying the criteria, you should perform the following:

Include **without any accommodation all LEP students who have received reading or mathematics instruction primarily in English for 3 years or more and those who are in their third year;**

Include **without any accommodation all other LEP students who can demonstrate their knowledge of reading or mathematics without an accommodation;**

Include **and provide accommodations permitted by NAEP to other LEP students who can demonstrate their knowledge of reading or mathematics only with those accommodations; and**

Exclude **LEP students ONLY** if they cannot **demonstrate their knowledge of reading or mathematics even with an accommodation permitted by NAEP.**

ACCOMMODATIONS MOST FREQUENTLY OFFERED BY NAEP

Reading Sessions

Large-print booklet (73)

Extended time in regular session (74)

Small group (76)

One-on-one (77)

Scribe or use of a computer – used to record answers (78)

Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment if provided by the school (79)

Mathematics Sessions

Bilingual booklet (71)

Bilingual dictionary (72)

Large-print booklet (73)

Extended time in regular session (74)

Read aloud in regular session (75)

Small group (76)

One-on-one (77)

Scribe or use of computer – used to record answers (78)

Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment if provided by the school (79)

Exhibit 5-12. Accommodations Allowed in NAEP Assessments

Accommodations Allowed in NAEP Assessments

NAEP: Accommodations in the testing environment or administration procedures are provided for students with disabilities and students with limited English proficiency. Below is a list of accommodations and the status of their use on NAEP. **For LTT these accommodations are only offered in the new Operational and Pilot test sessions (RM).**

	NAEP	
Accommodation	Reading	Mathematics
Presentation Format		
Explanation of directions	Yes	Yes
Oral reading in English	No	Yes
Oral reading in native language	No	No
Person familiar to student administers test	Yes	Yes
Translation of directions into native language	No	No
Translation of test into native language	No	No
Bilingual (Spanish) version of test	No	Yes
Repeat directions	Yes	Yes
Large Print	Yes	Yes
Bilingual dictionary without definitions	No	Yes
Setting Format		
Alone in study carrel	Yes	Yes
Administer test in separate room	Yes	Yes
With small groups	Yes	Yes
Preferential seating	Yes	Yes
Special lighting	Yes	Yes
Special furniture	Yes	Yes
Timing/Scheduling		
Extended testing time (same day)	Yes	Yes
More breaks	Yes	Yes
Extending sessions over multiple days	No	No
Response Format		
Braille writers (if provided by school)	Yes	Yes
Word processors or similar assistive device	Yes	Yes
Write directly in test booklet	Yes	Yes
Tape recorders	No	No
Scribes	Yes	Yes
Answer orally, point to answer	Yes	Yes
One-on-one administration	Yes	Yes
Other Accommodations		
Braille edition of assessment	No[1]	
Audio tape administration of assessment	No	
Calculator	No	
Abacus	No	
Arithmetic tables	No	
Graph paper	No	
Responses in native primary language	No	
Thesaurus	No	
Spelling and grammar checking software and devices	No	
Signing directions or answers	No[1]	

[1]Not provided by NAEP, but school, district, or state may provide after fulfilling NAEP security requirements.

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

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

Who Are the Students with Disabilities?

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

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

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

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

school and has persistent problems in learning and behaving appropriately in school. His problems are primarily academic and social or behavioral.

What Is an Individualized Educational Plan (IEP)?

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

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

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

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

During the visit, you will need to enter an Administration Code for all students in the reading/math LTT session who require an accommodation. This code will indicate the specific accommodation the student must receive on assessment day. The Administration Codes for students who require accommodations are listed in Exhibit 5-13 and are also printed in column **S** of the Administration Schedule. Accommodations are described in detail in Section 5.11.3.

In all NAEP schools, accommodations will be offered, as necessary, for students with disabilities or limited English proficiency who are selected for the reading/math LTT operational and pilot tests. The accommodation(s) each student receives must be specified in his/her IEP or routinely used in testing the student. These accommodations include, but are not limited to the following: extended time, one-on-one testing, small group testing, reading aloud to the student, bilingual dictionary (not available in

the reading assessment), use of a scribe or computer to record answers, bilingual booklets (not available in the reading assessment), and large-print booklets. Students who require large print or bilingual booklets or read aloud in small group accommodations may need to use a special accommodation assessment booklet. Brief descriptions of the accommodations most frequently provided by NAEP follow.

5.11.3 Accommodations Most Frequently Provided By NAEP

Reminder: Accommodations will <u>not</u> be offered for the math bridge sessions (MB & MA) and the reading bridge sessions (RB).

- **Bilingual mathematics booklet** (Admin. Code ***71***) – NAEP has special bilingual mathematics booklets at ages 9 and 13 available for students whose IEP requires one. When a bilingual booklet is open, generally one page will be in Spanish and the facing page will contain the same directions/questions in English. The bilingual booklets consist of a set of 3 books packaged together. Book 1 will contain general directions and cognitive block 1; the second book will contain cognitive block 2; and the third book will contain cognitive block 3 and the background questions. Students will be able to answer on either the Spanish or English side; they will not be penalized if they answer some questions in Spanish and others in English. Because the directions are read out loud in Spanish, students using bilingual booklets will need additional time and should be administered the assessment in separate sessions. During the preassessment visit or call, you should arrange to have someone at the school who is proficient in Spanish read the Spanish script unless you have a bilingual team member. This script will be packaged with the bilingual mathematics booklet. You will not receive bundles of bilingual booklets in your bulk supplies from NCS Pearson. If bilingual booklets are needed, call NCS Pearson to request them. You must account for all bilingual booklets that you receive from NCS Pearson.

  The bilingual booklet accommodation is only available to students who are being assessed in the reading/math operational and pilot tests for math (RM). Therefore, if a student requires a bilingual booklet as an accommodation, you must first check the subject column ***C*** on the Administration Schedule to be sure the student has an ***M*** (math) next to his/her name. If the student does not have an ***M,*** then he/she must be coded with a ***63 (LEP- Required accommodation not offered)*** or a ***65 (SD and LEP–Required accommodation not offered).***

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

  The bilingual dictionary accommodation is NOT allowed with reading booklets. Therefore, if a student requires a bilingual dictionary as an accommodation, you must

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

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

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

- **Extended time in regular session** (Admin. Code ***74***) – Some students may not react well under pressure or may have a disability that requires them to take longer than other students to complete tasks. Any student whose IEP requires an extended-time accommodation may be assessed during the regular session. He/she will be timed with the others but will be told that following the session he/she may go back and continue working on the cognitive sections. The only limit for extended time is that the student may not take more than three times the regular time allocated for a particular section of the booklet.[2]

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

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

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

  In a small group, all students who require a read-aloud accommodation will be given the same booklet version number for ease of administration. For these cases, NAEP has special read-aloud booklets to use in math small group sessions. Read-aloud booklets will be prepackaged in bundles of five booklets. If there is only one student who requires the small group read-aloud accommodation, use the student's originally assigned booklet. When there is more than one student, you should take the necessary number of booklets—in sequential order—from the read-aloud small group

[2] It is unlikely that students will require much more time than the regular session allows because of the difficulty of the items and because NAEP is not a "speeded" test.

accommodation booklet bundles. The original booklet and the special read-aloud booklet for each student must be accounted for and returned to NCS Pearson. Extra booklets provided to accommodate the AA in reading to students must be returned as well.

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

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

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

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

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

- **One-on-one** (Admin. Code *77*) – Some students have IEPs that require testing in a one-on-one environment. These students may have physical disabilities impeding their ability to write responses to the questions. They may take tests with the aid of a facilitator who records their responses for them and perhaps reads questions to them. If a student regularly works with a facilitator provided by the school, then that person should be available for the assessment. Otherwise, you can serve as the facilitator. Note that in reading sessions, the questions and passages cannot be read to the student.

- **Scribe or use of computer** (Admin. Code ***78***) – If a student's IEP requires the use of a scribe or computer to record answers under regular testing situations, it will be allowed for the NAEP assessment. However, the student will not be allowed to use the spell-check function on the computer. The student will need to use his/her own computer or one provided by the school. NAEP will not provide computers.

- **Other, specify on cover** (Admin. Code ***79***) – Some accommodations not listed above may be required by the IEP of the students sampled for the assessment. For instance, some hearing-impaired students may require the administrator to wear a small microphone or a deaf student may require a sign language interpreter. These types of accommodations are also allowed by NAEP as long as the school can provide the

required equipment and/or personnel. If a student requires an accommodation that has not been mentioned and you have some doubt as to whether to allow the accommodation, you should call your NAEP field manager for guidance. After the session, note on the front cover of the booklet the type of accommodation offered.

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

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

Students who are accommodated often require more than one accommodation. For example, a student requiring one-on-one testing may also require extended time or help recording answers. For this reason, NAEP has developed codes for the primary and the acceptable additional accommodations we expect will be used. This means that only one administration code will be used for the student even though he/she may be receiving several accommodations, as shown in the chart below.

Exhibit 5-13 NAEP Accommodation Administration Codes

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

NOTE: For a student who requires extended time (whether it is a primary or secondary accommodation), it is important that the total time the student took for the three **cognitive sections** be recorded on the front cover of the student's booklet. It will be the AA's responsibility to keep track of this and note it in the three boxes labeled **TOTAL TIME FOR ACCOMMODATION** after the session. The only limit for extended time is that the student may not take more than three times the regular time allocated for a particular section of the booklet. If the student did not use extra time, the AA should record the regular time allowed for the cognitive sections in these boxes. For all three ages, the regular time allowed is 45 minutes (15 minutes per cognitive section).

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

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

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

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

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

60 = SD – Cannot be assessed

61 = SD – Required accommodation not offered

62 = LEP – Cannot be assessed

63 = LEP – Required accommodation not offered

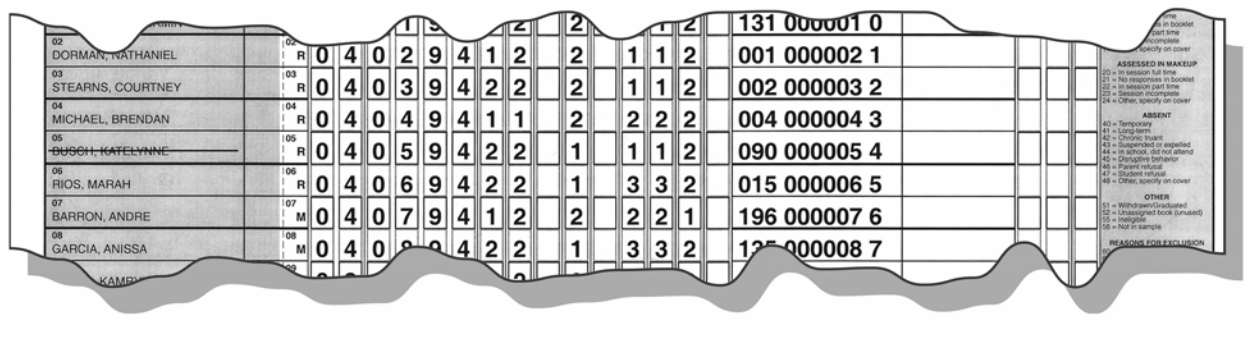
64 = SD and LEP – Cannot be assessed

65 = SD and LEP – Required accommodation not offered

Codes 60, 62, and 64 apply to students whose IEP states they cannot be tested or whose cognitive functioning is so limited that they cannot be tested even with an accommodation. Codes 61, 63, and 65 apply to students requiring an accommodation that NAEP does not offer or allow. You will also use codes 61, 63, and 65 for students who require an accommodation and have been selected for math bridge (**MA** or **MB**) or reading bridge (**RB**) sessions where **no accommodations will be offered**.

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

Exhibit 5-14 Administration Schedule Example



5.12 Confirm Date, Time, and Location for Each Session

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

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

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

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

5.13 Notify Teachers and Students

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

Your Westat supplies will include a supply of Student Appreciation Certificates and Teacher Notification Letters. A **Teacher Notification Letter** should be prepared for the school coordinator's use

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

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

5.14 Verify Notification Letter Sent to Parents

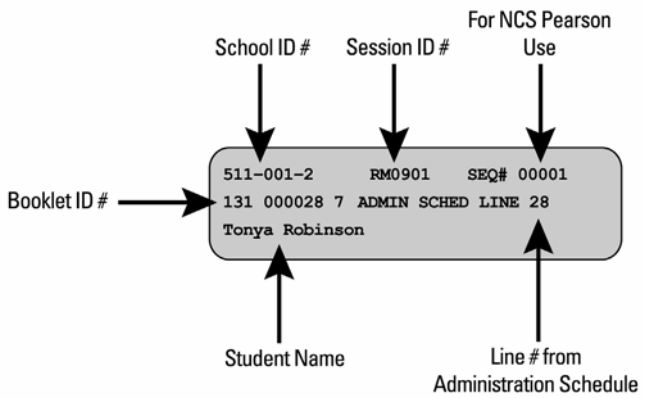
The No Child Left Behind Act requires that the parents of students selected for NAEP assessments be notified in writing that their child maybe or has been selected for assessment and that participation is voluntary. The manner in which parents are notified will be determined by states, districts, or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

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

5.15 Prepare Labels for Assessment Booklets

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

Exhibit 5-15 Student ID Label



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

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

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

5.16 Encourage Staff to Remain in Room During Assessment

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

5.17 Leave Contact Information with the School Coordinator

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

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

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

5.18 Leave the School Storage Envelope with the School Coordinator

Before leaving the school, place the Administration Schedules and SD/LEP Roster in the NAEP Storage Envelope and give it to the school coordinator to keep until assessment day. NOTE: Be sure to record accommodation needs prior to leaving the administration schedule in the school.

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

5.19 Complete These Tasks after the Preassessment Visit

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

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

5.20 Prepare an AA Assessment Information Form for each AA

Effective communication between you and your AAs is crucial to NAEP's success. The Assessment Information Form (Exhibit 4-2) has been developed for Supervisors to communicate specific information to the AAs about their assignment. After each preassessment visit you will prepare an Assessment Information Form for each AA whom you assign to conduct a session in the school. The form will contain the following:

- The school name and NAEP ID;
- The school address and telephone number;
- The assessment date and time;
- The session number to which the AA is assigned;

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

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

5.21 Verify Assessment Materials

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

5.21.1 Check Materials

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

Bulk Materials Shipments from Westat

The following items will be shipped to you from Westat.

Gaining Cooperation Materials:

School Control Form	Summary of NAEP Activities public & non-public	NAEP Press Release
Data Collection Forms	My School Brochure	Refusal Form
Dept. of Agriculture Letter	Data Collection	Special Situation Form
School Letters-public & non-public	Demonstration Booklet*	
Endorsement letters	Teachers' Guide, 2004	
Parent Notification Letter		

Sampling and Assessment Materials:

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

Administrative and General Materials:

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

Personnel Forms:

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

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

Materials from NCS Pearson – Bulk Supplies

Your bulk supplies from NCS Pearson will include a supply of read-aloud accommodation booklets. You must account for all of the accommodation booklets that you receive in your bulk supplies. If you discover during your preassessment contact that you will need additional booklets for reading/math LTT sessions, you must contact NCS Pearson to place an order. Since the session size for Bridge Math Tape and Bridge Reading sessions are set, session boxes should always contain sufficient booklets for the number of selected students.

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

Large-print and bilingual booklets will not be included in your bulk supplies. You will need to order them from NCS Pearson on an as-needed basis. The bulk supplies you will be receiving from NCS Pearson in the fall, winter, and spring are listed in Exhibits 5-16 through 5-18.

5.21.2 Materials from NCS Pearson – School Materials

Assessment booklets for all LTT sessions will be packaged in bundles of 14 booklets for age 9 and 16 booklets for ages 13 and 17. Each session box will contain two bundles of booklets. A numbered Bundle Slip (Exhibit 5-13) will be shrink-wrapped with each bundle. The five-digit ***Bundle* #** on the slip should match the five-digit number printed in the ***Bundle* #** boxes in the upper left and upper right of the Administration Schedule.

Each Bundle Slip will list the three-digit prefixes of the booklets contained in the bundle. These prefixes should match the prefixes printed on the Administration Schedule, as shown on the next page. For math bridge sessions, the bundle slip will also indicate the specific cassette tape required for administering the session.

Exhibit 5-16. Bulk Supply Packing List – Fall

Ship To: Supervisors **Region # 1** **Page 1**

Seq# 1

Method: UPS

Date: 9/22/03

Qty.	Units	Inventory #	Description
1	Each	NA00000392	*Tape Dispenser
2	Roll(s)	NA00000391	*Sealing Tape Rolls
6	Each	NA00002262	*Digital Timer
2	Pkg (s)	NA00000018	*AA Batteries (set of 4)
2	Each	NA00002274	*Tape Recorders
2	Each	NA00000565	Tape, Stimulus, BK M197, Age 13
2	Each	NA00000566	Tape, Stimulus, BK M198, Age 13
20	Each	NA00000336	*Supplemental Shipping Envelopes
25	Each	NA00000305	*Rubberbands
5	Each	NA00008387	*10x13 Ziplock Bags
5	Each	NA00002271	*Sign "Do Not Disturb"
25	Each	NA00000691	*Form, Materials Request, LTT
25	Each	UPSARSFRM	*Form, UPS ARS Fax
2	Label (s)	BLKLBLS	UPS ARS Labels - bulk only
8	Box(s)	NA02300022	*#2 Pencils - 144 per gross
1	List	SCRLIST	Bulk Security Checklist
1	Bundle(s)	NA00000537	TB, Age13, Read/Math, Bndl
1	Bundle(s)	NA00000538	TB, Age13, M197T, Bndl
1	Bundle(s)	NA00000539	TB, Age13, M198T, Bndl
1	Bundle(s)	NA00000540	TB, Age13, Reading Bridge, Bndl
1	Bundle(s)	NA00000548	TB, Age13, M131, Read Aloud, 5's
1	Bundle(s)	NA00000549	TB, Age13, M132, Read Aloud, 5's
1	Bundle(s)	NA00000550	TB, Age13, M133, Read Aloud, 5's

Instructions for returning Bulk materials to NCS Pearson:

1. Please keep the asterisked materials. The other (non-asterisked) materials are age-specific and should be returned at the end of that age-specific administration period. Please return **all** materials at the end of the assessment period in May.
2. Please return the materials in the same boxes as received in.
3. Only use return mailing labels listed above to return your bulk supplies. Do not use for session materials.

Exhibit 5-17 Bulk Supply Packing List – Winter

Ship To: Supervisors **Region # 1** **Page 1**

Seq# 1

Method: UPS

Date: 12/19/03

Qty.	Units	Inventory #	Description
2	Roll(s)	NA00000392	*Sealing Tape Rolls
2	Pkg (s)	NA00000018	*AA Batteries (set of 4)
2	Each	NA00000567	Tape,Stimulus, BK M197, Age 9
2	Each	NA00000568	Tape,Stimulus, BK M198, Age 9
20	Each	NA00000336	*Supplemental Shipping Envelopes
25	Each	NA00000305	*Rubberbands
25	Each	NA00000691	*Form, Materials Request, LTT
25	Each	UPSARSFRM	*Form, UPS ARS Fax
2	Label (s)	BLKLBLS	UPS ARS Labels - bulk only
8	Box(s)	NA02300022	*#2 Pencils - 144 per gross
1	List	SCRLIST	Bulk Security Checklist
1	Bundle(s)	NA00000541	TB, Age9, Read/Math, Bndl
1	Bundle(s)	NA00000542	TB, Age9, M197T, Bndl
1	Bundle(s)	NA00000543	TB, Age9, M198T, Bndl
1	Bundle(s)	NA00000544	TB, Age 9, Reading Bridge, Bndl
1	Bundle(s)	NA00000551	TB, Age9, M131, Read Aloud, 5's
1	Bundle(s)	NA00000552	TB, Age9, M132, Read Aloud, 5's
1	Bundle(s)	NA00000553	TB, Age9, M133, Read Aloud, 5's

Instructions for returning Bulk materials to NCS Pearson:

1. Please keep the asterisked materials. The other (non-asterisked) materials are age-specific and should be returned at the end of that age-specific administration period. Please return **all** materials at the end of the assessment period in May.
2. Please return the materials in the same boxes as received in.
3. Only use return mailing labels listed above to return your bulk supplies. Do not use for session materials.

Exhibit 5-18 Bulk Supply Packing List – Spring

Ship To: Supervisors **Region # 16** **Page 1**

Seq# 1

Method: UPS

Date: 9/22/03

Qty.	Units	Inventory #	Description
2	Roll(s)	NA00000391	Sealing Tape Rolls
2	Pkg (s)	NA00000018	AA Batteries (set of 4)
2	Each	NA00000569	Tape, Stimulus, BK M197, Age 17
20	Each	NA00000336	Supplemental Shipping Envelopes
25	Each	NA00000305	Rubberbands
25	Each	NA00000691	Form, Materials Request, LTT
3	Label (s)	BLKLBLS	UPS ARS Labels - bulk only
8	Box(s)	NA02300022	#2 Pencils - 144 per gross
1	List	SCRLIST	Bulk Security Checklist
1	Bundle(s)	NA00000545	TB, Age17, Read/Math, Bndl
1	Bundle(s)	NA00000554	TB, Age17, M131, Read Aloud, 5's
1	Bundle(s)	NA00000555	TB, Age17, M132, Read Aloud, 5's
1	Bundle(s)	NA00000556	TB, Age17, M133, Read Aloud, 5's

Instructions for returning Bulk materials to NCS Pearson:

1. Please keep the asterisked materials. The other (non-asterisked) materials are age-specific and should be returned at the end of that age-specific administration period. Please return **all** materials at the end of the assessment period in May.
2. Please return the materials in the same boxes as received in.
3. Only use return mailing labels listed above to return your bulk supplies. Do not use for session materials.

After the completion of each preassessment visit, open the school's session box (es) and check that the bundle numbers on the Administration Schedule(s) match those included in the shipment. Then, check the materials in your shipment against the packing lists and Administration Schedule to see that you have sufficient supplies. Exhibit 5-19 shows the list of materials included for each age specific session type.

Exhibit 5-19. Session Materials

Age 9 Schools	
Quantity	Item
2 Bundles	Age 9 session appropriate Booklets (14 per bundle; 28 total booklets)
1	Sign **Testing in Progress – Do Not Disturb**
2	Rubber Bands
28	Preprinted Student ID Labels
1	Return Shipment Label

Age 13 Schools	
2 Bundles	Age 13 Session appropriate Booklets (16 per bundle; 32 total booklets)
1	Sign **Testing in Progress – Do Not Disturb**
2	Rubber Bands
32	Preprinted Student ID Labels
1	Return Shipment Label

Age 17 Schools	
2 Bundles	Age 17 session appropriate Booklets (16 per bundle; 32 total booklets)
1	Sign **Testing in Progress – Do Not Disturb**
2	Rubber Bands
32	Preprinted Student ID Labels
1	Return Shipment Label

5.21.3 Request Additional Materials, if Necessary

As supervisor, you are responsible for checking that there are sufficient numbers of materials for each assessment in your region. If you discover that you need additional materials, you should first use the extra materials sent in your bulk supplies. If you deplete your bulk supplies, or if you need to request

booklets, you should contact NCS Pearson. First complete the Materials Request Form (Exhibit 5-21)that is included in your bulk supplies. You may then call, fax, or email NCS Pearson:

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

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

NAEP Warehouse

Contact: (Mr.) Shannon Whitmarsh

Address: NAEP Warehouse GA W-20
9270 Gaither Road
Gaithersburg, MD 20877
Email: NAEPWarehouse@Westat.com
Tel: 301-330-7079
Fax: 301-330-7063

Hours: 9:00 am to 5:00 pm Eastern Time

5.21.4 AA Checklist for One Session School or Makeup

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

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

AA Checklist for One Session School or Makeup

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

BEFORE ARRIVAL:

- ❑ Verify with supervisor that parents have been notified.

UPON ARRIVAL:

- ❑ Locate school coordinator and/or NAEP Storage Envelope. Ask if there are any new parent refusals.
- ❑ Prepare booklets, check timer, pencils, tape recorder and cassette if administering a tape session.
- ❑ Conduct session using script and/or pace tape.

AFTER SESSION:

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

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

Exhibit 5-21 NCS Pearson Materials Request Form

2003/2004 NAEP LONG-TERM TREND MATERIALS REQUEST FORM

Fax Number: 1-888-627-8842 ***E-mail Address: ncsnaep@pearson.com** ***Phone Number: 1-888-627-NAEP (6237)**

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

Name: _____ Region #_____

Ship To Address: _____

STREET ADDRESS (Do not use a P.O. Box) *CITY, STATE, ZIP CODE*

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

Quantity	Units	Description	Quantity	Units	Description
AGE 13 - FALL			**AGE 17 - SPRING**		
		Fall – Read/Math			**Spring – Read/Math**
	Bndl of 16	TB, Age 13, Read/Math		Bndl of 16	TB, Age 17, Read/Math
		Fall – Math Bridge (Tape 1)			**Spring – Math Bridge (Tape 1)**
	Bndl of 16	TB, Age 13, BK M197T		Bndl of 16	TB, Age 17, BK 197T
	Each	Tape, Stimulus, M197T, Age 13		Each	Tape, Stimulus, M197T, Age 17
		Fall – Math Bridge (Tape 2)			**Spring – Reading Bridge**
	Bndl of 16	TB, Age 13, BK M198T		Bndl of 16	TB, Age 17, Reading Bridge
	Each	Tape, Stimulus, M198T, Age 13			**Spring Accommodation Books**
		Fall – Reading Bridge		Each	TB, Age 17, BK R1, Large Print
	Bndl of 16	TB, Age 13, Reading Bridge		Each	TB, Age 17, BK M133, Large Print
		Fall Accommodation Books		Bndl of 5	TB, Age 17, BK M131, Read Aloud
	Each	TB, Age 13, BK R1, Large Print		Bndl of 5	TB, Age 17, BK M132, Read Aloud
	Each	TB, Age 13, BK M133, Large Print		Bndl of 5	TB, Age 17, BK M133, Read Aloud
	Bndl of 5	TB, Age 13, BK M131, Read Aloud			
	Bndl of 5	TB, Age 13, BK M132, Read Aloud	**ALL ROUNDS**		
	Bndl of 5	TB, Age 13, BK M133, Read Aloud			**Questionnaires/Rosters**
	Each	TB, Age 13, BK M933 - Bilingual		Bndl of 25	Questionnaires, SDLEP, LTT
AGE 9 - WINTER				Each	SD/LEP Roster, LTT
		Winter – Read/Math		Each	Administration Schedule, LTT
	Bndl of 14	TB, Age 9, Read/Math			
		Winter – Math Bridge (Tape 1)			
	Bndl of 14	TB, Age 9, BK M197T			
	Each	Tape, Stimulus, M197T, Age 9			**Miscellaneous Materials**
		Winter – Math Bridge (Tape 2)		Each	Sealing Tape Roll
	Bndl of 14	TB, Age 9, BK M198T		Each	Digital Timer
	Each	Tape, Stimulus, M198T, Age 9		Pkg. of 4	AA Batteries
		Winter – Reading Bridge		Bndl of 25	Rubberbands
	Bndl of 14	TB, Age 9, Reading Bridge		Gross(144)	#2 Pencils
		Winter Accommodation Books		Each	Tape Recorder
	Each	TB, Age 9, BK R1, Large Print		Each	Sign, "Do Not Disturb"
	Each	TB, Age 9, BK M133, Large Print		Each	Supplemental Shipping Envelopes
	Bndl of 5	TB, Age 9, BK M131, Read Aloud		Each	Materials Request Form, LTT
	Bndl of 5	TB, Age 9, BK M132, Read Aloud		Each	UPS ARS Fax Form
	Bndl of 5	TB, Age 9, BK M133, Read Aloud		Each	10x13 Ziplock Bags
	Each	TB, Age 9, BK M933 - Bilingual			

*Please use this form when ordering by email or phone.

Miscellaneous_____

TO BE COMPLETED BY NCS PEARSON *Date/Method Order Sent:*_____ Order *Entered by:*_____

6. ASSESSMENT DAY ACTIVITIES

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

6.1 Preparing for the School's Assessment

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

- Call the school coordinator a few days before the assessment to confirm the date and time of the assessment, review the assessment activities, and verify that student, parent, and teacher notification procedures are in place (If parents have not been notified, the assessment will have to be postponed.);
- Review the materials in the School Folder to ensure that you bring the correct materials for the scheduled sessions;
- Review the number, type, and scheduled start times of all sessions to verify that you have scheduled and notified enough AAs to cover all concurrently scheduled sessions; and
- Verify that you have the correct box(es) of materials from NCS Pearson for the school as well as any additional required materials that you will need.

6.2 Materials to Bring to the School

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

- Your NAEP ID Badge and spare NAEP Representative badges (Exhibit 6-1) for any AAs who may forget theirs;

- School Folder, School Data Collection Form, Instructions for Sampling New Enrollees, School Debriefing Form, and school Certificates of Appreciation;
- Session boxes from NCS Pearson specific to the school and session types assigned for the assessment;
- Student Appreciation Certificates;
- Accommodation booklets, if necessary;
- AA manual;
- This manual;
- Sharpened No. 2 pencils (from bulk supplies);
- Timers (from bulk supplies);
- "Testing In Progress – Do Not Disturb" sign;
- Blank removable student ID labels (from bulk supplies);
- Supplemental shipping envelope;
- Session Debriefing Forms (to distribute to AAs before the session);
- Tape recorder, batteries, and cassette tape for required session type (specified on session bundle slip);
- Quality Control Observation Forms;
- Office supplies necessary for preparing assessment forms and packing and shipping; and
- Other materials from your bulk supplies.

6.3 Report to the School on the Day of the Assessment

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

6.3.1 Professional Behavior and Dress

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

Fuery suggests the following proper classroom attire:

For women:

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

For men:

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

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

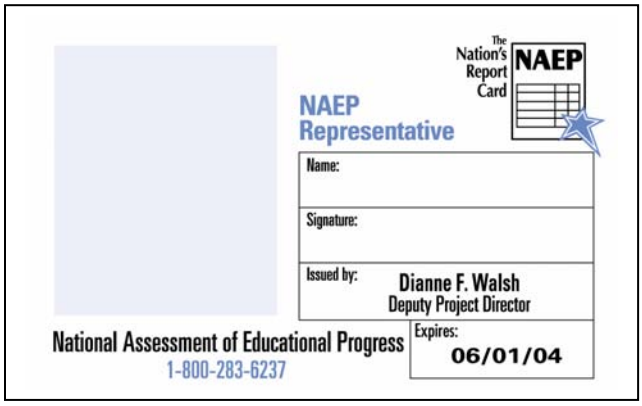
For women, low-heeled, comfortable shoes are preferred. For both men and women, make sure that the heels on your shoes are properly maintained to avoid making excess noise as you walk around the room. Experienced NAEP staff members tend to walk slightly on their tip-toes to minimize the amount of noise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

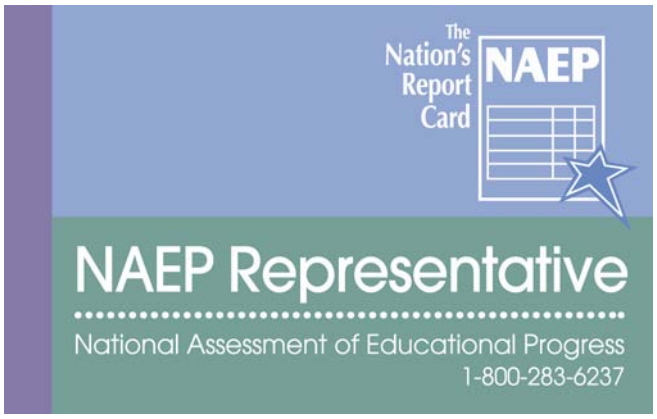
You are responsible for reviewing professional behavior and dress requirements with your staff of AAs and for making certain that they follow the requirements any time they visit schools for preassessment or assessment activities.

6.3.2 Observe School Protocol

You and your AAs should take care to park in spaces reserved for visitors or in spaces specified by the school. When arriving at the school, you must first check in at the school office, identify yourself, and explain why you are there. You should wear your NAEP Photo ID badge when you arrive at the school to help establish your authority with both school staff and students. Additionally, you should have extra AA NAEP Representative badges for any AAs who may have forgotten theirs. See Exhibit 6-1 for examples of the NAEP ID badges.

Exhibit 6-1. NAEP Supervisor and NAEP Representative Badges





6.4 Complete Initial Activities at the School

After checking in at the school office for the school coordinator and the red storage envelope, you will need to complete the following activities at the school. Ideally, these activities should be completed before the AAs arrive.

6.4.1 Obtain a Copy of the Parent Notification Letter

First, you will need to obtain a copy of the Parent Notification Letter from the school coordinator and place it in the School Folder (if you have not already done so). You will need to work with the school coordinator to determine which students should not be assessed due to parental refusals. You will enter an Administration Code of ***46*** or ***47*** in column ***Q*** for all parent and student refusals and review these entries with the AA assigned to the session. If documentation that parents have been notified about the assessment is not available, the assessment must be postponed. If there is any question about whether a method of notification is adequate, call your field manager before proceeding with the assessment.

6.4.2 Collect the SD/LEP Questionnaires

During the preassessment visit, you instructed the school coordinator to distribute all SD/LEP questionnaires to appropriate school personnel and to collect completed questionnaires by the day prior to the assessment.

You should attempt to collect all completed SD/LEP questionnaires from the school coordinator and other school personnel as necessary on assessment day. If the coordinator has not collected all the questionnaires or the questionnaires have not been completed on line at this point, encourage him/her to do so before the assessment sessions are completed.

6.4.3 Review the Administration Schedule

You will need to review the Administration Schedule(s) to make sure there are no missing data for any of the selected students. If there are any empty boxes in the columns for grade, birth date,

sex, race/ethnicity, school lunch, Title I, SD, or LEP, you will need to ask the school coordinator to provide that data before the assessment team can proceed with the preassessment activities. (See pages chapter 5 for details on completing the Administration Schedule.)

If for some reason completing the Administration Schedule will prevent the AAs from preparing the assessment booklets in time for the session to begin as scheduled, you should obtain the missing information during or after the session.

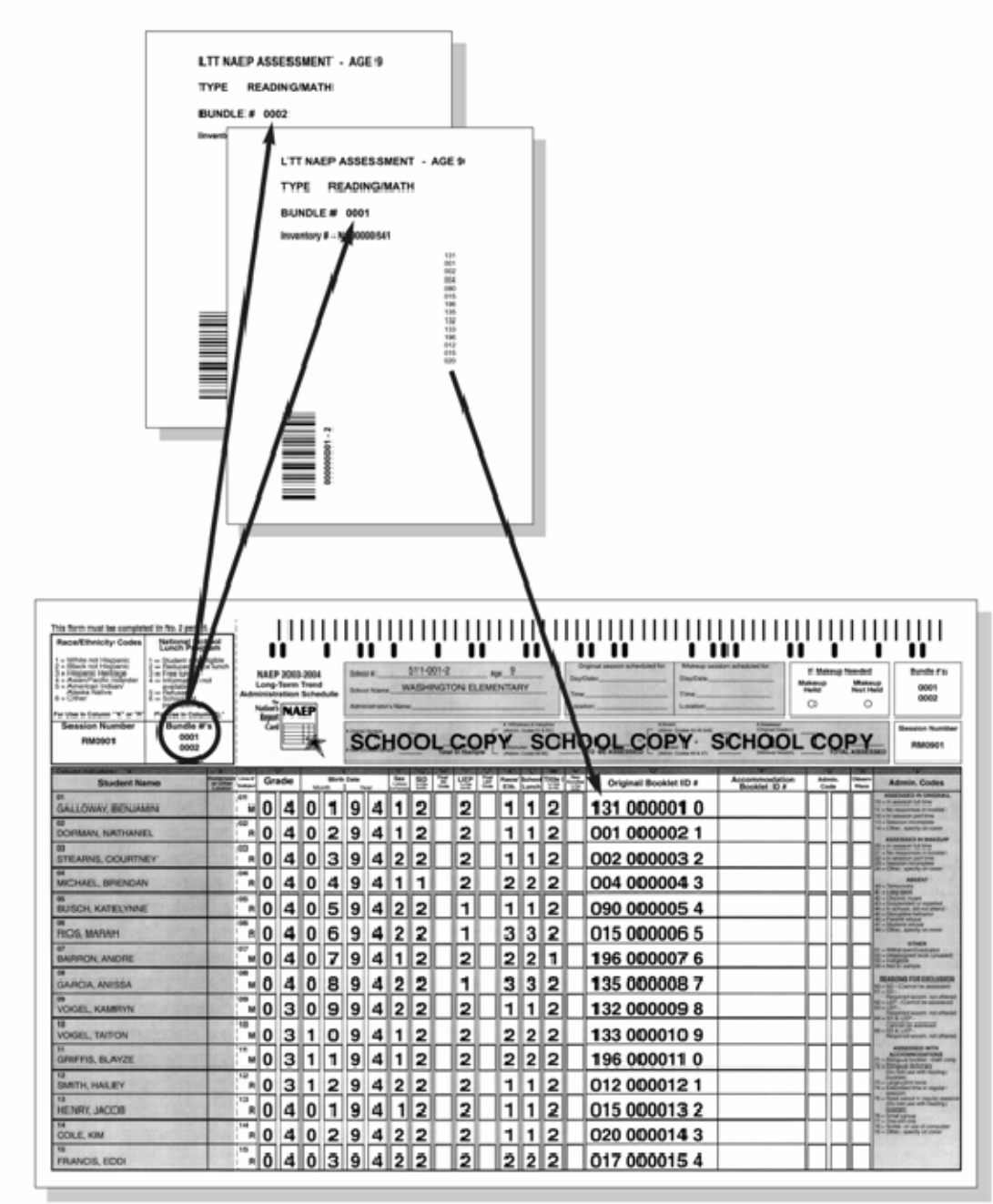
6.4.4 Assign Accommodation Booklets

You will need to review the Administration Schedule to make sure that you have entered the correct Administration Code for each student with a disability (SD) and each student with limited English proficiency (LEP) who requires an accommodation. You will then need to assign an accommodation booklet to any student who requires one based on the type of accommodation he/she will be receiving. The accommodations that require a special accommodation booklet are as follows: bilingual booklet (math only; **code 71**), large-print booklet (**code 73**), and small group (**code 76**,) where read-aloud booklets will be required to facilitate administration. (These accommodations are described in detail on pages 5-42 through 5-45)

Included in each bundle of accommodation booklets is a Bundle Slip (Exhibit 6-2) listing the ID numbers of the enclosed booklets. Booklets should be assigned in the order in which they are listed on the Bundle Slip, starting with the first student on the Administration Schedule who requires an accommodation booklet. You or the AA should enter the appropriate accommodation booklet ID number in column ***P*** labeled ***Accommodation Booklet ID #*** on the Administration Schedule to assign the accommodation booklet in place of the regular booklet preassigned in column **O**. An example of assigning an accommodation booklet is shown as Exhibit 6-2. Step-by-step directions for assigning accommodations booklets are presented in the AA manual.

Remember that accommodations are not offered in Bridge assessments. A student selected for Reading Bridge or Math Bridge who cannot be assessed without an accommodation should be excluded from the assessment and coded with the appropriate exclusion code (**code 61**-SD-required accommodation not offered, **code 63**-LEP-required accommodation not offered, or **code 65**-SD & LEP-required accommodation not offered).

Exhibit 6-2. Bundle Slip and Administration Schedule



6.4.5 Complete the Top of the Administration Schedule

After obtaining any missing information from the school coordinator, you will need to complete the first summary box at the top of the Administration Schedule, as follows:

1. The number of students in the original sample should already be entered on the line labeled **# *Original Sample.*** If not, enter the number of students originally listed on the Administration Schedule.

2. Likewise, on the line labeled **# *New Enrollee Sample***, if the number of students selected from the list of new enrollees has not been entered, you should do so now. If there are no new enrollees, or it was not necessary to draw the new enrollee sample in this school, ***0*** should be entered.

3. If not already entered, add the number of new enrollees to the number in the original sample. Enter the sum on the line labeled ***Total in Sample.***

4. On the line labeled **# *Withdrawn and Ineligible***, enter the total number of selected students who have withdrawn (or graduated) from school between the time of the preassessment visit and the assessment day (Admin. Code = **51**), and any selected students who have been found to be ineligible (Admin. Code = **55**) (e.g., foreign exchange student or not in correct age group).

5. On the line labeled **# *Excluded***, enter the total number of selected students who were excluded from the assessment by the school (Admin. Codes = **60-65**).

6. Subtract the number of withdrawn and ineligible students and the number of students excluded from the ***Total in Sample,*** and enter the sum on the line labeled ***TO BE ASSESSED.***

If there are multiple sessions at the school, make a copy of the administration schedules for each AA.

6.5 Give AAs their Session Materials

After the AAs arrive at the school, you will provide each AA with the following materials:

- The session box containing the booklet bundles appropriate to the session assigned to the AA.

- The original Administration Schedule with parent and student refusals indicated by the administration code;

- If this is a multi session school, a copy of the Administration Schedules for the other sessions in the school;

- Timer;
- Sharpened #2 pencils;
- "Testing in Progress – Do Not Disturb" sign;
- Accommodation booklets, if necessary;
- Tape recorder, batteries, and cassette tape if tape session being administered; and
- A Session Debriefing Form.

Calculators and ancillary materials are not required for any LTT sessions.

If multiple sessions are being conducted concurrently at the school, you will provide the AAs with copies of Administration Schedules for the other sessions as well. This is so that AAs can help students find the correct session to attend.

6.5.1 Distribute the Booklets to the AAs

In order to protect the security of the booklets, as a general rule, bundles of booklets are **not** to be opened until you are at the school on assessment day. In some instances, in schools where back-to-back sessions are taking place on a given day, the supervisor may decide that there will be insufficient time to complete all preassessment activities before the sessions are scheduled to begin. In these cases, you may schedule to meet with AAs the day before the scheduled assessment day to prepare the booklets. It is important to note that even if this preparation is done the day before the assessment, assessment booklets must remain with the supervisor until the day of the assessment in order to protect the security of the assessment materials.

You will receive assessment materials packed by session. Booklets for long-term trend sessions will be shrink-wrapped in bundles that will remain sealed until the morning of the assessment. Booklets will be bundled in sets of 16 at ages 13 and 17 and sets of 14 at age 9. Each session will use two bundles of booklets. Packed with each bundle will be a numbered Bundle Slip (Exhibit 6-2) listing session information and the first three digits of the booklet ID numbers contained in that bundle. These prefix numbers of the booklet IDs will match those that are preprinted in column **O** on the Administration Schedule. The Bundle Slip numbers will also match those preprinted in the upper-left and upper-right corners of the Administration Schedule. Be sure AAs open the bundles in the order indicated on the

Administration Schedule, and that they **never use booklets for any session other than those booklets specified on the Administration Schedule.**

Note that each booklet has a code in the upper-right corner (see examples on the following pages). The codes for each session type are constructed as follows:

1. **Reading and Math Operational and Pilot LTT sessions (RM)** are made up of reading booklets and math booklets spiraled together within the same session. The booklet ID numbers begin with the letter **R** or **M** to designate subject type. For reading booklets, the **R** is followed by a one to three-digit booklet version number. For math booklets, the **M** is followed by a three-digit booklet version number.

2. **Math Bridge Tape (MB or MA)** booklet ID numbers begin with **M** followed by a three-digit booklet version number and the letter **T** to indicate that the session requires the use of a paced tape for administration.

3. **Reading Bridge (RB)** booklet ID numbers begin with the letter **R** followed by a one-, two-, or three-digit booklet version number.

You should be able to recognize the booklet codes to ensure that you are distributing the correct booklets to the AA assigned for each session type. See Exhibit 6-3 for examples of booklet covers.

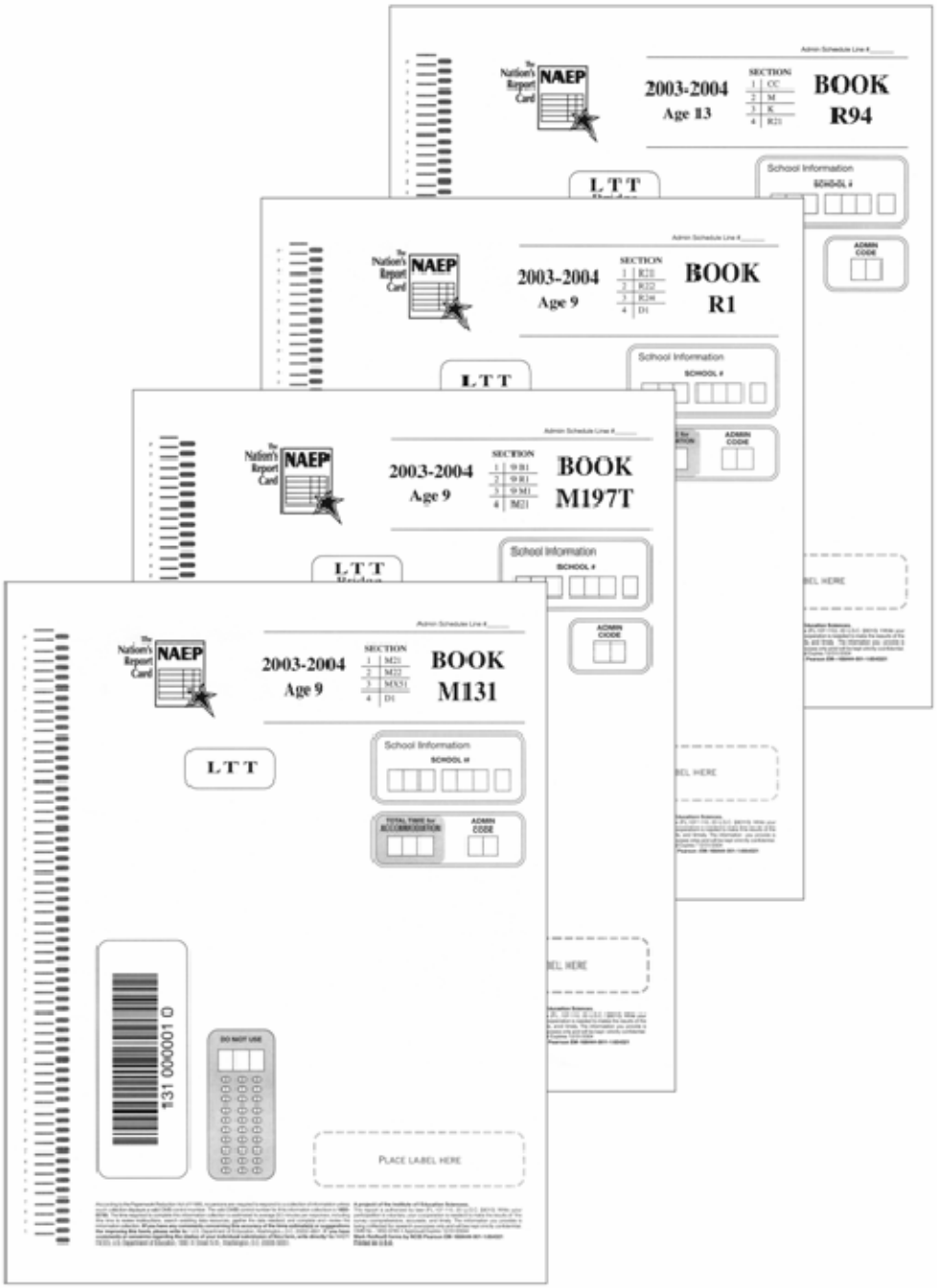
To help further distinguish the correct booklets for a session, the booklet covers are printed in different colors: age 9 in blue ink, age 13 in brown ink, and age 17 in gray/charcoal ink.

6.5.2 Provide Student ID Labels

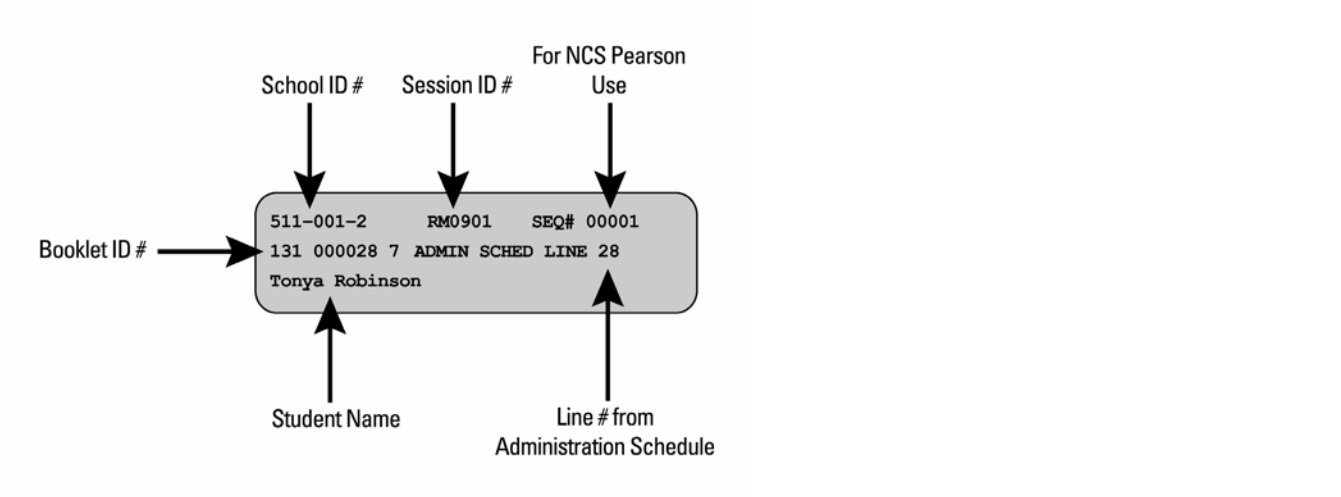
Because students' names are **never** written directly on the assessment booklets, **preprinted removable student ID labels** will be used to help AAs distribute booklets to the correct students. An example of the information contained on a student ID label is shown on page 6-13.

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

Exhibit 6-3. Booklet Cover Examples



The labels are always printed in Administration Schedule order by session. For schools whose students were sampled electronically, the labels will be shipped in the session boxes to the supervisor with the student names preprinted on them. For most of the schools, the NAEP supervisor will print the labels and give them to the AA.



6.6 Oversee the Preparation of Booklets

While it is generally the responsibility of the AAs to prepare the assessment materials for the individual sessions they will administer, you will need to supervise this process carefully to ensure that all session materials are prepared correctly and are ready for distribution before AAs go to session locations. The process is described in detail in the AA manual. Your responsibility as supervisor is summarized below:

- Verifying that AAs have the correct booklets for their session;
- For bridge math tape sessions, ensuring that the AA has the tape recorder, batteries, and the cassette tape that matches the age level being assessed and the booklet number for the assigned session type;
- Verifying that AAs are accurately affixing the preprinted removable student ID labels to the assessment booklets; and
- Verifying that AAs set aside any booklets assigned to ineligible, withdrawn, and excluded students; booklets assigned to students for whom participation has been refused and booklets assigned to any student with an accommodation booklet.

6.7 Give AAs School-Specific Instructions

Before sessions begin, you should inform the AAs about the following:

- The location for the session they will administer;
- How the students were notified of the assessment (Student Appreciation Certificate or other means);
- How the school wants students returned to their classes at the end of the session (it is important that we follow school procedure in dismissing students);
- How to call the principal's office from the assessment room in the event of an emergency; and
- Where to send a student who refuses to participate before or after the session begins.

6.8 Remind AAs to Code Column R on the Administration Schedule

As a requirement for comparing long-term trend data to data collected in previous cycles, it is necessary for the AA to observe the race of each student and assign a code from the Race/Ethnicity Codes box in the upper-left corner of the Administration Schedule. You should instruct AAs to assign the code in column **R** based solely on their personal observation, even if the code differs from that assigned by the school in column **K** or by the student in the background section.

AAs can enter the observed race code as the student comes forward to receive a booklet and pencil or the AA may circulate during the session and, using the student ID label as identification, assign the observed race codes.

You will notice that the **Observe Race** column replaces the attendance checkbox. AAs should be instructed to code attendance in columns **A** or **B** in the tear-away section of the Administration Schedule.

6.9 Your Responsibilities Immediately Before the Session

Once the AAs have received their session materials, you will need to complete the following activities:

- Encourage the school coordinator to accompany you and your AAs to the assessment locations in time for the rooms to be prepared. The school coordinator can quickly identify the assessment rooms, and his/her presence helps with introductions with teachers.

- If the assessment will be conducted in classrooms, introduce yourself and the assigned AA to each teacher, showing by words and actions that you understand you are guests in the teacher's classroom and that you appreciate the use of the classroom for the NAEP assessment.

- Explain to the teacher that the AA will conduct the 90-minute session reading from a script or with the use of a tape recorder and cassette; distribute the booklets and pencils; monitor the session; and answer any questions the students may have. This explanation is necessary so that the teachers realize they should not be monitoring and answering questions.

- Move from room to room to ensure that the AAs are preparing the rooms properly, that they have all the materials they need, that all **Testing in Progress – Do No Disturb** signs are posted and visible, and to answer any last-minute questions.

In all schools, you should see that all students attend the correct session, in the correct location, including any accommodation students. For 17-year-old students and some 13-year-old students, it is also very important that you work closely with the school coordinator to ensure that all participating students who are in school at the time of the assessment go to their assessment location. The following are suggested methods to accomplish these tasks:

- Give copies of Administration Schedules for all sessions to each AA so they can quickly direct any students who are not in their session to the correct assessment location, thereby ensuring that each student attends the correct session.

- Give copies of Administration Schedules for all sessions to the school coordinator so that he/she can quickly direct students to the appropriate session.

- Be available in halls and near the assessment rooms with copies of all Administration Schedules to work with the teachers and school coordinator to get the students to the correct assessment locations as quickly as possible.

- Work with the school coordinator to retrieve missing students who are in school but have not come to the assessment location. Some schools will agree to call out the

names of missing students over the PA system and ask teachers to release the students, while other schools prefer to have staff members available to go to the student's classroom and bring the student to the assessment location.

Finally, you should also encourage the school coordinator, principal, teacher, or other school official to introduce you, if present, and your AA to the students prior to beginning the script, thereby showing school support for the NAEP assessment. You will discuss these arrangements with the school coordinator prior to assessment day and verify on the morning of the assessment.

6.10 Supervisor Responsibilities Once the Session Has Begun

It is the responsibility of the supervisor to ensure that the assessment is administered in a professional and timely manner, correct procedures are followed, and all of the selected students attend the correct session. You will work closely with the school coordinator to accomplish these tasks. During the session, you will need to do the following:

- Verify that each session is underway and running properly;
- Observe AAs conducting sessions;
- Visit each session to observe AAs to ensure that students who require accommodations are being assessed properly;
- Be available and close to the assessment locations in the event that your AAs need assistance or have questions;
- Answer questions that the school coordinator, teachers, or other school staff may have about long-term trend or the individual assessments;
- Keep track of the progress of each session in order to inform the school coordinator of the approximate ending time; and
- Review the Administration Schedules for students requiring separate accommodation sessions that will be conducted after the regular sessions and verify the arrangements with the school coordinator.

When sessions are held simultaneously at a school, you will not be able to observe an AA conduct an entire session. You may observe an AA at the beginning of the session and then move to another session. You should use your instincts and impression from the AA training to determine which

AA is more in need of observation. If you are unable to observe an AA at a school, make sure that you observe that AA at the next school.

While observing the session, you may have to resist a natural tendency to assist your AAs. You should allow your AAs to perform their duties independently so that you can accurately evaluate their work. However, if an AA is having difficulties that could negatively impact the assessment, you will need to step in and remedy the situation.

You will also work with the school coordinator to identify reasons for student absences and schedule a makeup session, if necessary. Remember to keep in mind the importance of being available for your AAs if questions or problems arise.

7. POST-ASSESSMENT ACTIVITIES

This chapter describes the activities that you will complete immediately following the assessment in a school. You should also familiarize yourself with the material in chapter 4 of the AA Manual, as you will be responsible for supervising the work of your AAs and performing the quality control checks necessary to assure that all forms and materials are completed accurately before being shipped to NCS Pearson.

7.1 Account for All Materials Used

You are responsible for collecting and securing all NAEP materials immediately following the assessment(s) in a school. Each and every assessment booklet whether completed by a student or blank must be accounted for and returned to NCS Pearson. No booklets can be left in the school or thrown away for any reason. You are expected to use all materials properly and to return them in good condition. Only by maintaining rigid control over all booklets and other materials will you protect your accountability.

After each session, you will need to visit the assessment location to verify that all assessment materials including **Testing in Progress – Do Not Disturb** signs have been removed from the assessment locations and that classrooms have been restored to their original condition. You should also thank the teachers again for the use of their classroom and their assistance if they are still in the classroom.

7.2 Complete the SD/LEP Roster

You should attempt to collect all completed SD/LEP questionnaires from the school coordinator and other school personnel as necessary on assessment day. As completed questionnaires are returned to you, you should fill in the ***Yes*** ovals in the last column on the SD/LEP Roster, labeled ***Returned,*** as shown below.

As described in Chapter 5, SD/LEP questionnaires may be completed online rather than in the traditional booklet format. For questionnaires completed online, you should fill in the ***Completed Electronically*** oval in the ***Returned*** column on the Roster. You will need to fill in the ***No*** oval in the

Returned column on the Roster for any unreturned questionnaires (except for those completed online). You will not need to collect SD/LEP Questionnaires for any student who is no longer classified as SD or LEP. Just line through the entry on the SD/LEP Roster and code the change in classification in the ***FINAL SD*** and/or ***FINAL LEP*** columns on the Administration Schedule.

As a quality control measure, before leaving the school you will need to do the following for the SD/LEP Roster and each questionnaire returned to you:

- Enter any missing information on the Roster and the questionnaire cover;
- Review all information that is entered on the Roster and questionnaire cover to make sure it is correct;
- Remove the label on the front cover of the questionnaire; and
- Detach the list of names from the SD/LEP Roster (you will leave the names at the school in the NAEP storage envelope).

If there are any outstanding questionnaires from the school, you may send an AA to the school in a few days to collect the completed questionnaires. If this is not possible, a postage-paid Supplemental Shipping Envelope (included in your bulk supplies) must be left with the school coordinator so that the completed questionnaires can be returned directly to NCS Pearson.

7.3 Oversee Completion of AA Tasks

7.3.1 Review Administration Codes and Demographic Data on the Administration Schedule

After accounting for all assessment materials used during the session, the AA should record on the Administration Schedule in column ***Q***, labeled ***Admin. Code***, the appropriate Administration Code for each student. An administration code should be recorded **on every line** of the Administration Schedule containing a booklet ID number, including blank lines (i.e., booklets that were never assigned to students). Because NCS Pearson will not process unused assessment booklets, an Administration Code of **52** must be entered for all booklets not assigned on the Administration Schedule and all booklets replaced by accommodation booklets. Step-by-step instructions for completing this task, along with complete descriptions of the codes in column **S** are recorded in section 4.12 of the AA Manual.

Supervisors should also verify that the demographic data columns on the Administration Schedule are complete. These columns include grade, birth date, race, school lunch, Title I, SD and LEP, updated SD and LEP, and new enrollee.

7.3.2 Review the Summary Box at the Top of the Administration Schedule

It is very important that the summary information at the top of the Administration Schedule is accurately recorded. You should review the summary box totals entered by the AA carefully following the steps below:

1. On the line labeled **# *Absent***, enter the total number of students who were to be assessed but who did not participate in the assessment session at all (Admin. Codes 40-45, and 48). This includes students who were absent on assessment day and students who arrived at the session too late to participate. It does not include student or parent refusals, withdrawn, ineligible, or excluded students.

2. On the line labeled **# *Refused***, enter the total number of parent and student refusals (Admin. Codes 46 and 47).

3. On the line labeled **# *Assessed (Original Session)***, enter the actual number of eligible students who were present for the assessment and received a booklet (Admin. Codes 10-14 and 71-79). Students who attended the session, received a booklet, but did not record any answers **are** included in this category. **This number should also include any students assessed separately in an accommodation session.** Do not include any ***Not In Sample*** students (Admin. Code 56) in this count.

7.3.3 Schedule and Conduct a Makeup Session, if Necessary

A. Schedule the Makeup Session

If the attendance in an assessment is too low (less than 90%), a makeup must be held. You will compute the response rate for all sessions combined and determine if a makeup session is necessary at the school. You will work with the school coordinator to schedule any required makeup sessions.

The response rate should be calculated by using the numbers entered in the summary boxes at the top of the Administration Schedule to complete the following steps:

1. Combine the # ***TO BE ASSESSED*** from all administrations schedules, regardless of session type.
2. Combine the **# *Assessed (Original Session)*** from all Administration Schedules.
3. Combine the **# *Refused*** from all Administration Schedules. (Parent and student refusals do not count in determining the need for a makeup session because those students will not be invited to attend a makeup.)
4. Subtract the combined **#*Refused*** from the combined **# *TO BE ASSESSED*** and divide the combined **# *Assessed (Original Session)*** by the **# *TO BEASSESSED*** subtracted by the **# Refused**.

Use the following formula and the combined sums from steps 1, 2, and 3 to determine the need for a makeup session:

$$\frac{\textbf{\# Assessed (Original Session)}}{\textbf{(\# To Be Assessed) – (\# Refused)}}$$

For Example: $\frac{26}{28-1}$ = 96% – no make-up needed

This number should be rounded up to the next whole number if 0.5 or greater and rounded down if 0.4 or less.

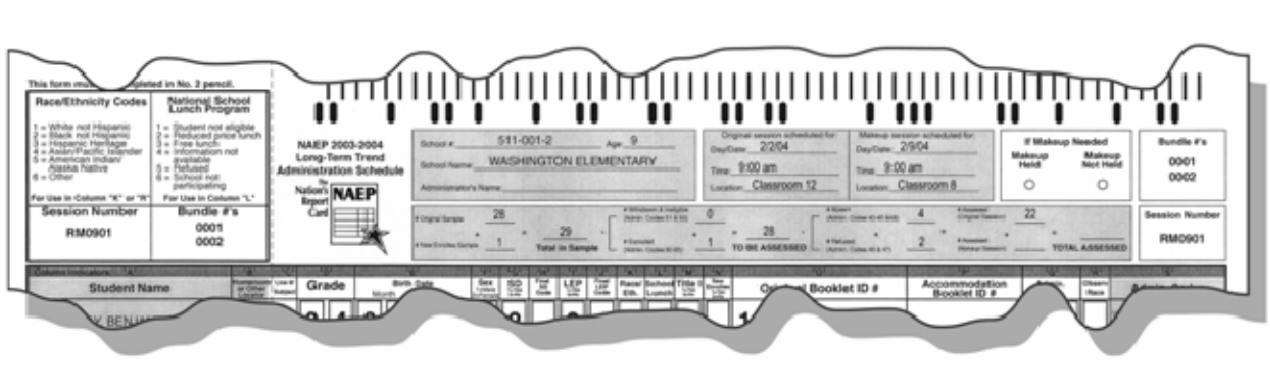
Hold only one makeup at a school (unless the school had assessments at both age 9 and age 13). However, you should schedule a makeup session for each of the original session types assigned to the school.

Once the makeup session is scheduled, you need to record the day, date, time, and location in the box at the top of the Administration Schedule, as shown in Exhibit 7-1. The same Administration Schedule will be used for the makeup session as was used for the original session.

If the school is reluctant to schedule a makeup, you will need to stress the importance of a high participation rate for the accuracy of the assessment results. If the school still is reluctant, you should be sure to record the situation on the School Summary Sheet and discuss the matter with your field manager during your next reporting call. In some situations, a makeup may be difficult, as in the case of chronically

absent students. If a makeup session is needed but the school refuses to allow a member of the assessment team to return and conduct the makeup, you should shade in the *Makeup Not Held* oval at the top of the Administration Schedule.

Exhibit 7-1. Administration Schedule With Make Up Box Highlighted



B. Secure Assessment Materials for Makeup

If a makeup session is scheduled, you must retain all materials from the original session until the makeup session has been conducted by doing the following:

- Place all booklets and other materials used in the original session in the original session box.
- Gather together the booklets and any required materials, such as the timer and the **Testing in Progress – Do Not Disturb** sign, to be used in the make up session, and place them on top of the original session materials.
- If an AA will be sent alone to conduct the make-up, insert the AA Checklist for One Session School or Makeup in the session box as a reminder to the AA to update NAEP documents and leave updated copies in the NAEP storage envelope.
- Protect the security of these materials. The AA assigned to conduct the makeup session should keep the materials in his/her possession until returning to the school to conduct the makeup. **The original Administration Schedule with the student names, however, must remain at the school in the NAEP Storage Envelope.**

C. Conduct the Makeup Session and Complete the Administration Schedule

You should make every attempt to get the students who were absent to attend the makeup session. You will instruct the AA assigned to conduct the makeup session to follow the same procedures used in the original session.

After the makeup is held, the AA will enter the results of the makeup session on the Administration Schedule from the original session as follows:

1. Shade in the ***Makeup Held*** oval at the top of the Administration Schedule.
2. Mark students attending the makeup session by putting a checkmark in *the* ***Student Name*** column.
3. Change the Administration Code for participating students to the appropriate **Assessed in Makeup Session** codes (20 – 24) on the Administration Schedule and on the students' booklet covers.
4. Complete the summary box at the top of the Administration Schedule as follows:
   - Enter the number of students assessed on the line labeled **# *Assessed***
   - ***(Makeup Session***); and
   - Add the numbers assessed in the original and makeup sessions to obtain the ***TOTAL ASSESSED.***

7.3.4 Code the Booklet Covers

Using the information from the Administration Schedule, the AA should also code the covers of the booklets for all students invited to attend the makeup session, as described in section 7.3.5.

After completing these tasks, the AA will return the assessment materials to you. You will be responsible for shipping the materials as soon as possible after the makeup session.

7.3.5 Review the Coding of the Booklet Covers

There must be an assessment booklet for every student listed on the Administration Schedule. You should verify that AAs have correctly entered the following pieces of information on the front cover of each booklet:

- The seven-digit NAEP school ID number from the Administration Schedule in the boxes labeled **School #**,
- The Administration Code from the Administration Schedule to the boxes labeled ***Admin. Code*** on the booklet cover; and
- For any student offered the extended time accommodation, the number of minutes the student used to complete the cognitive sections in the ***TOTAL TIME FOR ACCOMMODATION*** boxes on his/her booklet cover, even if the student did not take extra time.

There should be one booklet for each selected student regardless of whether or not the student was assessed. The booklets that were not assigned to students must be accounted for as well.

If a makeup session is needed, you should set aside the booklets and materials for the absent students, holding them for the makeup as described in section 7.3.3. These booklets will be coded after the makeup session.

7.3.6 Oversee Preparation of Materials for Shipping

Your final edit of assessment materials should include the following tasks:

1. Double-check that there is an assessment booklet for every booklet ID number listed on the Administration Schedule in columns **O** and **P**. The supervisor must verify that <u>all demographic data on the Administration Schedule is complete (i.e., age, race, birth date, Title I, SD/LEP and NSLP).</u>
2. Verify that the required information has been coded on the front cover of each booklet and that all student labels have been removed.
3. Be sure to account for all unused booklets from the session.
4. If a student did not attend an entire assessment session, make sure the circumstances are fully documented on the booklet cover.

5. Double-check that there is a completed SD/LEP Questionnaire for each student classified as SD or LEP.

6. Inspect the physical condition of each booklet (inside and outside), Administration Schedule, and Roster, making sure that any stray marks that would interfere with scanning have been erased.

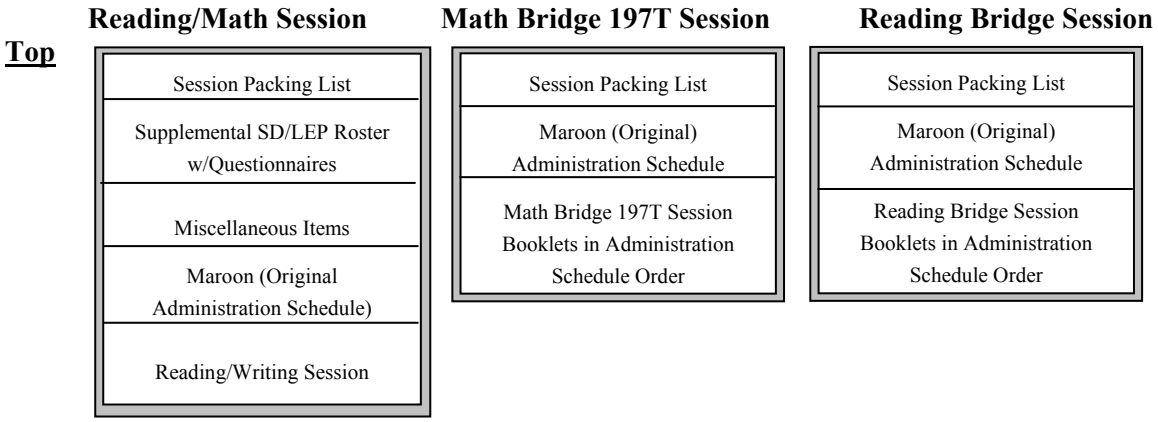
7. Make sure AAs place any damaged booklet containing a bio-hazard (blood, vomit, etc.) in a separate Ziploc bag with the barcode ID clearly visible.

8. All assessment materials for a school should be repacked in their original boxes for shipping to NCS Pearson according to the diagrams and instructions in Exhibit 7-2.

For all sessions:

- On the bottom of the box, place all assessment booklets in Administration Schedule order (with the first bundle of booklets being on the top of the stack of booklets);
- Next, the Administration Schedule;
- Next, the SD/LEP Roster completed questionnaires; and
- At the top of the shipment, place the packing list.

Exhibit 7-2 Return Shipment Packing Diagram



The inside front cover of the school folder contains a checklist (Exhibit 3-2) for determining which NAEP documents to copy and where to place the various copies. You should check off the items on the list in the folder as a double-check that you are not forgetting a step before leaving the school. On the

opposite flap of the inside of the school folder is the Assessment Checklist (Exhibit 3-2). All items must be checked "yes" before you leave the school.

The actual shipping of the completed assessment materials will usually be the responsibility of the supervisor. On occasion, however, you may elect to ask an AA to assist with this task. In that case you must provide the AA with complete instructions for doing so.

7.4 Prepare the NAEP Storage Envelope

In the event that questions or concerns about the assessment arise in the future, you will prepare the following materials and leave them at the school in the NAEP Storage Envelope. (Exhibit 7-3).

- First, before detaching the student names column, make a set of copies of all pages of the completed original Administration Schedule(s) with student names and of the SD/LEP Roster of Questionnaires.
- Next, at the perforation, tear off the column of student names from the original Administration Schedule(s) and the column of student/teacher names from the original Roster and make a set of copies for the school folder.
- Place all name lists from the original documents (including school copies), along with the complete set of document copies in the NAEP Storage Envelope to be left at the school. **Names of students and teachers participating in NAEP must not leave the school.** The original documents (without names) will be shipped back to NCS Pearson with the other assessment materials from the school.
- Then, record the NAEP school ID on the ***Destroy by …*** postcard, shown on the following page, and staple it to the front of the NAEP Storage Envelope.

7.5 Collect and Review Session Debriefing Forms

The Session Debriefing Form (Exhibit 7-4) will serve as a written record of the conduct of each individual session and as a resource for answering any questions raised after the assessment. A Session Debriefing Form must be completed for each original session, each separate accommodation session, and each makeup held in the school. The supervisor or AA who conducted the session should complete the form. You should collect and file in the School Folder a Session Debriefing Form for each session administered in the school.

Exhibit 7-3. NAEP Storage Envelope and "Destroy by" Postcard

The Nation's Report Card NAEP

Staple NAEP Return Postcard
HERE

STORAGE ENVELOPE

(Use for Administration Schedules, Student Lists, and other assessment materials.)

Please retain the enclosed materials until June 1 or the end of your school year; then return the NAEP postcard and **destroy** the contents.

School Coordinator:

_____

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY CARD
FIRST CLASS PERMIT NO. 433 ROCKVILLE, MD

POSTAGE WILL BE PAID BY ADDRESSEE

NAEP
C/O WESTAT
1650 Research Boulevard
Rockville, MD 20850-9973

GA W20
7131.07.08

The Nation's Report Card NAEP

1-800-283-6237

School ID:__ __ __ - __ __ __ - __

As requested, the NAEP Storage Envelope containing the Administration Schedule(s), student lists, and other NAEP material was destroyed on:

_____
(Date)

Signed: _____
Title: _____
School: _____
City: _____
State: _____

Exhibit 7-4. Session Debriefing Form

NAEP 2003-2004 LONG-TERM TREND SESSION DEBRIEFING FORM

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

Assessment Date: _____ Region #: _____
School Name: _____ School ID #: _____
Person Completing Form: _____ Supervisor: _____
Other NAEP Staff Assisting with Session: _____
Other Observers Present: _____
Session Number: _____ (e.g. RM0901, RM1301)
This session was *CIRCLE ONE*:

1. Regular Session
2. Makeup Regular Session
3. Accommodation Session
4. Makeup Accommodation Session

SESSION SUMMARY

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

REACTION TO SESSION

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

Exhibit 7-4. Session Debriefing Form (continued)

Overall, how well did this session go? *CIRCLE ONE*.

1. Very well
2. Satisfactory
3. Unsatisfactory

If "Unsatisfactory," record comment:

Record any UNUSUAL circumstances in this session not previously mentioned:

Record any other comments about this session:

WHEN THIS FORM IS COMPLETED RETURN TO SUPERVISOR.

As sessions are completed, you should thoroughly review each Session Debriefing Form and speak with the AA about any problems or unusual situations that arose. It is important to document exactly what happened, how it affected the performance of students in the session, and how and by whom the situation was resolved.

7.6 Debrief the School Coordinator

After sessions have ended, paperwork has been completed, and the NAEP Storage Envelope has been prepared, you will use the **School Coordinator Debriefing Form** (Exhibit 7-5) to conduct a debriefing interview with the school coordinator. In this interview, you will obtain the school coordinator's reaction to assessment activities, ask about any special preparations undertaken before the assessment, and obtain feedback about how NAEP can improve participation. Westat's interviewing conventions and techniques, which apply to the interview, are reviewed in Appendix I.

The purpose of the interview is to obtain feedback from the school coordinator about the assessment and to elicit any suggestions for improving procedures. At the end of the interview, you are prompted to thank the school coordinator, leave the NAEP Storage Envelope, and present the School Certificate of Appreciation.

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

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

The questions in this section of the School Debriefing Form are school level and asked only once. The interview should always be conducted with the school coordinator. Comments should be recorded clearly and verbatim whenever possible.

Exhibit 7-5. School Coordinator Debriefing Form

NAEP 2003-2004 LONG-TERM TREND
DEBRIEFING INTERVIEW WITH SCHOOL COORDINATOR

School Name:_____ ID: _____

School Coordinator:_____ Assessment Date: _____

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

Very Well	1
Satisfactory	2
Unsatisfactory	3

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

_____

_____

_____

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

Positive	1
Neutral	2
Negative	3

COMMENTS:

_____

_____

_____

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

Yes	1
No	2
Don't Know	3

Exhibit 7-5. School Coordinator Debriefing Form (continued)

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

   Yes 1
   No 2
   Don't Know 3

   IF "YES," RECORD TYPE OF INSTRUCTIONS RECEIVED:

   _____

   _____

   _____

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

   Yes 1
   No 2
   Don't Know 3

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

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

   Yes 1
   No 2
   Don't Know 3

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

   _____

   _____

   _____

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

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

GIVE SCHOOL COORDINATOR THE SCHOOL CERTIFICATE OF APPRECIATION.

In Question 1, we are interested in the opinion of the school coordinator in general. If he/she gives multiple responses because more than one session was held, probe for the overall rating. Be prepared to probe if the school coordinator's response is not specific or is vague. If the school coordinator gives an "Unsatisfactory" rating, record comments next to the question.

A high participation rate is critical for the validity and reliability of NAEP results. Therefore, in Question 2 it is important that we learn as much as possible about ways of increasing the likelihood that a school will participate in NAEP. Please record responses in as much detail as possible. You may continue on another sheet if necessary. If the school coordinator offers no comment, it is not necessary to probe. However, you should enter "No comment" on the response line.

In Question 3, you are asking the school coordinator to summarize the attitudes of all school staff members whether or not they actually observed a session. We are interested in knowing how school staff view the NAEP assessment and how it impacts the school. Do not directly ask other school staff this question. Please record the school coordinator's response in as much detail as possible including the title of the person to whom the response is attributed. You may continue on another sheet if necessary. If the school coordinator offers no comment, it is not necessary to probe. However, you should enter "No comment" on the response line.

Question 4 refers to a meeting held by the school coordinator or other staff before the assessment to explain the assessment's purpose or to explain how students were selected. Include meetings conducted with the students individually or as a group. You may record comments next to this question if you wish.

In Question 5, we are interested in learning what special steps, if any, the school took (that normally would not have been taken) to prepare students for the assessment. Examples include a shift in the curriculum to cover certain topics before the assessment or a review of test-taking techniques. Here we do not want to include meetings with the students simply to announce the assessment or to explain its purpose, which are covered in Question 4. Please record responses in as much detail as possible. You may continue on another sheet if necessary. If the school coordinator offers no comment, it is not necessary to probe. However, you should enter "No comment" on the response line.

In Question 6, an incentive or reward could be almost anything, such as a free lunch pass, ice cream, pizza party, gift, or anything in addition to the NAEP Certificate of Appreciation. Schools are not

breaching assessment procedures by providing token items such as these. NAEP is simply interested in learning to what extent this practice occurs. Record verbatim any incentive and/or reward mentioned.

For Question 7, it is also important for NAEP to know whether students were told in advance they would receive the item for participating (i.e., it possibly acted as an incentive) or if the school surprised the students after the assessment with the gift as a reward.

Question 8 of the interview prompts you to review with the school coordinator any items from the Session Debriefing Forms. You should discuss with the school coordinator any problems or irregularities with the following items:

- **Student Refusals:** The school coordinator should be advised about any student who reported to the session but refused to take the assessment either before or after the session began.
- **Student(s) Left and Did Not Return:** It is not necessary to mention students who left for reasons such as illness or doctor's appointments. Do advise the coordinator if a student was injured or left for some other urgent reason.
- **Behavior:** Minor infractions handled by the AA should not be discussed. Only if a student had to be removed from the session for bad behavior should the school coordinator be informed.
- **Accommodations:** Any problem providing a required accommodation should be brought to the coordinator's attention.
- **Session Materials:** Discuss problems with session materials only if they may have affected student performance.
- **Interruptions:** Discuss only if interruptions were so prolonged or frequent that they affected student performance.
- **Other:** Report any other information that the school coordinator should know about the assessment.

7.7 Leave the NAEP Storage Envelope with the School Coordinator

At the end of the debriefing interview with the school coordinator, you should give the NAEP Storage Envelope to the school coordinator and explain that the contents of the envelope should be retained until [Insert date]. At that time, the school should destroy the contents of the envelope and complete and

mail the **Destroy by** … postage-paid postcard (see Exhibit 7-3). You should suggest to the school coordinator that he/she write a reminder on his/her school calendar to complete this activity.

NAEP places great importance on confidentiality. In order to confirm that all information linking a student to a particular assessment booklet is destroyed, NAEP asks that the school coordinator return a postcard indicating that he/she has complied with the requirement that all NAEP student data be destroyed after a specified date.

The School Certificate of Appreciation is an important and visible expression of NAEP's gratitude for a school's participation in the assessment. Many schools frame this document and hang it in the office.

7.8 Quality Control and Observation

7.8.1 Overview of Quality Control Activities

Westat has established detailed quality control procedures for all stages of NAEP 2004, beginning with the selection of the school and student samples, and extending to all aspects of the data collection. As part of this overall focus, we have put in place a quality control program to ensure that:

- NAEP field staff are properly trained for the tasks assigned to them;
- Student samples are selected correctly;
- Sessions are administered and data collected according to established procedures; and
- NAEP materials are kept secure at all times.

7.8.2 Successfully Completing Training

A thorough training program for all members of the assessment teams is the first step of the quality control process. As the final step in completing the interactive CD component of the supervisor LTT ***Gaining Cooperation Home Study***, you will email to your field manager the score you earn on the interactive program. You must also satisfactorily complete a gaining-cooperation role play with your field manager before attending the in-person LTT training. Your field manager may request that you reread the

Gaining Cooperation Magazine and/or revisit the interactive CD until you have mastered the skills necessary for successfully completing the role play.

At the conclusion of your training, responsibility for training the other members (AAs) of your assessment team shifts to you. You will schedule a half-day training in each of the geographical locations in which you work and use a prepared script and exercise to train AAs and provide opportunities for them to practice reading from the scripts. This process is described in greater detail in Chapter 4 of this manual. To evaluate how well AAs have mastered the skills emphasized in training, you should arrange to observe each AA on your team as quickly as possible, beginning with those with the least experience. If you identify assessment team members who are not following NAEP procedures or have not mastered the paperwork responsibilities, you should plan immediately for additional training or other corrective actions. Should you identify a team member who is not suited for the role of AA, discuss the situation immediately with your field manager. You will also observe each AA using the Assessment Administrator In-Person Observation form. Appendix B covers the specifications for completing the in-person observations.

7.8.3 Quality Control Field Visits

A. School Visits by NAEP Staff

Staff members from the National Center for Education Statistics (NCES), Educational Testing Service (ETS), Human Resources Research Organization (HumRRO), and Westat will occasionally conduct quality control visits to schools on assessment day. These visits are scheduled at random. While at the school, NAEP observers will do the following:

- Check that the assessment team arrives on time and with the necessary materials;
- Check the preparedness of the room and booklets, and verify that the appropriate materials were given to students;
- Review the Administration Schedule to see if it has been completed according to NAEP guidelines;
- Observe that each session is conducted and supervised according to procedure;
- Review each session box to check that it is packed according to procedure; and
- Check that the NAEP Storage Envelope left at the school contains the proper information.
- Verify that NAEP documents and materials are kept secure at all times.

This quality check is an integral and necessary part of NAEP's quality control program and is primarily designed to obtain an overall evaluation of how well the field procedures are being followed by all field staff and to guide corrective actions, if necessary.

B. School Visits by Your Field Manager

In addition to the observation by NAEP staff, your field manager will conduct school visits to observe each assessment team periodically throughout the assessment period. These visits will be scheduled with you in advance. The purpose of the field manager visits is similar to that of the NAEP staff visits. He/she will observe each supervisor and AA conducting assessment sessions and check that all administrative procedures conducted by the assessment team are carried out according to proper procedure. The field manager will discuss what is observed with you following the assessment and assist you in dealing with any situations requiring corrective action.

The field manager will also be available during these visits to answer questions that school staff may have about NAEP and to assist the NAEP team as necessary with assessment procedures.

C. AA Observations

You will conduct an observation on each assessment administrators during each age-specific round of data collection. See appendix B for procedures and the AA Observation Form.

D. Followup Phone Calls

As a further quality control check, your field manager will call a subset of schools within several days after the assessment date to review with the school coordinator how the session(s) went and to obtain suggestions and comments about NAEP assessments.

APPENDIX A

Press Release
Parent Letter
Teacher Notification Letter
Contact Letters
Endorsement Letters
Public Data Collection Form

PRESS RELEASE

FOR IMMEDIATE RELEASE

Contact: Stephen Lazer
(609) 734-1480

LOCAL SCHOOL PARTICIPATES

IN NATIONAL TEST IN READING AND MATHEMATICS

Enter City and State (Date) – (Insert name of local school) has announced that it will participate in the 2003-2004 National Assessment of Educational Progress (NAEP). (Insert name of school) is one of only ____ schools nationwide asked to participate.

The 2003-2004 NAEP long-term trend assessments, which require about 90 to 120 minutes of a student's time, are designed to measure student achievement over time in reading and mathematics. The long-term trend reading assessment measures students' reading skills and comprehension abilities, primarily with expository, narrative, and document texts. Students will respond to multiple-choice questions in reading, and they may also be asked to write out their own answers for some questions. The long-term trend mathematics assessment measures students' knowledge of basic mathematical facts and measurement formulas, and the ability to apply mathematics to daily living skills. Students will respond to multiple-choice questions in mathematics, and they may also be asked to write out their own answers for some questions.

In addition, a pilot test in long-term trend reading and mathematics will be administered at the school. Some students will be asked to respond to questions that may be used in future NAEP long-term trend assessments.

As has been true since its inception in 1969, NAEP protects the confidentiality of all those who participate by not permanently retaining the names of students, teachers, or schools. The project is designed to report on the academic performance of large groups, based on nationally representative samples of 9-, 13-, and 17-year old students. NAEP provides results for major demographic groups.

For more than thirty years, NAEP has been the country's only nationally representative and continuing survey of students' educational achievement. The project is authorized by Congress and is directed by the U.S. Department of Education's National Center for Education Statistics. Educational Testing Service of Princeton, NJ developed the test questions, and Westat, Inc. of Rockville, MD conducts the sample selection and data collection.

Insert Parent Letter

SAMPLE LETTER
NAEP STATE COORDINATOR TO DISTRICT SUPERINTENDENT
FOR ALL 2003-04 NAEP STUDIES

(*Date*)

Dear (*Insert name of District Superintendent*):

The National Assessment of Educational Progress (NAEP) monitors what American students know and can do in key subject areas at the elementary, middle, and high school levels and provides reliable student achievement profiles to American educators and citizens. NAEP, known as the Nation's Report Card, is the only ongoing project to chart trends in students' achievement at the national and state levels. For over 30 years, NAEP has been successful because of the support of school system superintendents and principals and teachers.

During the 2003-2004 school year, NAEP will be conducting three important national studies:

1) Foreign Language Assessment Pilot Test of twelfth-grade students;
2) Long-Term Trend Assessment in reading and mathematics of 9-, 13-, and 17-year-old students; and
3) Field Tests for NAEP 2005 of students in grades 4, 8, and 12.

Each of these studies is based on a representative sample of the student population of the Nation and none are designed to produce individual state, school or student data.

One or more schools in your district have been selected for inclusion in (*one, two or three*) of these studies. I am enclosing a list of the schools selected for *(insert name of assessment(s) and dates they will be conducted*). Trained NAEP contractor staff will administer the test(s), working in cooperation with your school(s) to administer the assessment(s) in a smooth manner.

I also am enclosing a brief description of each study. Please visit the NAEP web site http://nces.ed.gov/nationsreportcard for additional information, reports of NAEP findings, sample NAEP assessment questions, and background questions asked of school staff and students.

Although school and student participation in NAEP is voluntary, we expect all districts and schools selected in our state to participate in the assessment. If you have any questions after you review these materials, please call me at (*insert telephone number*) or contact me via email at (*insert email address*).

Sincerely,

(*Name*)
NAEP State Coordinator

LTT NON-PUBLIC SCHOOL LETTER

October 2003

Dear Head of School:

The National Assessment of Educational Progress (NAEP) monitors what American students know and can do in key subject areas at the elementary, middle, and high school levels, and provides reliable student achievement profiles to American educators and citizens. NAEP, also known as the Nation's Report Card, is the only ongoing project to chart trends in students' achievement at the national and state levels. For over thirty years, NAEP has been successful because of the support of school principals and teachers.

Your school has been selected to participate in the NAEP long-term trend assessment in reading and mathematics of 9-, 13-, and 17-year-old students for the 2003-2004 school year. It is very important that selected nonpublic schools participate, as they represent hundreds of other similar schools across the Nation for this study. Each nonpublic school student selected is vital to the study since nonpublic school students represent 11-13 percent of our Nation's students.

The participation of each and every school is very important for the study to accurately reflect the status of American education. Rest assured that the confidentiality of all participating schools, teachers, and students is carefully protected. No individual data is released; only group statistics are reported.

Please investigate the NAEP Web site http://nces.ed.gov/nationsreportcard for additional information about the assessment, sample questions, the complete set of background questions, and copies of the NAEP publications.

Within the next few weeks, a NAEP representative will contact you to discuss your school's participation in NAEP. At that time the representative will review the enclosed materials describing the program for the 2003-2004 long-term trend assessment with you. The enclosed materials include:

Summary of NAEP Activities. This one-page document describes the key features of the long-term trend assessment, as well as the roles and responsibilities of NAEP staff and the selected schools.

Sample Parent Letter. Federal legislation requires us to notify parents in writing about the assessment and tell them that student participation is voluntary and that students are not required to complete each item on the assessment. We will also alert parents about this information via our website. You may use this sample letter as it exists, or add to it as appropriate for your school. When the letter is sent to parents, dated copies must be kept by the school, and given to the NAEP representative.

Student Listing Form. This form includes instructions for your school on preparing the list of enrolled students at the selected age.

The Council for American Private Education (CAPE), as well as its member organizations and many other nonpublic school groups, have long supported NAEP. We are very grateful for this support and look forward to working with you and your school in the 2003-2004 school year.

Sincerely,

Nancy W. Caldwell

Nancy W. Caldwell
NAEP Project Director

LTT CATHOLIC SCHOOL LETTER

October 2003

Dear Catholic School Principal:

The National Assessment of Educational Progress (NAEP) monitors what American students know and can do in key subject areas at the elementary, middle, and high school levels, and provides reliable student achievement profiles to American educators and citizens. NAEP, also known as the Nation's Report Card, is the only ongoing project to chart trends in students' achievement at the national and state levels. For over thirty years, NAEP has been successful because of the support of school principals and teachers.

Your school has been selected to participate in the NAEP long-term trend assessment in reading and mathematics of 9-, 13-, and 17-year-old students for the 2003-2004 school year. It is very important that selected Catholic schools participate, as they represent hundreds of other similar schools across the Nation for this study.

The participation of each and every school is very important for the study to accurately reflect the status of American education. Rest assured that the confidentiality of all participating schools, teachers, and students is carefully protected. No individual data is released; only group statistics are reported.

Please investigate the NAEP Web site http://nces.ed.gov/nationsreportcard for additional information about the assessment, sample questions, the complete set of background questions, and copies of the NAEP publications.

Within the next few weeks, a NAEP representative will contact you to discuss your school's participation in NAEP. At that time the representative will review the enclosed materials describing the program for the NAEP long-term trend assessment with you. The enclosed materials include:

Summary of NAEP Activities. This one-page document describes the key features of the NAEP long-term trend assessment, as well as the roles and responsibilities of NAEP staff and the selected schools.

Sample Parent Letter. Federal legislation requires us to notify parents in writing about the assessment and tell them that student participation is voluntary and that students are not required to complete each item on the assessment. We will also alert parents about this information via our website. You may use this sample letter as it exists, or add to it as appropriate for your school. When the letter is sent to parents, dated copies must be kept by the school, and given to the NAEP representative.

Student Listing Form. This form includes instructions for your school on preparing the list of enrolled students at the selected age.

As you can see from the enclosed letter, the National Catholic Educational Association (NCEA), has long supported NAEP. We are very grateful for this support and look forward to working with you and your school in the 2003-2004 school year.

Sincerely,

Nancy W. Caldwell

Nancy W. Caldwell
NAEP Project Director

LTT PUBLIC SCHOOL LETTER

October 2003

Dear Principal:

The National Assessment of Educational Progress (NAEP) monitors what American students know and can do in key subject areas at the elementary, middle, and high school levels, and provides reliable student achievement profiles to American educators and citizens. NAEP, also known as the Nation's Report Card, is the only ongoing project to chart trends in students' achievement at the national and state levels. For over thirty years, NAEP has been successful because of the support of school principals and teachers.

While the 2003-2004 school year is not a year in which NAEP is being conducted at the state level, your school has been selected to participate in NAEP as part of the nationally representative sample. Your school has been chosen for the Long-Term Trend Assessment in reading and mathematics of 9, 13, and 17 year-old students. It is very important that selected schools participate, as they represent hundreds of other similar schools across the Nation for this study. The superintendent of your school district is aware of your school's selection for NAEP.

The participation of each and every school is very important for the study to accurately reflect the status of American education. Rest assured that the confidentiality of all participating schools, teachers, and students is carefully protected. No individual data is released; only group statistics are reported.

Please investigate the NAEP Web site http://nces.ed.gov/nationsreportcard for additional information about the assessment, sample questions, the complete set of background questions, and copies of the NAEP publications.

Within the next two weeks, a NAEP representative will contact you to discuss your school's participation in NAEP. At that time the representative will review the enclosed materials describing the program for the NAEP Long-Term Trend Assessment with you. The enclosed materials include:

Summary of NAEP Activities. This one-page document describes the key features of the NAEP Long-Term Trend, as well as the roles and responsibilities of NAEP staff and the selected schools.

Sample Parent Letter. Federal legislation requires us to notify parents in writing about the assessment and tell them that student participation is voluntary and that students are not required to complete each item on the assessment. We will also alert parents about this information via our website. You may use this sample letter as it exists, or add to it as appropriate for your school. When the letter is sent to parents, dated copies must be kept by the school, and given to the NAEP representative.

Student Listing Form. This form includes instructions for your school on preparing the list of enrolled students at the selected age.

We look forward to working with you and your school in the 2003-2004 school year.

Sincerely,

Nancy W. Caldwell

Nancy W. Caldwell
NAEP Project Director

APPENDIX B

ASSESSMENT ADMINISTRATOR QUALITY CONTROL FORM
Q X Q SPECIFICATIONS

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NAEP 2003-2004 LONG-TERM TREND
ASSESSMENT ADMINISTRATOR QUALITY CONTROL FORM
IN-PERSON VERSION

QUESTION -BY-QUESTION SPECIFICATIONS (Q x Q's)

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ASSESSMENT ADMINISTRATOR QUALITY CONTROL FORM (QCF)

To the extent possible, we want you to observe each AA on your team two times. AAs that are identified as needing additional observations should be observed as soon as possible. The QCF is completed during the observations you will be making at the schools you select. There are two basic parts to the form.

- The front cover includes a summary performance of your team.
- The main section contains observations you will make about a specific session conducted by the AA. Four copies of this section are included in each form, which will accommodate almost all multi-session schools you encounter.

The form uses a simple three-column format.

- **Column A** specifies the observation you are to make.
- **Column B** provides an area for you to code your evaluation of the observation you make. You will typically code "very good", "satisfactory, or "unsatisfactory", or in some cases, "yes" or "no".
- When you have assigned an "unsatisfactory" rating or otherwise indicated that the AA's performance has been deficient, you must record a description of the problem in **Column C**.

Most of the observation items require that you that you assign a rating of "1" to "3" on a "very good" to "unsatisfactory" scale. The following descriptions are given to provide a frame of reference:

Very Good: The AA conducted this phase of the assessment according to the procedures, in a professional manner, with no or only very minor deviations.

Satisfactory: The AA performance for this phase of the assessment, while adequate, had rough spots that need improvement.

Unsatisfactory: The AA conducted this phase of the assessment in a manner that is unacceptable and must be corrected. Whenever it is necessary for you to intervene, an "unsatisfactory" rating should be assigned. Ratings of "3" must be elaborated upon in the adjacent column or in the back of Section B.

Please consult the specifications on the following pages for additional guidelines on what you should consider when assigning these ratings.

NAEP 2003-2004 LONG-TERM TREND
ASSESSMENT ADMINISTRATOR QUALITY CONTROL FORM
IN-PERSON VERSION

SCHOOL ID:	_____	Region: _____		Area:	_____	
SCHOOL	_____	Session #	Date	Time	Type	
ADDRESS:	_____	_____	___	___	___	
	_____	_____	___	___	___	
NAME OF SC:	_____	_____	___	___	___	
PHONE:	_____	_____	___	___	___	

PERFORMANCE OF AA's IN SESSIONS

			TYPE OF SESSION OBSERVED:	HOW MUCH DID YOU OBSERVE?	RATING ASSIGNED:
	Name of AA	SESSION # ASSIGNED	(R) REGULAR (M) MAKEUP (A) ACCOM	(1) COMPLETE SESSION (2) PARTIAL SESSION (3) COULD NOT OBSERVE	(1) EXCELLENT (2) GOOD (3) ADEQUATE (4) NEEDS IMPROVEMENT (5) UNACCEPTABLE (8) COULD NOT RATE
AA #1:			R M A	1 2 3	1 2 3 4 5 8
AA #2:			R M A	1 2 3	1 2 3 4 5 8
AA #3:			R M A	1 2 3	1 2 3 4 5 8
AA #4:			R M A	1 2 3	1 2 3 4 5 8

QC OBSERVATION MADE BY:		OFFICE USE ONLY
DATE OF OBSERVATION:		DATE: _____
ARRIVAL TIME:		
DEPARTURE TIME:		INIT: _____

Front Cover: Complete the top portion of the front cover prior to the start of the assessment (shown with the shaded areas in the example form on the opposite page). Complete the top of the form including:

School ID
School Name
School Address
Name of the School Coordinator
Phone number
Region
Area
Session numbers with date and time and type

Complete the middle section of the form including:

Names of staff assigned to each session
Session numbers
Circle type of session
How much of the session you observed
Rating assigned

Complete the bottom section of the form including:

Your name as the observer
Date of the observation
Your arrival time

It is very important to include all of the information.

Once the assessment is complete, you will indicate how much of the AA sessions you observed and assign a rating for each AA observed. The rating values range from "1", signifying "excellent" to "5", meaning the performance was "unacceptable".

Excellent (1) - The AA was totally prepared, initiated all stages of assessment, and worked with a high degree of accuracy. Almost all observation items are coded "1".

Good (2) - AA was prepared, knew the material, worked accurately but there were a few small missteps or hesitations that kept this being an "excellent" session.

Adequate (3) - AA was adequate, got the job done, but weak in one or more areas of the assessment. AA needs to spend some time studying the materials.

NAEP 2003-2004 LONG-TERM TREND
ASSESSMENT ADMINISTRATOR QUALITY CONTROL FORM
IN-PERSON VERSION

SCHOOL ID:	_____	Region: _____		Area:		_____
SCHOOL	_____	Session #		Date	Time	Type
ADDRESS:	_____	_____		___	___	___
	_____	_____		___	___	___
NAME OF SC:	_____	_____		___	___	___
PHONE:	_____	_____		___	___	___

PERFORMANCE OF AA's IN SESSIONS

			TYPE OF SESSION OBSERVED:	HOW MUCH DID YOU OBSERVE?	RATING ASSIGNED:
	Name of AA	SESSION # ASSIGNED	(R) REGULAR (M) MAKEUP (A) ACCOM	(1) COMPLETE SESSION (2) PARTIAL SESSION (3) COULD NOT OBSERVE	(4) EXCELLENT (5) GOOD (6) ADEQUATE (4) NEEDS IMPROVEMENT (5) UNACCEPTABLE (8) COULD NOT RATE
AA #1:			R M A	1 2 3	1 2 3 4 5 8
AA #2:			R M A	1 2 3	1 2 3 4 5 8
AA #3:			R M A	1 2 3	1 2 3 4 5 8
AA #4:			R M A	1 2 3	1 2 3 4 5 8

QC OBSERVATION MADE BY:		OFFICE USE ONLY
DATE OF OBSERVATION:		DATE: _____
ARRIVAL TIME:		
DEPARTURE TIME:		INIT: _____

Needs Improvement (4) - AA acted unprepared and/or unprofessional at times. You may have had to intervene at times. The AA's performance definitely requires improvement. Additional briefing or training may be in order. The individual item ratings you have recorded consist of 2's and 3's.

Unacceptable (5) - AA was totally unprepared and you had to intervene at critical points to get the AA through the session. This performance was unacceptable and remedial action is definitely required.

Could Not Rate (8) - Due to the session scheduling, you were unable to observe any portion of the AA's performance or enough to rate the AA.

Record your departure time as you leave the school.

AA #1

EVALUATION OF AA ADMINISTERING THE SESSION

SESSION #:	SESSION TYPE:	AA CONDUCTING SESSION:
_____	*R Regular* *M Makeup* *A Accommodation*	_____

PREPARING FOR THE SESSION

(✓ *If did not observe)*

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)*
1 ☐	AA arrived on time?	YES..... 1 NO ..... 2→	
2 ☐	AA's attire and general demeanor	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
3 ☐	Was AA wearing the NAEP ID badge upon arrival?	YES..... 1 NO ..... 2→	
4 ☐	Did the AA bring the Assessment Information Form?	BROUGHT FORM ..... 1 HAS FORM BUT DID NOT BRING..... 2→ DID NOT RECEIVE ..... 3→	
5 ☐	Did the AA bring a copy of Assessment Administrator Manual and scripts?	YES..... 1 NO ..... 2→	
6 ☐	Bundles opened at correct time?	YES..... 1 NO ..... 2→ PREPARED IN ADVANCE 3	
7 ☐	Preparing the assessment booklets	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→ PREPARED IN ADVANCE 4	
8 ☐	Preparing the room	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	

ADMINISTERING THE SESSION

9 ☐	Checking students in, handling latecomers, accounting for all students to maximize participation	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
10 ☐	Starting the session on time	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	

AA#1
EVALUATION OF AA ADMINISTERING THE SESSION

Item #	Observation	Factors to Consider as You Assign a Rating
	TOP ROW	• Enter the Session #. • Circle the session type (regular, makeup, or accommodation). • Enter the name of the AA conducting the session.

PREPARING FOR THE SESSION

1	AA arrived on time?	• Did AA arrive at school at least one hour before the first scheduled session? • Did AA check in at the school office or otherwise follow protocol?
2	AA's attire and general demeanor	• Did AA follow suggestions in the Assessment Administrator Manual for the style of clothing to wear? • Was AA neat and clean? • Was there anything about AA's appearance or demeanor that would be distracting to the students?
3	Was AA wearing the NAEP ID badge upon arrival?	• Was the NAEP ID badge worn where it could be easily seen? • Enter an explanation if AA was not wearing badge.
4	Did the AA bring the Assessment Information Form?	• If AA does not have the form, did s/he ever receive it? If the AA did not receive the form, enter an explanation. • If AA received the form but does not have it, enter an explanation.
5	Did the AA bring a copy of Assessment Administrator Manual and scripts?	• AA has AA Manual and Session Scripts? • AA has Assessment Information Form? • Enter an explanation if any of these materials missing.
6	Bundles open at correct time?	CODE 3 IF THE BOOKLETS WERE PREPARED IN ADVANCE. • Did AA wait until arriving at the school to open booklet bundles? • Did AA open bundles approximately one hour before the start of the session? Was this enough time for preparing the materials?
7	Preparing the assessment booklets	CODE 4 IF THE BOOKLETS WERE PREPARED IN ADVANCE. • Did the AA appear organized for this task? • Did the AA check that s/he had all necessary materials for the session? • Did AA check to make sure s/he had proper booklets for the session being administered by checking booklet color and code? • Did AA review all preprinted student ID labels and create new ones where necessary? • Did AA follow the procedures for assembling any required accommodation booklets? • Booklets for withdrawn, ineligible, and excluded students set aside? • Was AA completely prepared by the time the session was to start?

AA #1

EVALUATION OF AA ADMINISTERING THE SESSION

SESSION #:	SESSION TYPE:	AA CONDUCTING SESSION:
_____	*R Regular* *M Makeup* *A Accommodation*	_____

PREPARING FOR THE SESSION

(✓ *If did not observe)*

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)*
1 ☐	AA arrived on time?	YES..... 1 NO ..... 2→	
2 ☐	AA's attire and general demeanor	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
3 ☐	Was AA wearing the NAEP ID badge upon arrival?	YES..... 1 NO ..... 2→	
4 ☐	Did the AA bring the Assessment Information Form?	BROUGHT FORM ..... 1 HAS FORM BUT DID NOT BRING..... 2→ DID NOT RECEIVE ..... 3→	
5 ☐	Did the AA bring a copy of Assessment Administrator Manual and scripts?	YES..... 1 NO ..... 2→	
6 ☐	Bundles opened at correct time?	YES..... 1 NO ..... 2→ PREPARED IN ADVANCE 3	
7 ☐	Preparing the assessment booklets	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→ PREPARED IN ADVANCE 4	
8 ☐	Preparing the room	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	

ADMINISTERING THE SESSION

9 ☐	Checking students in, handling latecomers, accounting for all students to maximize participation	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
10 ☐	Starting the session on time	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION (continued)

Item #	Observation	Factors to Consider as You Assign a Rating
8	Preparing the room	• If school gave permission, were blackboards erased of any extraneous information? • Has AA concealed any school materials (e.g., multiplication tables) that might assist students during the test? • Are desks arranged to maximum advantage given the room layout, i.e., facing away from sources of distraction, without students facing each other? • Are all necessary supplies and materials set out in proper order? • For all sessions, ages 13 and 17, is school ID written on board?

ADMINISTERING THE SESSION

9	Checking students in, handling latecomers, accounting for all students to maximize participation	• Did AA check students in, in an efficient manner? • Did AA follow the protocol for handling latecomers outlined in the Assessment Administrator Manual? • If late students, was the AA proactive in determining their status? • Did AA check Administration Schedule to make sure all students on the schedule were present or accounted for? • Did the AA allow sufficient time for latecomers to arrive?
10	Starting the session on time	• Did the AA make an effort to start the session at the scheduled time? • If there were missing students, did the AA successfully balance the need for a timely start with that of maximizing participation?

AA #1 (CONTINUED)

EVALUATION OF AA ADMINISTERING THE SESSION
(✓ *If did not observe)*

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)*
11 ☐	Passing out booklets and materials	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
12 ☐	Reading the script	VERBATIM..... 1 MINOR REVISIONS ..... 2 MAJOR REVISIONS..... 3→	
13 ☐	Handling of the paced tape	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→ *NOT APPLICABLE 7*	
14 ☐	Assessment sections timed correctly?	YES..... 1 NO ..... 2→	
15 ☐	Engaging and interacting with students	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
16 ☐	Monitoring the session and walking around the room	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
17 ☐	Managing disorderly students and problem situations	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→ *NO PROBLEMS..... 7*	
18 ☐	Answering questions appropriately	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→ *NO QUESTIONS 7*	
21 ☐	IF ACCOMMODATED STUDENTS IN SESSION: Handling of accommodated students	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→ *NO ACCOM STUDENTS..... 7*	

EVALUATION OF AA ADMINISTERING THE SESSION (continued)

Item #	Observation	Factors to Consider as You Assign a Rating
11	Passing out booklets and materials	• Did the AA record the attendance status on the Administration Schedule? • Did AA distribute booklets and other materials according to the manual protocol and session script? • Was this done with a minimum of confusion and disruption?
12	Reading the script	CODE WHETHER THE SCRIPT WAS READ: **Verbatim**: Word-for-word (not counting unintentional slips) **With Minor revisions**: AA missed words or phrases, inserted material **With Major revisions**: Omitted entire sentences or made substantial additional comments. NOTE: IF AA READS SCRIPT WITH "MAJOR REVISIONS", YOU WILL NEED TO INTERVENE. Also note in comments area if AA: • Did not begin with the correct script. • Did not appear knowledgeable about the contents of the script. • Did not read the script clearly or at the right pace?
13	Handling of the paced tape	• Did the AA start and stop the tape at the correct time? • Did the students appear to understand how to follow the tape?
14	Assessment sections timed correctly?	• Was AA completely familiar with the use of the timer and its operation? • Did AA give all warnings (e.g., "10 minutes left") at the correct time? • Did AA stop all sections at the correct time? NOTE: IF AA ALLOWS SESSION TO RUN TOO LONG OR STOPS SESSION PREMATURELY, YOU WILL NEED TO INTERVENE.
15	Engaging and interacting with students	• Did AA assume control of the classroom so that interruptions were kept to a minimum? • Did AA use strategies described in the manual for managing the classroom and engaging the students? • Did AA appear to have the attention of the majority of students? • Did AA use respectful behavior with students? • Did AA use behavior and language appropriate to the age group of the students?

AA #1 (CONTINUED)

EVALUATION OF AA ADMINISTERING THE SESSION
(✓ *If did not observe)*

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)*
11 ☐	Passing out booklets and materials	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
12 ☐	Reading the script	VERBATIM..... 1 MINOR REVISIONS ..... 2 MAJOR REVISIONS..... 3→	
13 ☐	Handling of the paced tape	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→ *NOT APPLICABLE 7*	
14 ☐	Assessment sections timed correctly?	YES..... 1 NO ..... 2→	
15 ☐	Engaging and interacting with students	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
16 ☐	Monitoring the session and walking around the room	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
17 ☐	Managing disorderly students and problem situations	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→ *NO PROBLEMS..... 7*	
18 ☐	Answering questions appropriately	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→ *NO QUESTIONS 7*	
21 ☐	IF ACCOMMODATED STUDENTS IN SESSION: Handling of accommodated students	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→ *NO ACCOM STUDENTS..... 7*	

EVALUATION OF AA ADMINISTERING THE SESSION (continued)

Item #	Observation	Factors to Consider as You Assign a Rating
16	Monitoring the session and walking around the room	• Did AA make sure students were working in the correct booklet sections? • Did AA check that students were not moving ahead in the booklet or returning to previous sections? • Did AA walk up and down the aisles during the session? • Did AA appear observant about student behavior during the assessment?
17	Managing disorderly students and problem situations	CODE '7' IF THERE WERE NO DISORDERLY STUDENTS OR PROBLEMS • Was the AA effective in the handling of disruptive students? Did s/he use any of the strategies outlined in the manual? • Did AA handle any other problem situation appropriately, e.g., a student becoming ill or having to leave the classroom for some other reason? • If behavior problem was out of control, did AA seek help from school personnel?
18	Answering questions appropriately	CODE '7' IF THERE WERE NO QUESTIONS ASKED • Did AA follow the QxQ's in the session scripts for answering questions about the general background section? • Did AA correctly respond to questions about how and where to record answers? • Did AA provide the "I'm sorry, I can't…" response for other questions? • Did AA answer questions individually as opposed to unnecessarily addressing entire group?
19	IF ACCOMMODATED STUDENTS IN SESSION: Handling of accommodated students.	CODE '7' IF NO ACCOMMODATED STUDENTS • Did AA adjust the script to handle the special needs of the students in this session? • If school provided staff member to assist with accommodation students, did AA work effectively with this person? • Did AA give instructions both orally and visually? • Was AA attuned to any problems or needs of the students? • Did AA avoid providing assistance on assessment items? • Did AA avoid providing special accommodations not on the student's IEP or not normally used by the student during testing? • Did AA keep track of time taken for cognitive sections for students requiring "extended time"?

AA #1 (CONTINUED)
EVALUATION OF AA ADMINISTERING THE SESSION

(✓ *If did not observe)*

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)*
20 ☐	IF ACCOMMODATED STUDENTS IN SESSION: Sensitivity	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→ *NO ACCOM STUDENTS..... 7*	
21 ☐	Ending the session, collection of materials, and dismissal of students	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
22 ☐	Administration Codes assigned correctly?	YES..... 1 NO ..... 2→	
23 ☐	Top portion of the Administration Schedule completed correctly?	YES..... 1 NO ..... 2→	
24 ☐	Booklet covers coded correctly?	YES..... 1 NO ..... 2→	
25 ☐	Quality of scannable entries made by AA	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
26 ☐	Completing the Session Debriefing Form	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
27 ☐	Final review of materials prior to packing	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
28 ☐	Shipment packed in correct order and all packing procedures followed?	YES..... 1 NO ..... 2→	

EVALUATION OF AA ADMINISTERING THE SESSION (continued)

Item #	Observation	Factors to Consider as You Assign a Rating
20	IF ACCOMMODATED STUDENTS IN SESSION: Sensitivity	CODE '7' IF NO ACCOMMODATED STUDENTS • Was AA attuned to any problems or needs of the students? • Did AA take advantage of information available about the student(s) from school personnel? • Did AA provide aid to accommodation students who seemed to need it without singling them out? • Did AA employ strategies outlined in the manual to keep the student on task and manage disruptive behavior?
21	Ending the session, collection of material, and dismissal of students	• Did AA collect all materials in an orderly fashion, most appropriate for the size of the session and room layout? • Did AA allow students to keep the pencils? • Did AA account for all booklets before dismissing students? • Did AA follow school procedures for dismissing students?

AFTER THE SESSION

22	Administration Codes assigned correctly?	• Did AA record the correct Administration Code for each student listed on the Administration Schedule? (NOTE: For students who will be invited to a makeup, this will not be possible at this time.) • Did AA appear to have a good understanding of how to assign these codes? • Includes parent refusal codes
23	Top portion of the Administration Schedule completed correctly?	• Did AA have a good understanding of this process? • Were "Not in Sample students" excluded from "# Assessed"? • Were correct numbers entered for absent and assessed students? • If a makeup session will be held, were "# Assessed (Makeup Session)" and "TOTAL ASSESSED" left blank? • If this is a makeup: "# Assessed (Makeup Session)" and "TOTAL ASSESSED" entered correctly?
24	Booklet covers coded correctly?	• Does AA have a booklet for every student on the Administration Schedule? • If age 9: Did AA enter NAEP school ID number? • Did AA check that age 13 and age 17 students entered school ID numbers? • Were Admin. Codes correctly transferred to booklets? • If extended time accommodation: Total time entered? • Were all student ID labels removed from booklets? • Booklets in correct order?
25	Quality of scannable entries made by AA	• Did AA use only No. 2 pencil? • Did AA enter all information in an acceptable writing style for scanning?

AA #1 (CONTINUED)
EVALUATION OF AA ADMINISTERING THE SESSION

(✓ *If did not observe)*

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)*
20 ☐	IF ACCOMMODATED STUDENTS IN SESSION: Sensitivity	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→ *NO ACCOM STUDENTS..... 7*	
21 ☐	Ending the session, collection of materials, and dismissal of students	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
22 ☐	Administration Codes assigned correctly?	YES..... 1 NO ..... 2→	
23 ☐	Top portion of the Administration Schedule completed correctly?	YES..... 1 NO ..... 2→	
24 ☐	Booklet covers coded correctly?	YES..... 1 NO ..... 2→	
25 ☐	Quality of scannable entries made by AA	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
26 ☐	Completing the Session Debriefing Form	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
27 ☐	Final review of materials prior to packing	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
28 ☐	Shipment packed in correct order and all packing procedures followed?	YES..... 1 NO ..... 2→	

EVALUATION OF AA ADMINISTERING THE SESSION (continued)

Item #	Observation	Factors to Consider as You Assign a Rating
26	Completing the Session Debriefing Form	• Did the AA fill out the debriefing form accurately, based on what you had observed? • If there were problems or unusual circumstances, were they described completely? • Did the AA have the form completed and ready for the AC in a timely manner?
27	Final review of materials prior to packing	• All used and unused booklets accounted for? • All SD/LEP questionnaires accounted for? • All identifiers removed? • All other final edit guidelines followed?
28	Shipment packed in correct order and all packing procedures followed?	• Were materials packed in the order described in the manual? • Was this activity well organized and conducted with a minimum of confusion?

AA #1 (CONTINUED)
EVALUATION OF AA ADMINISTERING THE SESSION

29. WEAKNESSES EXHIBITED BY AA DURING THIS SESSION THAT NEED TO BE ADDRESSED *(NOTE: AA RATINGS OF "4" OR "5" MUST BE EXPLAINED)*:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

30. POSITIVE ASPECTS/STRENGTHS OF AA EXHIBITED DURING THIS SESSION:

_____
_____
_____
_____
_____
_____
_____

ADDITIONAL COMMENTS ABOUT THIS AA'S PERFORMANCE (REFERENCE ITEM #)
(NOTE: ALL RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)

ITEM #:	**COMMENT**

EVALUATION OF AA ADMINISTERING THE SESSION (continued)

29	Use the space at this item to pull together a summary of the deficiencies that you observed in the AA's handling of all the tasks associated with conducting this specific session. This should include what you noticed as you went through the preceding checklist of 28 observations, as well as anything else not specifically covered by the observation items. Take this opportunity to pull together what the common threads of the performance might be, such as "AA is unsure of herself in the classroom, and it shows" or "AA is having difficulties with the recordkeeping", etc. You will want to review the problems you record here with the AA. Use additional sheets of paper as necessary.
30	We also want you to record the details of anything that you feel the AA did particularly well in conducting the session. Be sure to mention the positive aspects to the AA after the assessment. Use additional sheets of paper as necessary.
Additional Comments	Record any additional comments or details about the AA Ratings. Be sure to reference the corresponding item number.

07/15/03

NAEP

Field Recruiting System (FRS)

User Guide

July 2003

Version 3.1

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1. INTRODUCTION

1.1 Background

The NAEP Field Recruiting System (FRS) provides immediate, up-to-date information on the progress of recruiting, hiring, and training activities for NAEP field staff. The FRS is a secure web-based system so field managers and supervisors have access to the same information available to home office staff.

The FRS has been designed to help staff the region(s) with fieldworkers who worked on previous NAEP studies and/or other education-related studies, and with persons new to Westat. It supports the field staff in coordinating and managing the recruiting process by providing the capability to:

- Determine progress toward hiring targets;
- Search for existing records;
- Enter and update demographic and status information;
- Avoid potential hiring errors;
- Determine what paperwork each person requires; and
- Run various reports for a specific state/region/area.

Any questions about the operation of the FRS should be directed to your field manager or Annette Morgan at 1-800-627-6237 extension 2609, or by email to NAEP-Recruit@Westat.com. If you encounter technical problems not related to the operation of FRS, please contact the NAEP Help Desk at 1-888-499-6237.

Based on the experiences of the home office and field staff in 2003, several enhancements were made to the FRS. Among them are:

- The Search screen lists all of the applicable records this year, not just ones in the state/region where the user has access. Previously, many duplicate records were created when a search did not list someone because they had moved to a state/region for which the user did not have access.

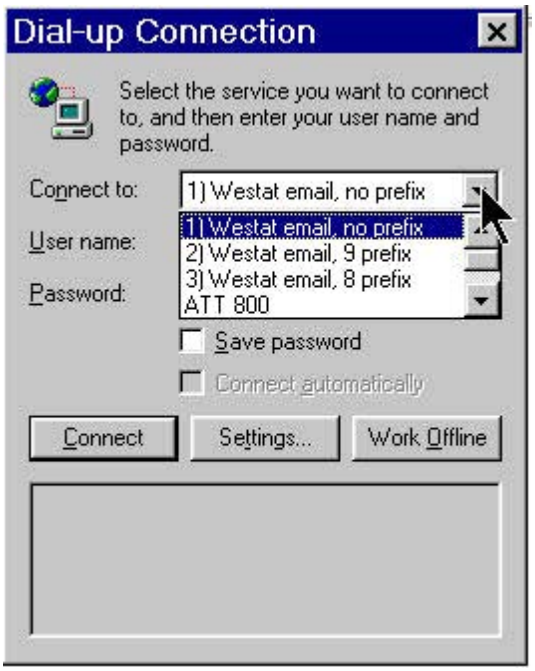
- The ability to track recruiting and hiring efforts in the FRS will be possible for all three studies this year – Foreign Language (FL), Long-Term Trend (LTT), and Field Test (FT). This should prevent recruiting or hiring problems between these studies.
- The addition of FRS's own Mail Merge reporting/download feature. Users familiar with the Student Control System (SCS) Mail Merge feature will be glad to hear this.
- The Hiring Status field has been refined.
- The ability to update travel preference and special skills such as language and special education.

1.2 Getting Started in FRS

All work on the FRS will be online, in real-time. You will connect to the web site via an Internet browser. You may access the system from either the NAEP laptop assigned to you or through any personal computer that is connected to the Internet.

1.2.1 NAEP Laptop Access

Before turning on your laptop, be sure that your laptop is connected to the telephone line. You will double-click on the Internet Explorer icon to launch the browser. Your browser has been set so that when you open it, the Dial-up Connection window will automatically appear. The "Connect to" option on the Dial-up Connection window will depend on where you are calling from. For example, if you were in a hotel that requires you to dial the number 9 to get an outside line, you would choose the option for 9 prefix. If you were at home, you would want to select the Local option. (If you are calling from your home phone for the first time, please be sure to refer to the handout "Changing the Local Access Phone Number.")



Enter your AT&T User Name, if it does not automatically appear, enter your password and click the Connect button.

Note: This manual is written for and presents screen shots using the NAEP laptop configuration.

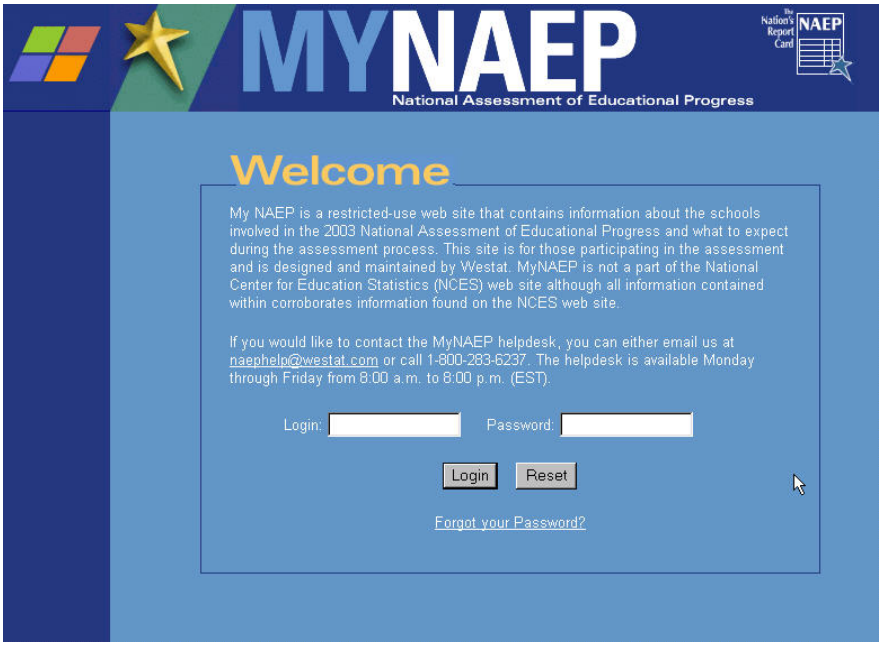
1.2.2 Any Personal Computer with Access to the Internet

As the number of options for browser types, connections and PC configurations is as many as there are computers, detailed instructions are not possible for this alternative. Therefore, you should have some basic computer understanding to use a computer other than the NAEP laptop. Essentially, you need to locate the Internet browser on the PC. The browser must be equivalent to Internet Explorer, Version 5 (IE5) or above, to function with the MyNAEP web sites properly. Connect to the Internet using the browser. Enter the address or URL for the MyNAEP web site: www.MyNAEP.com.

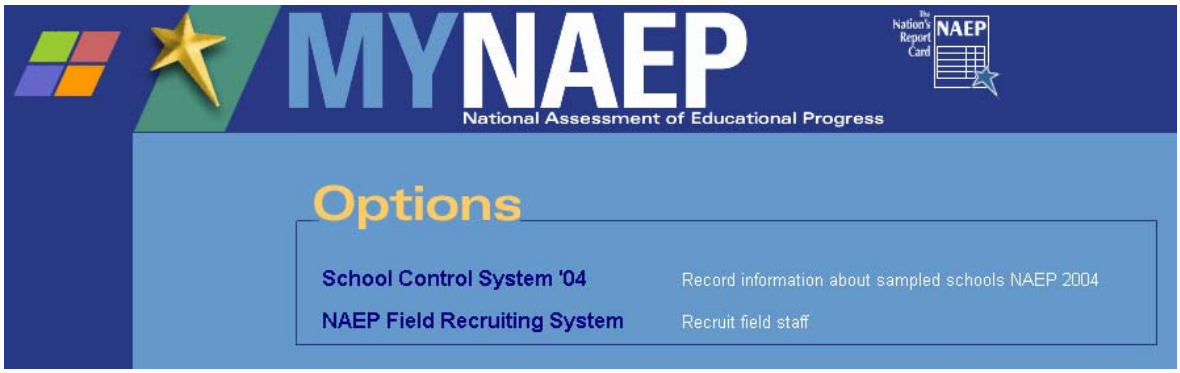
This manual is written for and presents screen shots from the NAEP laptop configuration. Therefore, if you are not using the NAEP laptop, you can expect some differences in the look and use of the FRS.

1.3 NAEP Login

When you are connected, the MyNAEP Welcome screen will appear (this is the default home page on the laptop). Enter your NAEP Login ID and password, and click the Login button.



When the login is successful, the MyNAEP Options screen is displayed. From this screen, you can go to any of the NAEP-related web sites listed on the screen. The list of options that you have access to will depend on your Login. To access the FRS, move the mouse pointer over the words NAEP Field Recruiting System and click.



1.4 Logging On Do's and Don'ts

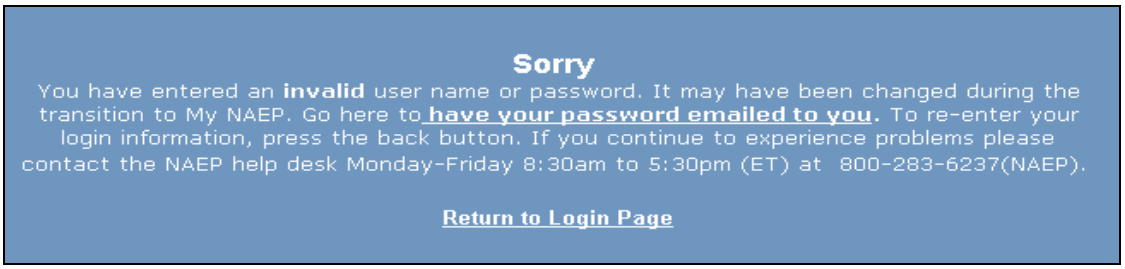
Your web browser can be programmed so that it will save information and keystrokes for future reference. However, this also means that anyone with access to the computer can use this information as well. If the information stored includes User/Login IDs and passwords, then your system and NAEP data will not be secure. Do **not** set the browser to memorize such information. The version of Internet Explorer that is on your NAEP laptop will not save the information. If you use your own computer, you should have this feature turned off. See Appendix G for a step-by-step guide to turning off this feature, if you need to do so.

To log on to the system, you will enter your NAEP Login ID and password. Please note that the password is a mixture of upper and lower case letters as well as numbers and symbols. The NAEP Login ID and password are case sensitive and must match with the information in the Westat system so that it is important that you enter these exactly as they were given to you.

Both your NAEP Login ID and password have been provided to you. Everyone will have a unique password and Login ID, which must be kept CONFIDENTIAL. Remember that we have pledged to keep the data secure. You must do your part to ensure that no unauthorized persons have access to the NAEP web-based systems.

To log on, move the mouse pointer over the blank field following "Login:" until the pointer turns into an I-beam and click once to bring the cursor to the field. Type your NAEP Login ID exactly as it was given to you. Then, press the tab-key or move the mouse pointer over the blank field following the label "Password:" and click once to bring the cursor to the field. Type your password exactly as it was given to you. Move the pointer over the Login button and click once or press the Enter-key.

Be careful not to press the Enter-key after typing the NAEP Login ID. If you do, the system will think that you are trying to log on without entering a password and you will get the following message:



If this happens, click on Return to Login Page and retype your NAEP Login ID and password.

As you enter your password, all you will see is a series of asterisks (*****) so that no one can see what you are typing. Since you will not be able to see what you are typing, it is important that you are careful as you type the password. After typing the password, press the Enter key or click the Login button.

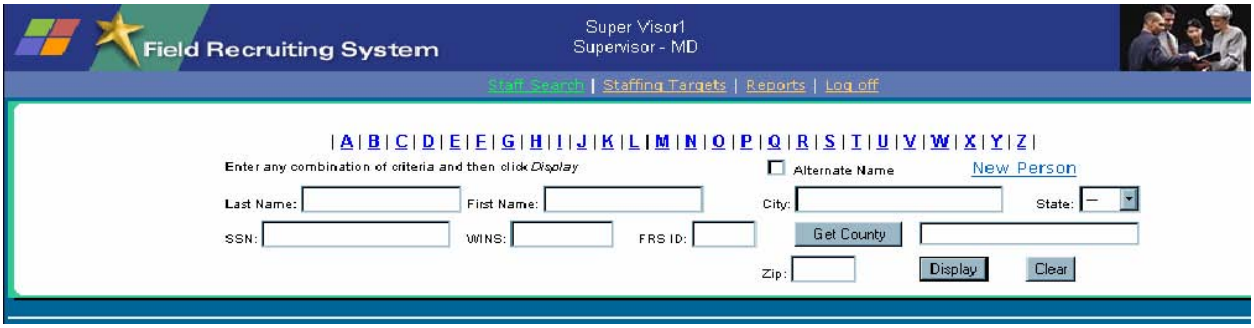
If you make a mistake entering either your Login ID or password, you will get the "Sorry" message shown above. If this happens, click on Return to Login Page and carefully type your NAEP Login ID and password again.

The system will allow you to try as many times as you need. However, if you continue to have problems, call the NAEP Help Desk at 1-888-499-6237.

If you have forgotten your password, click on Forgot your Password? on the Welcome screen or click on have your password emailed to you on the Sorry screen to go to the Forgot Your Password screen. Type your email address and click the Submit button. Your NAEP Login ID and password will be sent to you in an email message.

1.5 Basics for Using the System

Those who have used the School Control System (SCS) will find that the FRS has a similar appearance. The first screen that you see in the FRS is the Staff Search screen, which is displayed below.



Notice the toolbar at the top and the status bar at the bottom of the Search screen. These icons and menu items are related to the functions of the Internet Explorer browser. Removing the Internet Explorer tool and status bars simply by pressing the F11-key on the keyboard can maximize the FRS display. The major navigation icons for Internet Explorer are still available on a smaller toolbar at the top of the screen. Pressing F11 again will restore the tool and status bars. Many users find that by eliminating the bars they can see more of the system and it is easier to use.

In the upper left corner of the screen is the MyNAEP Home icon as shown below:

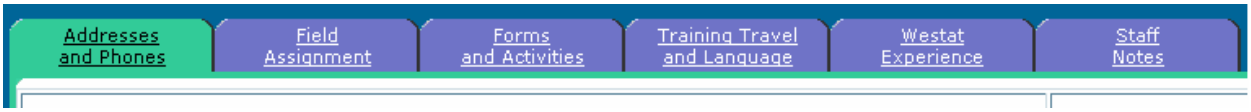
Moving the pointer to this icon and clicking will return you to the MyNAEP Options screen that gives you access to the other MyNAEP web sites.

As is common with web-based systems, underlined text indicates a hyperlink. As you move the mouse pointer over a link, the pointer changes shape and the text will change color. Clicking on this text takes you directly (links) to another part of the system. Below the MyNAEP Home icon are several hyperlinks. These hyperlinks are available while you are working in the various areas of the FRS.

Each of these links is described in more detail in Section 2 of this document, but the following chart presents a brief description.

Staff Search	The first screen you see after entering the FRS. This where you search for staff records.
Staffing Targets	View and Update staffing targets for your region and area.
Reports	Generate reports on recruiting and staffing activities.
Log off	Exit MyNAEP web system.

The FRS database has more information about each person than can be displayed on one screen. Therefore, the data has been categorized into areas. Once you select a person, you can view their specific information by highlighting the label for the area or the tab – much like the tab of a file folder. The contents and use of each tab is discussed in more detail in Section 2 of this document.



Please note that if you are logged on to any of the MyNAEP systems and the Westat server does not detect any keyboard or mouse activity for 20 to 30 minutes, the server will log you off. For example, if you are logged into FRS and leave it running while you do something else for 20-30 minutes, when you try to return to FRS, a window appears explaining a Session Time Out has occurred and you must log on again. This is a security feature so that the database does not remain open for hours at a time and allow for access by someone not authorized to use NAEP.

Most of the entry of or changes to information is done on pop-up windows. These windows are smaller than the main screen and appear (pop-up) when you click on a button, such as **Insert** or **Update**. Always close the pop-up window before continuing to work. While working on a pop-up window, if you click on the screen behind it, the pop-up remains open in the background; you have not finished updating the record. If you leave a pop-up by mistake, simply click on its name in the task bar at the bottom of your screen to re-open it. Then close the pop-up by clicking on **Submit** to save your work or **Close** to close the pop-up without saving.

1.5.1 Record Sources

The FRS has records from the NAEP 2003 cycle and the Field Files System (FFS). There are six types of records, which are identified by the field labeled Source. The Sources of the FRS data are:

- **Reserved List** – Persons who worked on NAEP 2003 and are not to be contacted by other projects. Note: Some staff have been released to other projects.
- **Recruitment List** – Persons who worked on previous NAEP cycles or on ECLS-K.
- **Previous Westat** – Persons who are not in FRS, but have pervious Westat experience.
- **Applicants** – Persons with education backgrounds who have applied to Westat but have no work experience at Westat.

- **New** – Records of people whose names were gathered through recommendations.
- **Do Not Hire** – Name, WINS # (when available), and social security number of people who cannot be hired.

1.5.2 Hiring Status

The following table lists each Hiring Status in FRS, what it means, who may change it, how or when it will change and how the Field Files System is affected.

Hiring status	Definition	Set by	Rules	Field File System (FFS) affect
Do Not Hire	This person NOT eligible to be hired.	FFS	Updated from FFS. Cannot be changed.	None
Call Home Office	Do not contact this person until you have spoken to Susan Lea in the Home Office.	FFS or HO	Updated from FFS or set by HO. When issue resolved, set to Inactive by HO.	If approved, Person is reserved for NAEP; not to be contacted by other projects.
Inactive	Hiring activity has not started, but person is eligible for hiring on NAEP.	FRS or HO	All staff set to this if not already set to DNH or CHO	Person reserved for NAEP; not to be contacted by other projects.
Prospect	Potential for hiring on NAEP; may change back to Inactive or proceed to Intend to Hire.	Field or HO	To consider for hiring. Default for Source = New Hire.	None
Intend to Hire	Hiring activity to begin. Initial screening done.	Field or HO	Address, county & position must be entered. Forms to be sent.	FFS updated.
Hired with Key Forms	Application, FWA, Personnel Form & I9 Status = Complete.	FRS	Person can be paid for non-school work.	FFS updated.
Hired with Final Forms	All employment forms except Oath of Office Status = Complete.	FRS	Person can be paid for non-school work.	FFS Updated

Hiring status	Definition	Set by	Rules	Field File System (FFS) affect
Hired All Forms	All employment forms Status = Complete.	FRS	Person can work.	FFS updated.
Hired All Clear	All employment forms Status = Complete; Interview[1] = Complete; References = Approved & FBI Clearance Status = Approved.	FRS	Person cleared to work in schools.	FFS updated.
Quit	Person decides not to work.	Field or HO	Eligible for rehire.	FFS updated.
Released	Project decides person not needed.	Field or HO	Eligible for rehire.	FFS updated.
Fired	Project dismisses person for cause.	Field or HO	Not eligible for rehire.	FFS updated.
Deleted	Duplicate record.	Field or HO	Ensure all data in kept record.	None.
Deceased	Person died.	HO		FFS updated.

Hiring Status is a key field in controlling interactions with other systems and with the home office. Any record with a Source of Reserved List or Recruitment List is not to be contacted by non-NAEP projects until authorized. Setting the Hiring Status to Released authorizes other projects to contact the person for possible hire.

If the record you are entering is a new person, the Hiring Status is automatically set to *Prospect*. For other records, if you want to indicate an initial interest in someone, you can update the Hiring Status to *Prospect;* this will "hold" the person for this assignment until the record is updated to *Intend to Hire* or *Released*. The system will ask for a position for this person at this point, in order to be counted on the Hiring Status report. You can change the position at any time, if necessary.

[1] Interview and References are necessary only for persons whom you do not know or have not worked for Westat previously.

1.5.3 *Do Not Hire* and *Call Home Office* Records

Any records with a Hiring Status of *Do Not Hire* indicates a person who is not eligible to be hired by Westat. The contact information (address and phone number) is not displayed and no other data is available. Data for this record cannot be updated.

Where the Hiring Status is *Call Home Office*, the person has a reconcilable or potentially pardonable issue. You **must** contact Susan Lea in the home office (at 1-800-627-6237 extension 2015) to discuss if contact with this person is appropriate. If the issue can be resolved, Susan will change the person's Hiring Status to *Inactive* so that you can proceed with the recruiting process. Some reasons for a *Call Home Office* status are:

- Other Contract – The person is currently working on or reserved for another Westat project.
- Money – The person owes Westat money;
- Rehire – Various issues such as long-term illness;
- Criminal Status – Application question about criminal conviction was answered Yes or was unanswered; and
- Eval = 3 – The person received a Summary Evaluation of 3 – reservations about rehire.

1.6 Leaving the FRS

When you want to leave the FRS and other NAEP systems, simply click on the Log off link near the top of the screen. If you use the browser's Close or Exit without logging out, some data may be lost or damaged. If you wish to access other NAEP web sites, click on the MyNAEP Home icon in the upper left corner to return to the Options screen.

2. THE FIELD RECRUITING SYSTEM (FRS)

The accuracy and timeliness of data in the FRS influences:

- Management decisions;
- Shipping of materials;
- Contacts by home office, Help Desk staff, other field staff and state/district/school officials; and
- Reports to NCES and other contractors.

It is critical that each person with access to the FRS assumes a dynamic responsibility for correctly maintaining the data.

2.1 Searching for a Record

Thoroughly searching for a record in the FRS is a key to proper recruiting and hiring for the NAEP Project. Not only does the FRS database contain persons who are eligible to be hired, but also the database identifies who is not eligible to be hired. An inadequate search may lead to duplicate records in FRS, which would lead to inaccurate reports, hiring conflicts for more than one study or hiring an ineligible person.

An enhancement to FRS is that while searching, **all** records meeting the criteria will be listed. This should help to prevent duplicate records from being created.

You can search by name. Across the top of the Search screen are the letters of the alphabet that will list everyone in the database. Select the first letter of the last name for a list of everyone whose last name begins with that letter.

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |

Alternately, you can search on any combination of the following items:

- Last Name – legal or alternate (full last name, or just the first letters);
- First Name – legal or alternate (full first name, or just the first letters);
- SSN (numbers only, no dashes or spaces);
- WINS # (numbers only, no dash or space);
- FRS ID;
- City (full city name, or just the first letters);
- State;
- Zip (5 digits only, no partial); and/or
- County.

We recommend that you do not type the entire name just in case the name you are searching for is spelled differently. For example, if you type "fraser" in the last name field, the only records listed would be for any "fraser" in the database. Whereas, if you had typed "fra" in the last name field, the list would include any Fraser, Frasier, Frazer, Frazier, etc. in the database.

The default for searches by name is by Legal Name only. To search for a record based on the person's alternate name, click the Alternate Name checkbox. The system searches only for records with that Alternate Name, and displays Alternate Name(s) in the name fields on the Search Results grid.

Do not type dashes when entering a WINS or SSN. Type numbers only.

To search by County, you must first select the state from the drop-down; then click on **Get County** and select the county from the drop-down list of counties for that state.

The system displays only those records that match **all** of the search criteria so the more criteria you enter the fewer records that will be listed and the more likely it is that you will miss finding the appropriate record. Since the system retains the search criteria when listing the results, you should start with broad or few criteria and narrow the list by typing in additional criteria.

Type in the desired search criteria and click the Display button or press the Enter-key. The bottom section of the screen lists, in alphabetical order, all of the records meeting all of your selection criteria. The list of names is displayed by pages. At the left of the screen, just above the yellow line, the system displays the current page number and the number of pages, and in parentheses just after that, the total number of records selected. You can move through the records by clicking on >>Next Page and <<Prev Page, or by selecting a page number from the drop-down list.

If you see a name you want to update or view, click on the underlined name (a hyperlink to the full record). The Address screen for that person will be displayed.

If the record you selected is not to be the one you were looking for and you want to return to the list of names to look at another, click on the browser's Back Arrow (⇦) in the toolbar. If you click on the Staff Search link instead of the Back Arrow, you would return to a blank search screen ready for the next search.

If you cannot find an FRS record for someone who claims to have previous Westat experience, please contact Annette Morgan to search in the home office for their data. If no data is available, then a new staff record may be created.

If no records meet the criteria you entered, the system issues a message: "No matching records found." At this point, you can:

- Change the criteria you entered and search again; or
- Click on the Staff Search link to empty all of the search criteria boxes and begin again.

If you have exhausted your search scenarios and still have not found the record of the person you seek, then you may create a new record by clicking on the New Person link on the Search screen (refer to 2.2).

2.2 Entering New Person

If a thorough search on the Staff Search screen found no records, you can enter a person's data by clicking on the New Person link in the upper right corner of the staff search screen. The Enter

New Staff Name Information pop-up window appears. Use the Tab-key to move between fields. The required fields – legal last name, legal first name, study, position and state – are marked with a red asterisk (*). The position is required so that this new person can be included in status reports.

New Staff - Microsoft Internet Explorer

Enter New Staff Name Information:

Prefix		Last	First	M
—	Legal:	*	*	
	Altrnate:			
	Phone:		WINS:	
	SSN:		Source: New Hire	
	Study:	*	Position: *	
	Address1:			
	Address2:			
	City:		State: * Zip:	
	Get County			
		Enter Clear Close		

*: required field

If you have address information for the person, you can enter it at this point, but it is not required. You may also want to enter a phone number, if available. Refer to list below for standardization rules for addresses.

Rules for Entering Address and Phone Information

- Use standard abbreviations (ST, RD, LN, AVE, BLVD, SE, NW, etc.), and omit the final period.
- Enter apartment numbers on the same line as the street name and number (12290 GREEN MEADOW DR #312). Include the number sign (#A) whether the apartment is a numeral or letter. Omit the comma between the street name and the apartment number.
- The correct county must be verified by referring to a U.S. Postal Zip Code Book.
- For nonsupervisory fieldworkers, the primary phone number must be the home phone number.
- For supervisory fieldworkers, the primary phone number must be the line installed for Westat business, if one exists; if the fieldworker doesn't have a Westat business number, the number they use for Westat business should be entered.

When you are finished entering the information, you can:

- Click on the Enter-key to save your changes[2] and go to the Field Staff screen;
- Click on the Clear button to erase the information currently displayed so that you can type in new information; or
- Click on the Close button to return to the screen you came from without saving your changes.

The Hiring Status for the New-Person record defaults to *Prospect;* the status date is set to today's date; and the source defaults to *New*. The system automatically assigns the person an FRS ID number. This number can be used to uniquely identify the person until their Social Security Number is available.

[2] If the state you enter is not assigned to you, a message will be displayed warning you that you will not be able to access the record.

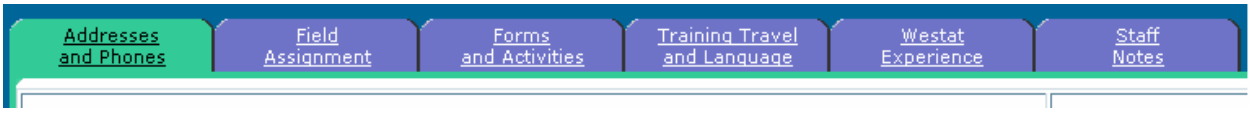
2.3 Viewing/Updating Staff Information

Many of the people you hire will be returning from previous NAEP cycles. The FRS contains a considerable amount of information about these people. You are required to maintain some of this information as well as collect more information about each person.

The FRS database has more information about each person than can be displayed on one screen. Therefore, basic information about the person is displayed in the upper portion of the screen. This includes:

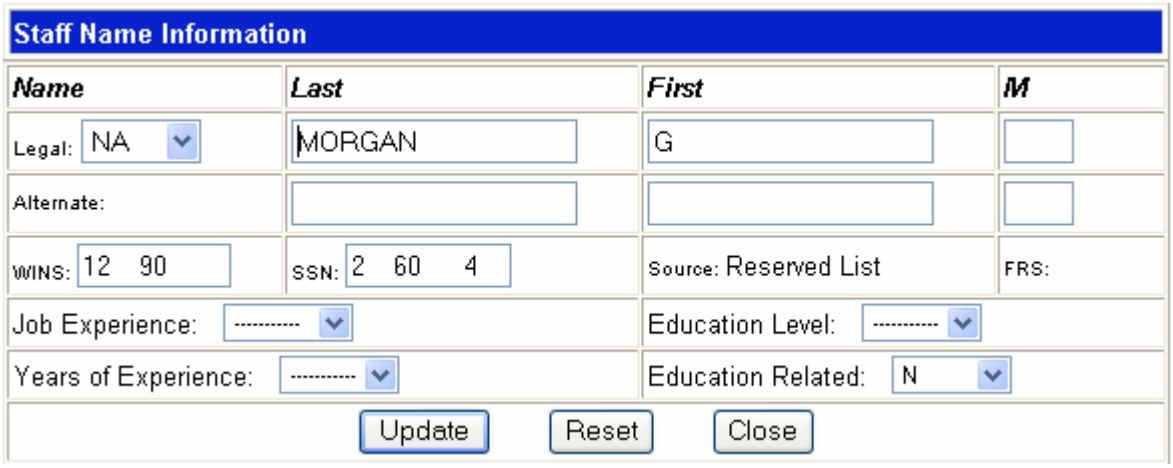
- Legal Name
- Alternate Name
- WINS
- SSN
- FRS Record Number
- Residential State
- Residential County
- Source of Record

All other data about a person is categorized into areas. You can view someone's specific information by highlighting the label for the area or the tab – much like the tab of a file folder. The contents and use of each tab is discussed in more detail later in this section.



2.3.1 Name

The Update Name button will allow you to update the name, middle initial, prefix, SSN, job experience, years of experience, education level, and whether the degree is education-related. After your initial entry of the legal name for a new person, changes should be made only to the alternate name. All employment forms are official, legal, and binding documents and a person's full legal name must be used. The home office staff has procedures to thoroughly check that the legal name in the FRS matches the employment forms and vise versa.



Suffixes (Jr., III, etc.) must be entered in the last name field of the legal name. To maintain consistency with other systems and so that names will be printed properly on reports and labels, do not insert any punctuation except for hyphens. For example, John R. Jones, Jr. and Jane C. Heiser-Morgan would be typed in as:

Last	*First*	*M*
JONES JR	JOHN	R
HEISER-MORGAN	JANE	C

Also, to maintain consistency with other systems and reports, the FRS translates name data to all upper case. So you may enter upper and lower case, but it will convert to all upper case.

2.3.2 Addresses and Phones

Most address and phone information is from the previous NAEP cycle or was transferred from the Field Files System. Other staff have entered some information. The system requires at least one line of street address, city, state, and zip. Refer to 2.2, for standardization rules for entering addresses.

The residential address is the legal, physical address of the person. Post office boxes are not to be used in the residential address. Westat and NCS Pearson use this address for express delivery service (FedEx, UPS) shipments, which require a residential street address.

Addresses and Phones

Residential Address: 123 DRIVE WAY
GAITHERSBURG MD 20882
County: MONTGOMERY
Update

Mailing Address: 1650 RESEARCH BLVD.
RE313
ROCKVILLE MD 20850
Update

Temporary Address:
Insert

Primary Phone: 240-453-2609
Secondary: 800-627-6237
Fax: 301-294-2030
Cell:
Email: AnnetteMorgan@Westat.com
FOSEmail:
Update

Start Date: 9/1/2003
End Date: 3/1/2004

* : indicates a bad address, phone number or email

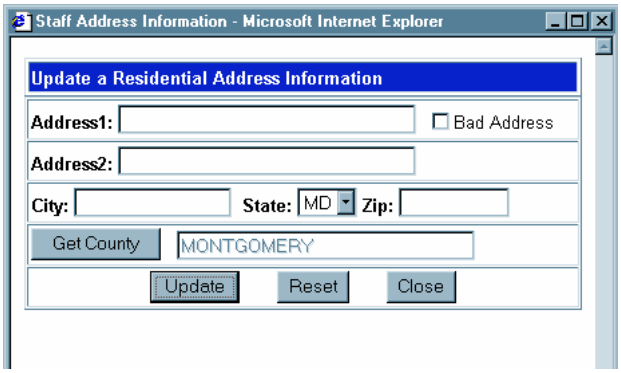
The county is associated with the residential address and is used to determine a person's pay rate. Whenever the residential address changes, you must update the county. County does not automatically update when the address changes. For field staff other than field managers and supervisors (whose pay rates are not visible in FRS), the pay rate on the Assignment screen may change because of the change in county. A new personnel form will be required if the pay rate changes.

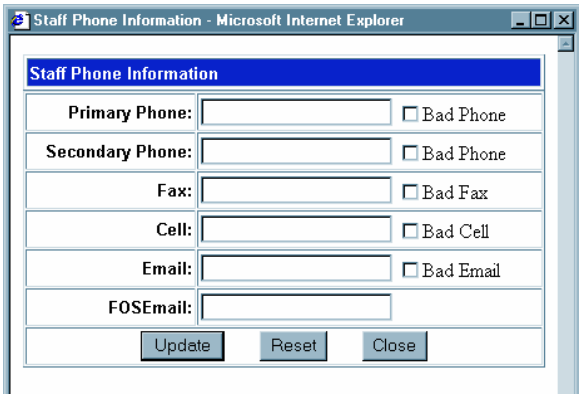
If there is an address that differs from the residential address and is preferred for mailing general correspondence, you should enter that mailing address. Post office boxes are to be maintained in the mailing address. You can also store a temporary address, with start date and end date, for fieldworkers who may be traveling. This temporary address will then be used as the person's mailing address if labels are printed during the dates listed.

Telephone numbers include a primary and secondary telephone as well as a cell phone and a number for a fax. There is no automatic formatting of telephone numbers. Please format U.S. phone numbers as 999-999-9999. Format non-U.S. phone numbers as appropriate.

The FOSEmail address is one assigned by Westat. The other email address may be a personal or alternate email. When you enter an email address, it is transformed into a link. Click on the link to open your email package and send a message to the person.

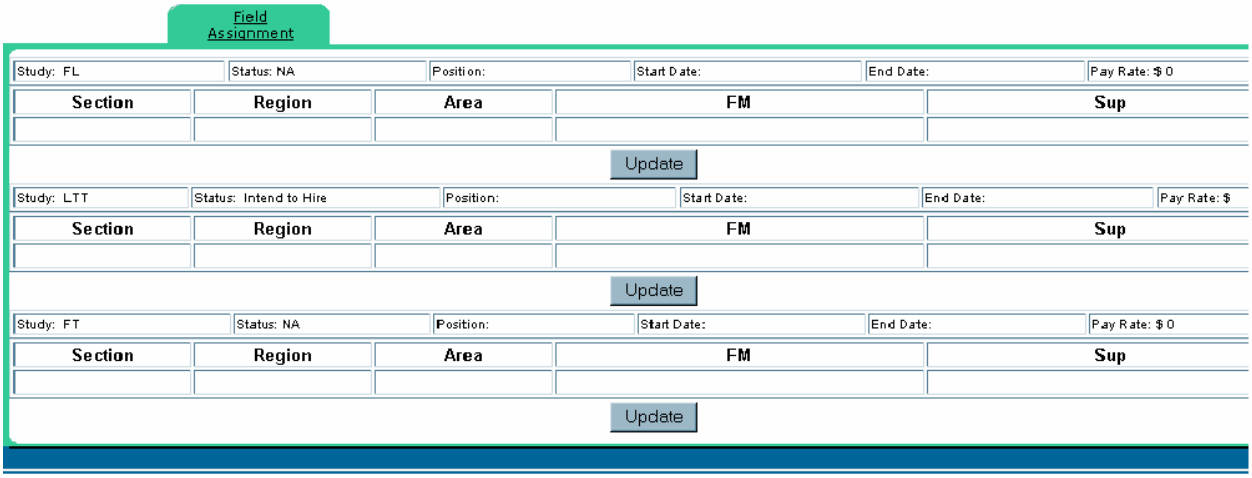
A red asterisk (*) next to an address, phone, or email field indicates that the information has been identified as inaccurate, but the correct information was not available to replace it. If you have more current information, please update the information and uncheck the bad information box to remove the asterisk.





2.3.3 Field Assignment

The Field Assignment tab allows you to view the field assignments and hiring statuses for the three NAEP studies. You may update the data for your study only.

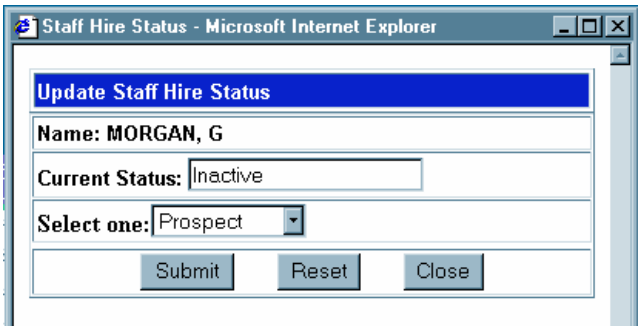


The hiring status in FRS has implications for the availability of a person, and progression of the employment forms process. The hiring status indicates:

- The level of interest in this person by other studies:
  - Inactive = no interest, yet;
  - Prospect = some interest, under consideration, may or may not proceed; or
  - Intend to Hire = high interest.

- The progress in the completion of employment forms:
  - Hired with Key Forms = person will be paid for work because Application, I-9, Personnel Form, Field Worker Agreement, and tax forms have been submitted and are complete;
  - Hired All Forms = person is able to go into and work in a school because the Fingerprint card, Authorization for Release of Information Form, Nondisclosure form, and Oath of Office have been submitted and are complete;
  - Hired All Clear = person has been favorably evaluated in the FBI security background check and all employment forms have been submitted and are complete.

You may update the hiring status of a person to indicate your interest in hiring them. To do this, click the Update button for your study. A pop-up window appears with the current status and a drop-down list for you to select Prospect, or Intend to Hire.



After selecting the new hiring status, click the Submit button. A pop-up window will appear asking if you wish to update the Hiring Status. If you do, click the OK button. Another window appears for you to review address and update the field assignment data. Check that the address is correct. Select the appropriate position from the drop-down list. Start and end dates will change to the default dates for that position. Adjust the dates if this is a special situation. Also, select the appropriate region and area where this person is assigned to work. When required fields are complete and all data looks to be correct,

click the Submit button to save the data. The Field Assignment tab should now display the new field assignment information.

Staff Address Information - Microsoft Internet Explorer

Update a Residential Address Information

Address1: * 11 BATTLE LANE Bad Address

Address2:

City: * WASHING State: * TS Zip: * 47402

Get County * GEORGE

Update Field Assignment Information for *Study FL*

Position: *	Start Date: *	End Date: *	Pay Rate:
Please select one	2003 Sep 2	2004 May 1	$
Trouble-Shooter:			

Section - Region - Area *	FM	Sup	AC

Submit Reset Close

*: required field

2.3.4 Forms and Activities

The Forms and Activities screen displays all of the forms and activities necessary in the hiring process. Most forms begin with a blank status. If a record is loaded or updated from the Field File System (FFS), the Application; I-9; Fingerprint Form; Release Form; and FBI Clearance may have a status of *Complete, Incomplete,* or *Approved*, as appropriate.

Forms and Activities

Form Type	Status	Status Date
Westat Application	Received in Field	8/13/2002 11:18:11 AM
FL - Field Employee Personnel Form		
FL - Field Worker Agreement		
LTT - Field Employee Personnel Form		
LTT - Field Worker Agreement		
FT - Field Employee Personnel Form		
FT - Field Worker Agreement		
I9		
Federal Tax Form (W4)		
State Tax Form		
Direct Deposit Form		
Fingerprint Form		
Release Form		
Nondisclosure Form		
Oath of Office		
Code of Ethics		
Laptop Receipt Form		

Activity Type	Status	Status Date
Interview		
Reference Check 1		
Reference Check 2		
Reference Check 3		
FBI Check		

For New Hires, the Status column is blank for all of the forms except the Westat Application, which has a status of *Distribute*. You may click the hyperlink for the application to update the status to Received in Field.

When the Hiring Status is changed to *Intend to Hire*, any required forms not already complete will be changed to a status of *Distribute*, meaning that you need to distribute those forms to the person. Make a packet of employment forms where status is *Distribute*, and send them to the applicant/candidate with the return envelope addressed to the home office. Update the status of those forms by clicking the Given to Applicant button..

When the home office receives any of the forms, we have procedures to determine if each form is *Complete* or *Incomplete* and the form in FRS will be marked accordingly. There are some forms that are not required or may not be required under certain circumstances. In these cases, a status of *Not applicable* is selected (e.g., the Direct Deposit form is optional).

For persons with a source of new hire or applicant, you must have an in-person interview and check their references before the person can be hired. As you complete the interview and reference checks, you should enter those activities on the Forms and Activities tab. Click on the activity type. On the pop-up window, select the appropriate status from the drop-down list. Click the Submit button to save your entry and return to the Forms and Activities tab.

The following is a list of the forms and activities and their associated statuses:

Forms	Status
Application	Distribute, Given to applicant, Rcvd in Field, Complete, Incomplete
Personnel Form	Distribute, Given to applicant, Complete, Incomplete
Field Worker Agreement	Distribute, Given to applicant, Complete, Incomplete
I-9 Form	Distribute, Given to applicant, Complete, Incomplete
Federal Tax (W4)	Distribute, Given to applicant, Complete, Incomplete, Not applicable
State Tax Form	Distribute, Given to applicant, Complete, Incomplete, Not applicable
Direct Deposit Form	Distribute, Given to applicant, Complete, Incomplete, Not applicable
Fingerprint Form	Distribute, Given to applicant, Complete, Incomplete
Release Form	Distribute, Given to applicant, Complete, Incomplete, Not applicable
Nondisclosure	Distribute, Given to applicant, Complete, Incomplete, Not applicable
Oath of Office	Distribute, Given to applicant, Complete, Incomplete, Not applicable
Evaluation	Distribute, Given to applicant, Complete, Incomplete, Not applicable
Laptop Receipt Form	Given to applicant, Complete
Activities:	
Interview	Complete
Reference Check 1	Awaiting, Approved, Rejected
Reference Check 2	Awaiting, Approved, Rejected
Reference Check 3	Awaiting, Approved, Rejected
FBI Clearance	Awaiting, Reprocessing, Approved, Rejected

2.3.5 Training, Travel, and Language

As training details are made available, the training locations and dates can be updated by field and home office staff. This information is used for travel lists, training room lists, name tags/tents, and training payments, so accuracy is important.

Travel Preference/Availability is presented to help you select persons suitable for the specific tasks based on the travel involved. If the Field Files System has information about a person's travel preferences, that information is displayed on this screen. Travel Preference is updated by field and home office staff.

This screen also displays any special skills or languages which the person may posses, their proficiency, (Fluent, Not fluent) and how the proficiency was assessed. As with travel, language is presented to help you select persons suitable for the specific tasks. Languages would include:

- Additional Languages (Spanish, French, etc.); and/or
- Sign Language.

A listing for English that is *Not Fluent* means that the person was found not fluent in English. This is usually found paired with a listing for fluency in another language.

The Field File System updates language data and cannot be modified. Other skills can be added by home office or field staff.

2.3.6 Westat Experience

The Westat Experience screen displays information that was transferred from the Field Files System about a person's previous Westat work. It lists, in reverse chronological order, all of their previous positions at Westat, including the project, position, start and end dates, summary evaluations, and evaluation comments (evaluation data is omitted for anyone who held a position of supervisor).

Two notes about the Westat Experience screen:

- If the evaluation comment begins with the notation "NWORK," it means that the fieldworker never actually worked in the position.

- If the position is “Others,” the exact name of the position should be displayed at the beginning of the Evaluation Comment field.

There is no user-modifiable information on the Experience screen.

2.3.7 Staff Notes

The Notes screen is a free-form text area to enter notes about the person. Home office and field staff may enter notes. All users may view the notes. The system automatically indicates the date and time the note was added and the name of the user that created the note. Notes cannot be deleted.

2.4 Staffing Targets

Home office field directors with field managers will establish staffing targets for each state. Region and area targets will be formulated from the state targets. Field managers can enter and review the hiring targets by clicking on the Staffing Targets link. To change a target for a particular state and position, click in the appropriate cell and enter the new figure. Click on Update to save your changes. Numbers in red indicate that the sum of the parts does not equal the whole. You need to reconsider the lower-level numbers so that they add up to the region/state.

3. REPORTS

3.1 Creating, Viewing, and Printing Reports

FRS has two reporting features - a mail merge feature to view and/or export data and some preformatted, standard reports for viewing and printing. Either feature is accessible from the Reports Menu by clicking on the Reports link at the top of the NAEP FRS screen.

3.2 FRS Mail Merge

Overview

This option was originally developed to provide state coordinators with a means of generating mailing labels and customized letters. Through this option, an electronic file is created that can be used with another application, such as a word processor to generate individualized letters, mailing labels, etc. It can also be used with Excel to generate specialized reports. It is this latter use that you might find of great benefit to you.

Using this feature, you will follow four relatively simple steps as you:

- Select the fields that you want to use;
- Indicate how you want the data sorted;
- Indicate which of the records you want included (subsetting or filtering); and then
- View the results and create an electronic file of the data to be printed.

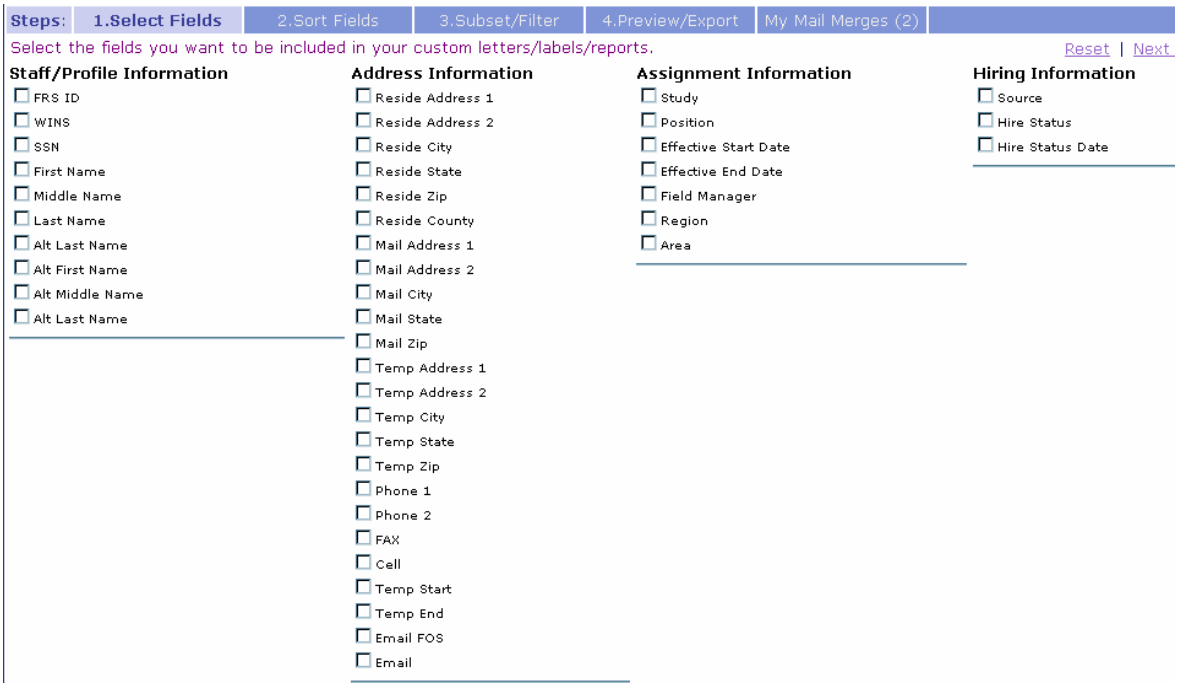
This section will guide you step by step in producing a report that is not available from the list of preformatted, standard reports.

3.2.1 Creating a List of Staff

In this example, we will walk you through the process of creating a report that recruiting supervisors will want to produce rather frequently. This report will list all of the candidates that you may wish to hire in a particular geographical locale.

From the report menu options, select FRS Mail Merge.

Step 1. Select Fields



Mail Merge Step 1

As it states at the top of this screen, in Step 1 you will select the fields you want to be included in your report. You will do this by clicking on the name of the field or in the small box in front of it.

For this report, select the following fields:

- WINS;
- First Name;
- Last Name;
- Reside Address 1;
- Reside Address 2;
- Reside City;
- Reside State;
- Reside Zip;
- Phone 1;
- Phone 2; and
- Hire Status.

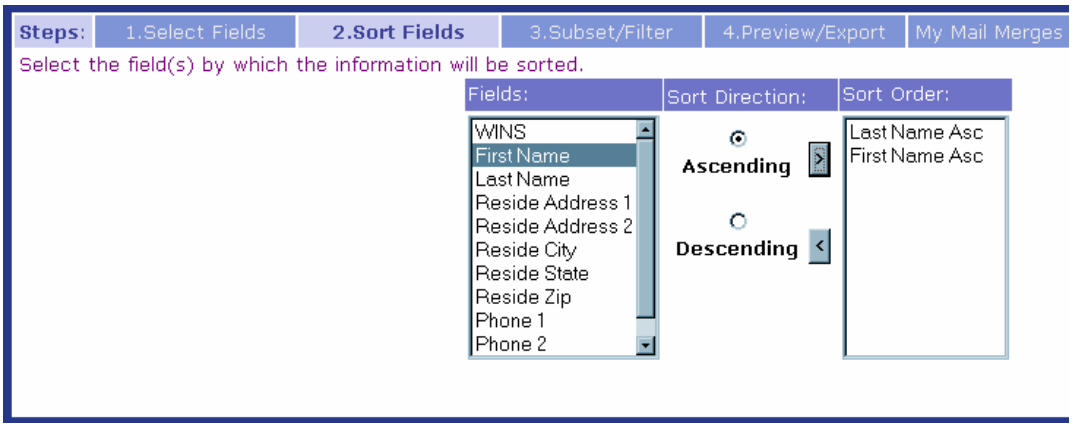
The order in which you select these fields does not matter. You will set the sort order in the next step. Next, click on the second tab and go to Step 2 in Mail Merge.

Step 2. Sort Fields

How do you want the report or list of candidates sorted? We will sort the report by last name.

First, put the focus of the computer on the sort field by clicking on Last Name in the list under “Fields” (on the left of the screen). Next, click on the button with the right arrow (>) to indicate that you want to “send” that field into the box labeled ”Sort Order” (on the right of the screen).

Let’s select first name as our second sort order. Below, the selections that we have made are displayed in the “Sort Order” column.



Step 2: Select Sort Fields

If you make a mistake, or change your mind after copying a field from the list of fields to the "Sort Order" list, click on the field name in the "Sort Order" list and click on the left (<) arrow to remove it from the "Sort Order" list.

When finished with your selections here, go to Mail Merge Step 3.

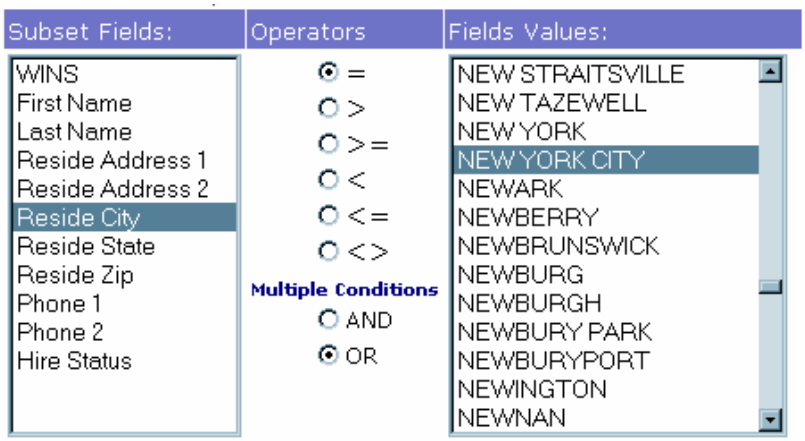
Step 3. Subset/Filter

In this step, you will tell the system that you want a report for only one city. You can come back and create a report for another of your areas after producing the first list.

As this step indicates, you will "subset" or filter the data so that the candidates in only one city will be displayed.

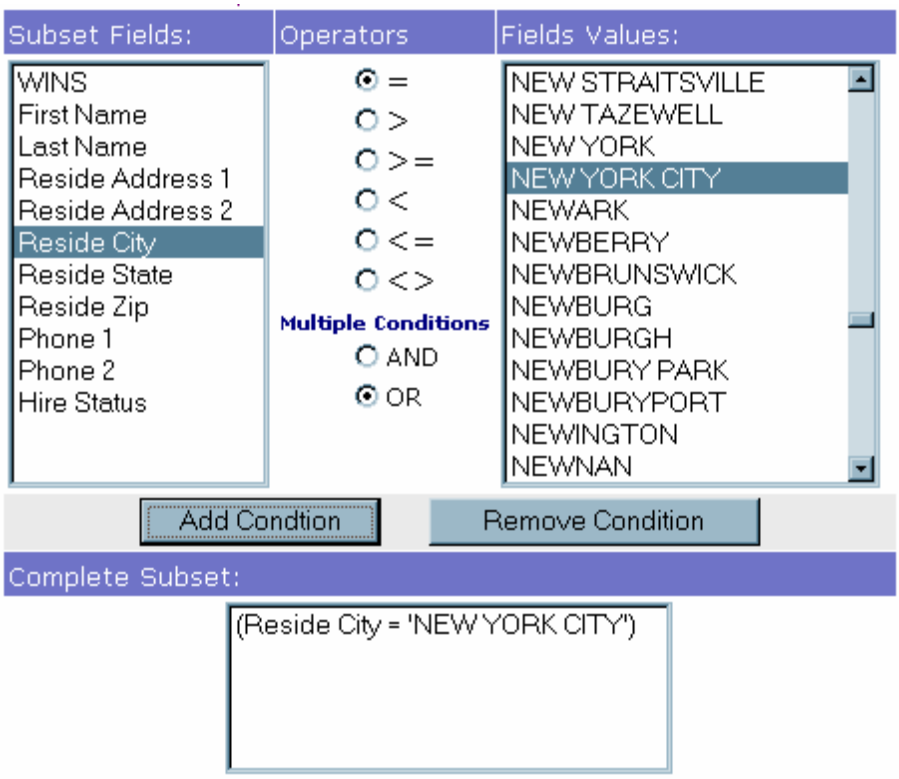
First, select the field "City" (click on it). In the Field Values panel will be displayed all of the cities.

What you have created at this point is what you might call a statement or condition. In plain English this is that you want the list to be comprised only of candidates for which city equals "New York City". You didn't need to select "equals" since that is the default option. The other symbols are explained below (Section 7.4) if you are not familiar with them.



First part of Step 3

Now, you need to complete the process by adding the statement or condition to the "Complete Subset" box. You do this by clicking on the **Add Condition** button. In the panel under that button you will see the full statement or condition that you have created.

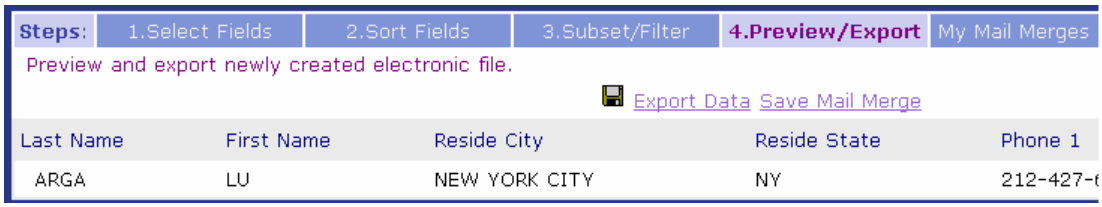


Adding the Condition to the Subset

Now we are ready to see the list, so go to step 4.

Step 4. Preview/Export

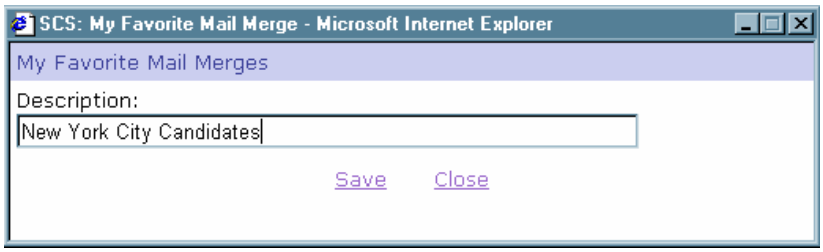
Here, you can see the results of your efforts in the proceeding steps before you actually create the electronic file. If you need to modify something, you can go back to Step 3 or Step 2.



Preview of Report – Step 4

If your report looks all right, select the "Save Mail Merge" option at the top of the screen. This will allow you to save the report format in the "My Mail Merges" tab so that you can very quickly recreate the report for this city any time you want to run it again on up-to-date data.

When you click on Save Mail Merge, a small dialog box will open giving you the opportunity to give your report a name. Enter the name and click on "Save".

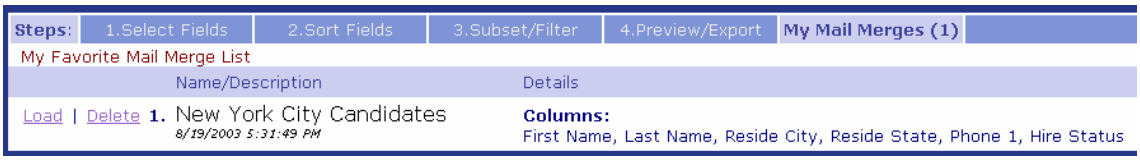


Naming and Saving Custom Mail Merge

You should print out this report before going any farther. Click on the print icon at the top of the screen (being sure that your printer is connected and turned on.)

Web sites unfortunately do not always print out very well. It is quite possible that, at a page break, part of a line will print at the bottom of one piece of paper and part of it on the top of the next page. An option would be to save or "export" the report to an Excel file and print it from Excel.

Now that you have saved this report as one of your mail merges, you can access it any time you need to by clicking on the My Mail Merge tab. Below is an example of how the listing will be displayed.



My Mail Merges

Select Load to get a report showing you the report with up-to-the-moment data.

3.2.2 Creating a List for another city.

If you want to create a status report for another city, you can easily do so. Go back to step 1 of the Mail Merge process by clicking on the tab labeled Step 1 Select Fields. As you will see, the fields that you originally selected will still be selected. Go through the steps until you get to Step 3 so that you can select a different city for your next report.

In Step 3, you will need to remove the condition City = New York City so that you can create a new condition of City = Albany. To do this, highlight the condition you created for the first report and then click on the **Remove Condition** button.

Then, return to the top part of the screen and create the condition City = Albany and click on the **Add Condition** button.

Then, in step 4, if the report looks right, you can save it in My Mail Merges. This time, we saved it as "Albany Candidates". Click on the tab labeled My Mail Merges.

3.2.3 Explanation of Mail Merge Symbols

If you are not familiar with the symbols used in Step 3, they are explained below.

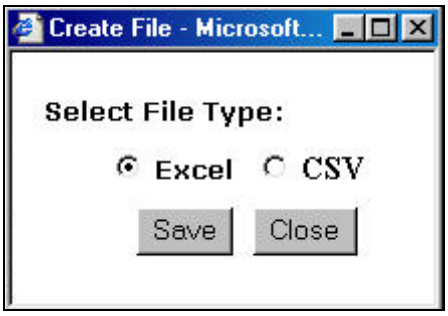
=	Equals (the default)
>	Greater than
>=	Greater than or equal to
<	Less than
<=	Less than or equal to
<>	Does not equal

If you are familiar with these mathematical symbols, you are also aware that they are not displayed completely accurately within the FRS. However, it is not always possible to use the actual mathematical symbols when designing screens such as this.

3.2.4 Export Data

After you have created a report with Mail Merge, you can save the entire report in an Excel file. While the option discussed in Step 4 saves the format ("condition"), this option saves the actual data that you have put in a report.

With the report displayed in Step 4 of the Mail Merge steps, click on the "Export Data" link at the top of the screen. A small dialog box will appear asking if you want to save an Excel or CSV file.



Excel is the default. The file type CSV is a format that can be used by a wide variety of applications. Saving the file in Excel will make it immediately available to you.

3.3 Standard Reports

Links to each of the preformatted, standard reports is listed on the Reports Menu. Click on the hyperlink for the report you wish to create.

The first time you run a report, you will be prompted to download a small file required to generate reports. Click on Yes to download the file.

The main window for the report opens. Enter your selection criteria; the system searches for records that meet all of the criteria entered. Select the sort order from the drop-down list. For all of the reports that can be sorted by Name, if any other sort criteria are selected, the list is sorted by Name within the primary sort criteria.

Click on **Run Report** to view your report. The report viewer opens.

Use the scroll bar to scroll down the page. Use the back arrow in the Internet Explorer toolbar (⇦) to close the report and go back to the main report page.

Use the buttons at the top of the window for the following functions:

Icon	Purpose and Use
	Print a copy of the report. Opens the printer dialog box.
	Export the report a Word or Excel document. You will be asked to confirm the export, then select a format and directory and filename for the saved report.

Icon	Purpose and Use
	Refresh the image of the report.
100%	Change the magnification of the view of the report on the screen. The smaller the magnification, the more information fits on the screen. Select Whole Page to view a complete page on the screen. Select Page Width to fit the report to the width of your screen.
	Go to the beginning of the report.
	Go back one page.
2	Displays the current page number. You can enter a new page to go directly to that page.
	Go forward one page.
	Go to the end of the report.
	Find a word or phrase.

3.3.1 Hiring Status Report

The Hiring Status Report lists the count of field staff for each state and/or region and area by position. The report can be run to show either state-level counts; state and region-level counts or state, region and area-level counts.

3.3.2 Personnel Forms Report

The Personnel Forms Report lists the status of each form for the selected records. The selection criteria include: Hiring Status, Position, State, County, and City. The report may be sorted by Last Name, State, County, City, State-Region-Area, Hiring Status or Position.

3.3.3 Employment Activity Report

The Employment Activity Report lists the status of each employment activity for the selected records. The selection criteria include: Hiring Status, Position, State, County, and City. The report may be sorted by Last Name, State, County, City, State-Region-Area, Hiring Status or Position.

3.3.4 Training Report

The Training Report lists staff and status of training for the selected records. The selection criteria include: Hiring Status, Position, State, and Training Session. The report may be sorted by Last Name, State, Hiring Status or Position.

2003-2004 NATIONAL ASSESSMENT

OF EDUCATIONAL PROGRESS

Student Data System (SDS)
User Guide

Conducted for:
National Center for Education Statistics
U.S. Department of Education

Conducted by:
Westat
Rockville, Maryland

July 2003

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NAEP STUDENT DATA SYSTEM
USER GUIDE

1. Introduction

You will be using the Student Data System (SDS) as you prepare for the assessments in your schools generally using the SDS for

- Sampling from lists of eligible students; and
- Transmitting data files to Westat.

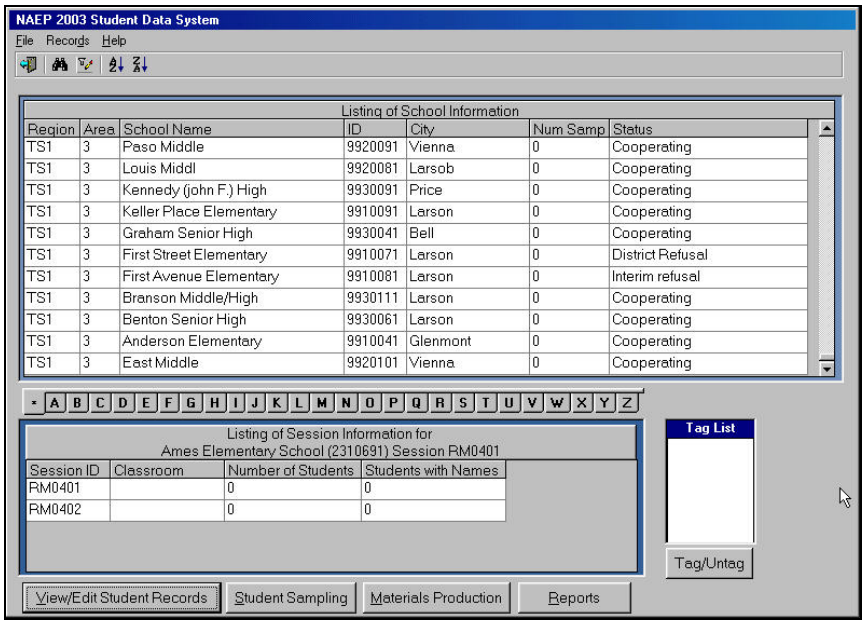
Each round of NAEP and NAEP special study will require certain modifications to the SDS to reflect the focus of the study. This may include, for example, different session types, oversampling, sampling from new enrollees, or additional student data to record. The basic Student Data System is described in this document followed in Section 11 by the specific features of the SDS for the current study. Thus, some of the screens shown in Sections 1 – 10 may not look exactly like the version of the SDS you are using. However, updated screens will be added to Section 11.

Those who are familiar with the basic SDS may want to go directly to Section 11 to see "What's New in the SDS for This Year".

2. Overview of the SDS

Double click on the SDS icon on your laptop to launch the application.

Give the system a few seconds and you will see the main view as shown in the example below.



SDS Main View

2.1 Menu Items and Icons

As you click on the menu item a drop down list will be presented. The same functions that are available with the drop down options are also available with the icons below the menu bar. These are briefly explained below.

File	Records	Help
Export sampled schools	Find	Contents…
Import sampled schools	Filter	
Change Database >	Sort records by column >	About Student Data System
Main Database	Ascending	
Test Database	Descending	
Exit Student Data System		

2.1.1 File

The option to export a school to another laptop for data entry may be available if the size of the study warrants.

The test data are accessed by moving your pointer to the option labeled Change Database and selecting Test Database.

When you have completed your work in the SDS, click on File, Exit Student Data System to close the SDS. A confirmation box will be displayed in case you have selected this option by mistake.

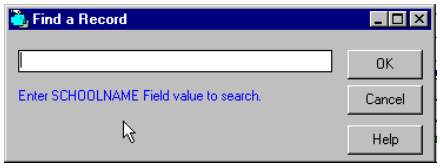
Also, you can click on the first icon to close the application.

Windows applications usually have a button in the upper right with an X in them allowing you to close the application. This has been eliminated from the SDS to ensure that data you have entered, updated, or corrected in the SDS are saved when you exit the system.

2.1.2 Records

The options in the dropdown list give you several ways to locate a school, as do the icons under the menu bar.

Find. Clicking on this menu option or on the binoculars icon will open the Find a Record dialog box. The default is to search for school name. To find a school by its ID, click on any school's ID in the list of schools to put the focus of the system on that field. Then, click on Find or the binoculars icon (second from left).



Filter. Clicking on this menu option or the third icon, will open the Filter dialog box. In this example, the focus of the system was on the NAEP ID field, so it will filter IDs. For example, if you enter 983 and click on the *OK* button, the list of schools will be "filtered" to display only those beginning with 983.

To restore the list to display all schools alphabetically by school name, click on the *Refresh Records* button at the top right of the main view. (This button will only be available if you have changed the order of the schools in the main view.)

Suggestions for using the filter include selecting all of the schools from one city or all cooperating schools. If the filter option is used for the School Name field, the information entered in the filter field must match the first word of school names.

Sort Records by Column – Ascending or Descending. When you click on this menu item or on one of the two sort icons (A-Z or Z-A), the list of schools will be sorted in ascending or descending order. The default is to sort on school name. To sort by another field, click on an entry in that column before selecting this option. Click on *Refresh Records* button to show all schools in their original order, alphabetically by school name.

2.1.3 Help

The version number and system information are available under About Student Data System.

2.2 School Information

The schools for which you are responsible are listed in the top matrix of the main screen or view. The order is school name within region. The school status code will be set by the SCS. This will help you to keep track of the schools for which sampling will not be required (refusals, out of scope, etc.) as well as those for which you will need to sample.

The number sampled column (Num Samp) will help you to keep track of those schools for which the sampling has been done and not done.

The bottom of the view shows session information for the school you have selected from the list of schools. The default is to display the session information for the first school on the list.

Scroll down the list of schools by using the scroll bar on the right.

Select an alpha tab to see only the schools beginning with that letter. Return to the full list by clicking on the first tab with the asterisk.

2.3 Session Information Matrix

Listing of Session Information for
Ames Elementary School (2310691) Session RM0401

Session ID	Classroom	Number of Students	Students with Names
RM0401		0	0
RM0402		0	0

The session information matrix at the bottom of the main view shows:

- The sessions assigned to the school (one session per line with its assigned session ID),
- The number of students sampled for each session; and
- The number of students for which you have entered names.

As shown in the above example, the only column with any information displayed before you have sampled will be the session ID column.

2.4 Main View Buttons

You will use the buttons at the bottom of the main view for the various options available in the SDS. Their functions are briefly described below. Before clicking on any of these buttons, be sure that the focus of the computer is actually on the school on which you want to work by clicking on the school name or ID first.

Click on the *View/Edit Student Records* button to access the student data for a session in a selected school. Since this is session-level information, be sure that you have indicated which session in the school you want to view or edit by clicking on the session ID before clicking on the *View/Edit Student Records* button. After you sample the students, you (or an assistant) will enter the sampled student information in SDS in this section. (See Section 4.)

Click on the *Student Sampling* button to begin the process of selecting the primary sample and printing out the sampled line numbers.

You will also select this button if you want to print out a second copy of the sampled line numbers for a school. (See Section 3 for more details on sampling.)

When necessary, you can resample the school (deleting the original sample and all student data) by selecting this option.

Click on the *Materials Production* button to access a menu from which you select to print student data to double check data entry, a list of sampled students by session or school, or print labels for student assessment materials. See Section 8 for more on this part of the system.

When you select this menu option, the system launches the Reports set up screen. Using this option you can create a specialized Student Data Report for which you specify which fields to include and how you want the list sorted.

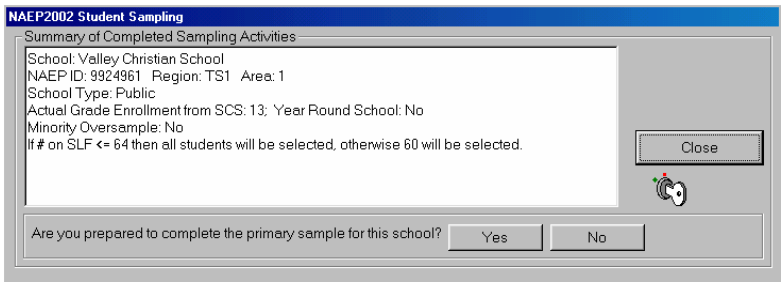
The reports option also includes a Sampling Progress Report. This report lists the schools and for each indicates the sampling method, the number of eligible students ("Number on SLF"), the number sampled, and the next sampling step for the school.

The reports are discussed in more detail in Section 9.

3. Student Sampling

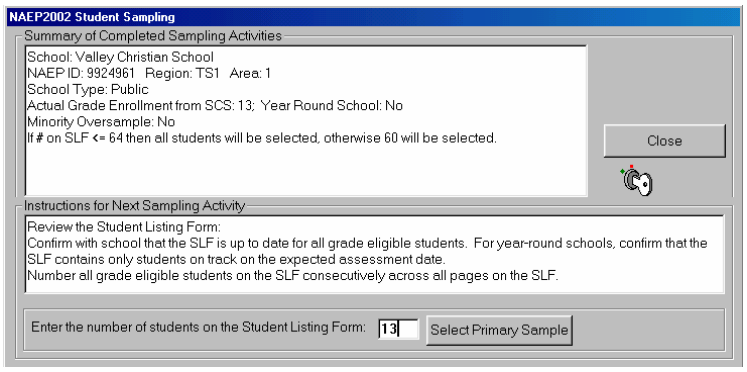
We will begin discussing how you will use the SDS by going through the steps that you will follow to draw the sample of students.

When you are prepared to sample the students (you have double checked the list of eligible students from the school and it is accurate, up to date, and complete), locate the school's name on the list of school in the SDS. Click on the school's ID or name to put the focus of the system on the school. Click on the *Student Sampling* button at the bottom of the screen and you will see a screen similar to the one displayed below. In this series of steps, we will use Valley Christian, one of the schools in the test data as our example.



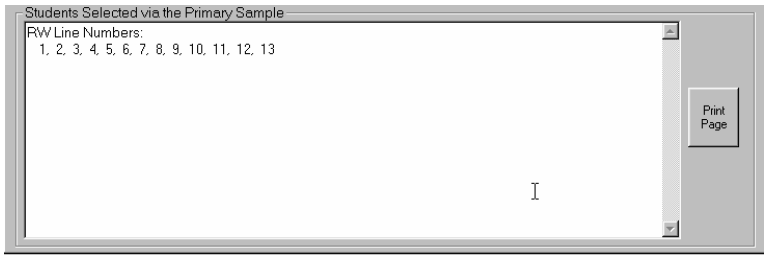
Beginning Student Sampling

This screen provides you with several useful pieces of information that you should review before proceeding. When you are ready to complete the primary sample (original sample) for this school, click on the *Yes* button and you will get the screen shown below.



Ready to Enter Number from SLF for Sampling

Follow the instructions carefully and then enter the total number of eligible students from the list provided by the school (referred to as the SLF[1], here) in the small window. The cursor will be flashing and the zero will be highlighted. When you enter the number of students, the zero will be deleted. Click on the *Select Primary Sample* button to sample.



Primary Sample Line Numbers

The selected line numbers are displayed for the sessions to be conducted in the school. (There will be 15 numbers on each line displayed.) Click on the *Print Page* button to print the list of numbers (there is no other option available to you). If there is a problem with your printer and the numbers do not successfully print, it will be possible for you to return and print these later.

[1] SLF stands for Student Listing Form. This form may or may not have been used by the school. The shorthand way of referring to the list of eligible students is used throughout the system and should be interpreted as the list of eligible students received from the school.

When you click Print Page, a small dialog box will appear giving you the opportunity to print the sampled line numbers. You can press the Enter key to accept the default *OK* button.

Using the sample line numbers, mark the selected students on the list of eligible students.

3.1 The Sample of Newly Enrolled Students

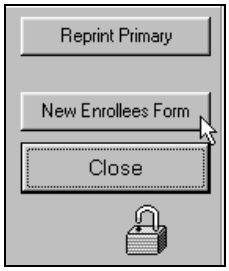
Often for NAEP, schools submit their list of eligible students and the samples are drawn a month or more before the assessment is conducted. If the sample is selected in the fall and the assessment is conducted in February, it is quite possible that new students will have enrolled in the sampled grade. Thus, procedures are in place for these newly enrolled students to be sampled a few weeks before the assessment is conducted.

Schools that submit an electronic file of their students for sampling and those sending in their list of students are asked to maintain a list of students who enrolled after the list or electronic file was produced. A form, The New Enrollee Listing Form, is provided for them to use for this purpose.

After the student sample has been selected, when you print out the sampled line numbers, the print dialog box will appear a second time so that you can print out Instructions for Sampling New Enrollees. (New enrollees are sampled at the same rate as the original sample.)

Place these Instructions in the school folder. The assessment coordinator will need these instructions when he/she calls the school prior to the assessment.

Note that the *New Enrollee Form* and *Reprint Primary* buttons are available if you need to reprint the sampled line numbers.



3.2 Delete Previous Sampling Step

If an error is made and you need to resample the school, you can remove the previous sample that was drawn. This should be done only if you are sure that the original information was incorrect.

On the main view of the SDS, locate the school and select the *Student Sampling* button. Locate the lock icon on the right and click on it. When you do this, a dialog box will appear asking you to confirm that you want to remove the previous sampling step for this school. Click on the *Yes* button.

Remember that completing this step will remove the previous sampling step and all student data that might have been entered for this school.

A dialog box will appear telling you that the sample for the school has been removed. Click on the *OK* button and you are returned to the sample window.

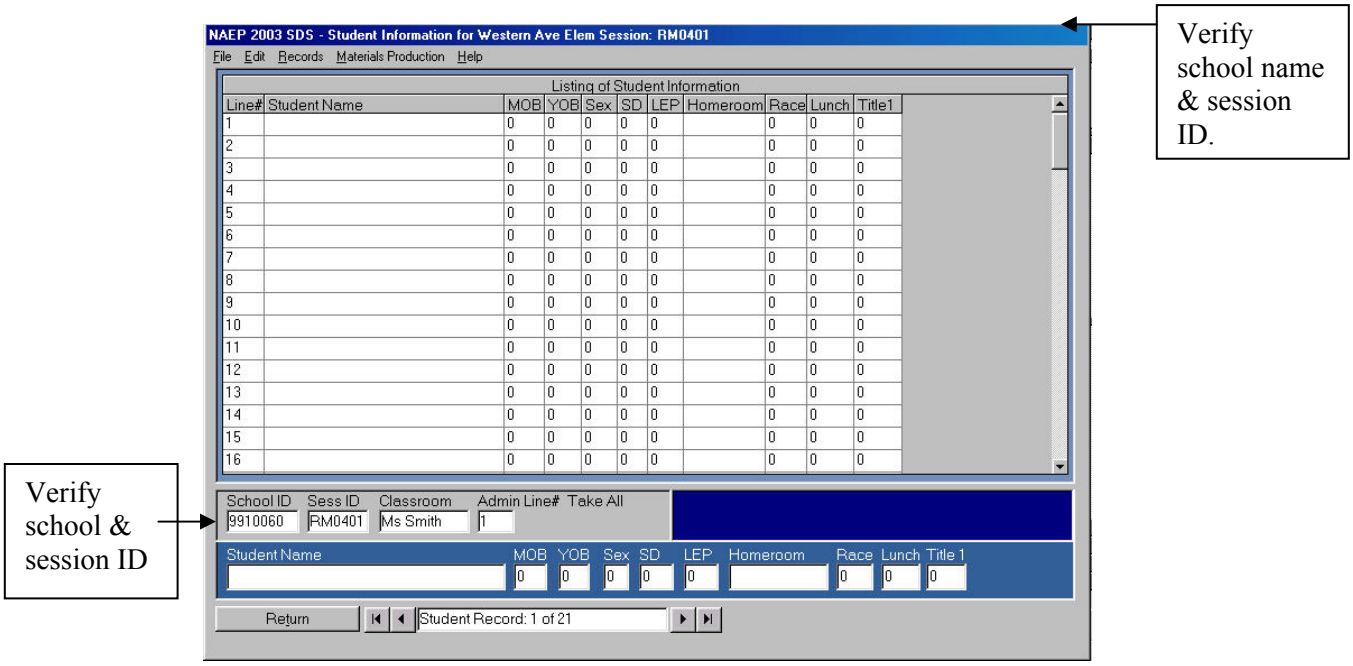
4. Entering Student Data in the SDS

After the Student Data System has selected the sample and you have identified the sampled students on the list of eligible students, begin entering the student information in the SDS – students' name, birth date, sex, race/ethnicity, etc.

To be sure that you are entering information for the correct school and the correct session, follow the steps below carefully:

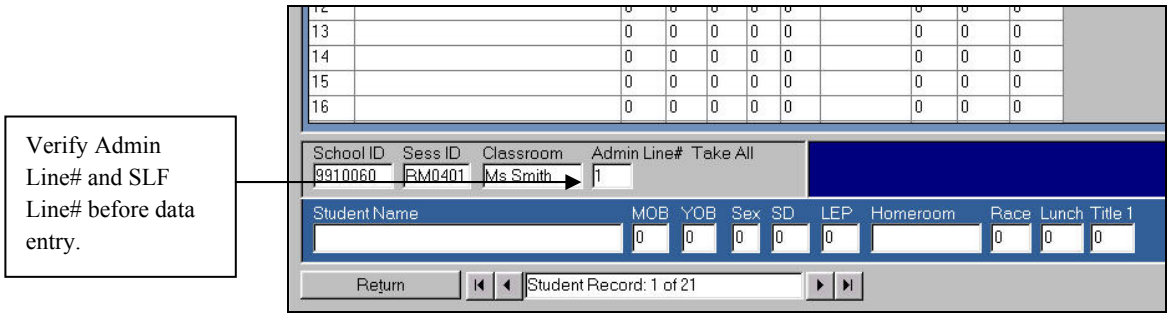
- Locate the **school name** on the SDS list of schools and click on the school's name or ID.
- In the session matrix in the bottom of the screen, locate the **session ID** for the session for which you want to enter student data. Click on the session ID.
- Click on the *View/Edit Student Records* button at the bottom of the screen.

Once you are in the data entry screen, you should double-check the school name and session ID displayed at the top of this screen to be sure that you are in the correct school and session database.



Student Data Entry Screen

Before you begin data entry on any student, double-check the Administration Schedule line number and the SLF line number.



Entering Student Data

Individual student data are entered in the bottom part of the screen. With the cursor flashing in the Student Name field, type the name of the first sampled student. (See "Hint" below.) After typing the student's name, use the Tab key to move to the MOB (month-of-birth) field, enter the month. (It is NOT necessary to zero fill for the month.) Tab to the YOB (year-of-birth) field and enter the year (2 digits).

When you reach the field for the student's sex, a pop up window is activated displaying the choices and values. Enter the number value and tab to the next field. Continue entering the values and tabbing to the next field.

When you are on the last data entry field, you are ready to move to the next selected student. After typing the data for the last field, press the Enter key and you will be moved to the next student record with the cursor flashing in the student name field.

To facilitate date entry, for most fields (school lunch and Title 1, for example), it is possible to automatically fill all students' records with the same value working in the grid at the top of the screen. This process is explained in Section 5 below.

HINT. The reports produced by the SDS sort student names alphabetically by the first word in the student name field. Thus, you should enter the student names last name first for the school to have an easy to use list.

5. Batch Entry of Student Data – "Auto Fill"

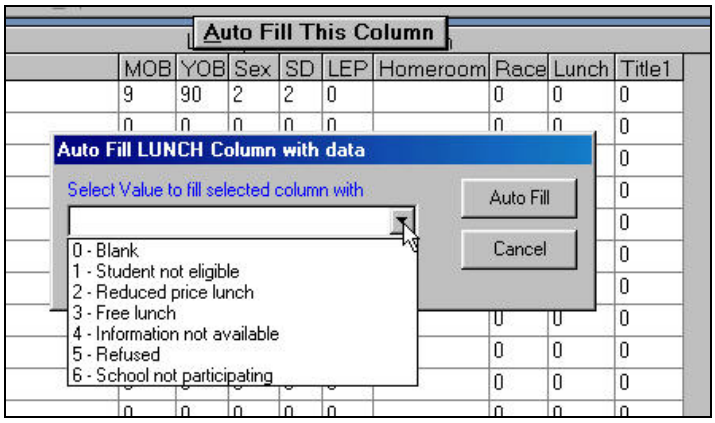
In most schools, some of the student information will be virtually the same for every student. Most students will be SD = No and most will be LEP = No, for example. To facilitate data entry for such data, the SDS will allow you to enter the same information for every student in a session (or for all sessions in a school) as a "batch" (all at the same time). Auto fill is available for every field except student name and month of birth. The process is explained below.

As an example, after entering information for one student, you notice on the SLF that the school lunch field for all of the students in this session will be coded as 6 - School not participating. Follow the steps below.

To access the batch entry feature:

- Move the mouse pointer into the grid at the top of the window in the field you want to change for all students, the "Lunch" field in this example.

- Click once in a cell in the Lunch column to reveal the button labeled "Auto Fill this Column" at the top of the grid.
- Click on the *Auto Fill* button to reveal the dialog box. Notice that the option is available to set the same value for all sampled students in the school or just this session. This session is the default.
- Click on the down arrow button to reveal the codes and the options as shown below.



Auto Fill School Lunch

- Click on your selection (6-School not participating, for this example) and then on the *Auto Fill* button.

Immediately, this field will be filled with "6" for every record in this session, including those records for which no other information has been entered.

After using Auto Fill to set one of the values for all students in this session, if one or more of the students need to be changed, go to that student's record and change the information.

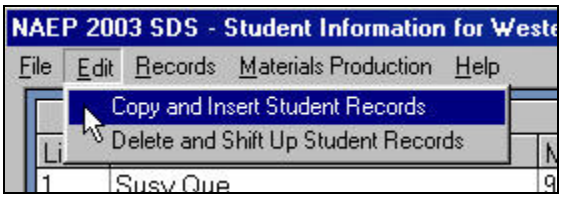
Please note that batch entry can be used before or after you have started doing data entry on students.

6. Correcting Mistakes in Data Entry

After entering the student information, you should print out the data using the Student Information Report (see Section 8.3). Any mistakes should be corrected immediately.

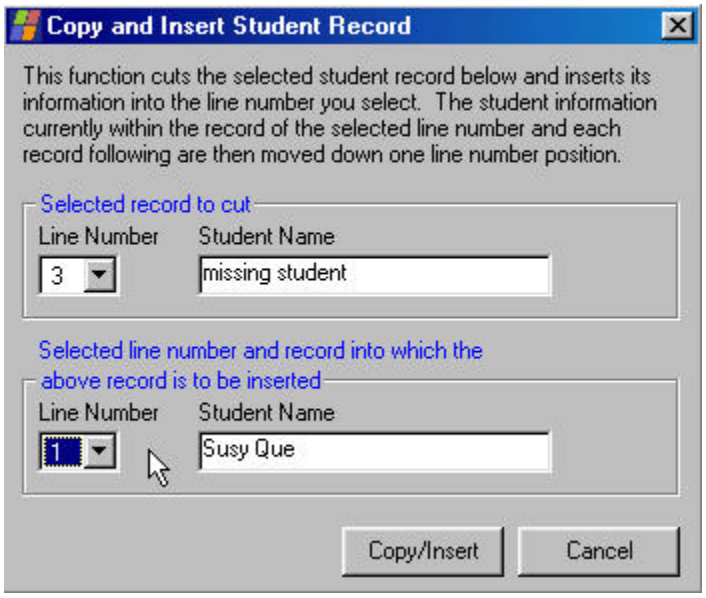
If you discover that a student was inadvertently left out of a session for which he/she was selected, it will be possible to insert the student as follows.

Go to the first blank line in the student edit screen and enter the missing student's name and demographic information. Then, click on the Edit menu option at the top of the screen. This will reveal two options, to insert or to delete a student record.



Edit, Copy and Insert

Click on the Copy and Insert option to open the following dialog box.



Copy and Insert Dialog Box

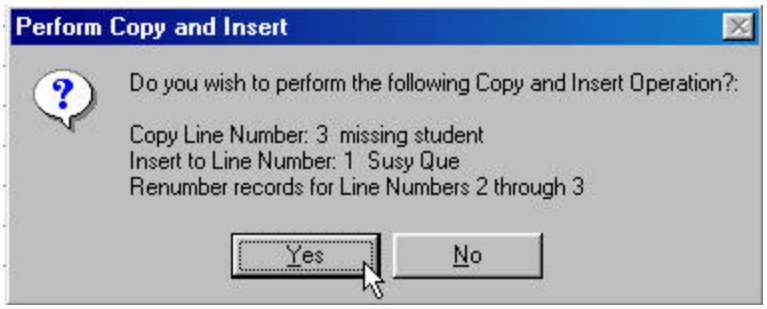
The text in this dialog box states:

> This function cuts the selected student record below and inserts its information into the line number you select. The student information currently within the record of the selected line number and each record following are then moved down one line number position.

If the line number showing under "Selected record to cut" is not the line number of the student record that you want to move, click on the down arrow and select the appropriate line number. The text below this states:

> Selected line number and record into which the above record is to be inserted.

Click on the down arrow and select the line into which you want to insert this record. When you click on the *Copy/Insert* button, you will get a confirmation dialog box.



Read it carefully and click the *Yes* button (unless you made a mistake) and the record you have identified will be inserted and all other records moved down as in the example below.

				Listing c
Line#	Student Name	MOB	YOB	Se
1	missing student	2	90	1
2	Susy Que	9	90	2
3	Jim Jones	8	90	1
4		0	0	0

If you discover that you have entered information for a student who does not belong in this session, another new feature allows you to delete a student record and shift all other records up one line. As you see in the following screen shot, after you select the option Edit, Delete and Shift Up Student Records, you are asked which line number and corresponding student name you want to delete.

Delete Student Record

Select the line number of the student record you want deleted and double check the name to be sure that you have selected the correct line number. Click on the *Delete/Shift Up* button and the records will be updated.

7. Special Situations and Exceptions

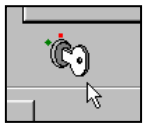
When schools are recruited, it is occasionally necessary to negotiate with the school to obtain cooperation. During these negotiations, if the school has concerns about the number of students involved in the assessment, it may be possible to modify the number. There are strict limits as to what exceptions are allowed, however. These are explained below.

Before agreeing to or offering these special situations, you must check with your field manager. A Special Situation Form must be completed for any of the following exceptions.

7.1 Assess All Students

If a school wishes to assess all students instead of only the number we expected to sample, that can be done through an override option in the SDS. However, you must obtain permission from your field manager before doing this. If this option is permitted, the SDS will add the students to all sessions assigned to the school, proportionately.

To over ride the sample size in a school, select the *Student Sampling* button and locate the "key" on the right side of the screen. When the mouse pointer is held on the key for a second, it will be identified as "Take All Students Override".



Click on the key and a confirmation box will appear in case you selected this in error. Click on "Yes" and you are returned to the sampling screen. Click on the *Yes* button (yes, "you are prepared to complete the primary sample for this school") and enter the total number of eligible students in the selected grade in the box. The SDS will select all of the students and assign them proportionately to the sessions in the school. These students are considered part of the primary sample and will be given the appropriate administration code when the assessment is complete in the school.

As always, if a school wants to add an <u>unsampled</u> student to a session after the student sample is selected, then that student (or students) can be assessed and will be given the administration code Not In Sample. However, this not-in-sample option will require more materials and possibly additional assessment staff. This option must be discussed with your field manager before you can agree to it, especially if it involves large numbers of additional students.

7.2 Assess Fewer Students

If a school objects to the number of students that we wish to assess, it may be possible to assess fewer students if that is necessary for the school to participate. You must discuss this option with your field manager before agreeing to do this. In some studies, this will not be an allowed option.

If this option is allowed, and your field manager concurs, the sample should be drawn as usual. Then, identify the session(s) that will not be conducted.

The student demographic information must be recorded for each student record in the SDS even in the session(s) that will not be conducted. (Do not enter student names.) The Administration Code for each student in the session not being conducted must be set to Absent – Other (#24) on the Administration Schedule.

7.3 No Other Options

The two options above are the only special options that might be allowed. It is **not** possible to sample whole classrooms, or to select the sample from a list of students in only some classes.

8. Materials Production

The Materials Production section of the SDS will allow you to print out the following either for one session at a time or for all sessions in the school:

- A list of sampled students;
- Booklet labels; and
- Student Information Report.

On the main view, click on the school name to put the focus of the system on that school. At the bottom of the main view, click on the button labeled *Materials Production*. The following dialog box will appear.

Materials Production Menu

8.1 List of Sampled Students

The default for this option is to print a list of the sampled students by session in the school. If there is more than one session, the arrow button to the right of the displayed session number will reveal a drop down list of all sessions in the school from which to select. To see an alphabetical list of all sampled students in the school click on the Report Option - School. (Names must be entered last name first if you want a list sorted by last name.)

To print out the list, while looking at the list, click on the print icon at the top of the screen. This list could be put in the school folder and eventually sent to or given to the school coordinator for use in locating and notifying the selected students.

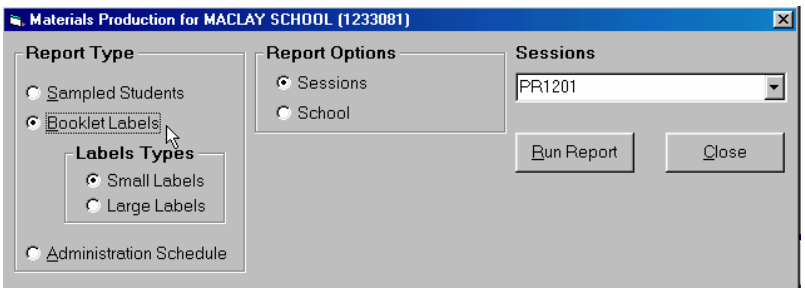
See Section 8.4 below for more information on viewing and printing these lists and the other materials from the Materials Production section of the SDS.

8.2 Booklet Labels

Pearson will print booklet labels for all of the sessions in all of your schools. If E-Filing is an option used by schools, Pearson will print those booklet labels with sampled student names (if names were provided for sampling) as well as school and session IDs.

Schools that do not submit their lists electronically nor send information to the state office for sampling will have booklet labels as well. However, these labels will not contain student names (only school, session, and booklet IDs). If you go to a school to draw the sample and want to print booklet labels with sampled student names, use this option in the Materials Production option of the SDS.

Click on Booklet Labels. This will give you the option of printing on small labels (80 per sheet) or large labels (30 per sheet). The same information will be printed on each label, only the font size will change.



Booklet Labels Options

The labels can be printed by session or for the entire school (sorted by session). A school with only two sessions of 20 students each printed on small labels for the entire school will only use one sheet of labels. The same school printed by session will take two sheets of labels with several blank and wasted labels on each sheet whether printed on small or large labels.

See Section 8.4 for information on viewing and printing.

8.3 Student Information Report

After sampled student demographic information has been entered for a school, you should print out a copy of the data to double-check the data entry. The Student Information option will give you a printout of all of the student data that has been entered for each session.

When you select this option, the Student Information Report is displayed so that you can see what fields have been completed. Click on the print icon to get a hard copy to use in checking the data entry against the original information from the school.

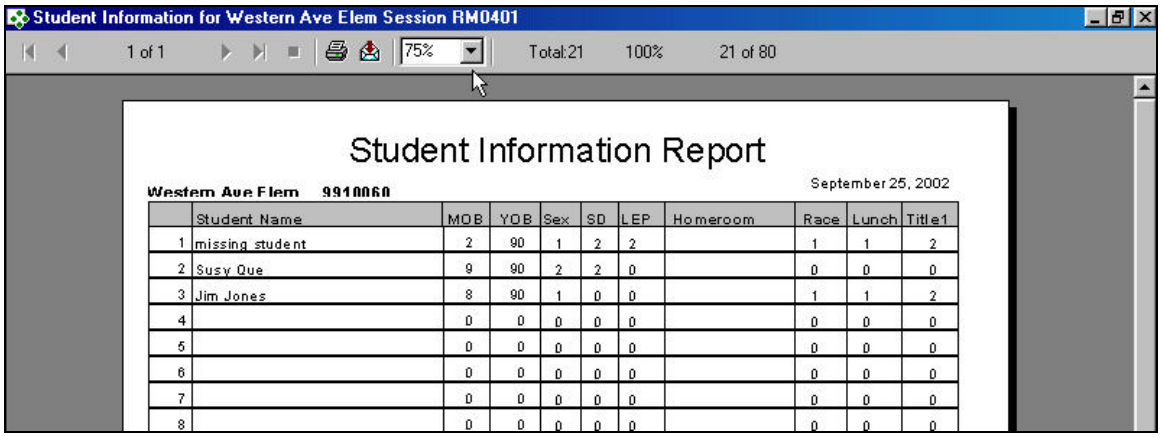
See Section 8.4 for information on viewing and printing.

8.4 Viewing and Printing Materials

When the SDS produces the student lists, booklet labels, or Student Information Report discussed above, it launches a separate application so that you can view and print out the information.

To produce any of these materials, click on the *Run Reports* button to launch a preview of the material selected. This preview application has a menu bar at the top of the screen.

Below is an explanation of the contents of the menu bar and how you navigate within this application. In this example, the Student Information report has been displayed for Western Avenue Elementary School (reduced to 75% so it fits the screen).



	Student Name	MOB	YOB	Sex	SD	LEP	Homeroom	Race	Lunch	Title1
1	missing student	2	90	1	2	2		1	1	2
2	Susy Que	9	90	2	2	0		0	0	0
3	Jim Jones	8	90	1	0	0		1	1	2
4		0	0	0	0	0		0	0	0
5		0	0	0	0	0		0	0	0
6		0	0	0	0	0		0	0	0
7		0	0	0	0	0		0	0	0
8		0	0	0	0	0		0	0	0

Student Information Report

If your list is more than one page long, in this application, the system tells you in the upper left of the screen that you are looking at page 1 and that there is more than one page (Page 1 of 1+). When there is more than one page, you must view the other page before the total number of pages is displayed at the top of the screen. (In this case, there are only 21 students selected for this session, so the report is only 1 page.)

Move to page 2 of the list of students by clicking on the right arrow button. The scroll bar on the right of the screen will scroll down the page, but will not scroll to page 2.

If you want a printed copy of the document, click on the print icon at the top of the page.

The icon that looks like an envelope (third from the left) is not functional for this study.

The figures to the right of the size indicator are indicators of record sizes. They are not important for your purposes with this application.

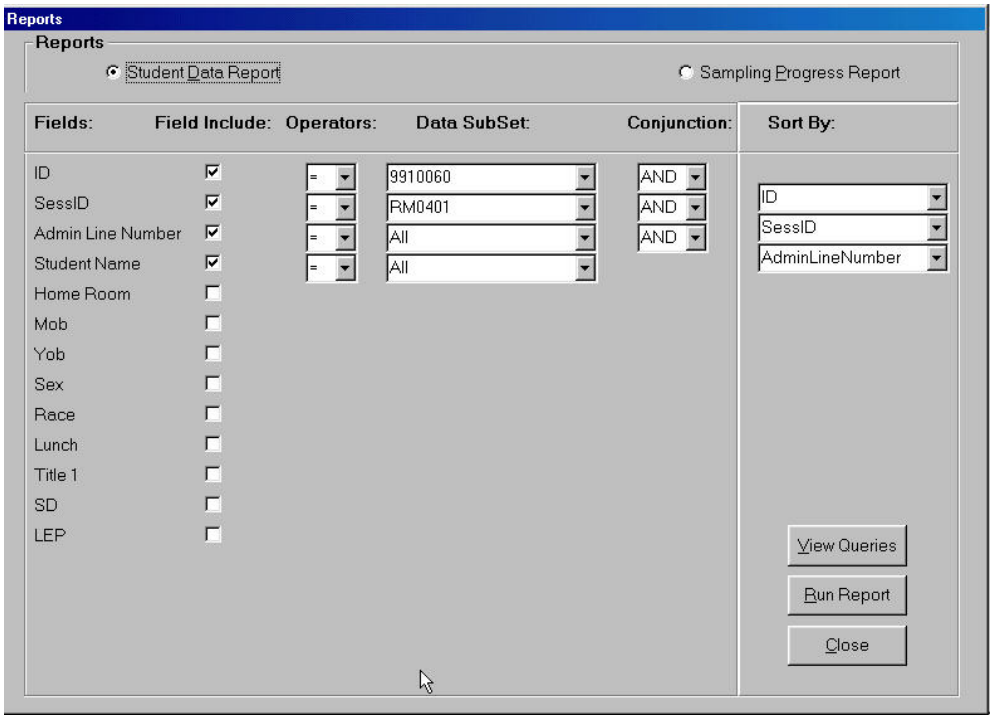
To close this view and return to the SDS, click on the small icon in the extreme upper left of the screen and then select on Close. The X in the upper right it may also be used to close this since it is a separate application.

9. Reports

Two categories of reports are available – a Student Data Report and a Sampling Progress Report. These are explained below.

9.1 Student Data Report

The Student Data Report will allow you to print out student data for one session in a school or for all sessions in a school.



Main Report Screen

When you access the menu, the default will be to run the report for the school that was the focus of the system on the main SDS view.

The report defaults are set to give you a report that would include the school ID, session ID, administration schedule line number, and student name as indicated by the checks in the boxes. You can add fields to the report by checking other boxes and eliminate default fields by clicking on the check mark to remove them.

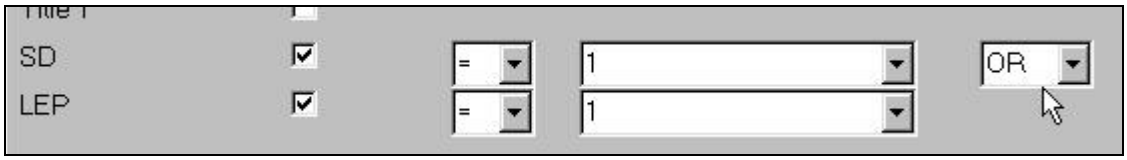
Below is an example of how to set up a report for students in a session that are coded as SD and/or LEP.

Step 1. School and Session IDs

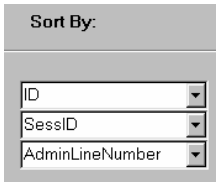
First, make sure that the school ID is set for the correct school. The SessID should be set for the session ID within this school. If it is not, click on the down arrow to reveal the Session IDs. Scroll down to find the correct session ID for this school.

Step 2. Fields and Values to be Displayed

In addition to the default fields to be displayed, select SD (click in the box) and change to value from All to "1" ("Yes" for SD) by clicking on the down arrow button to the right of the value field. Then, select LEP and set its value to "1". Since we want to see students who are coded as SD or LEP, select OR.



Step 3. Sort

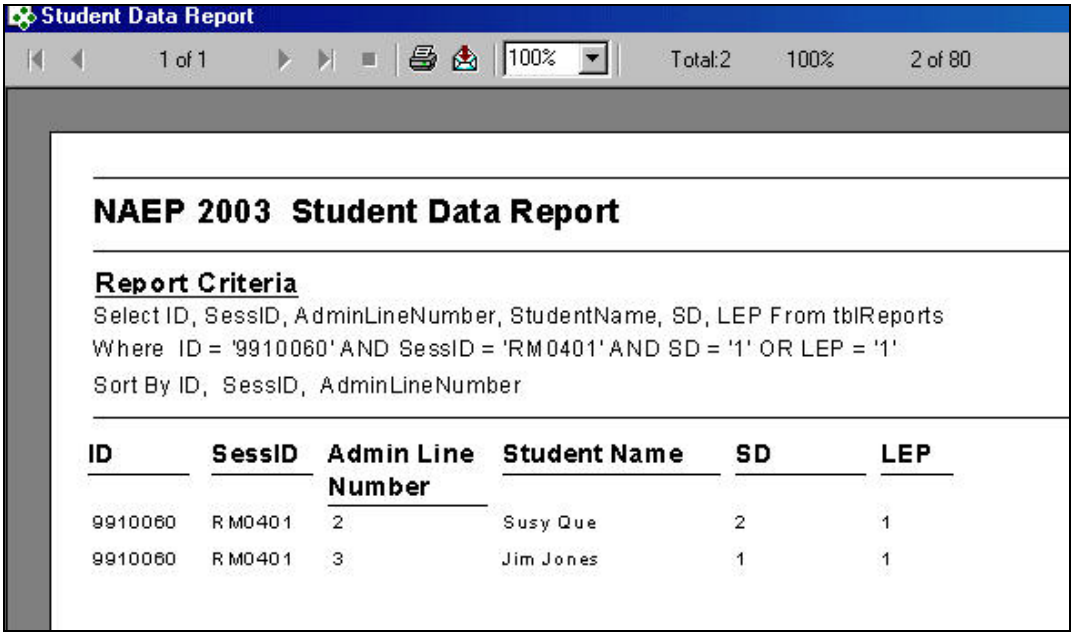


On the right are the sort options. The default is to sort by school ID, then by Session ID, and then by the Administration Schedule Line Number. Leave these as they are for this example.

Step 4. Run Report

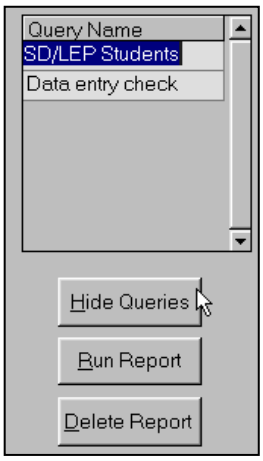
Run the report by clicking on the *Run Report* button and a dialog box will appear asking you if you want to save this report. If you plan to use it again, click yes and it will be available when you click the button labeled View Queries.

After you select your answer to the question about saving the report, the report will be displayed. To print the report, click on the print icon at the top of the page. Below is an example of how the SD/LEP report might look for a school.



Student Data Report on SD and LEP Students

9.2 Saving Queries



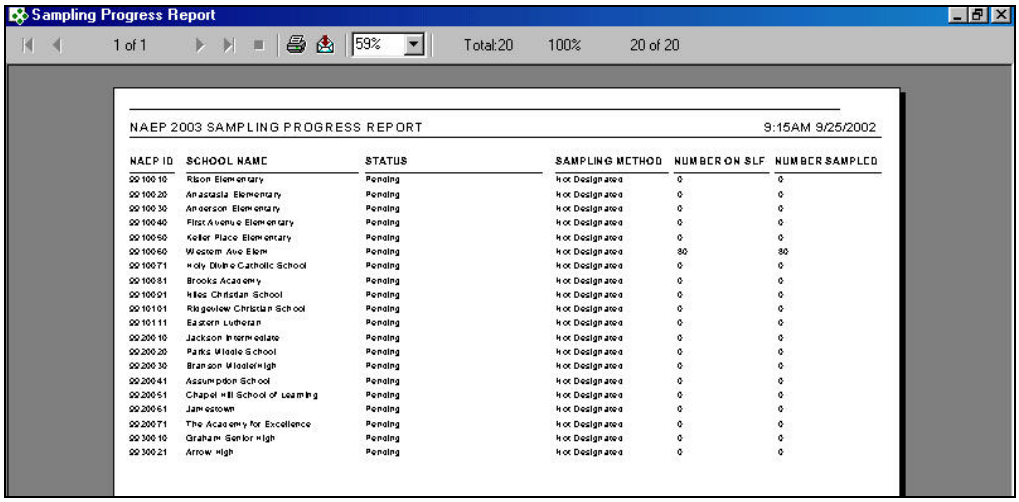
Steps 1 through 3 above produce what is called a "Query". This can be saved if you expect to use this same report in the future. For the above example, the query was saved as "SD/LEP Students". Shown here is the list of saved queries including a report saved as "Data entry check".

Click on the *View Queries* button to display the query names and to run a saved query. Queries may be deleted by highlighting the name and clicking on the *Delete Report* button.

After viewing the list of queries, close the list by selecting Hide Queries.

9.3 Sampling Progress Report

The Sampling Progress Report will produce a list of all schools in your system in ID order showing NAEP ID, school name, school status, number on SLF, and the total sampled. An example is shown below.



NAEP ID	SCHOOL NAME	STATUS	SAMPLING METHOD	NUMBER ON SLF	NUMBER SAMPLED
00 100 10	Rison Elementary	Pending	Not Designated	0	0
00 100 20	Anastasia Elementary	Pending	Not Designated	0	0
00 100 30	Anderson Elementary	Pending	Not Designated	0	0
00 100 40	First Avenue Elementary	Pending	Not Designated	0	0
00 100 50	Keller Place Elementary	Pending	Not Designated	0	0
00 100 60	Western Ave Elem	Pending	Not Designated	80	80
00 100 71	Holy Divine Catholic School	Pending	Not Designated	0	0
00 100 81	Brooks Academy	Pending	Not Designated	0	0
00 100 91	Miles Christian School	Pending	Not Designated	0	0
00 101 01	Ridgeview Christian School	Pending	Not Designated	0	0
00 101 11	Eastern Lutheran	Pending	Not Designated	0	0
00 200 10	Jackson Intermediate	Pending	Not Designated	0	0
00 200 20	Parks Middle School	Pending	Not Designated	0	0
00 200 30	Branson Middle/High	Pending	Not Designated	0	0
00 200 41	Assumption School	Pending	Not Designated	0	0
00 200 51	Chapel Hill School of Learning	Pending	Not Designated	0	0
00 200 61	Jamestown	Pending	Not Designated	0	0
00 200 71	The Academy for Excellence	Pending	Not Designated	0	0
00 300 10	Graham Senior High	Pending	Not Designated	0	0
00 300 21	Arrow High	Pending	Not Designated	0	0

Sampling Progress Report

10. Transmitting Data

Transmitting your data to Westat will help ensure that they are backed up! You should transmit at least once a day when you are sampling. See the document on transmitting for the procedures you will follow to transmit.

2003-2004 NATIONAL ASSESSMENT

OF EDUCATIONAL PROGRESS

School Control System (SCS)
User Guide

Conducted for:
National Center for Education Statistics
U.S. Department of Education

Conducted by:
Westat
Rockville, Maryland

July 2003

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NAEP SCHOOL CONTROL SYSTEM USER GUIDE

1. INTRODUCTION

1.1 Background

Westat field managers and supervisors and the NAEP state coordinators will all access the same Internet-based computer system as sampled schools are contacted and recruited to participate in the National Assessment. This guide will describe the basic features of the system, which will remain relatively stable over time. Features of the School Control System (SCS) that are unique to a particular year will be discussed in Section 10. Those who are familiar with the SCS might want to go directly to this section of this document to see "What's New in the SCS" for this year.

The SCS is located on a server at Westat. While the various users of the system will all be accessing the same database of schools, only those for which you are responsible will actually be visible to you and you will only be able to make updates to those schools. To access the SCS, you will log on to the Internet using the Web browser on the laptop supplied to you for this study or through any computer connected to the Internet.

Since all of the project staff and state coordinators will have immediate access to the NAEP data, it is very important that the information be as up-to-date and accurate as possible.

It is important to remember that some of the basic school information also will be available to the individual sampled schools via the MySchool Web site which makes it imperative that the information about the schools is correct and kept up to date. (More about this below.)

For those of you who will be working closely with a state coordinator, you must remember that some of the screens that they see when they work in the SCS will look a little different from the screens that you have access to. For example, the only schools that they will have access to are the public schools that they are recruiting.

1.2 Linking Data Between the SCS and MySchool Web Site

The letter being sent to schools inviting them to participate in NAPE will encourage them to log on to the MyNAEP MySchool Web site. The User Name they will use to logon will be the MySchool Registration ID provided to state coordinators and to you in the SCS. The initial password will be "Guest". Part of the registration process allows users to select their own user name and password to use after they register.

The MySchool site will have information on the National Assessment, links to other Web sites related to NAEP, the name of the NAEP representative who will be working with the school, and specific information about the sampled school. The NAEP representative for the public schools will be the state coordinator and for the nonpublic schools initially it will be the field manager. Eventually, these names will be updated with the field staff responsible for the schools.

The MySchool site will be personalized with information in our sample database on the school. This information will include:

- School Name
- Principal name (as soon as it is entered in the SCS)
- School address
- Phone number
- NAEP ID number
- Grade to be assessed
- Assessment date
- Name of NAEP representative

As the school moves through the various steps of cooperation, sampling, assessment, and post assessment, new pages of the MySchool site will be available with information specifically related to the various phases of the study. For example, prior to the assessment date, the Web page will remind the school that the NAEP representative is scheduled to come on a particular day and remind the school that we hope the questionnaires will be competed by then. Detailed information regarding NAEP sampling will be available to the school through links from the Web site to frequently asked questions. Also

included will be a link to the instructions for preparing a list of eligible students that the school can print out. Registered MySchool users will be sent an email message notifying them of new information available for them in their MySchool site.

Since the school-specific information in the MySchool site will come from the same database as the SCS, the scheduling supervisors must be very careful to double-check the school information in the SCS and be sure that it is up-to-date and accurate.

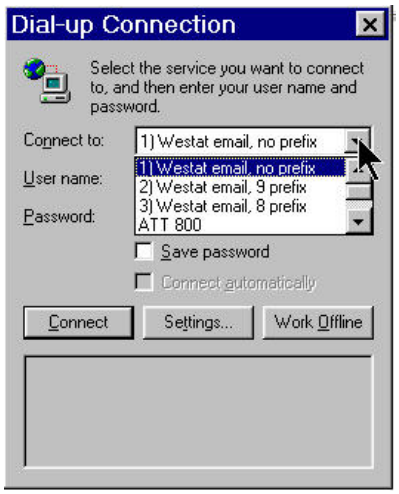
1.3 Getting Started in the SCS

All work on the School Control System whether practicing with test data or working with your real school and district data will be online.

To access the SCS online, be sure that your computer is connected to the telephone line and that you have verified the telephone number for your computer to call. (If you are calling from home for the first time, be sure to change the ATT Local telephone number as described in the handout "Changing the AT&T Local Access Phone Number".)

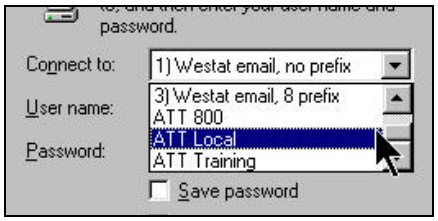
Double click on the Internet Explorer icon to launch the browser.

Your browser has been set so that when you open it, the dial-up connection window will automatically appear. As you can see below, several dial-up connections have been set up on your system to make it easier to connect from home and on the road to Westat and to the Internet through AT &T.



Dial-up Connection window

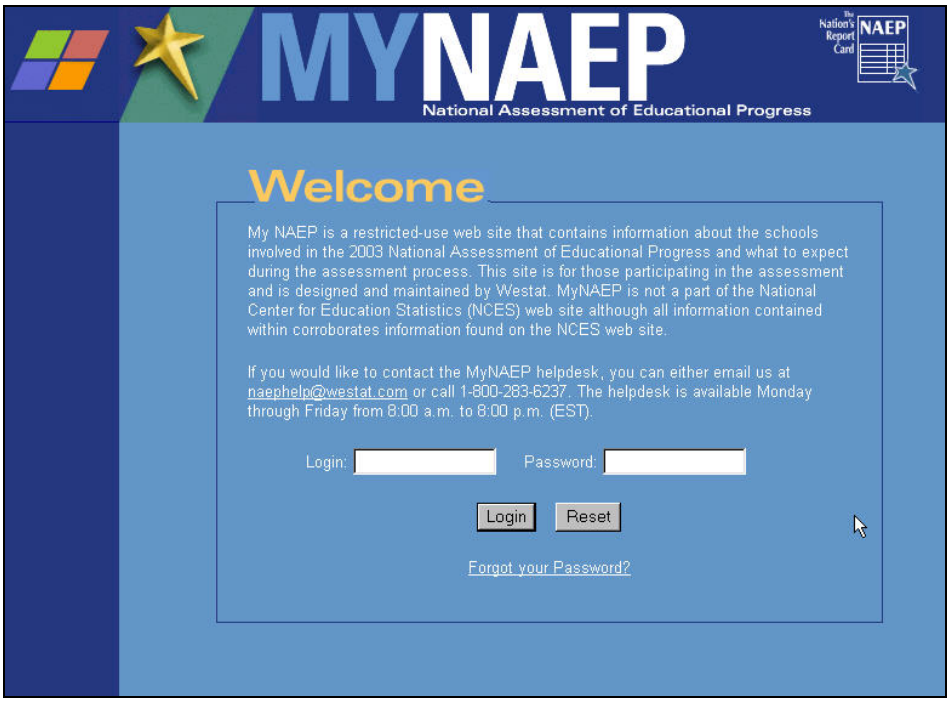
Since there are several options, you need to tell the system which dial-up connection to use. If you are at home, you will select that ATT option as shown here.



Selecting ATT Local

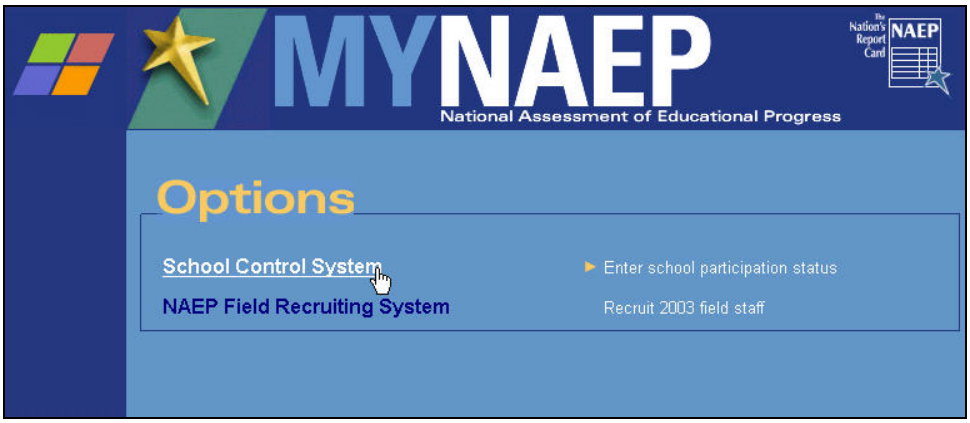
Then, enter your password and click on the Connect button.

When you are connected, the MyNAEP login screen will be your homepage. Enter your user ID and password and click on Login.



MyNAEP Log in Screen

This will take you to the MyNAEP options screen. Shown below is the options screen in 2003 that some field staff saw.



MyNAEP Options Screen

The list of options that one has will depend on who they are and, therefore, which site they have access to.

Move the mouse pointer over the School Control System option click.

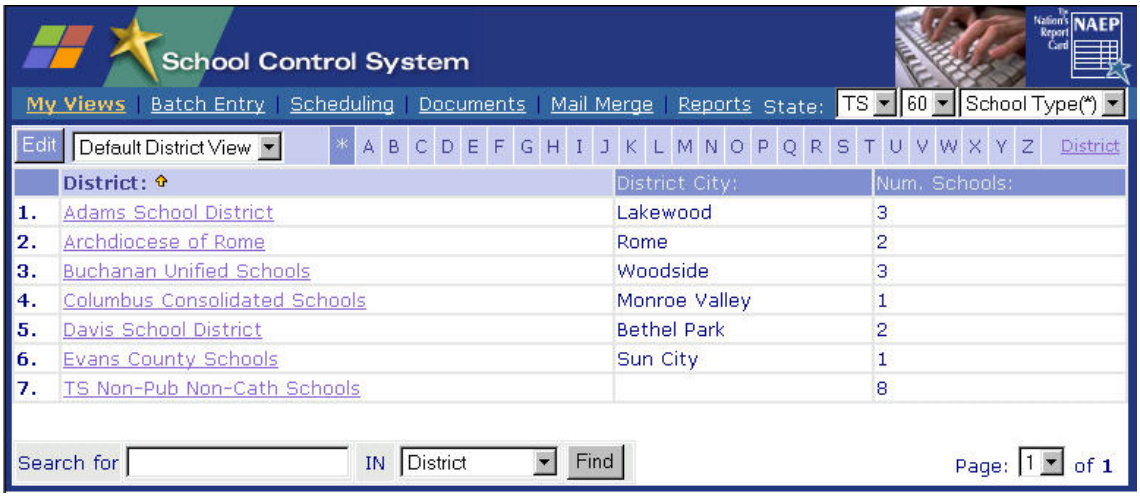
1.4 Accessing the Training Version of the SCS

Log onto the Internet with your ATT account and enter the following for the web address:

http:\\training.mynaep.com

The login screen will look exactly like the "real" web site, so be sure to double check your browser's address field at the top of the window.

Enter your regular user ID and password and you will go to the Options screen. Select the School Control System and you will access the training version of the SCS with the test data. The view should look similar to the example below.



Default View of Test Data with all Districts

You will have the capability of viewing the public and the nonpublic districts and schools. In the upper right, you can subset the list to just the nonpublic districts or schools (depending on the view).

The "state" is identified as "TS" as we normally do to clearly distinguish these "schools" from the real data. Beside the state abbreviation is a number. PLEASE DO NOT CHANGE THIS NUMBER. The test data have been duplicated in several different "regions". If you change the region

number and change the data, when some logs on who should be seeing that region, your changes to the school data will cause confusion since they will see your changes.

1.5 Logging On Dos and Don'ts

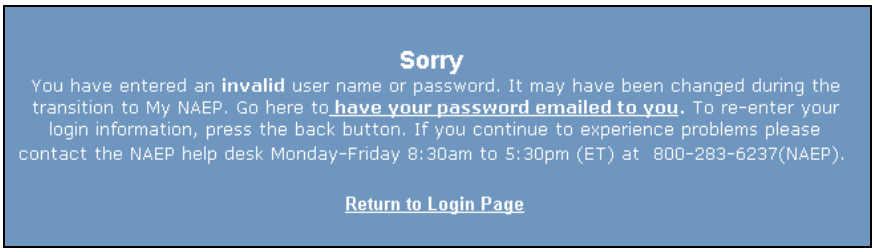
It is possible to program your Web browser so that it will remember information and save keystrokes. However, this also means that other folks can see this information as well. If the information that is stored includes user IDs and passwords, then your system will not be very safe. We strongly recommend that you do not set the browser to memorize such information. The version of Internet Explorer that we have provided on your laptop will not save such information. If you use your own computer to access the SCS, you also should have this feature turned off on your computer. See the appendix of this document for a step by step guide to turning this feature off if you need to do so.

To log onto the system, you will need to enter two items, your user ID and your password. Please note that the password has a mixture of upper and lower case letters as well as numbers and a symbol. The user ID and password must match exactly with the information on the Westat end, so it is important that you enter these correctly.

Both your user ID and password have been provided to you. Everyone will have a unique password and user ID, which must be kept CONFIDENTIAL. Remember that we have promised the schools that their data are confidential. You must do your part to ensure that no one has access to this Web based database.

To enter your user ID, move the mouse pointer over the blank field following "User ID:" until it turns into an I-beam and click once to place the flashing cursor in the field. Enter your user ID. Then, press the **Tab** key or move the mouse pointer over the blank field following the label "Password" and click to place the cursor in the field.

Be careful not to press the **Enter** key after typing your user ID. If you do, the system will think that you are trying to log on without entering the password and you will get the following message.



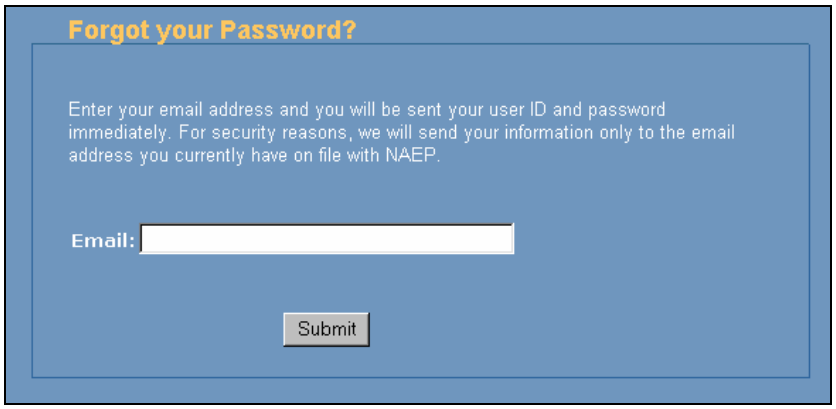
User Name or Password Incorrect

If this happens, click on the Return hyperlink and enter your user ID again and move to the password field.

As you enter your password, all you will see is a series of dots (● ● ● ● ●) so that no one can see what you are typing. Since you will not be able to see what you are typing, it is important that you be careful as you type the password. After typing the password, click on the **Login** button.

If you make a mistake entering either your user ID or password, you will get the "Sorry" message shown above. If this happens, select the return hyperlink and carefully enter your user ID and password again.

The system will allow you to try as many times as you need. However, if you continue to have problems, call the Help Desk at the toll free number **888-499-6237**.

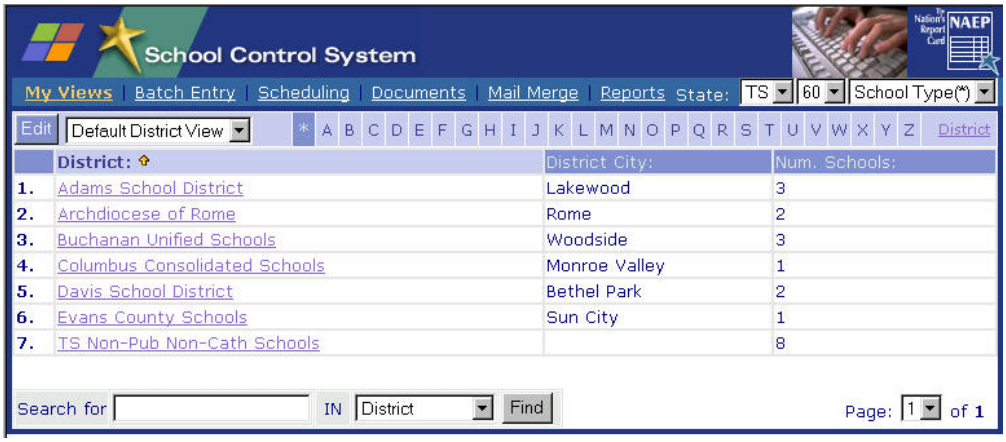


If you Forgot Your Password

If you have forgotten your password, as the screen shot above notes, enter your e-mail address and click on the **Submit** button. Your user ID and password will be sent to you in an email message.

1.6 Basics for Using the System

Below is the default SCS view as it appeared in 2003.

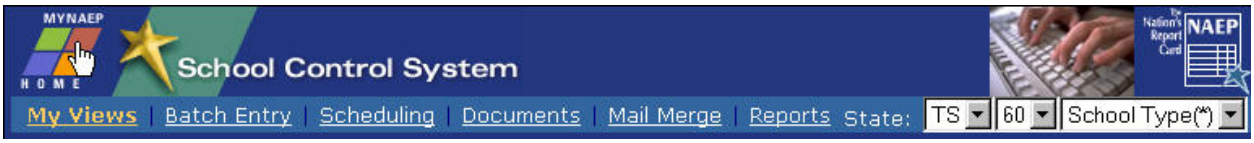


Default District View

As you move your mouse pointer around the screen, you should see it change shape and, as the pointer goes over the name of a district, you should note that the name of the school district changes color. Let's briefly tour the screen and then investigate each of the functions.

Please note that all of the icons and menu items above the SCS banner are related to the functions of Internet Explorer 5 (IE5). They are completely functional while you are using the SCS. However, you generally will not need to use any of the IE5 buttons or functions while you are working in the SCS.

At the top of the SCS screen are several menu options (hyperlinks). As you move the mouse pointer over a menu item, the pointer turns into a "hand" indicating that if you click you will go to that part of the system.



On the left, if you move the pointer over this link and click, you will return to the options screen that gives you access to the other NAEP Web sites.

This link plus the menu hyperlinks will be available while you are working in the various views of the SCS. Briefly, they are:

My Views	You can set your default view to be the list of schools or districts by changing the "Default" selection. This view can be edited to include those field you wish to see as part of this view. (Section 1.7)
Batch Entry	Using this feature, you can make entries for several schools by working from a list of schools. (Section 4)
Scheduling	This option leads to a calendar of your assessments.(Section 5)
Documents	Electronic files of forms and letters that are available to state coordinators are also available to you in this option. (Section 6)
Mail Merge	Use this function to generate special reports or data to be sent to a word-processor or spreadsheet from which you can print individualized letters and labels. (Section 7)
Reports	Generate reports on recruitment and scheduling activities for your region. (Section 8)
Shipment	The date the assessment materials were shipped from Pearson as well as the tracking number will be displayed here for you to verify receipt. When assessment materials are returned, the tracking number should be verified and date shipped entered. (Section 9)

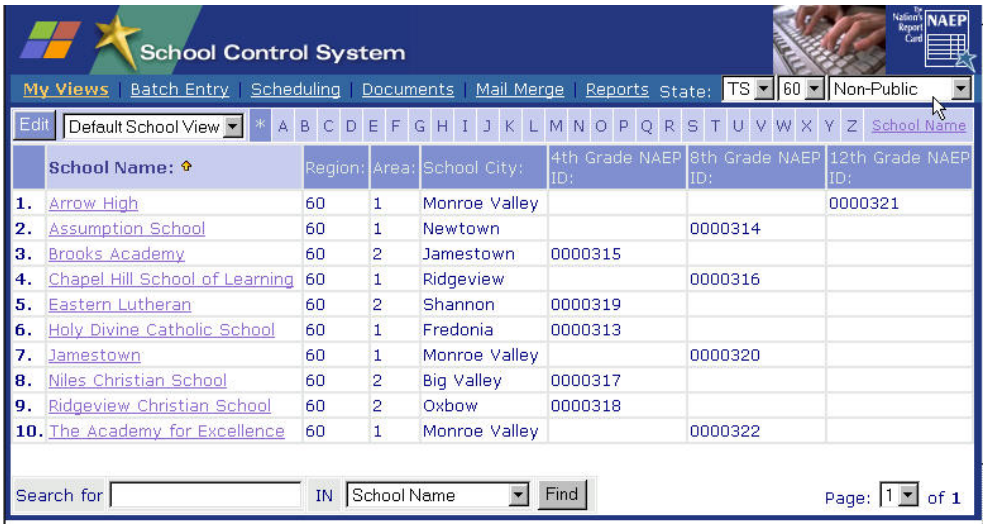
The alpha tabs across the top of the screen allow you to subset the list in the current view to only show those that start with the letter you choose. The column that the tabs work with is identified at the extreme right of the alpha tabs. Click on this link to change the column that the tabs affect. To reset the list to include all schools or districts in alpha order, click on the asterisk tab.

Please notice that if you are logged on to the SCS and the Westat server does not detect any keyboard or mouse activity for 20 to 30 minutes, the server will lock you out. For example, if you are logged on the SCS and leave it running in the background for 20 to 30 minutes while you do something else, when you return to the SCS you will not be able to see any lists of schools or districts. When you try to move from one view to another, you will be directed to a screen that explains why you have been logged out. There will be a link on this screen to return to the login screen.

This is a security feature so that the database does not remain open for hours and available to hacking by someone outside NAEP.

1.7 Customizing Your View

You can change the information that is displayed when you log onto the SCS on the page labeled My Views. The default view is the list of districts. Since you will mainly be working with non-public schools, this explanation will focus on customizing the default school view.

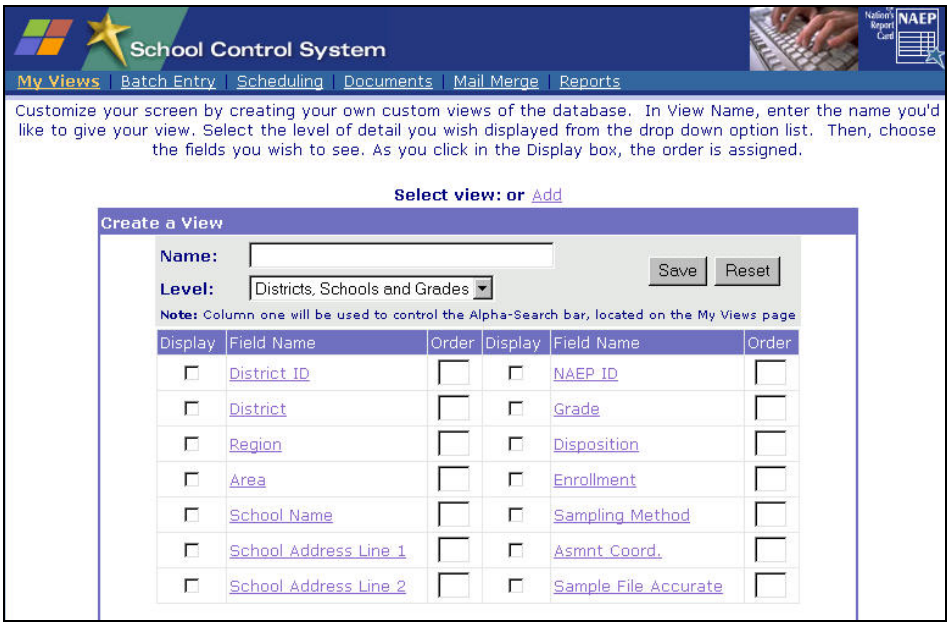


	School Name:	Region:	Area:	School City:	4th Grade NAEP ID:	8th Grade NAEP ID:	12th Grade NAEP ID:
1.	Arrow High	60	1	Monroe Valley			0000321
2.	Assumption School	60	1	Newtown		0000314	
3.	Brooks Academy	60	2	Jamestown	0000315		
4.	Chapel Hill School of Learning	60	1	Ridgeview		0000316	
5.	Eastern Lutheran	60	2	Shannon	0000319		
6.	Holy Divine Catholic School	60	1	Fredonia	0000313		
7.	Jamestown	60	1	Monroe Valley		0000320	
8.	Niles Christian School	60	2	Big Valley	0000317		
9.	Ridgeview Christian School	60	2	Oxbow	0000318		
10.	The Academy for Excellence	60	1	Monroe Valley		0000322	

Default School View

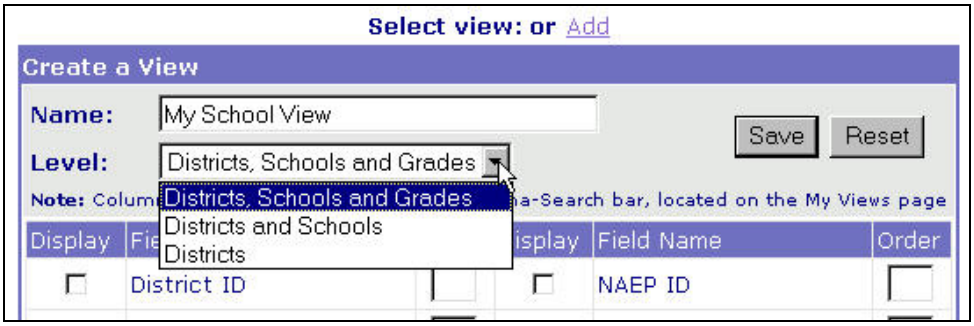
First, we have subset the list to the nonpublic schools in the upper right corner.

To change the information that is displayed, click on the **Edit** button in the upper left of the screen, next to Default School View and the following screen will appear.



Edit or Customize your My Views Screen

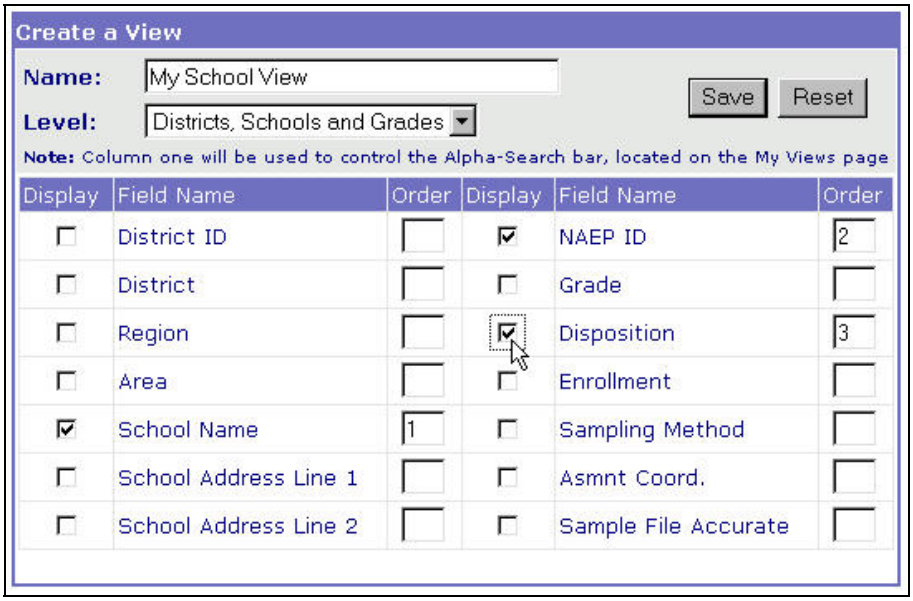
At it notes at the top of the screen, you can give your custom view a name and select the level of detail you would like displayed. After typing the name for your My Views, tab to the Level box and click on the down arrow to reveal the options as seen below. The "Level" that you select will determine what fields are available for you to choose among.



Select Level of Detail

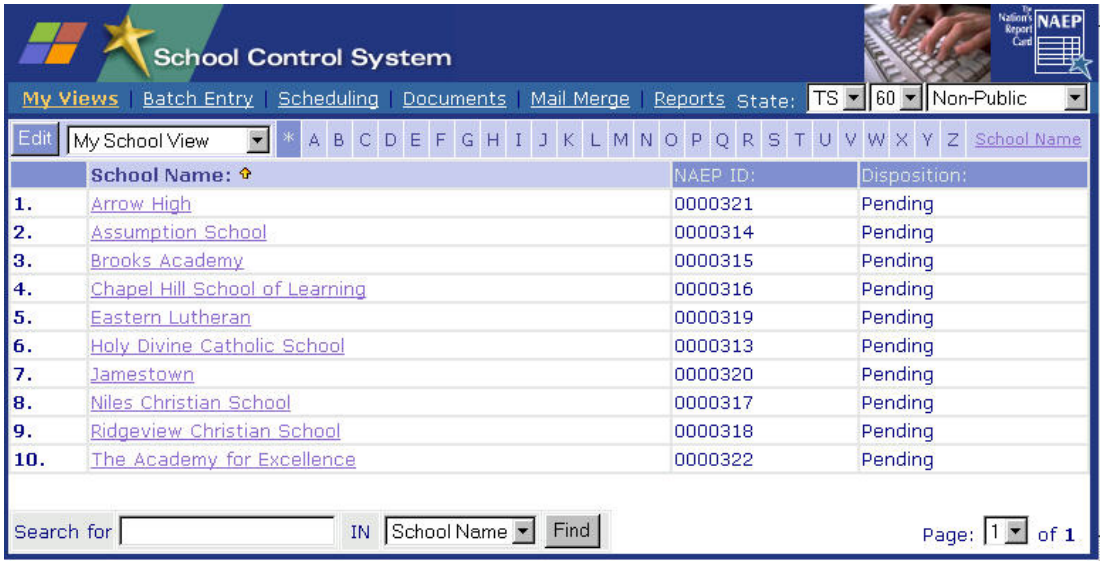
Next, select the fields you want displayed in your custom view. As you select a field (by clicking on the box), you will notice that the field is given a number in sequence. This will determine the order in which the fields are displayed in your view. Click again on a field to de-select it.

An example of selected fields is shown below.



Fields Selected for Custom View

Click the **Save** button and then on "My Views" to return to the My Views screen. (You can return at any time to modify your new view.) Select your new view.



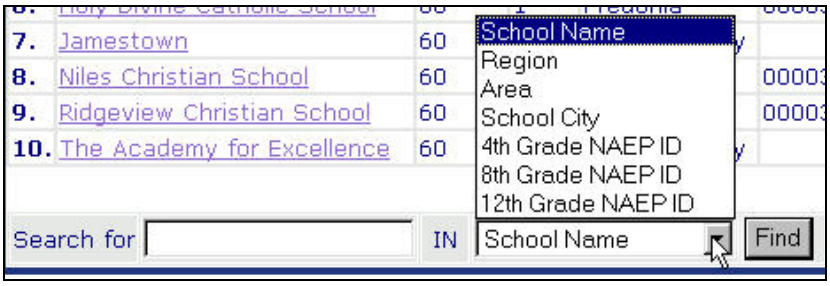
Customized View Selected

1.8 Using the Sort and Search Functions

The list of schools appears **sorted** alphabetically by default. To sort the list alphabetically in reverse order, click on the School Name column header. Likewise, to sort the list by one of the other columns, click on the column header.

Notice the small yellow arrow appearing on the column header of the column by which the list is sorted. If the arrow is point up, it column is sorted in ascending order. If it points down, the order is descending. Resting your mouse pointer on the column header for a second will also reveal the order by which the column has been sorted.

Since the list of districts and especially the list of sampled schools can be quite long, a **search function** is available to assist in locating a school or group of schools. At the bottom of the My Views screen is a field labeled "Search for" and a drop down list of options.



Search Function

The options appearing on the drop down list will be determined by the fields that are displayed in the My Views screen.

The search function is intelligent, allowing you, for example, to enter "Middle" in the Search for window and obtain a list of schools with the word "Middle" anywhere in the school name.

To reset the list to contain all of the districts or schools, delete anything in the Search for field and click on the **Find** button.

1.9 Moving Among the SCS Screens

If you are looking at a district's District Edit screen and wish to return to the list of districts, click on the My Views menu option at the top left of the screen. You can also go directly from one section of the system to another by selecting any of the menu options any time they are visible at the top of the screen.

1.10 Leaving the SCS

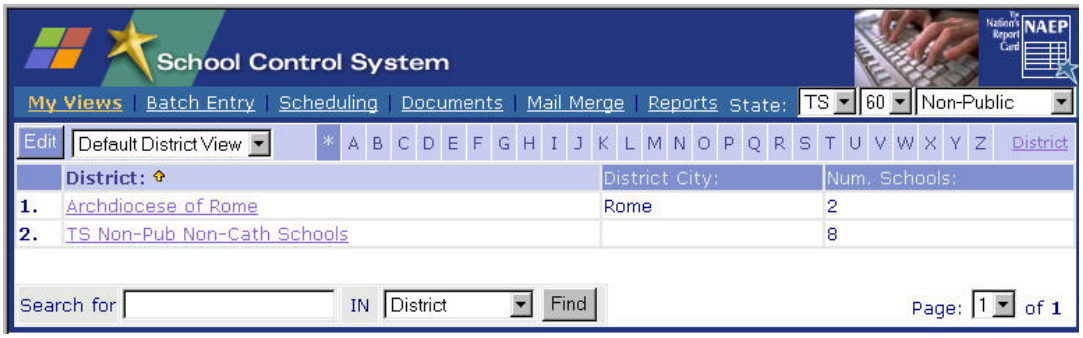
When you leave the SCS, click on the logo to the left of the system name, as shown below.

This will take you back to the My NAEP options screen. At this point, you can either make another choice on this screen or log out of the My NAEP site by clicking on the same logo on the choices page.

2 EDITING DISTRICT INFORMATION

2.1 Selecting a District

The list of districts with sampled schools will be displayed if you select the Default District View. The default view in the SCS is shown below.



Default District View

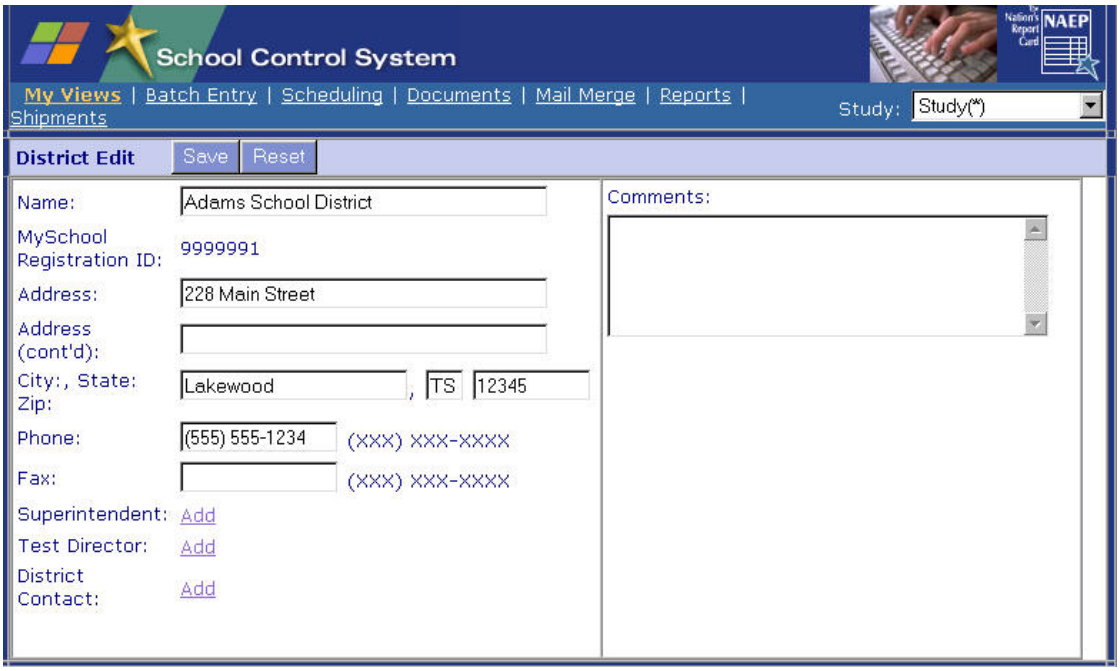
Non-public, non-Catholic schools will be grouped under a "district" name of Non-public non-Catholic schools since every school must have a "district" associated with it. Catholic schools will be associated with their diocese which functions like a district for our purposes.

As with the school view, you have control over the fields that are displayed for the districts. Click on the **Edit** button and customize the list to display the fields you wish displayed.

Search for a particular district by typing at least part of that district's name in the search field at the bottom of the screen. If you want to see a list of all districts beginning with the same letter, click on the appropriate alpha tab at the top of the screen.

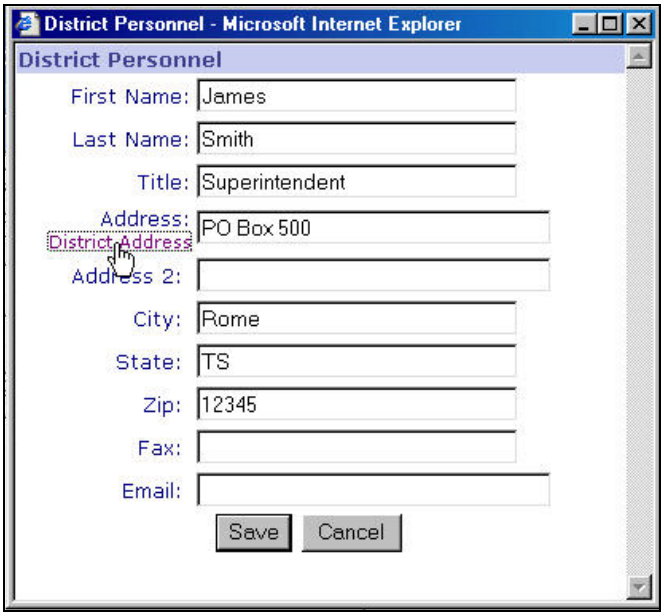
2.2 Editing District Information

Click on a district's name to reveal the district information screen. (See example below.) While complete district-level information is not essential to the assessment preparations, you should make updates and corrections to district name and address fields since this information is used for mailing information to the districts.



District Edit Screen

The main district information is on this screen. Note the MySchool Registration ID number. Districts will need this to log onto the MyNAEP site to see the MySchool sites for their schools. The screen also contains hyperlinks for adding the superintendent, test director, and district contact information. To add the superintendent's name, click on the "Add" hyperlink.



Adding Superintendent Name

Enter the superintendent's name. If you want to use the district address information for the superintendent, click on "District Address". After completing the fields, click on the **Save** button to return to the district screen. You can return to this superintendent information window later if you need to update any information.

When you return to the District Edit screen, select the superintendent's name from the drop down list as shown below.

Select Superintendent Name

The superintendent's name will also be available to associate with other district fields such as the "district contact person" if this is appropriate. Select the "Add" hyperlink to add another name or to update the superintendent's name if it changes during the study.

NOTE: District and school information were obtained from a database complied by the U.S. Department of Education (Common Core of Data) which contains data sent from the states to the Department. Procedures involved in drawing the current NAEP sample began over a year ago. Thus, some information on districts and schools may be blank or contain out-of-date information. The district contact and test director fields are blank initially for all districts since these fields are not in the CCD database. The CCD database can be accessed via the Internet at nces.ed.gov/ccd.

2.3 District Test Director

In some districts, the test director needs to be copied on all information concerning external testing. In some districts, the test director may be the primary contact for the NAEP assessments. To update the system with information on the test director, select the "Add" hyperlink and complete the information.

District Personnel - Microsoft Internet Explorer

District Personnel

First Name: Cynthia

Last Name: Future

Title: Test Director

Address: PO Box 500

District Address

Address 2:

City: Rome

State: TS

Zip: 12345

Fax:

Email:

Save Cancel

District Test Director Screen

The data entry for test director works the same as for the superintendent. Select "District Address" to copy that information for the test director.

A similar process will be followed to update the information about the district contact.

2.4 Comments

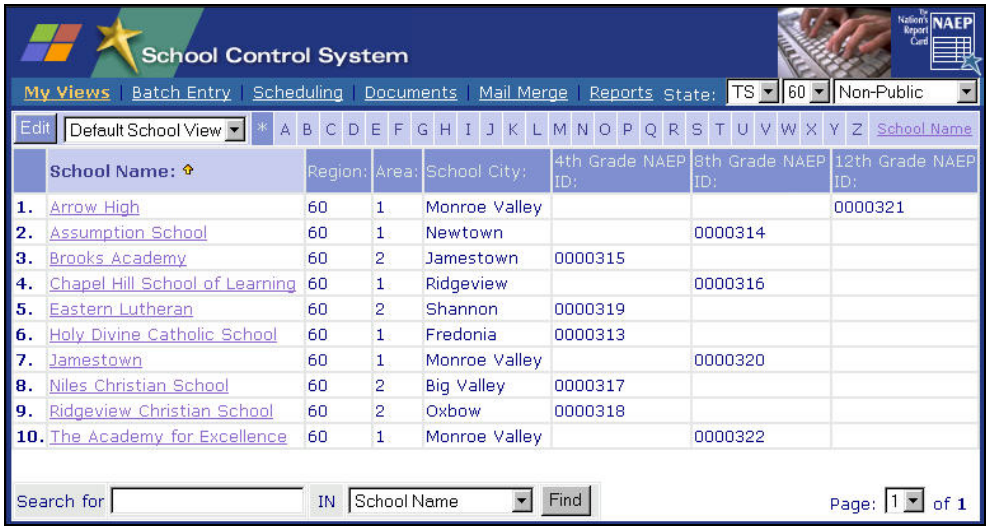
In the right panel of the District Information Screen is an area available for you to record comments about your contacts or attempted contacts with the district or diocese. If you have more information than will fit on this screen, the text will scroll up as you type. The lines will wrap around as they do in a word processor. Use the **Page Up** and **Page Down** keys to move up and down if you have entered more text than will fill one window.

Remember, if there is information that your field manager or the home office should know about this district, you must either call or send an e-mail with that information. Do not expect your field manger or the office staff to check the comments field for every district and school looking for such information.

Information entered in the Comments area will be available to the state coordinators. Likewise, any information that they enter will be available to all you and your field manager.

3 EDITING SCHOOL INFORMATION

The default view of schools from NAEP 2003 is shown below.



	School Name:	Region:	Area:	School City:	4th Grade NAEP ID:	8th Grade NAEP ID:	12th Grade NAEP ID:
1.	Arrow High	60	1	Monroe Valley			0000321
2.	Assumption School	60	1	Newtown		0000314	
3.	Brooks Academy	60	2	Jamestown	0000315		
4.	Chapel Hill School of Learning	60	1	Ridgeview		0000316	
5.	Eastern Lutheran	60	2	Shannon	0000319		
6.	Holy Divine Catholic School	60	1	Fredonia	0000313		
7.	Jamestown	60	1	Monroe Valley		0000320	
8.	Niles Christian School	60	2	Big Valley	0000317		
9.	Ridgeview Christian School	60	2	Oxbow	0000318		
10.	The Academy for Excellence	60	1	Monroe Valley		0000322	

Default List of Schools

As noted earlier, you can modify the fields that are displayed in this view by clicking on the **Edit** button. The list can be subset to those schools (or whatever field is in the first column) beginning with a particular letter by clicking on the alpha tab.

If you have a school's NAEP ID number, you might find it easier to locate using the search function if you have the NAEP IDs displayed as in the above example.

3.1 Searching for a School

To locate a particular school, use the search option at the bottom of the screen. Use of this option is discussed in Section 1.9.

3.2 Updating School Information

An example of the School Edit screen from NAEP 2003 is shown below.

School Control System

My Views | Batch Entry | Scheduling | Documents | Mail Merge | Reports

School Edit Save Reset

Name: Assumption School
School Type
MysName: Assumption School
Address: 310 Calhoun St
Address (cont'd):
City:, State: Newtown, TS
Zip: 12345
County: Washington Comments
User ID:
Phone: (555) 555-1234 (XXX) XXX-XXXX
Fax: (XXX) XXX-XXXX
Principal: Add
Coordinator: Add
Year Round: No Percent Off Track: 0

Grade 8 (0000314) General Sampling Session

Original School (No Substitute Available)

Enrollment
Estimated: 50 Actual: 0

Status: Pending

Scheduled Assessment Date: 2/17

Scheduled Assessment Time:

Date/Method Parent Letters Sent: Not Sent Add

School Edit Screen

Use the scroll bar on the right to scroll down the page and reveal all of the fields, if necessary.

It is important that key school-level information be correct in NAEP records. As you contact schools and learn of out-of-date information, such as the school's area code or incorrect mailing address, this information should be updated immediately.

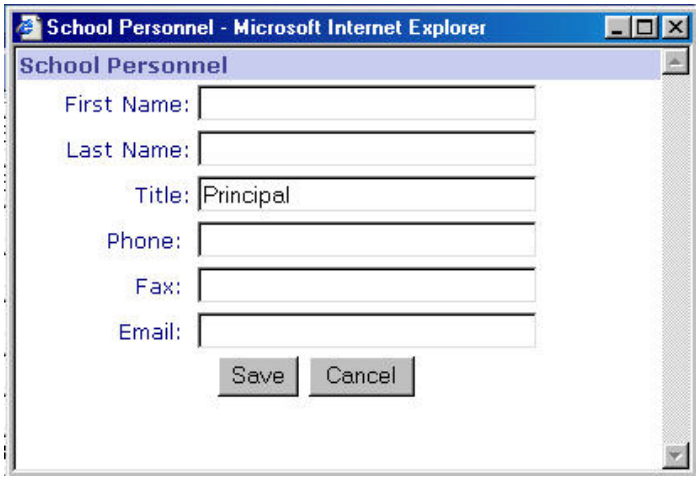
If the school name is not complete you should enter and/or up date the name in the field labeled "MysName" so that the name displayed on the MySchool site will be correct. Examples of names needing updating are as follows:

- Smith Elem
- Jones (fred) Mid Sch
- Riverdale Jhs
- Mccall JHS
- Morris Louis J Elem Sch

Double check before updating any of the names to be sure that you know exactly what it should be.

Unfortunately, the database from which the sample is selected (including the nonpublic school database) does not contain the names of principals. Thus, you will need to obtain the principal's name and should enter it in the SCS for each of your schools.

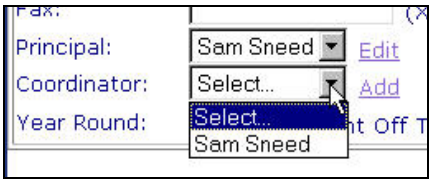
Since the principal name is not displayed, there is an "Add" hyperlink available. Once you have obtained the principal's name, click on "Add" and enter his or her name, phone, fax number, and email address.



Enter School Personnel Data

3.2.1 School Coordinator

Before you update the SCS with the name of the principal, the hyperlink "Add" is located after each of the positions of Principal and Coordinator. When you enter the name of the principal, the screen will refresh and display a selection box for the name of the coordinator. If the principal will be the school's NAEP coordinator, you can select his or her name. If someone else will serve as the coordinator, click on the Add hyperlink and fill in the information.



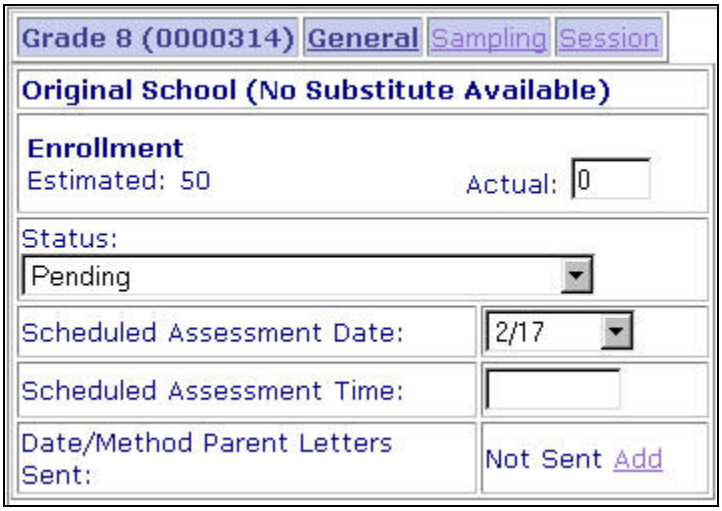
3.2.2 Comments

The "Comments" field is available for you to enter information related to recruiting the school, how to pronounce the principal's name, etc.

State Coordinators, who will have access to the same database through their State Coordinator System, will also have access to these comments regarding public schools only. Thus, it will be possible for you to share information regarding the public schools.

3.2.3 Grade Information

The right side of the School Edit screen contains the grade information similar to the example below.



Grade Information

3.2.4 Actual Enrollment

The estimated enrollment of the sampled grade is displayed in this section. As you discuss the assessment plans with the school, it is important for you to obtain the actual enrollment for the sampled grade in this school. Districts use different terms to refer to this information such as:

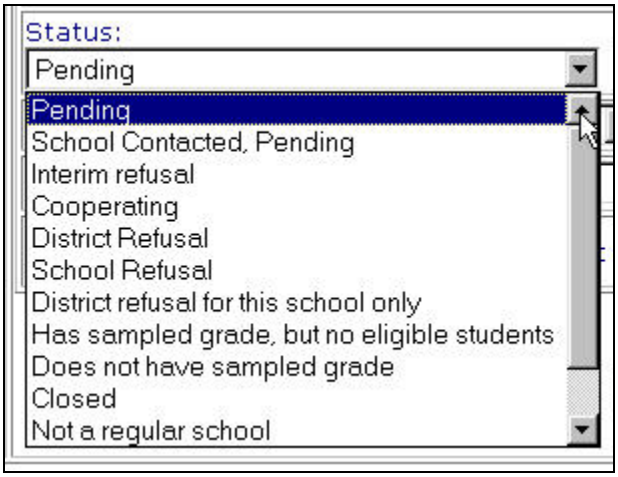
- The 10-day enrollment information
- The 20th day,
- or the first month report.

Remember: If a school refuses to participate, you should attempt to determine the number of students enrolled in the sampled grade and record the number on this page. It is important for the statisticians to know how many students would have been represented in such a school.

3.2.5 School Status Codes

Each grade's disposition status code (Exhibit 1; end of document) is set to Pending at the beginning of recruiting and scheduling. To see a list of eligible status codes, click on the **Down Arrow** button next to the status information box.

To change the code, click on the new status code and it will be displayed in the status box.



School Status Codes

Please Note: You should not set any school's status to final refusal (District Refusal, District Refusal for this School Only, or School Refusal) without first discussing the situation with your field manager. Likewise, do not assign "Not a Regular School" or "Other, Ineligible" without discussing it with your field manager.

3.2.6 Refusal Report Form

If you set a school's status to refusal (Initial Refusal, School Refusal, District Refusal, or District Refusal for this school only), the Refusal Report From is activated.

District: Escambia County Sch Dist
School: A C Moore Elementary School
Superintendent:
Grade ID: 0111201
State: AL
Refusal Type: School Refusal

Who made the decision to decline?

Name: Title: Phone:

Other contacts(if any).

Name: Name:
Title: Title:
Phone: Phone:

Describe the reasoning behind the refusal: What might persuade this school/district to participate?

Save Reset

8/26/200

Refusal Report Form

It is important that you complete this form with as much information as possible. This will enable your field manager to decide whether it might be possible to reassign this school to someone else for conversion purposes.

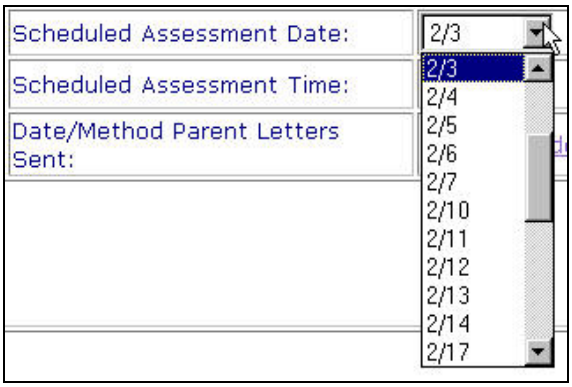
Please include any information that would help in converting the school.

Providing the name(s) of the individual(s) you spoke to is also important for any followup to your contact(s).

After you have filled out as much of the form as you can (at least for the moment), **be sure that you click on the Save button** which will return you to the school page.

3.2.7 Assessment Date and Time

All schools will have a suggested assessment date recorded in the system. If the school requires the date be changed, you will need to enter the new assessment date. Since this information will be accessible to the school via their MySchool site, it should be as accurate as possible.



Assessment Date

The valid assessment dates are available in the drop down list. Scroll down to the date and click on it.

Remember: Before you enter or change dates, you should check the region's calendar (see Section 4) to be sure that you know exactly what dates are available.

A field is available if you want to enter the time for the assessment. This is particularly important if the assessment is scheduled for the afternoon and another assessment in another school in the morning.

3.2.8 Substitute Schools

In some rounds of NAEP and in some substudies, substitute schools are selected in case a school refuses to participate. When substitutes have been selected, if the refusing school has a substitute available, this will be noted within the system.

Substitute Availability on Right Panel of
School Edit Screen

When you change a school's status to a final refusal (District Refusal, School Refusal, or District Refusal for This School Only), you will be notified that the substitute has been activated.

Substitute schools will be easy to pick out of the list of schools since their names will be in full caps as will the name of the district if it only has substitutes in it.

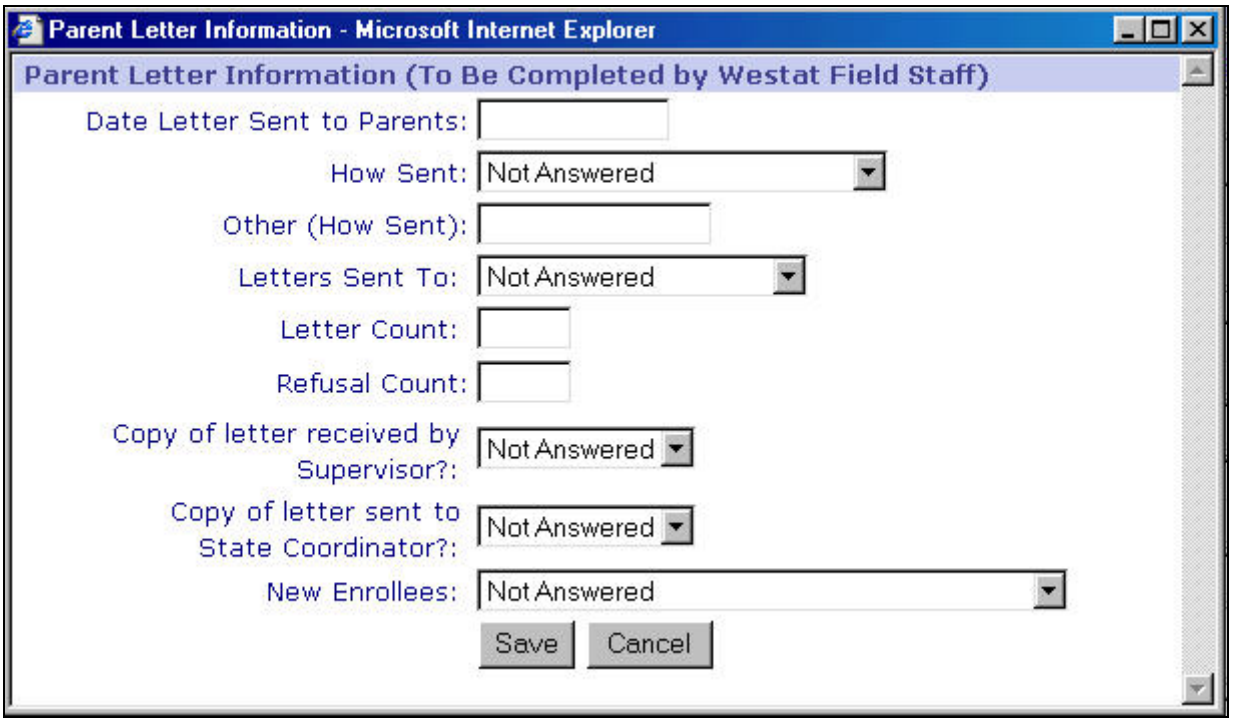
A school or district that has been assigned a status code of refusal can be changed back to Pending and to Cooperating, if they are converted. If and when this happens, you will be given a notice that the substitute that had been activated will be "deactivated" and any changes you might have made to that school's information will be lost. (For example, if you corrected the school's telephone number and updated the file with the new principal's name, all of this would be lost.) This will be of importance only in the unlikely event that the original school refuses a second time activating the substitute for a second time. If this should happen, you would need to start all over again updating the substitute's information in the SCS.

3.2.9 Parent Letters

The new Federal legislation, commonly referred to as "No Child Left Behind", requires that parents of all selected students be notified that their child has been selected. Thus, it is important that this section of the SCS is completed for every participating school.

State coordinators will send the parent notification information to public schools and discuss this requirement with them. They will record the dates of these activities on the School Edit screen.

Westat field staff are responsible for obtaining dated copies of the parent notification from all participating schools – public and nonpublic. You will send copies from the public schools to the state coordinator. A record of this information must also be kept in the SCS.



Parent Letter Information Fields

Westat field staff are responsible for sending the parent notification letters to nonpublic schools and discussing the importance of parent notification with them.

The Parent Letter Information window will be completed by Westat field staff as follows.

FIELD	EXPLANATION
Date letter sent to parent	The date that the school coordinator sent the letter or newsletter with the parent notification.
How Sent	Drop down list includes Letter mailed home Letter sent home in backpack Notice posted in newsletter Other
Other (How sent)	If some other means of notifying parents was used, record here, such as by facsimile, which is allowed.
Letters sent to	Drop down list included: Sampled students only All eligible students
Letter count	Record how many letters or notices were sent out
Refusal count	When the assessment is completed in the school, record how many parents refused to permit their children to participate

Copy of letter received by Supervisor?	When the appropriate field staff (AC or supervisor) has received a dated copy of the letter, the response should be changed to "Yes".
Copy of letter sent to state coordinator	When a copy of the letter from public schools has been sent to the state coordinator, change the response to "Yes".
New enrollees	Dropdown options include: New enrollees sampled, parents notified New enrollees sampled, parents not notified New enrollees added, not sampled No new enrollees added

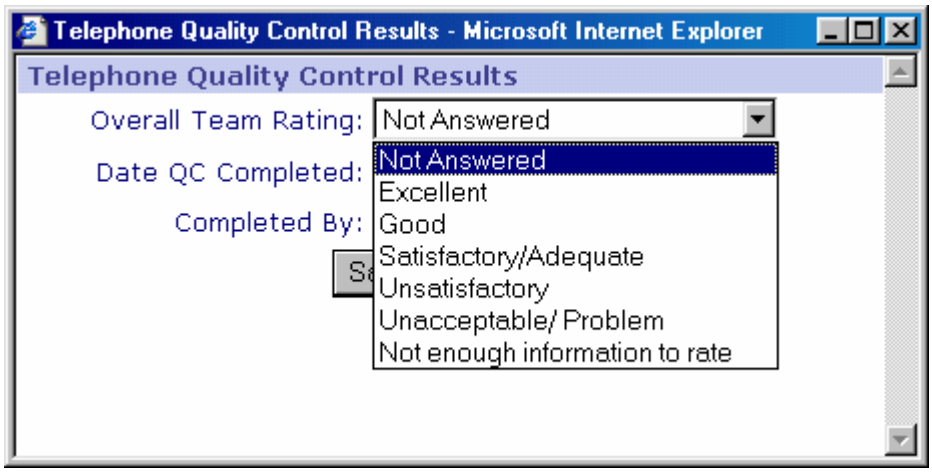
3.2.10 Quality Control

During the assessment field period, in-person quality control visits will be made to ensure that staff training was successful. Also, a percentage of schools will be identified for a quality control telephone calls.

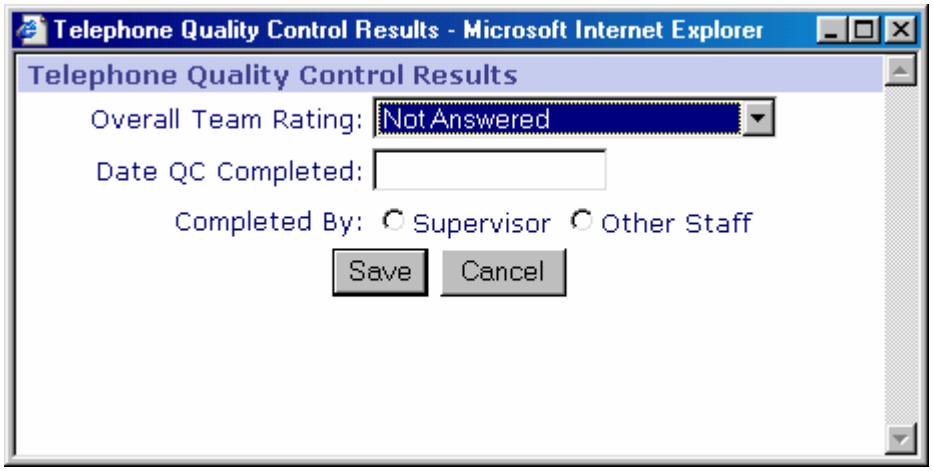
From the main school screen, select a school. On the School Edit screen there is a section titled Enter QC Results (lower right corner). In that section, there will be a link for "In-Person QC". If the school is flagged for telephone QC followup, there will also be a link for "Telephone QC".

Telephone QC

When you select the "Telephone QC" link, the Telephone Quality Control Results screen will open. On this screen you can record the Overall Team Rating (from the Telephone QCF) from the drop down list of ratings (Not Answered is the default).



Record the date the QC telephone call was completed using the MM/DD/YY format. Also, select the radio button to indicate whether the QC call was completed by the Region/Area Supervisor or "other staff".

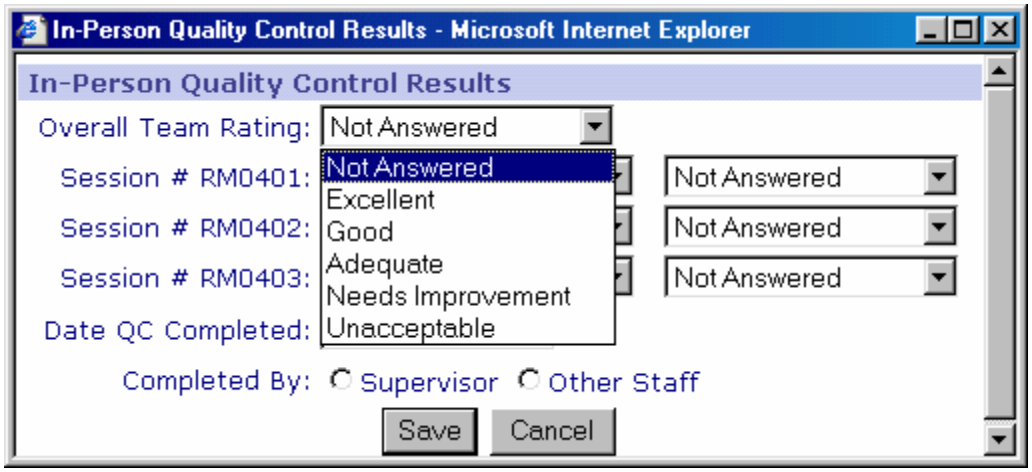


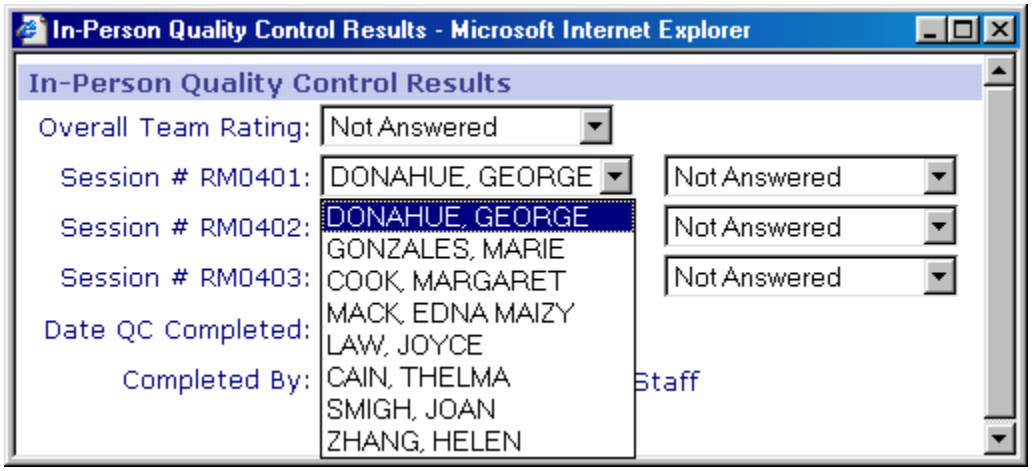
Click on the **Save** button to save your entries and return you to the School Edit screen. Click on the **Cancel** button to delete your entries and return you to the School Edit screen.

Please note that once you have completed and saved your entries, the "Telephone QC" link will disappear from the School Edit screen.

<u>In-Person QC</u>

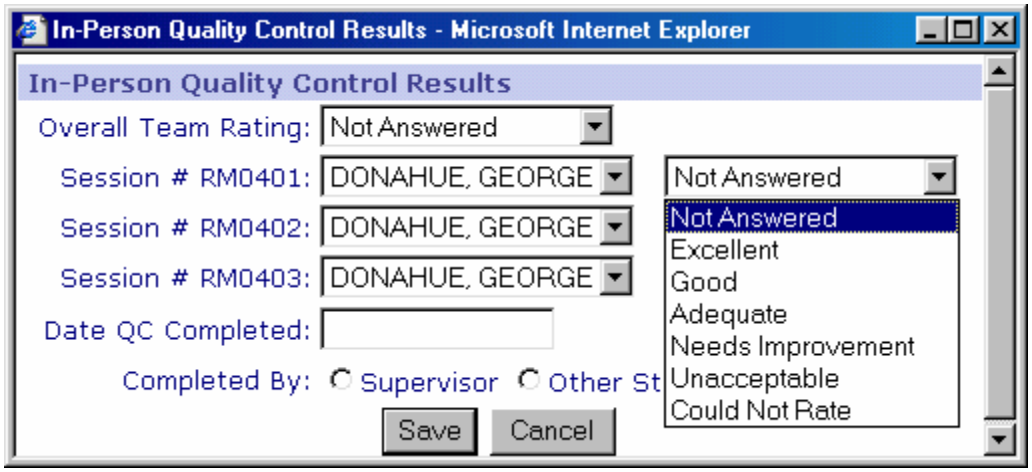
When you select the "In-Person QC" link, the In-Person Quality Control Results screen will open. On this screen you can record the Overall Team Rating (from the In-Person QCF) from the drop down list of ratings (Not Answered is the default).





Next to each session ID is a drop down box of names of the AAs and the AC who are assigned to this area. For each session, select the name of the person who conducted the session from the drop down box.

Next to the staff name drop down list is the rating field. Click on the button to reveal the ratings (they are the same as those listed on the QC Form) and select the appropriate rating from the drop down list.



Repeat the procedure for all sessions, identifying the individual who conducted the session and selecting the appropriate rating for him or her.

Record the date the QC was completed using the MM/DD/YY format. Also, select the radio button to indicate whether the QC visit was completed by the Region/Area Supervisor or "other staff".

Click on the **Save** button to save your entries and return you to the School Edit screen. Click on the **Cancel** button to delete your entries and return you to the School Edit screen.

Please note that once you have completed and saved your entries, the In-Person QC link will disappear from the School Edit screen.

3.2.11 Sampling

Click on Sampling to access the sampling panel and view and update this information.

Grade 8 (3120340)	General	Sampling	Session

Sampling Method	E-File by School
School Requested to take All Students:	No
Student Listing Form Information:	10/30/2002 11:14:00 AM View/Edit
Number on SLF:	136
Number Sampled:	62
Number of Teachers Information:	

Teacher Type	Num of Teachers
Language Arts only	3
Mathematics only	3

Sampling Section of School Edit Screen

The "Sampling Method" field refers to whether the student sampling will be done using an electronic file (E-File) or using a hard copy list of students (SDS). Depending on the year, the options available could be as follows:

Not Designated	Default for every school at the beginning.
E-File by State	State has told Westat they will send electronic files to Westat for sampling
E-File by District	District has indicated they will send electronic files for sampling to Westat
E-File by School	School will submit their list via the MySchool web site
SDS – State office	Sampling will be done by the supervisor in the state office using the SDS
SDS – Home/hotel	Sampling from lists sent to the supervisor.
SDS – School	Sampling from list at the school.

If the home office is notified (usually by the field manager or state coordinator) that a large district will submit files for all of their selected schools, the "Sample Method" will be set to E-File by District by the home office. This information will also be reflected on the MySchool site for all of the schools in the district. On the second step, it will note that the district is expected to submit files and the schools do not need to do so. After Westat has received the files and processed them, the MySchool site for all schools in the district will inform them that they do not need to submit their files. We also expect a

few states to submit a file for all of its public schools. When the home office is notified, the system will indicate E-File by State and the MySchool site will also notify each school.

When the sampling has been completed for a school (E-Filing or by the SDS), the "Number Sampled" and the "Number of Sessions" will be indicated in this panel.

3.2.12 Take All Schools

In some years, schools (primarily elementary schools) are given the option to have all of their grade eligible students assessed if there are no more than a specified number in the grade (120, for example). If a school requests that we assess all of the eligible students, you will update the SCS to reflect this. When this option is available, it is expected that many grade 4 schools will want this option.

3.2.13 Student Listing Form Information

In previous years of NAEP, we provided a form called the Student Listing Form. Today, references to this form generally refer to a list of all eligible students for a school, which is most often produced by their computer system. If you have received a copy of such a list from which you will sample (using the Student Data System), you should record receipt information in the SCS.

3.2.14 Teacher Information

In most NAEP assessments, teacher questionnaires will be prepared and distributed to schools prior to the assessment being conducted so that they can be collected on assessment day.

Number of Teachers Information:

Teacher Type	Num of Teachers
Language Arts only	3
Mathematics only	3

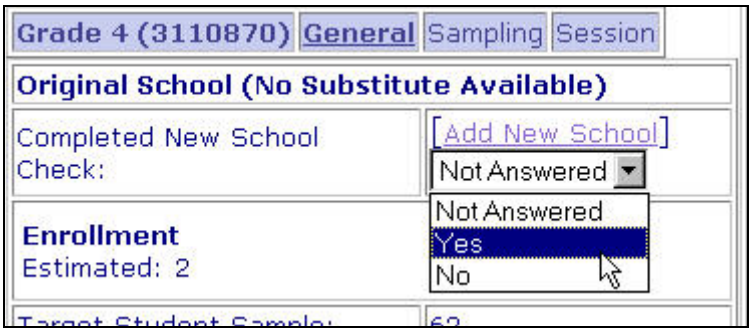
The "Teacher Type" link will open a small dialog box into which you can record the number of teachers (language arts and mathematics, for the assessment illustrated). As illustrated, the SCS will display the number of teacher for each subject so that the proper number of questionnaires can be

prepared and sent to the school. State coordinators have been asked to update this information for the public schools.

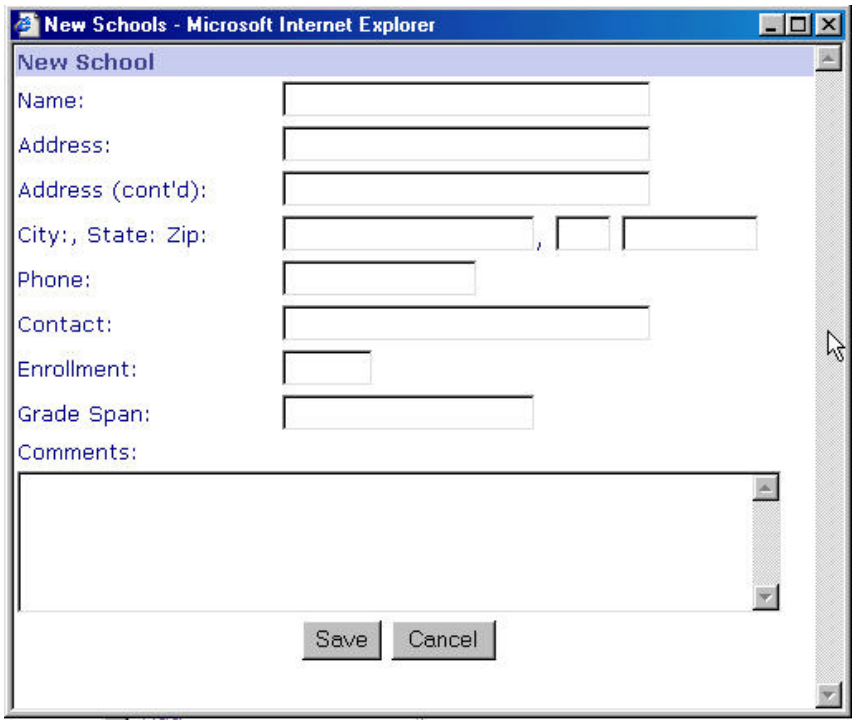
3.2.15 New Schools

Some public school districts with selected schools have been identified as "small districts". This designation indicates that according to the sample frame (the CCD) there is only one school with the sampled grade in the district. If such a district has another school with the same grade as the sampled school, information about the new school(s) should be obtained by the state coordinator and recorded in the SCS on the New School Form.

The lists of schools sent to state coordinators will have a flag noting these small districts. Likewise, the SCS will indicate which schools are thought to be the only school with the sampled grade in their district. In the panel on the right side of the school edit screen, the system notes, "Completed New School Check". After confirming with the school or its district that there are no other schools in the district with the sampled grade, the state coordinator will select "Yes" from the drop down list indicating that the check has been completed.



If there is another school (or schools) with the sampled grade, after changing the answer to "Yes", clicking on the "Add New School" link will access the New School form as shown below.



New School Form

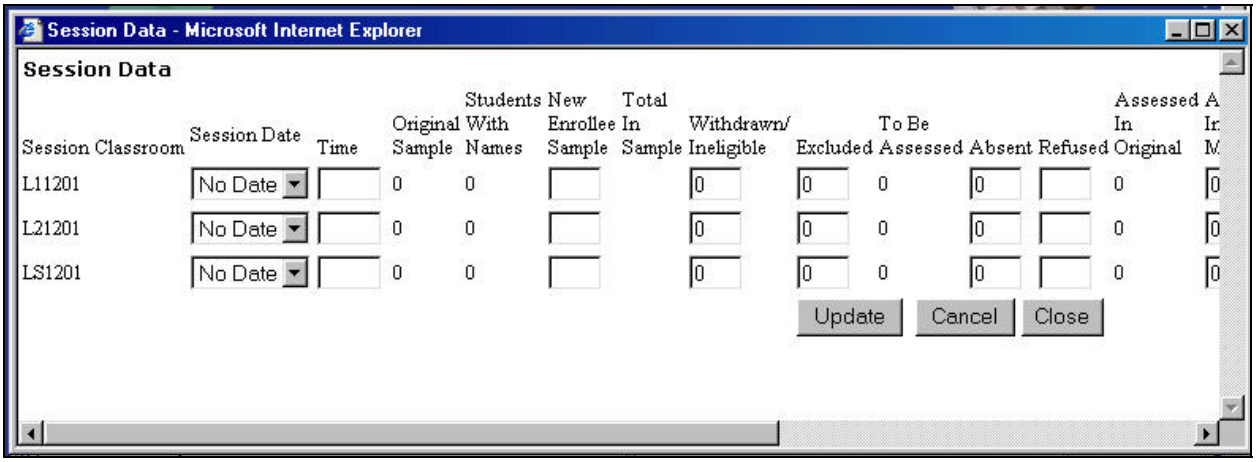
The state coordinator will fill in the name and address of the new school as well as the other contact information. The enrollment (of the sampled grade) and grade span are also important. A comment field is available for recording any information felt to be important or noteworthy.

After this information has been recorded, it will be necessary for NAEP to check to see if this school is actually on the CCD list of schools though incorrectly identified under a different district. It is important that no school have more than one chance of being added to the sample. If the school is found on the CCD, then it was not selected originally and will not now be added to the study. If the school is not on the original list of schools in the CCD, the school will be added to the sample.

Westat will notify the state coordinator when the school can be considered part of the NAEP assessments.

3.2.16 Session Information

After the assessment has been conducted in a school, the NAEP assessment coordinator (or supervisor) will update the session statistics in this part of the system.



Summary Session Information

Each line represents one "session" as identified by the student information on the corresponding Administration Schedule. Even if sessions are combined (all students listed on 2 or more Administration Schedules are assessed in the same room), the summary boxes at the top of the Administration Schedule should reflect the information (the counts of Administration Codes) for the students on that Administration Schedule.

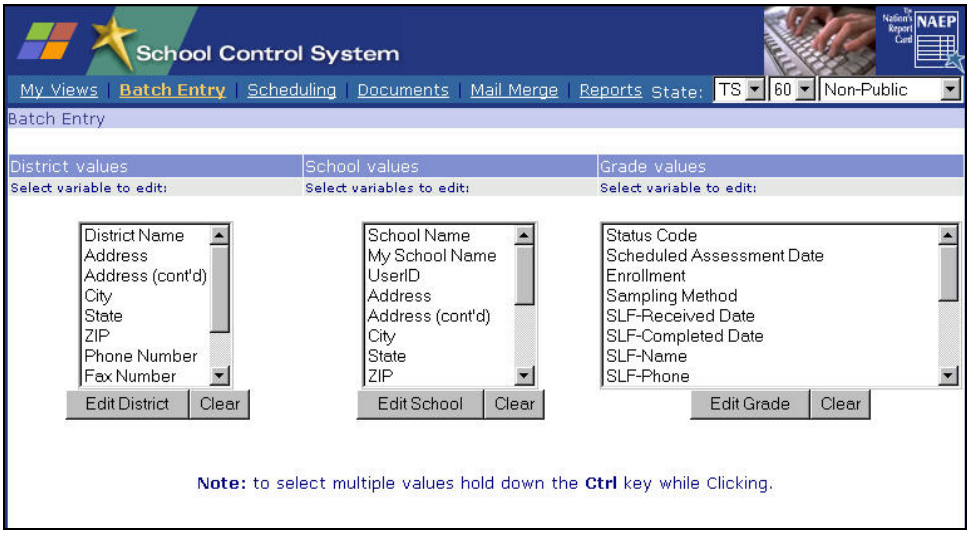
Click on the scroll bar at the bottom of the Session Data window to scroll over to the field out of view. As you will note, several of the fields are calculated as data are entered in the other fields.

Session information should be recorded in this window within 24 hours of completing the assessments in a school.

4 MAKING BATCH ENTRIES

4.1 Overview

This option allows you to make a "batch" of similar entries by working down a list of schools. This can be a time-saver, because it eliminates the need for calling up individual school screens.



Batch Entry

Batch entries can be made to update district information (the first column in the screen shot above), school information (the middle column), or schools' grade fields (the third column).

To use this option, first determine which of the three sets of data you will be updating – district, school, or grade. Then within that column, which field or fields you need to update. Note that it is possible to select more than one field within one set of data, but you can not select one value from each of two columns at the same time. To select multiple fields on one column to update, hold down the **Ctrl** key as you click on the two or more field labels. Don't select District Name or School Name unless you need to make changes to these fields. The district and school names always will be displayed by default.

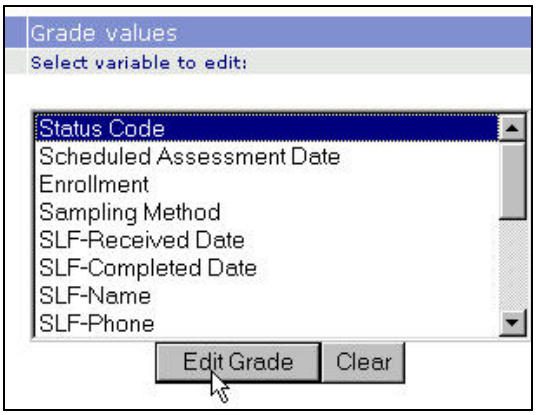
To explain how to use this option, we will work through the steps using an example of updating status codes for several schools.

4.2 Using Batch Entry to Update Status Codes

We will walk through the steps you will follow to update status codes for several schools.

Step 1. Select the value or field to be changed or updated.

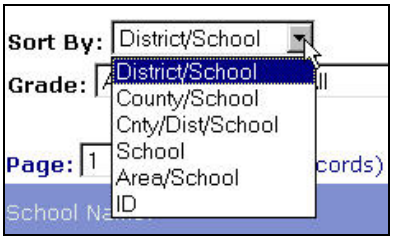
In this case, we select the Status Code value. Then, click on the **Edit Grade** button.



Selecting Status Code to Update

Step 2. Locate the school(s) to be updated.

All schools within the region will be displayed sorted by district. However, if you want to change the list, that option is available.

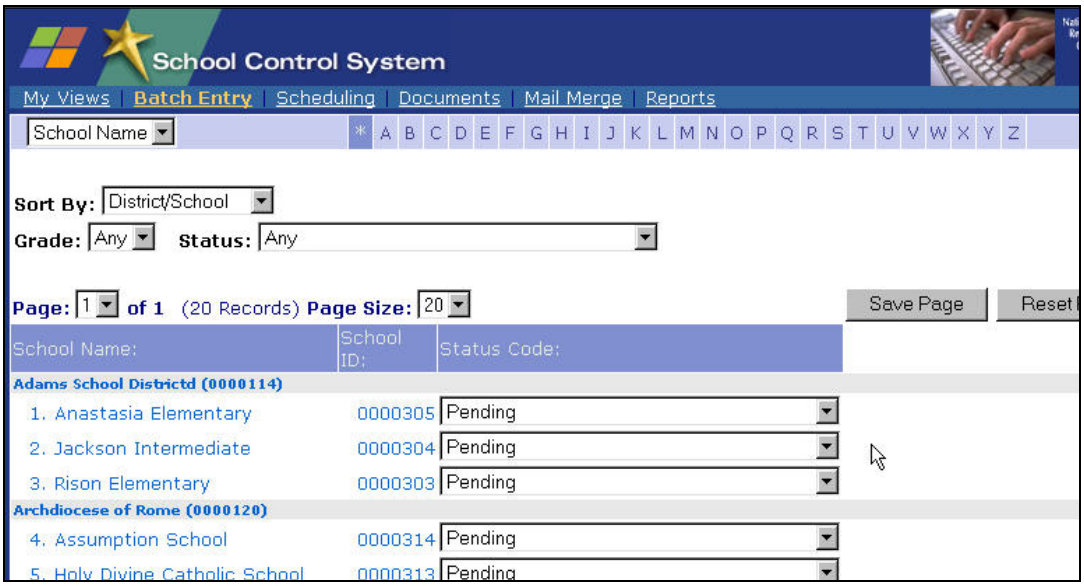


The sort order can be changed to:

- Schools by county,
- Schools by their county and district,
- Alpha sort by school name,
- Schools by their geographical NAEP area, or
- Schools by their NAEP ID.

The list can be subset to only one grade level and also subset to one of the status codes.

A sample of the sort by district (the default) is shown below.



Batch Entry Updating Status Codes

Using this sort, schools within a district can easily be located. If you want to search for schools beginning with the same letter, use the alpha tabs at the top of the screen.

Step 3. Change or Update the value.

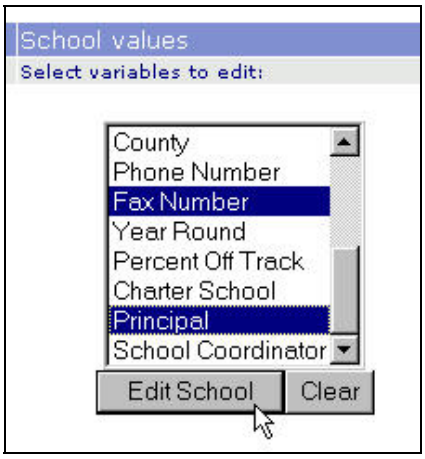
Click on the **Down Arrow** button next to the "Status Code" field for the school, and select the correct status code. As an alternative, with the status field highlighted, if you type the first letter of the status you want entered, the system will display the entire code. Press the **Tab** key to move to the next school.

PLEASE NOTE: After you have updated information on one screen or page, you must click on the Save Page button before going to the next page of listings or returning to the main Batch Entry screen. If you do not, your changes will NOT be saved.

4.3 Using Batch Entry to Update Multiple Fields

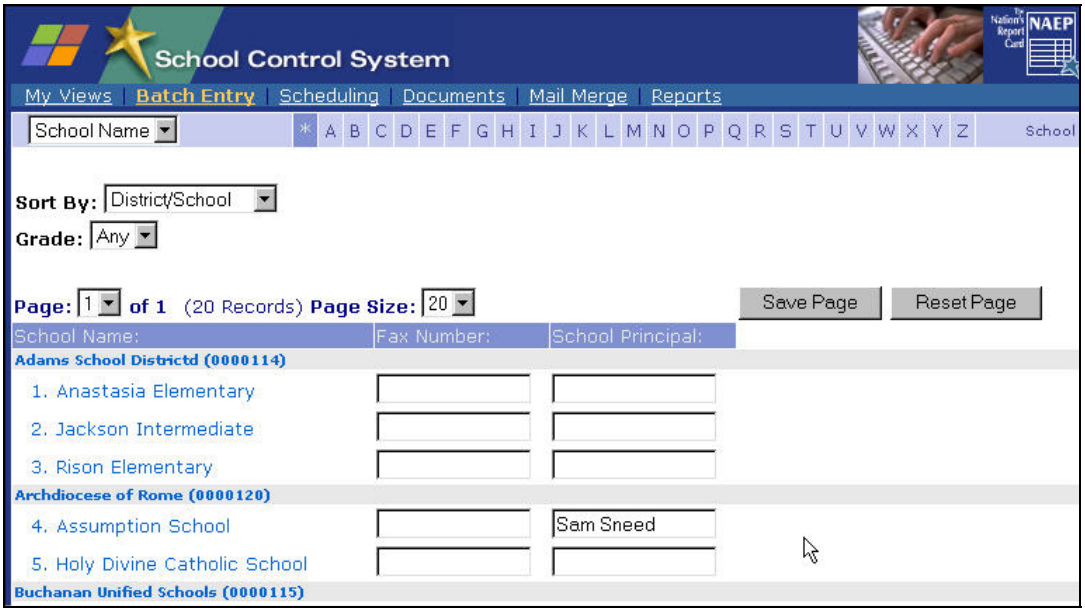
If you want to select more than one field to update, you can do so, but only within one of the values panels – district, school, or grade. You cannot select one value from the school list and one from the grade list.

To select more than one field, click on one field and then, while holding the **control** key, click on the next field. In the example below, we have selected two values in the school files to update – principal and fax number.



Batch Entry Multiple Selection

After double checking your selections (remember, you might need to scroll up or down to see that both have been selected), click on the **Edit School** button.



Batch Entry Updating Fax Number and School Principal

Both fields will be listed. If the fields are too wide to be displayed on the screen, you may need to scroll to the right.

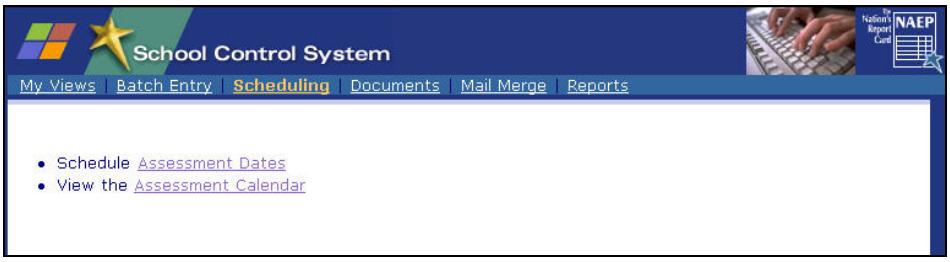
Don’t forget to click on the **Save Page** button before leaving the screen. After making your updates, you can return to the main Batch Entry selection screen by selecting Batch Entry from the menu choices at the top of the screen.

5 SCHEDULING

5.1 Overview

Currently, there are two options available when you select the Scheduling menu option.

- Viewing the calendar showing assessment dates for your Region/Area; and
- An option that field managers have been using for assigning assessment dates.



Scheduling Selection Screen

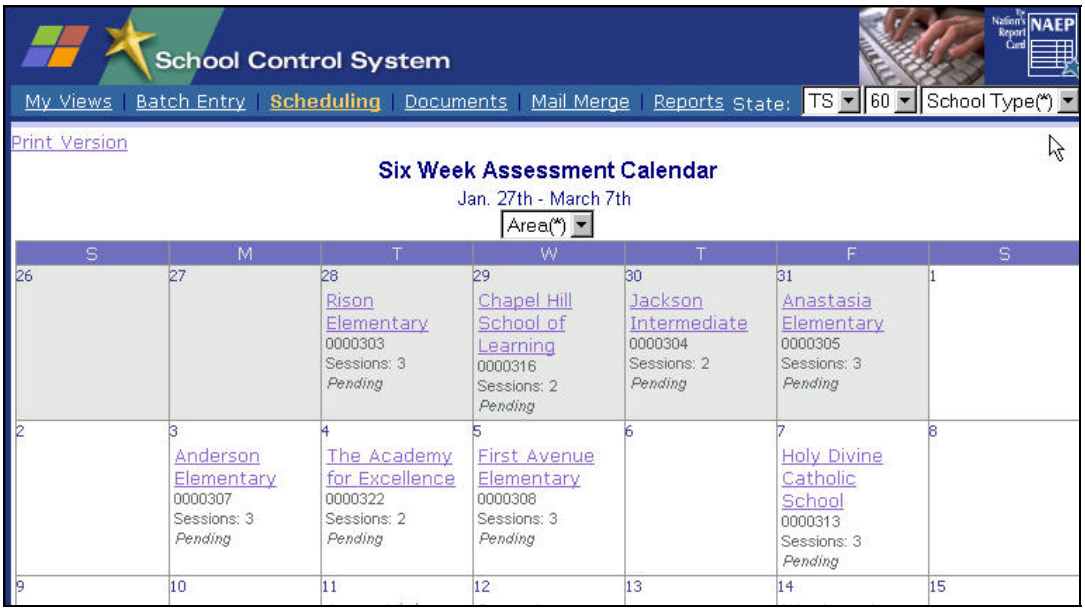
It is unlikely that you will use the assessment date option.

Clicking on "Calendar" will take you to the six-week assessment calendar.

5.2 The Calendar

The schedule for all of the schools in a region and area can be viewed in the calendar. Displayed are the school's name, number of sessions, the NAEP ID, and the school's status. The calendar for each region and area you are responsible for should be checked carefully and frequently as you contact schools and discuss assessment dates. Public and nonpublic schools are displayed so you can see the entire schedule for a region and area.

A sample of a calendar from NAEP 2003 is shown below.



Sample Assessment Calendar

Field managers, state coordinators, and home office staff will be checking the calendars. As you determine that a school is not eligible to participate (closed, does not have the sampled grade, or does not have any grade-eligible students), its status should be updated as soon as possible and its assessment date removed.

Schools will only be displayed on the calendar if they have an assessment date recorded in the SCS and their status code is one of the following: Pending, Pending Cooperation, Cooperating, or Interim Refusal. Once a school's status is changed to a final refusal or ineligible, the school will no longer be displayed on the calendar.

Remember, you cannot actually change any information on the calendar. If you need to record a different assessment date for a school, you will need to go to the school's page and make the change there.

Information displayed on the calendar is:

- School name
- School's NAEP ID
- Number of sessions (in parenthesis)

- School's participation status

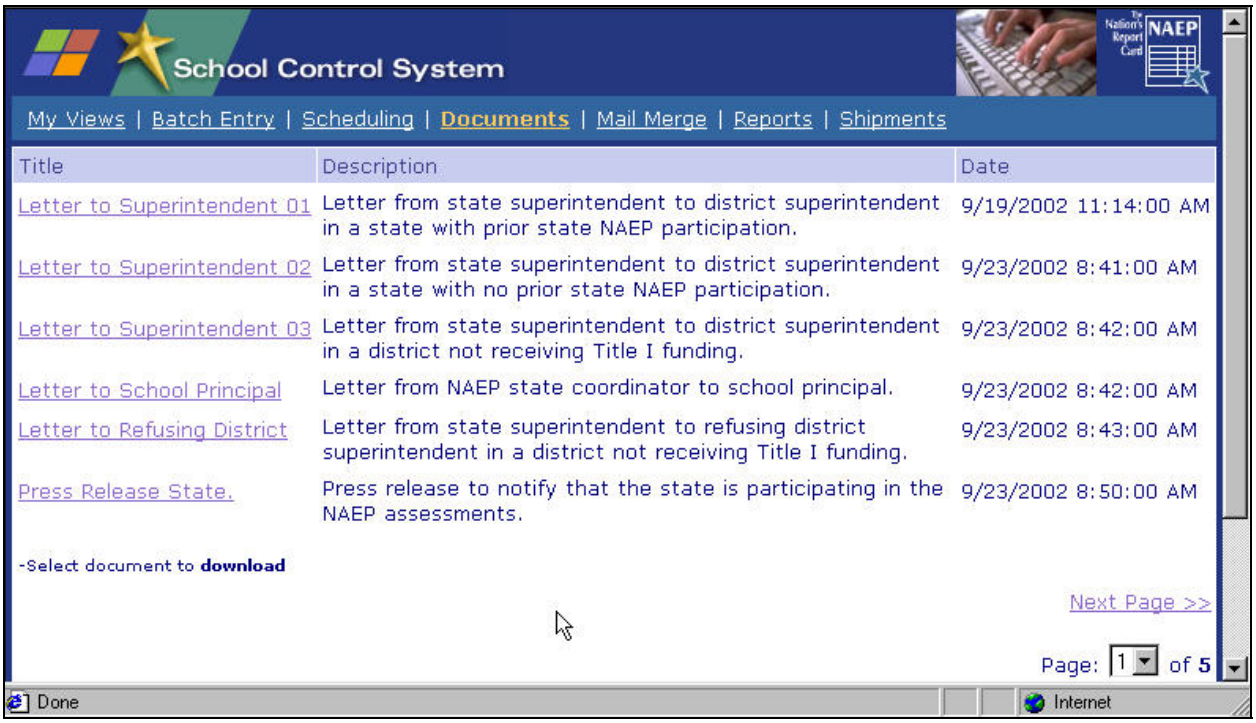
The school name is underlined indicating it is a hyperlink. If you want to go directly to a school's information, click on the school name and go to the school edit page.

If you want to print out the calendar, a "printer version" of the calendar is available. (See Exhibit 2 at the end of this document.) You will note in the upper left of the screen is the printer version hyperlink. The result will be more calendar and less header printed out. Return to the previous version by clicking on the browser **Back** arrow (or use your **Back Space** key).

6 DOCUMENTS

Several documents are available for state coordinators to use as they recruit schools and answer questions about NAEP. The Documents section of the SCS contains letters to districts and to schools, descriptions of the study ("Summary of Activities"), press releases, and forms. While these are for public schools, there may be occasions when you need to see what some document contains. Thus, you have access to them in the same way that state coordinators do.

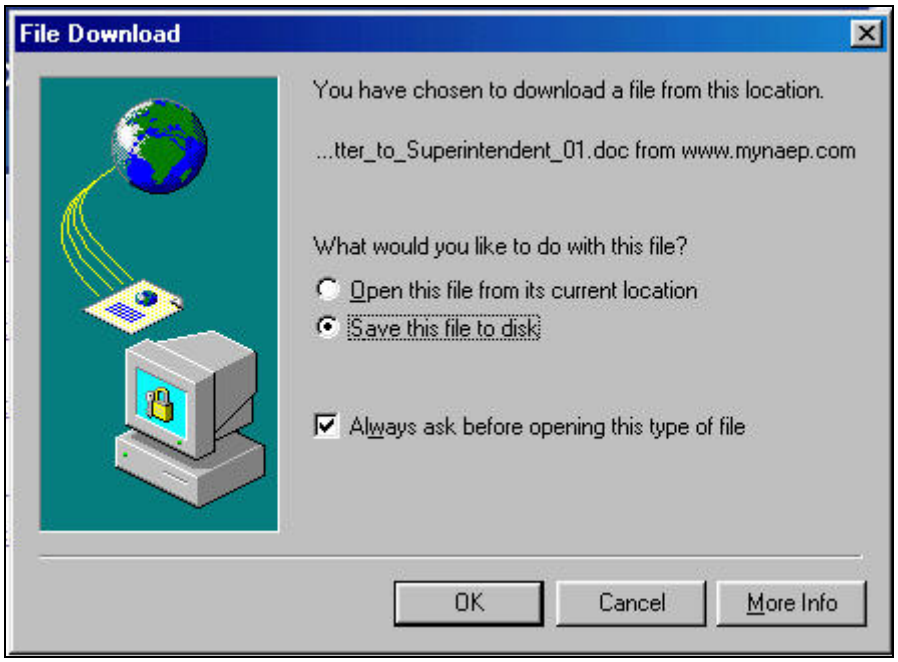
Below is an example from one page of the documents available during NAEP 2003.



Documents

The list of documents shows the document title, a brief description, and the date it was stored in the SCS. Scrolling down the screen, you will see that there may be more than one page or screen listing the documents.

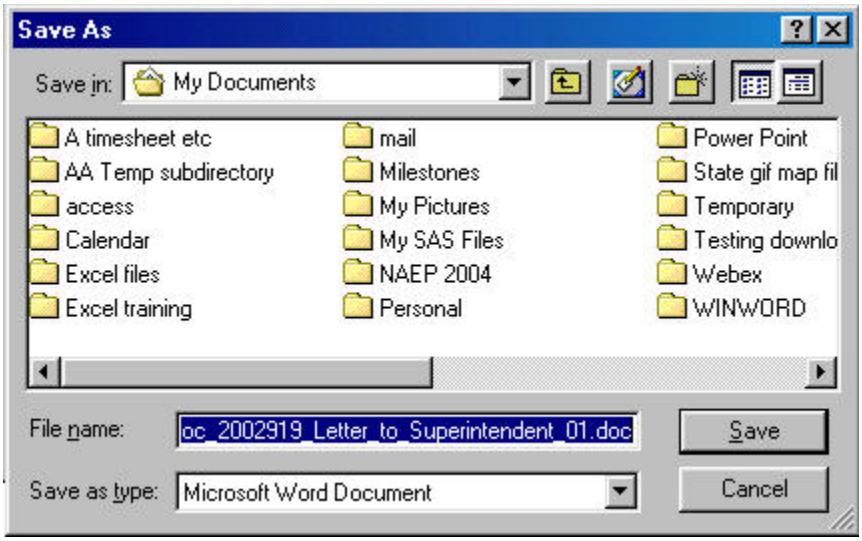
To look at or download a copy of the document, click on the title hyperlink.



Microsoft security notice.

Unless this Microsoft security notice has been disabled on your system, it will be displayed. It gives you the option of opening the document or saving it to your computer. The default is usually to save the file so that the virus checker on the computer can scan the file to be sure it is safe.

When you select the save file option, the next dialog window appears.



Saving the Document

The default option is usually to save files to My Documents. If you have created folders or subdirectories you can select in which to store the file. You can modify the name of the file before saving.

All of the documents stored in the Documents section of the SCS were created in Word unless otherwise noted.

If you download a file created in Adobe, you can read the document with Adobe Reader (on your computer).

7 MAIL MERGE

7.1 Overview

This option was originally developed to provide state coordinators with a means of generating mailing labels and customized letters. Through this option, an electronic file is created that can be used with another application, such as a word processor to generate individualized letters, mailing labels, etc. It can also be used with Excel to generate specialized reports. It is this latter use that you might find of great benefit to you.

Using this feature, you will follow four relatively simple steps as you:

- Select the fields that you want to use;
- Indicate how you want the data sorted;
- Indicate which of the records you want included (subsetting or filtering); and then
- View the results and create an electronic file of the data to be printed.

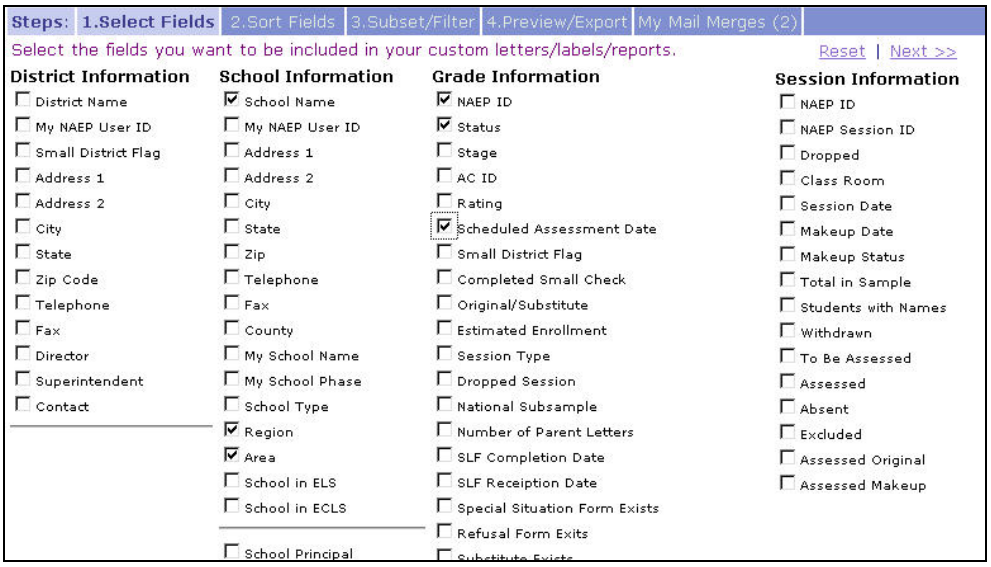
This section will guide you step by step in producing a report that is not available through the system's regular Reports menu option.

7.2 Creating an Area Status Report

In this example, we will walk you through the process of creating a report that recruiting supervisors will want to produce rather frequently. This report will list all of the schools that you are responsible for contacting in an area by name and ID and will show you the scheduled assessment date for each school as well as its participation status. You will want to produce this report before you begin making your calls for the day to be sure that the entries for the schools that you are responsible for are up to date and correct.

From the menu options at the top of the screen, select Mail Merge.

Step 1. Select Fields



Mail Merge Step 1

As it states at the top of this screen, in Step 1 you will select the fields you want to be included in your report. You will do this by clicking on the name of the field or in the small box in front of it.

For this report, select the following fields:

- School Name
- Region:
- Area;
- NAEP ID;
- Status; and
- Scheduled Assessment Date. (Note that this is not "session" date.)

The order in which you select these fields does not matter. You will set the sort order in the next step.

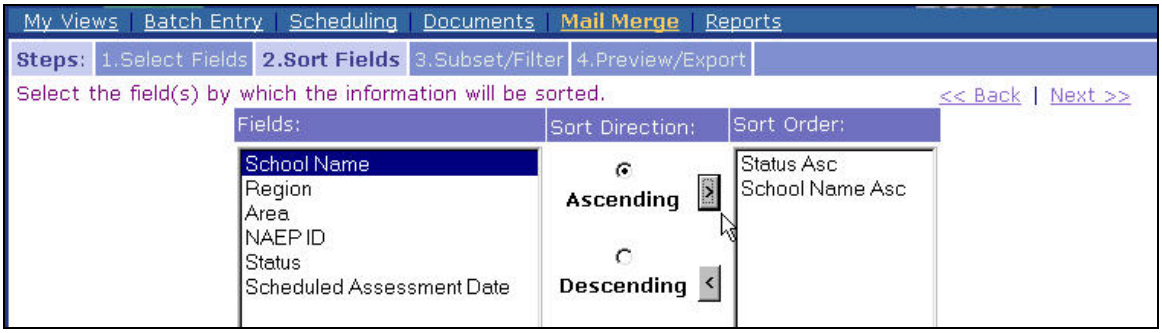
Next, click on the second tab and go to Step 2 in Mail Merge.

Step 2. Sort Fields

How do you want the report or list of schools sorted? We will sort the report by school status.

First, put the focus of the computer on the sort field by clicking on Status in the list under "Fields" (on the left of the screen). Next, click on the button with the right arrow (>) to indicate that you want to "send" that field into the box labeled "Sort Order" (on the right of the screen).

Let's select school name as our second sort order so that they are in alpha order on the list. Below, the selections that we have made are displayed in the "Sort Order" column.



Step 2: Select Sort Fields

If you make a mistake, or change your mind after copying a field from the list of fields to the "Sort Order" list, click on the field name in the "Sort Order" list and click on the left (<) arrow to remove it from the "Sort Order" list.

When finished with your selections here, go to Mail Merge Step 3.

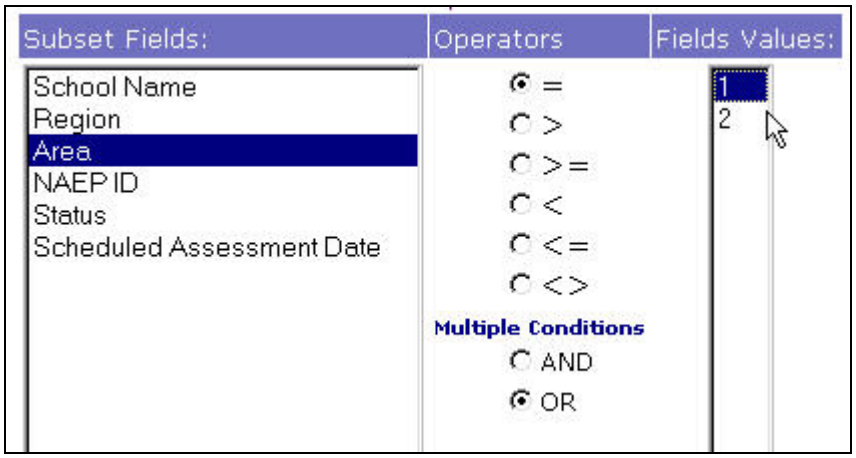
Step 3. Subset File

In this step, you will tell the system that you want a report for only one area. You can come back and create a report for another of your areas after producing the first list.

As this step indicates, you will "subset" or filter the data so that the schools in only one area will be displayed.

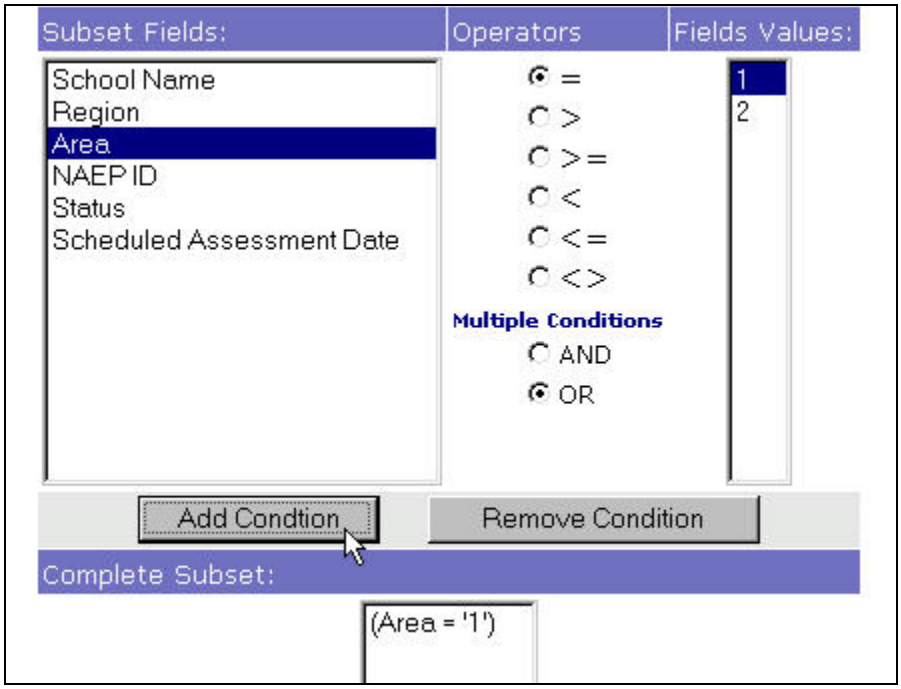
First, select the field "Area" (click on it). In the Field Values panel will be displayed all of the areas for which you are responsible in one region.

What you have created at this point is what you might call a statement or condition. In plain English this is that you want the list to be comprised only of schools for which area equals "1". You didn't need to select "equals" since that is the default option. The other symbols are explained below (Section 7.4) if you are not familiar with them.



First part of Step 3

Now, you need to complete the process by adding the statement or condition to the "Complete Subset" box. You do this by clicking on the **Add Condition** button. In the panel under that button you will see the full statement or condition that you have created.

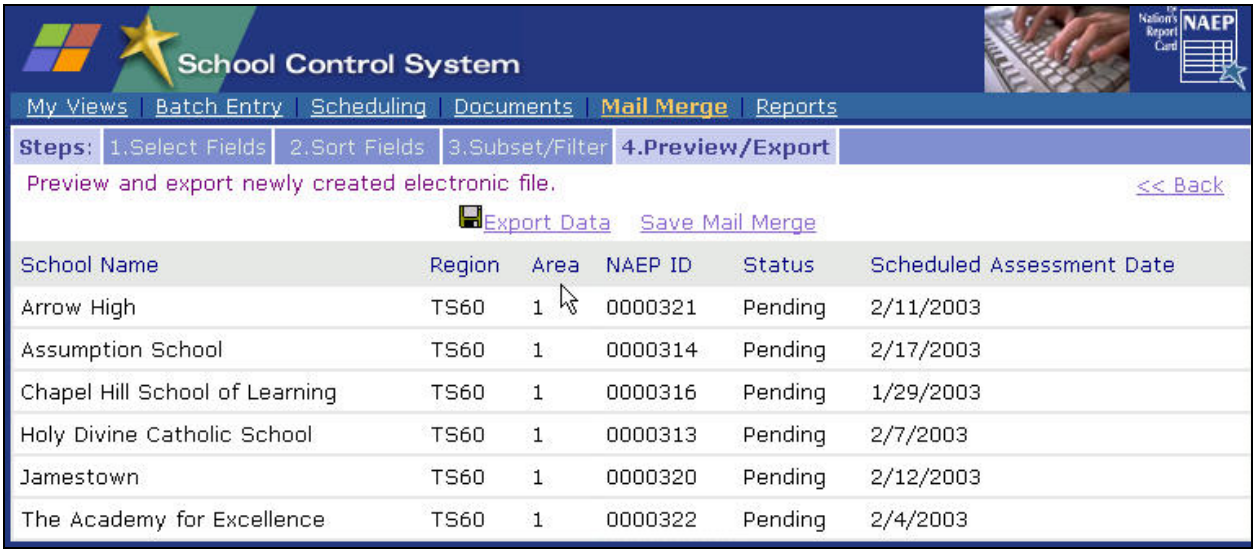


Adding the Condition to the Subset

Now we are ready to see the list, so go to step 4.

Step 4. Preview and Saving

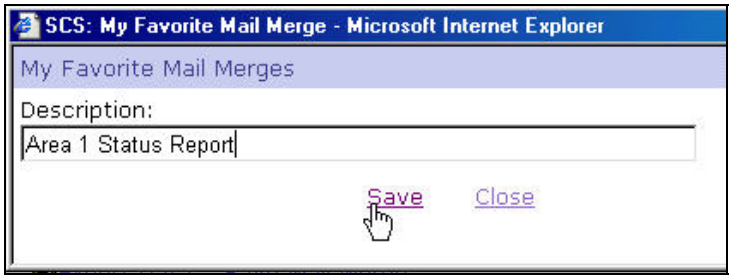
Here, you can see the results of your efforts in the proceeding steps before you actually create the electronic file. If you need to modify something, you can go back to Step 3 or Step 2.



Preview of Report – Step 4

If your report looks all right, select the "Save Mail Merge" option at the top of the screen. This will allow you to save the report format in the "My Mail Merges" tab so that you can very quickly recreate the report for this area any time you want to run it again on up-to-date data.

When you click on Save Mail Merge, a small dialog box will open giving you the opportunity to give your report a name. Enter the name and click on “Save”.



Naming and Saving Custom Mail Merge

You should print out this report before going any farther. Click on the print icon at the top of the screen (being sure that your printer is connected and turned on.)

Web sites unfortunately do not always print out very well. It is quite possible that, at a page break, part of a line will print at the bottom of one piece of paper and part of it on the top of the next page. An option would be to save or "export" the report to an Excel file and print it from Excel. (See Section 7.5)

Now that you have saved this report as one of your mail merges, you can access it any time you need to by clicking on the My Mail Merge tab. Below is an example of how the listing will be displayed.

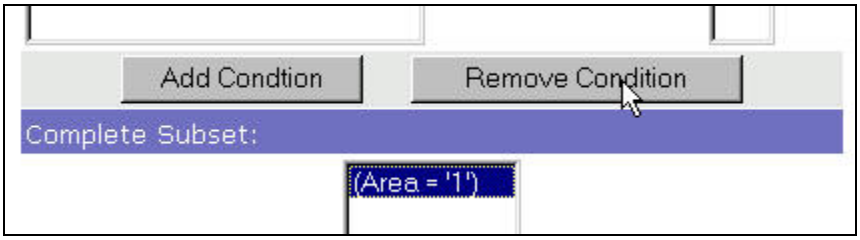
My Mail Merges

Select Load to get a report showing you the most recent report of the status codes and assessment dates for Area 1.

7.3 Creating an Area Status Report for another area.

If you want to create a status report for another area, you can easily do so. Go back to step 1 of the Mail Merge process by clicking on the tab labeled Step 1 Select Fields. As you will see, the fields that you originally selected will still be selected. Go through the steps until you get to the step 3 so that you can select a different Area for your next report.

In Step 3, you will need to remove the condition Area = 1 so that you can create a new condition of Area = 2. To do this, highlight the condition you created for the first report and then click on the **Remove Condition** button.

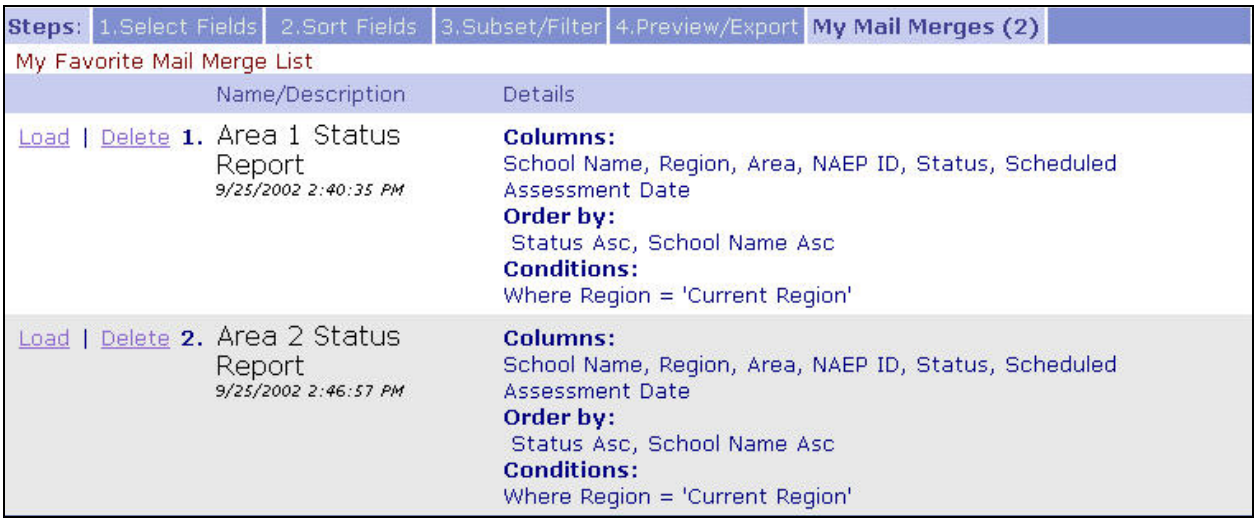


Removing the Condition "Area=1"

Then, return to the top part of the screen and create the condition Area = 2 and click on the **Add Condition** button.

Then, in step 4, if the report looks right, you can save it in My Mail Merges. This time, we saved it as "Area 1 Status Report".

Click on the tab labeled My Mail Merges. As you see in the screen shot, your area status report is saved and available for you to use again.



2 Area Status Reports in List of Favorites

7.4 Explanation of mail merge symbols

If you are not familiar with the symbols used in Step 3, subsetting the fields, they are explained below.

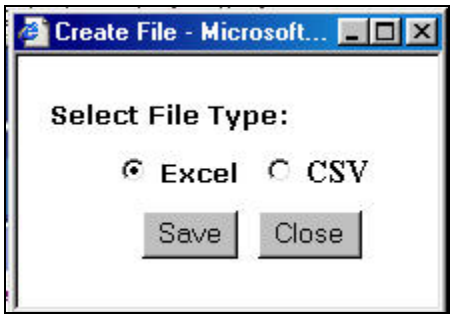
=	Equals (the default)
>	Greater than
>=	Greater than or equal to
<	Less than
<=	Less than or equal to
<>	Does not equal

If you are familiar with these mathematical symbols, you are also aware that they are not displayed completely accurately within the SCS. However, it is not always possible to use the actual mathematical symbols when designing screens such as this.

7.5 Export Data

After you have created a report with Mail Merge, you can save the entire report in an Excel file. While the option discussed in Step 4 section 6.2 saves the format ("condition"), this option saves the actual data that you have put in a report.

With the report displayed in Step 4 of the Mail Merge steps, click on the "Export Data" link at the top of the screen. A small dialog box will appear asking if you want to save an Excel or CSV file.

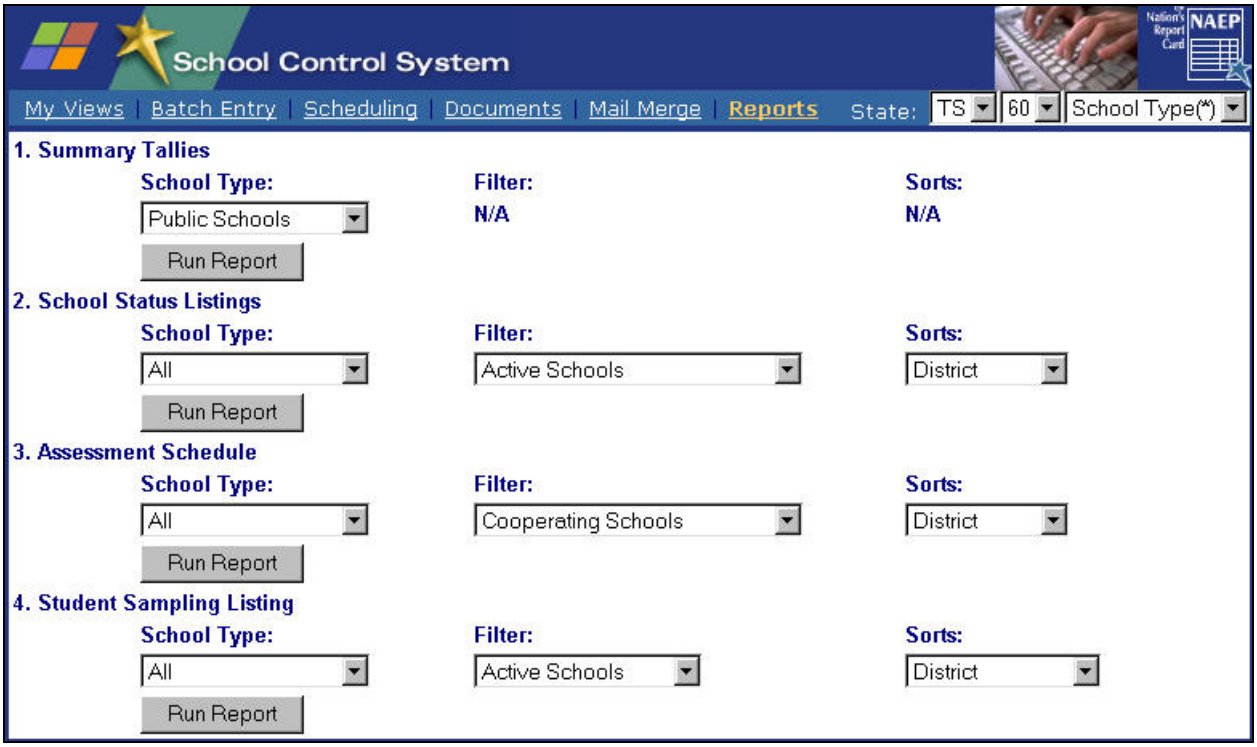


Excel is the default. The file type CSV is a format that can be used by a wide variety of applications. Saving the file in Excel will make it immediately available to you.

8 REPORTS

8.1 Overview

On the menu options at the top of the SCS screen, click on Reports and you can select which report you want to work with as you see below.



Report Menu

Filter and sort options are available for all except the first, summary report. There is no sort available for it, but you can select the school type (as explained below) and elect to see just one region or all regions for which you are responsible.

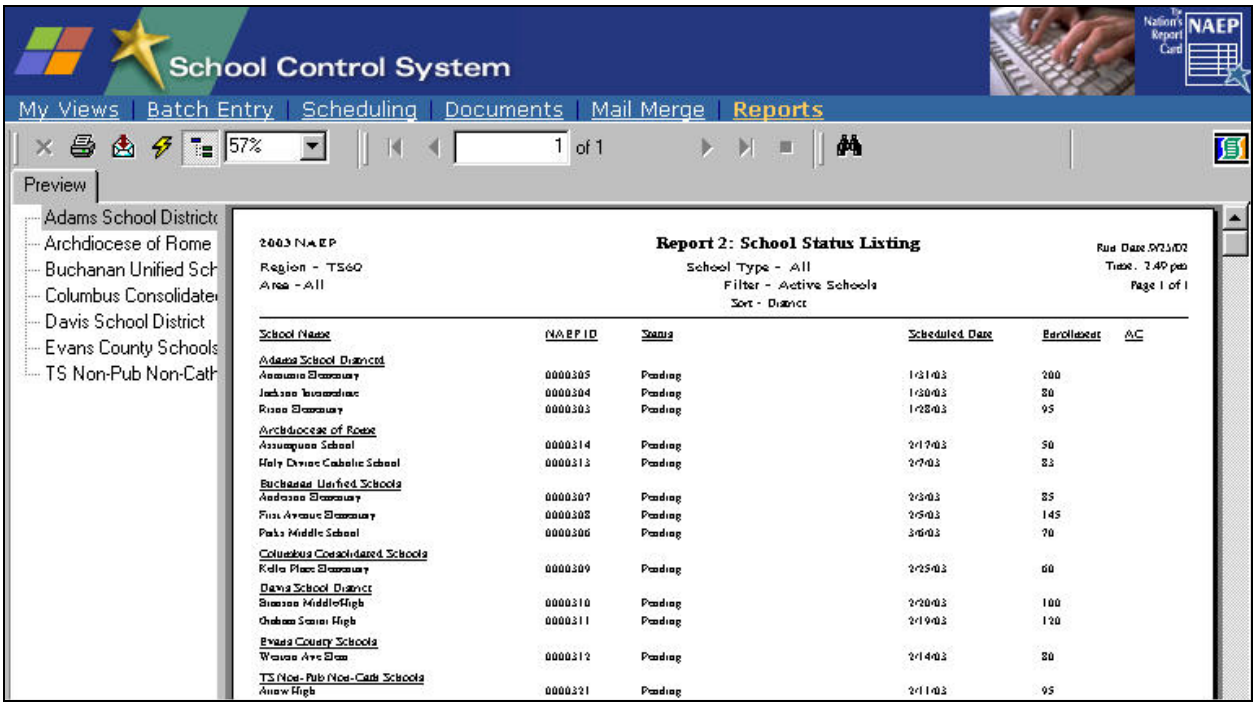
To run a report, first select the "school type" that you want. The options are:

All	All public and non-public schools in the area and region.
Public	Only the public schools.
Non-Public	Only the non-public schools.
District	Only the schools participating in the District NAEP (when part of the study).

After selecting the school type, set the filter and sort options (explained below), and click on the **Run** button. After the report is "run", it will be displayed on the screen. If you want to print the report, you must do so before closing the report (see below). The reports can also be saved as Word files or as Excel files.

8.1.1 Viewing Reports

Below is an example of Report 2 viewed on the screen.



Report 2

The reports have a different look for NAEP 2003. On the left, the Preview pane shows you the list of districts by which the report was sorted. If you click on one of the district/county names, the system will jump to that part of the report.

For this report, we had selected the following criteria:

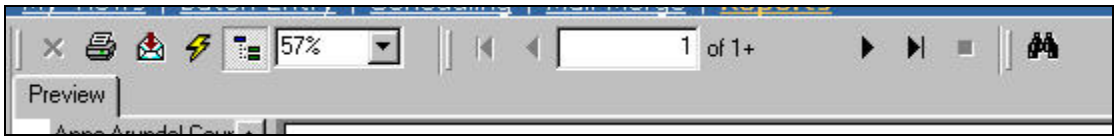
School type	= All (public and non-public)
Filter	= All schools (pending, cooperating, refusing, etc.)
Sort	= District

The report menu bar is explained in the following section.

The default size for the report is for it to be seen without having to scroll across the screen. The size can be increased as explained below if you cannot read the report.

8.1.2 Report Menu Bar

The menu bar at the top of the report screen is shown below with explanations for each of the icons. When you pause the mouse pointer over an icon, its label is displayed. Some of these are more fully discussed in the following sections.



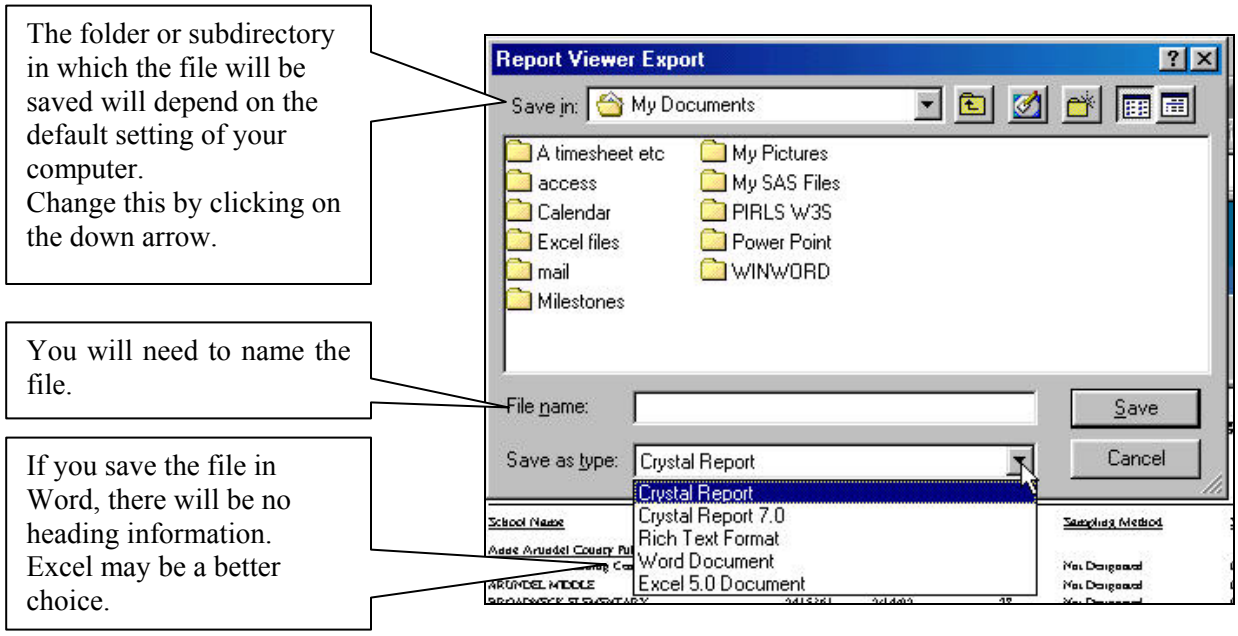
X --	The first icon (an X) is inactive.
Printer --	Use this icon if you want to print the report.
Envelope --	Use this icon, labeled "Export Report", to save the report to your hard drive.
Lightning bolt --	This icon will not be used.
"Toggle Group Tree" --	When you click on this icon, the "Preview" panel on the left closes. Click the icon again to reveal the Preview pane.
X% --	The size of the report as you see it. You can change the size by clicking on the down arrow next to this field.

The next series of icons allow you to move from page to page, to jump to the last page of the report by clicking on this icon . After you have moved beyond page 1, the left facing arrows become active so that you can go back one page at a time or jump to the first page. Click in the field with the page number and change the number to jump directly to a page.

The search icon will function in the reports. If you want to find one particular school in the list, for example, click on the icon and enter the school's name. The system will jump to that school and outline its name on the report.

8.1.3 Exporting Reports

The report that you are looking at can be "exported to" or saved on your hard disk. As shown below, after you click on the envelope icon, a dialog box will appear allowing you to name the file, select what type of file you want it to be (a Word or Excel file, for example), and where the file will be saved.

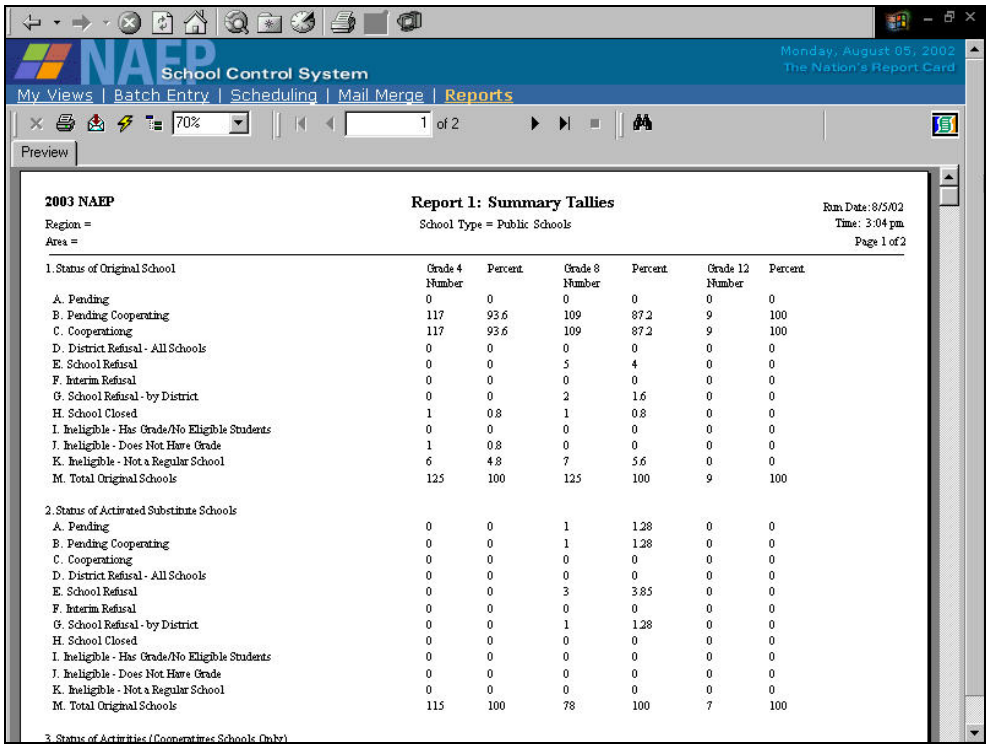


8.2 Report 1: Summary Tallies

This report (shown below) provides summary numbers on the status of the recruitment activities for all sampled schools in a region. This report summarizes the participation status of all originally sampled schools as well as the status of activated substitute schools.

The report provides a breakdown of the participation status for all three grades including unweighted response rates and indicates the progress you have made in entering enrollment information and sampling related information.

To accommodate the number of columns in the report, it prints in landscape on two pages. (You do not need to do anything different to the paper as it feeds into the printer.)



NAEP School Control System

Monday, August 05, 2002
The Nation's Report Card

My Views | Batch Entry | Scheduling | Mail Merge | Reports

70% 1 of 2

Preview

2003 NAEP
Region =
Area =

Report 1: Summary Tallies
School Type = Public Schools

Run Date: 8/5/02
Time: 3:04 pm
Page 1 of 2

1. Status of Original School	Grade 4 Number	Percent	Grade 8 Number	Percent	Grade 12 Number	Percent
A. Pending	0	0	0	0	0	0
B. Pending Cooperating	117	93.6	109	87.2	9	100
C. Cooperationg	117	93.6	109	87.2	9	100
D. District Refusal - All Schools	0	0	0	0	0	0
E. School Refusal	0	0	5	4	0	0
F. Interim Refusal	0	0	0	0	0	0
G. School Refusal - by District	0	0	2	1.6	0	0
H. School Closed	1	0.8	1	0.8	0	0
I. Ineligible - Has Grade/No Eligible Students	0	0	0	0	0	0
J. Ineligible - Does Not Have Grade	1	0.8	0	0	0	0
K. Ineligible - Not a Regular School	6	4.8	7	5.6	0	0
M. Total Original Schools	125	100	125	100	9	100
2. Status of Activated Substitute Schools						
A. Pending	0	0	1	1.28	0	0
B. Pending Cooperating	0	0	1	1.28	0	0
C. Cooperationg	0	0	0	0	0	0
D. District Refusal - All Schools	0	0	0	0	0	0
E. School Refusal	0	0	3	3.85	0	0
F. Interim Refusal	0	0	0	0	0	0
G. School Refusal - by District	0	0	1	1.28	0	0
H. School Closed	0	0	0	0	0	0
I. Ineligible - Has Grade/No Eligible Students	0	0	0	0	0	0
J. Ineligible - Does Not Have Grade	0	0	0	0	0	0
K. Ineligible - Not a Regular School	0	0	0	0	0	0
M. Total Original Schools	115	100	78	100	7	100
3. Status of Activities (Cooperatives Schools Only)						

Report 1

8.2.1 Interpreting the Report

Report 1 is divided into four sections briefly explained below:

- Status of Original Schools
- Status of Activated Substitute Schools
- Status of Activities (Cooperating Schools Only)
- All School Summary

8.2.2 Status of Original Schools

This section gives the distribution of participation status codes assigned to all schools in the original sample for all three grades. Activated substitutes are not included.

The base of the percentages is the total number of sampled schools in the original sample at that grade. Initially, the status for all schools is set to Pending.

8.2.3 Status of Activated Substitute Schools

If you have activated any substitutes, a distribution of their status codes appears here.

8.2.4 Status of Activities (Cooperating Schools Only)

This portion of the report focuses on the progress made with cooperating schools.

- Total Cooperating Schools. This number is the same as reported in 1C.
- Enrollment Data Entered shows the number and percentage of cooperating schools for which enrollment information has been entered.
- Scheduled Date Entered shows the number and percentage of cooperating schools for which an assessment date is present for all sessions.
- Sampling Completed shows the number and percentage of cooperating schools for which sampling has been completed within the Student Data System or at Westat.

Note: If the region has schools sampled for multiple grades, these schools will be tallied separately in the three columns (Grades 4, 8, and 12) of this report. Accordingly, summing the corresponding entries across grades will yield totals higher than the number of sampled schools in the region.

8.2.5 All School Summary

This section of the report brings together information about original and substitute schools:

- Total Pending Schools equals the sum of original and substitute pending (1A + 2A).
- Total Cooperating Schools equals the sum of original and substitute cooperating (1C + 2C).

- Unweighted Response Rate Before Substitution is a measure of school cooperation similar to that calculated in the final reports provided by NAEP. The response rate before substitution is calculated as follows **using only schools in the original sample**.

$$\frac{\text{\# COOPERATING SCHOOLS}}{\text{\# PENDING + \# COOPERATING + \# REFUSING SCHOOLS}}$$

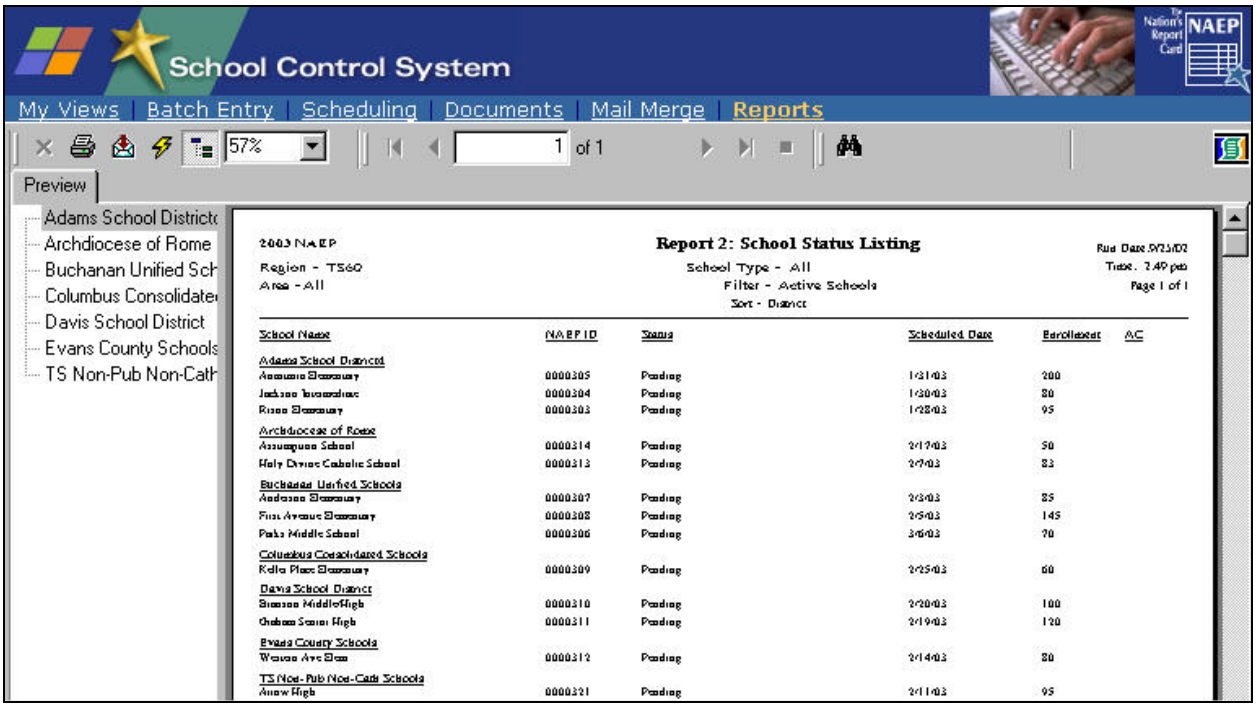
- Unweighted Response Rate After Substitution. The after-substitution response rate uses the same formula as the before-substitution rate except that the numerator includes the number of original cooperating schools plus the number of cooperating substitutes.

- Weighted Response Rate Before Substitution. These are calculated the same as the unweighted rates with the addition of a statistical weighting factor that is applied to all schools.

- Weighted Response Rate After Substitution. These are calculated the same as the unweighted rates with the addition of a statistical weighting factor that is applied to all schools.

- Original Refusals Without Substitutes. This item tallies the number of original sample refusals for which a substitute grade is not available.

8.3 Report 2: School Status Listing



Report 2

This report is useful as a general reference for reviewing information about sampled schools. A variety of filters and sorting options (described below) are available. For each school, the report lists:

- The district (or county, depending on the sort selected) in which the school is located;
- The school name and NAEP ID;
- The current participation status;
- The scheduled assessment date; and
- The enrollment for the sampled grade (based on your entry).

To access the filter and sort options, click on the down arrow next to the appropriate box.

8.3.1 Report Filters

The filter options for Report 2 are:

Filter	Effect on Report
Active Schools	All active schools in the original sample as well as activated substitute schools will be listed.
Original Schools	All schools in the original sample will be listed.
Substitute schools	All substitutes that have been activated by the refusal of original schools will be listed.
Pending Schools	All original and substitute schools with a status of pending will be listed.
Cooperating Schools	All original and substitute schools with a status of cooperating will be listed.
Cooperating/ Pending Schools	All original and substitute schools with a status of pending or cooperating will be listed.
Refusal Schools	All original and substitute school with refusals at the district-level, school-level, or districts refusing for a specific school will be listed.

8.3.2 Report Sorting Options

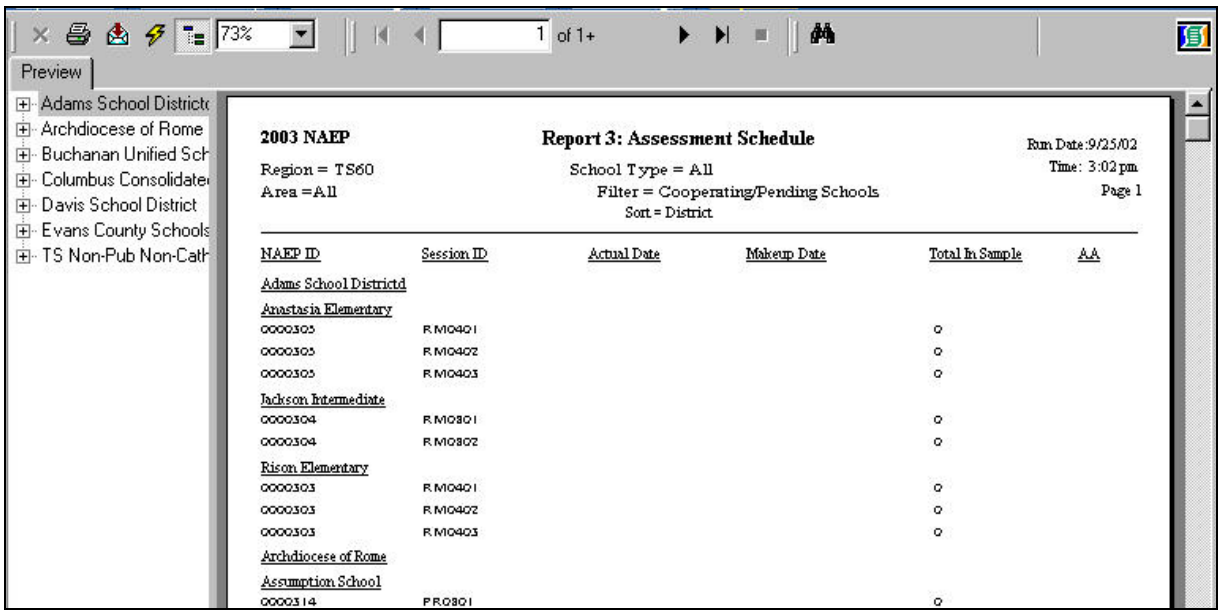
Report 2 may be sorted in any of the following ways to meet a specific requirement:

Sort	Effect on Report
District	Schools are listed in alphabetical order under district header lines. Districts appear in alphabetical order.
County	Schools are listed in alphabetical order under county header lines. Counties appear in alphabetical order.
School	Schools are listed in alphabetical order (no header line.)
Status	Schools are listed in alphabetical order under status code header lines.
NAEP ID	Schools are listed in order of their NAEP ID number.

Area	Schools are listed in order of their area assignment.
School Type	Schools are listed in order of their type

Note: Report 2 is a grade-level report. Schools sampled for both 4th and 8th grades, for example, will be listed twice on this report.

8.4 Report 3: Assessment Schedule



Report 3

This report is useful for reviewing the assessment schedule.

For each cooperating or pending school, the report lists:

- The school name and NAEP ID number for the sampled grade;
- The session ID for each session;
- The actual assessment date(s) and time(s) for each session;
- The makeup date (if needed); and

- The number sampled.

8.4.1 Report Filters

Filters that may be selected to restrict the output of this report are:

Filter	Effect on Report
Cooperating	All original and substitute schools with a status of cooperating will be listed.
Cooperating/ Pending	All cooperating and pending schools will be listed.

8.4.2 Report Sorting Options

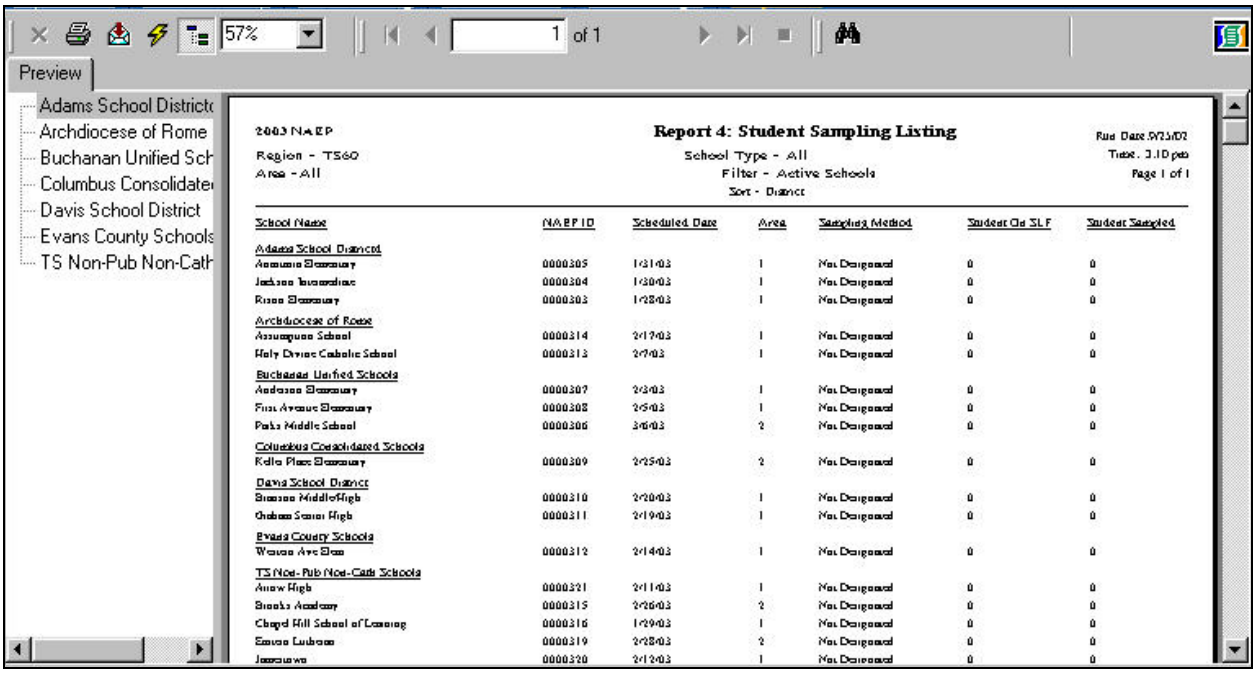
Report 3 may be sorted in any of the following ways:

Sort	Effect on Report
District	Sessions are listed in school order under district header lines. Districts appear in alphabetical order.
County	Sessions are listed in school order under county header lines. Counties appear in alphabetical order.
School	Sessions are listed in school order (no header line).
Status	Sessions are listed in order of their status code.
Date	Assessment date. Sessions are listed in school order under assessment date header lines.
NAEP ID	Schools are listed in order of their NAEP ID number.
State School ID	Sessions are listed in State School ID order.
Area	Sessions are listed in area order.

8.5 Report 4: School Sampling Listing

This report lists cooperating schools and the procedure that will be followed to sample the students – electronic file or manual sampling at the school (with the SLF).

An example of how Report 4 will look is shown below:



Report 4

The report shows the sampling "Method" or procedure to be followed in each cooperating school. This information will usually be updated by the home office. Additionally, the report shows the area, number of eligible students, and number sampled.

8.5.1 Report Filters

Filters that may be selected to restrict the output of this report are:

Filter	Effect on Report
Active	All active schools will be listed.

Not Designated	Schools for which the method has not been updated.
E-File by State	Schools for which the state has notified Westat they will submit a file for all schools.
E-File by District	Schools for which the district has notified Westat they will submit a file for all schools.
E-File by School	Schools that have at least started the E-Filing process.
SDS in State Office	Schools that have submitted lists to the state coordinator.
SDS in Home/Hotel	Schools that have submitted lists to the superivsor.
SDS in School	Schools that have not submitted lists and will need to be sampled in the school.

8.5.2 Report Sorting Options

Report 4 may be sorted in any of the following ways:

Sort	Effect on Report
District	Sessions are listed in school order under district header lines. Districts appear in alphabetical order.
County	Sessions are listed in school order under county header lines. Counties appear in alphabetical order.
School	Sessions are listed in school order (no header line).
Status	Schools are listed in order of their status.
NAEP ID	Schools are listed in order of their NAEP ID number.
Date	Schools are listed in order of their assessment date.
NAEP ID	Schools are listed in order of their NAEP ID
State School ID	Schools are listed in order of the State School ID
Area	Schools are listed in order of their area.
Method	Schools are listed in order of their student sampling method.

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 Save Cancel

Region: MD2
Area: 6

School(s) Group(s): Bulks * B C D E G H J K L N O R S T W Y

	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
Braddock Middle						
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
Brunswick Elementary						
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
Brunswick Middle						
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
Butler School						
PR0801	1ZE2643E0362120733	1/8/2003	1/10/2003	1Z65901W3811629845	3/4/2003	3/7/2003
Clear Spring Middle						
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.

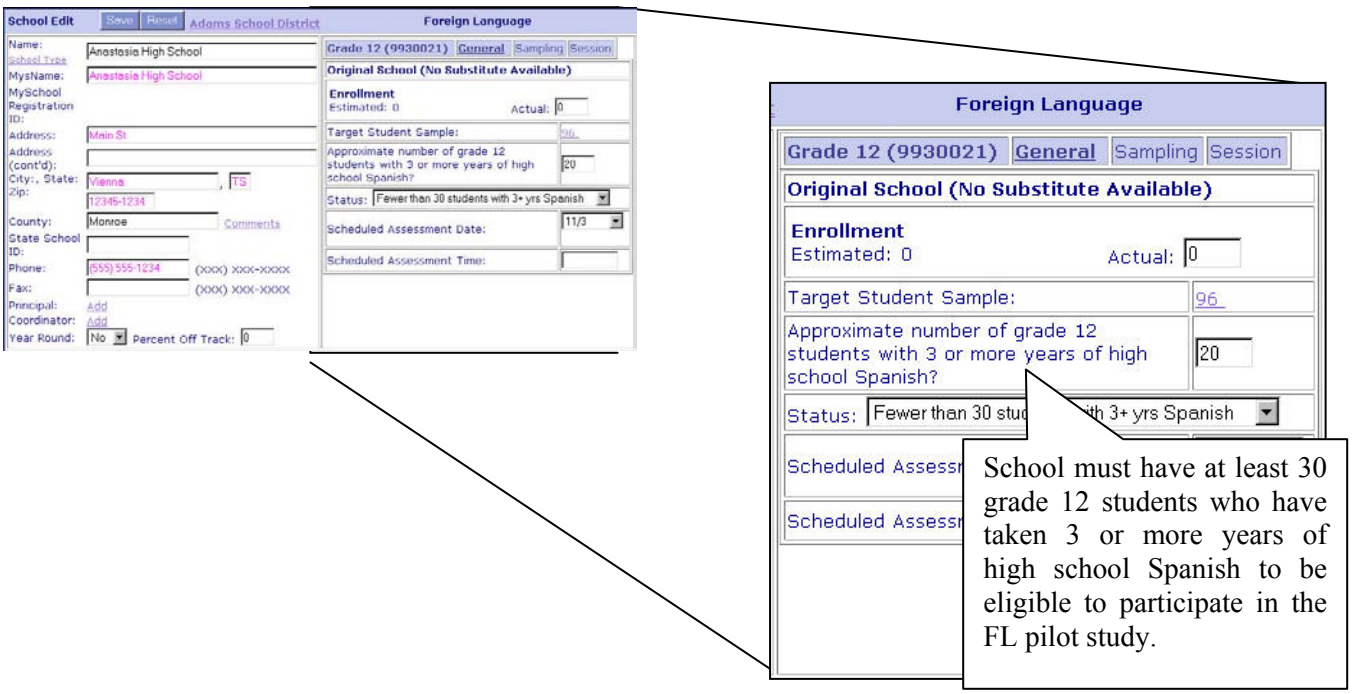
10.2 Foreign Language Pilot

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 12th grade students. State coordinators will be responsible for recruiting public schools and Westat will recruit nonpublic schools and recording the results in the SCS.

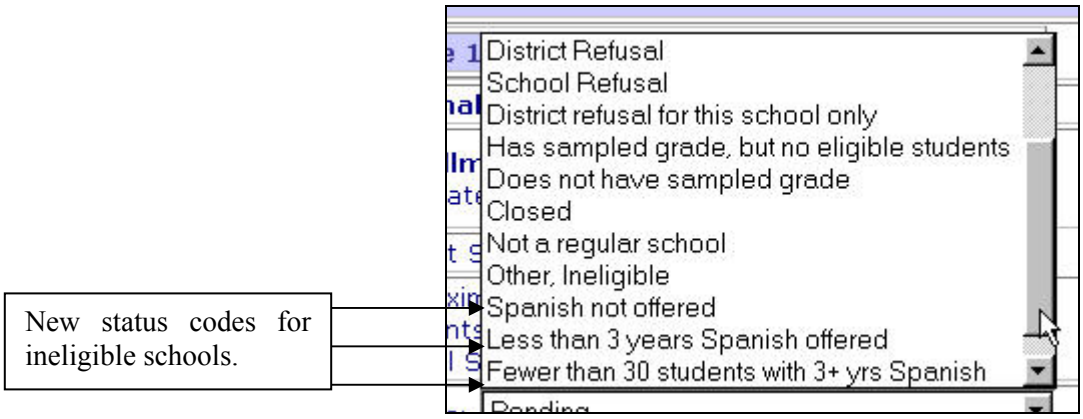
10.2.1 FL School Eligibility

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.



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



These new codes are explained below.

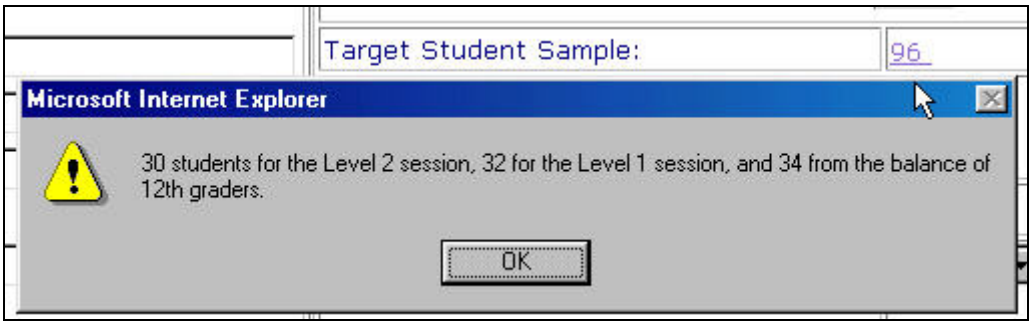
Status Code:	Explanation:
Spanish not offered -	No courses in Spanish are offered in this school.
Less than 3 years Spanish offered -	The school does not offer 3 full years of Spanish instruction.
Fewer than 30 students with 3+ years Spanish -	The school offers at least 3 years of Spanish, but fewer than 30 12th 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 12th 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.

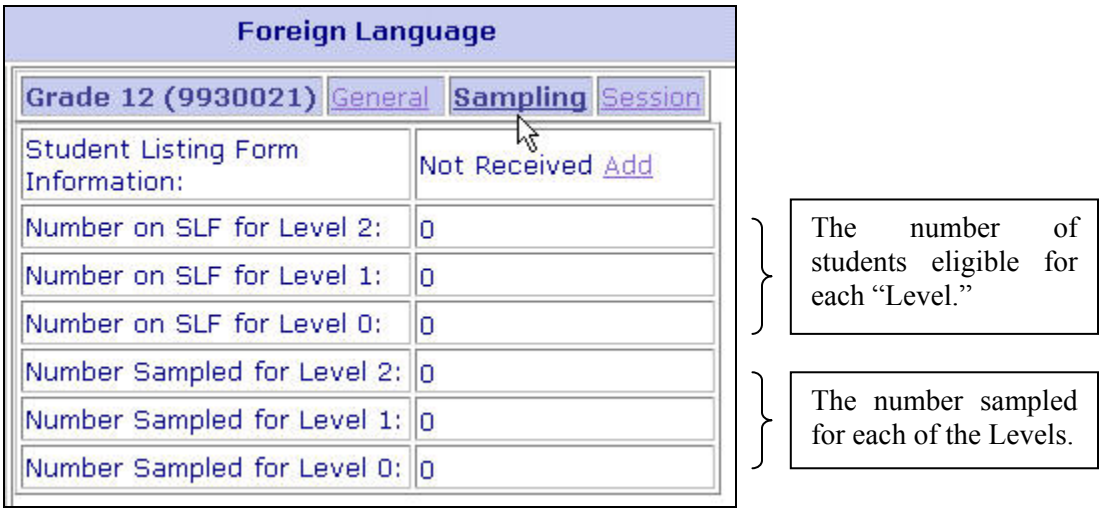
10.2.2 Student Sample

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.



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

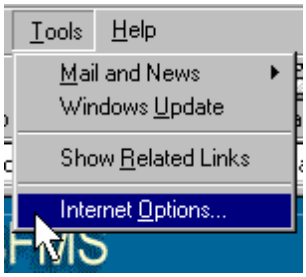
Appendix A.

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.

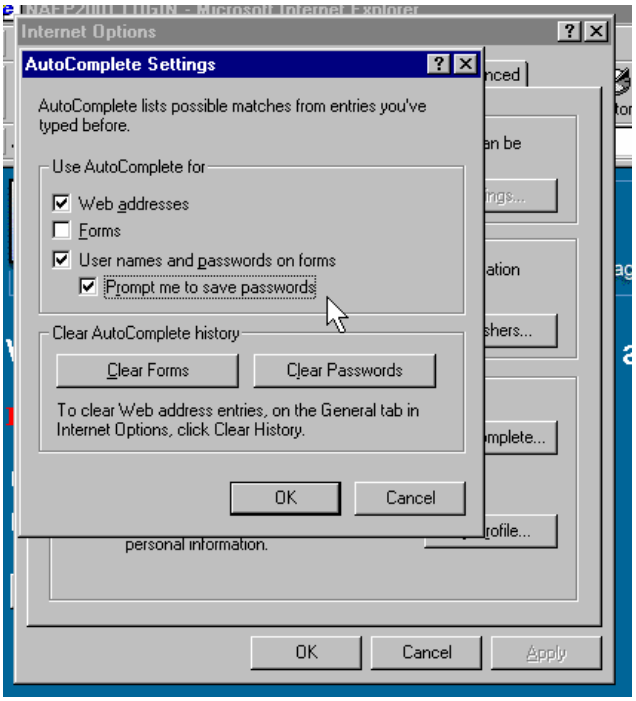
Since you will be making a minor change to a setting on Internet Explorer, this application needs to be running. Open IE if it is not already open. You can make this change if you are connected to the Internet or working offline in IE.

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

CODE	EXPLANATION
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. **Attempt to obtain enrollment information on sampled schools. You should talk with your field manager before using this code.**
School Refusal	The school has said that they will definitely **not** participate in the assessment. **Record grade enrollment information. You should talk with your field manager before using this code.**
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. **Record grade enrollment information. You should talk with your field manager before using this code.**
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 *Pending*	29 Chapel Hill School of Learning 296 Sessions: 2 *Pending*	30 Jackson Intermediate 284 Sessions: 2 *Pending*	31 Anastasia Elementary 285 Sessions: 3 *Pending*	1
2	3 Anderson Elementary 287 Sessions: 3 *Pending*	4 The Academy for Excellence 302 Sessions: 2 *Pending*	5 First Avenue Elementary 288 Sessions: 3 *Pending*	6	7 Holy Divine Catholic School 293 Sessions: 3 *Pending*	8
9	10	11 Arrow High 301 Sessions: 3 *Pending*	12 Jamestown 300 Sessions: 2 *Pending*	13	14 Western Ave Elem 292 Sessions: 3 *Pending*	15
16	17 Assumption School 294 Sessions: 2 *Pending*	18	19 Graham Senior High 291 Sessions: 3 *Pending*	20 Branson Middle/High 290 Sessions: 2 *Pending*	21	22
23	24	25 Keller Place Elementary 289 Sessions: 3 *Pending*	26 Brooks Academy 295 Sessions: 3 *Pending*	27	28 Eastern Lutheran 299 Sessions: 3 *Pending*	1
2	3 Niles Christian School 297 Sessions: 3 *Pending*	4	5 Ridgeview Christian School 298 Sessions: 3 *Pending*	6 Parks Middle School 286 Sessions: 2 *Pending*	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

- **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

- **Field Staff – Payroll, Time & Expense**.....
  Contact: **Mei Tan**, TC 1040F
  Address: 1650 Research Blvd.
  Rockville, MD 20850
  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

- **Field Staff – Recruiting**.....
  Contact: **Pat Heiser**, TC 1040F
  Address: 1650 Research Blvd.
  Rockville, MD 20850
  (Pat Heiser is a fictitious contact name for 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

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

- **Pearson-NAEP Supplies & Shipments**.....
  Assess. Books, Questionnaires, Rosters,
  Admin. Schedules, Ancillary Items
  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

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

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

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

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

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

- **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

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

-
-
-
-
-