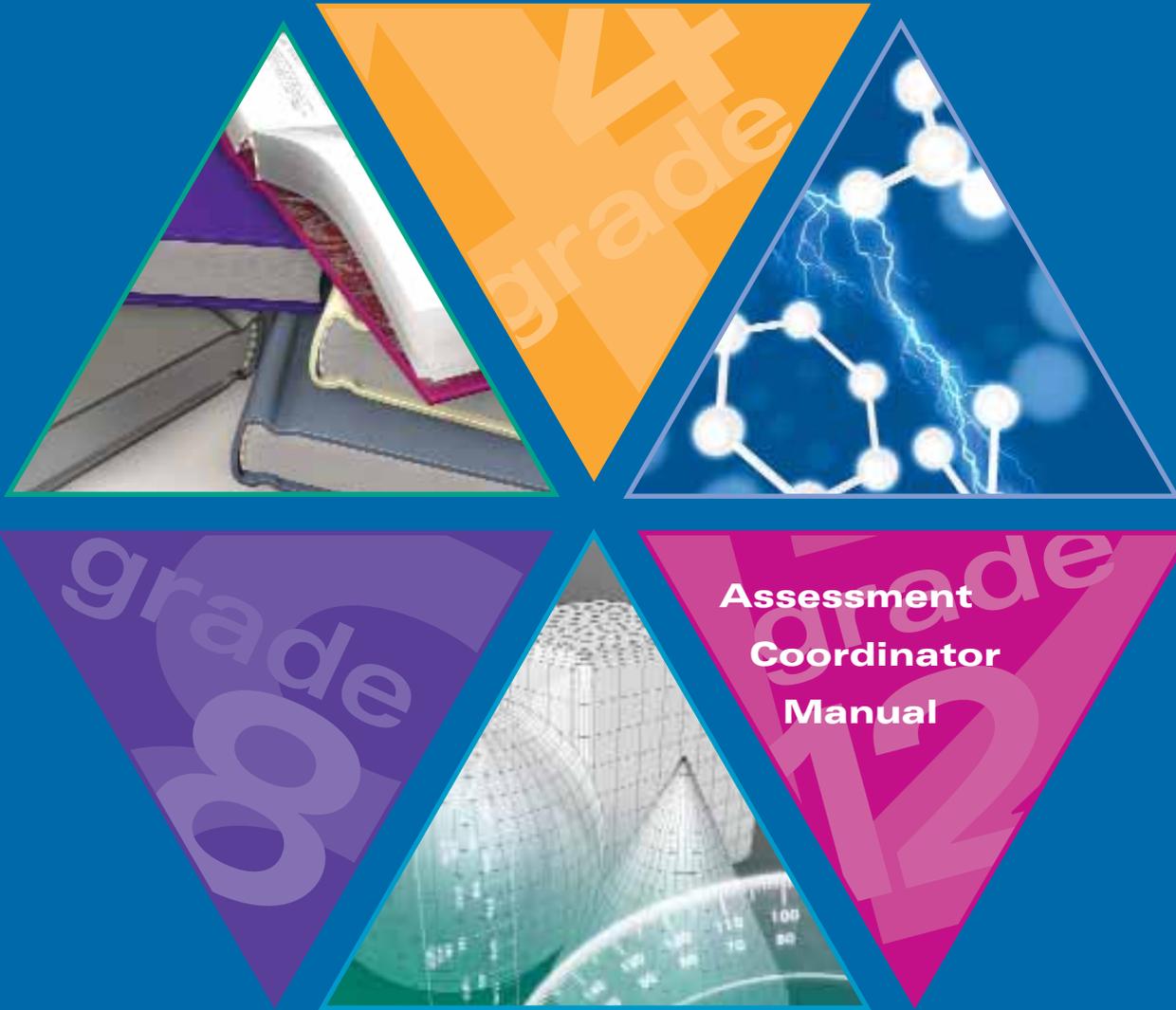


NAEP 2005

National Assessment of Educational Progress



**Assessment
Coordinator
Manual**



THE NATION'S REPORT CARD

NAEP 2005

Assessment Coordinator Manual

Table of Contents

1

Introduction to NAEP 1.1

1. NAEP Overview	1.1
A. Characteristics of NAEP	1.3
B. NAEP Organizational Structure	1.4
2. The NAEP Program for 2005	1.6
3. The NAEP Code of Ethics	1.8
4. NAEP Guidelines for Viewing Assessment Materials	1.10
5. NAEP Quality Assurance Checks	1.12
A. School Visits by NCES, ETS, Westat, and HumRRO	1.12
B. School Visits by Your Supervisor	1.12
C. Followup Telephone Calls	1.12
6. Goals of the NAEP 2005 Training Program	1.13
7. Manual Format	1.14

2

Conducting Preliminary Activities 2.1

1. Preliminary Activities to Complete with Your Supervisor	2.1
A. Sampling Activities	2.1
B. Preparing the Preassessment Packets	2.2
C. Receiving the School Folders	2.5
D. Developing a Tentative Schedule for AAs with Your Supervisor	2.6
2. AC Preliminary Activities to Complete	2.7
A. Communicating Weekly with Your Supervisor	2.7
B. Receiving and Securing Assessment Materials from Pearson	2.8

3

Understanding NAEP Forms and Accommodations 3.1

1. General NAEP Knowledge Requirements	3.1
A. The Administration Schedule	3.1
B. The Roster of Questionnaires	3.9
C. The School Questionnaire	3.13
D. The Teacher Questionnaire	3.15
E. The SD and LEP Questionnaires	3.17
F. The New Enrollee Listing Form	3.20
G. The Quality Control Booklet	3.23
H. The Assessment Booklet	3.25
2. Understanding NAEP Accommodations	3.30
A. Inclusion of Students with Disabilities and/or Limited English Proficiency in NAEP	3.30
B. Accommodations Most Frequently Provided by NAEP	3.32
C. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations	3.36
D. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed	3.38

4

Conducting Preassessment Activities 4.1

1. Overview of Part 1 of the Quality Control Booklet	4.1
2. Activities to Complete Before Conducting the Preassessment Visit	4.2
Procedure 1. Prepare for the Telephone Call to Schedule the Preassessment Visit	4.2
Procedure 2. Conduct the Telephone Call to Schedule the Preassessment Visit	4.4
Procedure 3. Prepare for the Confirmation Telephone Call	4.6
Procedure 4. Conduct the Confirmation Telephone Call	4.6
Procedure 5. Prepare for the Preassessment Visit	4.8
3. Activities to Complete During the Visit	4.10
Procedure 6. Review the Status of School and Teacher Questionnaires	4.10
Procedure 7. Verify Administration Schedule Data	4.14
Procedure 8. Select Sample of Newly Enrolled Students	4.28
Procedure 9. Verify Notification Letter Sent to Parents	4.32
Procedure 10. Review Status of SD and LEP Questionnaires	4.35
Procedure 11. Determine Student Accommodations	4.38

Procedure 12. Make Assessment Arrangements	4.42
Procedure 13. Complete Checklist of Preassessment Visit Followup Tasks	4.49

5

Planning for Assessment Day 5.1

1. Activities to Complete After the Preassessment Visit	5.1
Procedure 1. Review and Revise the Assessment Schedule	5.1
Procedure 2. Complete Key Paperwork	5.4
Procedure 3. Verify Assessment Materials and Request Any Additional Materials	5.6
2. Activities to Complete Immediately Before Assessment Day	5.21
Procedure 4. Review the Preassessment Contact Log	5.21
Procedure 5. Review Accommodation Codes	5.21
Procedure 6. Assign Accommodation Booklets	5.21
Procedure 7. Assign Booklets to Students Newly Added to the Administration Schedule	5.23
Procedure 8. Review Materials in the School Folder	5.24
Procedure 9. Perform a Final Check of Assessment Materials	5.24
Procedure 10. Review Security and Confidentiality Procedures	5.26
Procedure 11. Gather Materials to Bring to the School on Assessment Day	5.26

6

Supervising Assessment Day 6.1

1. Overview of Quality Control Activities on Assessment Day	6.1
A. Your Quality Control Responsibilities	6.1
B. Other Quality Control Activities	6.3
2. Activities to Complete Before the Assessment	6.6
A. Assessment Coordinator Procedures to Complete Upon Arriving at the School	6.6
Procedure 1. Check in at the School.	6.6
Procedure 2. Retrieve the NAEP Storage Envelope.	6.6
Procedure 3. Obtain a Dated Copy of Parent Notification Letter.	6.7
Procedure 4. Ask the School Coordinator If Any Parents or Students Have Refused Participation and Code the Administration Schedule, If Necessary.	6.7
Procedure 5. Review the Administration Schedule for Incomplete or Missing Data.	6.7
Procedure 6. Complete the Top of the Administration Schedule.	6.8

Procedure 7. Go to the Location Where the Assessment Team Will Work.	6.8
Procedure 8. Give AAs Session Materials	6.9
Procedure 9. Oversee AA Team Preparation Responsibilities	6.9
Procedure 10. Ask the School Coordinator to Accompany You (and Your Team) to the Assessment Locations	6.10
Procedure 11. Introduce Yourself (and Your Team) to the Teacher	6.10
Procedure 12. Provide NAEP Instructions for School Staff Observers	6.10
B. Quality Control Procedures to Complete Before the Assessment	6.11
Procedure 13. Perform QC Check of Booklets	6.11
Procedure 14. Perform QC Check of Rooms	6.18
3. Activities to Complete During the Assessment	6.21
A. Assessment Coordinator Procedures to Complete During the Assessment	6.21
Procedure 15. Observe AAs, Using the Assessment QC Log	6.21
Procedure 16. Verify That Each Session is Underway	6.21
B. Quality Control Procedures to Complete During the Assessment	6.21
Procedure 17. Observe and Evaluate AAs Administering Regular Assessment Sessions	6.21
Procedure 18. Observe and Evaluate AAs Monitoring Sessions	6.31
Procedure 19. Observe and Evaluate AAs Administering Hands-on Science Tasks	6.36
Procedure 20. Observe and Evaluate AAs Conducting Accommodation Sessions	6.37
4. Activities to Complete Following the Assessment	6.39
A. Quality Control Procedures to Complete After the Assessment	6.39
Procedure 21. Verify That the Administration Schedule Has Been Completed Accurately	6.39
Procedure 22. Verify That the Booklet Covers Have Been Completed Accurately	6.43
Procedure 23. Perform Final Check of Session Box Materials	6.46
B. Assessment Coordinator Procedures to Complete After the Assessment	6.48
Procedure 24. Complete Questionnaire Activities	6.48
Procedure 25. Determine Whether or Not a Makeup Session Must Be Held	6.50
Procedure 26. Organize the NAEP Storage Envelope	6.52
Procedure 27. Complete Session Debriefing Activities	6.54
Procedure 28. Arrange and Conduct Makeup Session, If Necessary	6.56
Procedure 29. Repack the Session Box	6.58

7

Completing Activities After the Assessment**7.1**

Procedure 1. Ship Materials to Pearson	7.1
Procedure 2. Enter Tracking Information on the School Folder and Quality Control Booklet	7.4
Procedure 3. Enter Assessment Results and Shipment Information into the SCS	7.5
Procedure 4. Report Assessment Progress to Your Supervisor	7.6
Procedure 5. Finalize School Folders	7.6
Procedure 6. Ship School Folders to Your Supervisor	7.7
Procedure 7. Report Time and Expenses to Westat	7.8

A

Appendixes**Appendix A**

Checklist of Tasks	A.1
Glossary	A.6

Appendix B

Example of a Grade 4 Preassessment Packet for the School Coordinator	B.1
---	-----

Appendix C

Grade 4 Take-All Schools Without Homeroom Locator	C.1
E-File Summary Report	C.6
Determining Accommodations for Students in Science Bridge Sessions ..	C.8

Appendix D

NAEP Forms	D.1
------------------	-----

Appendix E

Travel Guide for ACs	E.1
----------------------------	-----

Appendix F

Westat Staff Evaluation	F.1
Cleanup Procedures	F.8

1 Introduction to NAEP

This chapter provides a brief introduction to the National Assessment of Educational Progress (NAEP) and the NAEP 2005 program. For additional information on NAEP, please refer to the *Welcome* magazine. This chapter also describes the layout of this manual.

1. NAEP Overview

NAEP is the only national assessment of students in the United States performed on a continual basis.

Widely known as the “Nation’s Report Card” – NAEP is the leading national assessment of what America’s students know and can do in key academic subjects. NAEP, a program of the U.S. Department of Education, provides information on state and national student achievement, and how that achievement has changed over time.

NAEP is administered by the National Center for Education Statistics (NCES), a division of the U.S. Department of Education. NAEP selects representative samples of public and nonpublic schools and students to be assessed. These samples vary, depending on the number of subjects and items to be assessed. Reading and mathematics assessments occur most frequently, but assessments also cover writing, science, U.S. history, geography, civics, economics, foreign language, and the arts.

NAEP includes state and national assessments, long-term trend assessments, and ongoing special studies.

National NAEP occurs every year and reports information for the Nation and specific geographic regions of the country. It includes students drawn from both public and nonpublic schools and reports results for student achievement at grades 4, 8, and 12.

State NAEP occurs every 2 years in reading and mathematics, and in either science or writing at the fourth and eighth grades. Federal law requires all states that receive Title I funds to participate in NAEP reading and mathematics assessments at grades 4 and 8. School districts that receive Title I funds and are selected for the NAEP sample are also required to participate.

CONTENTS

1. NAEP Overview

A. Characteristics of NAEP

B. NAEP Organizational Structure

2. The NAEP Program for 2005

3. The NAEP Code of Ethics

4. NAEP Guidelines for Viewing Assessment Materials

5. NAEP Quality Assurance Checks

A. School Visits by NCES, ETS, Westat, and HumRRO

B. School Visits by Your Supervisor

C. Followup Telephone Calls

6. Goals of the NAEP 2005 Training Program

7. Manual Format

NAEP is:

- an assessment at grades 4, 8, and 12 that allows student educational achievement to be compared across states and regions of the country;
- an assessment that identifies the percentages of students in the Nation who meet standards for Advanced, Proficient, or Basic performance in a variety of subjects;
- a yardstick that state educators, legislators, and governors can use to gauge the effectiveness of state educational policies;
- the only reliable, ongoing measurement tool that members of Congress, the President, and other policymakers and researchers can use to review student progress during the past 30 years at the national level; and
- a source of information that allows the public to assess the academic performance of students in their state and the Nation as a whole.

NAEP provides:

- state and national performance results in reading, mathematics, science, and writing;
- national student performance results in U.S. history, geography, civics, the arts, foreign language, world history, and economics;
- long-term trends in national student performance in reading, mathematics, and science over the past 30 years; and
- comparisons in student performance based on factors such as race/ethnicity, gender, public and nonpublic schools, level of parental education, prior course-taking, and classroom and school conditions and practices.

NAEP reports student performance nationally and for states. It does not report information on the performance of individual schools or individual students.

A. Characteristics of NAEP

An independent body decides what is tested.

The National Assessment Governing Board (NAGB) selects the academic subject areas to be assessed and develops content “frameworks,” or test blueprints. NAGB is an independent, bipartisan group whose members include governors, state legislators, local and state school officials, educators, business representatives, and members of the general public.

NAEP ensures confidentiality.

No information on individual students, families, or schools is included in NAEP data releases or reports. No records are kept that connect students’ names with the answers they gave on the assessment. It is against federal law to identify any student participating in NAEP. The law specifies severe penalties for anyone revealing the identity of the students taking NAEP.

Participation in NAEP is designed to cause minimal disruption of school activities.

Most students spend only 90 minutes of their time taking NAEP. No student preparation time is necessary. Assessments are conducted by NAEP staff and take place either in school classrooms or other locations in the school selected by school officials. School officials are invited to observe the assessment.

NAEP encourages inclusion of special needs students.

The national and state NAEP assessment procedures encourage inclusion of students with disabilities (SD) and limited-English-proficient (LEP) students. To include the highest possible percentage of sampled students, NAEP permits most commonly offered testing accommodations for special needs students during the assessment.

NAEP uses a variety of assessment formats.

NAEP includes both multiple-choice and open-ended questions, which require students to write an answer that, depending on the question, can range from a few words to more than a page. Recent NAEP assessments have used stimulus materials, including mathematics manipulatives and other materials, to augment the traditional multiple-choice format.

NAEP administers background information questionnaires to explore factors and practices that influence learning.

Students, teachers, and school administrators are surveyed to collect contextual background information regarding student and school characteristics, instructional practices, and curricula. NAEP asks only questions directly related to the appraisal of academic achievement. The input in the questionnaires is used only to analyze overall academic achievement. Individual performance is not evaluated.



CONTENTS

1. NAEP Overview

A. Characteristics of NAEP

B. NAEP Organizational Structure

2. The NAEP Program for 2005

3. The NAEP Code of Ethics

4. NAEP Guidelines for Viewing Assessment Materials

5. NAEP Quality Assurance Checks

A. School Visits by NCES, ETS, Westat, and HumRRO

B. School Visits by Your Supervisor

C. Followup Telephone Calls

6. Goals of the NAEP 2005 Training Program

7. Manual Format

B. NAEP Organizational Structure

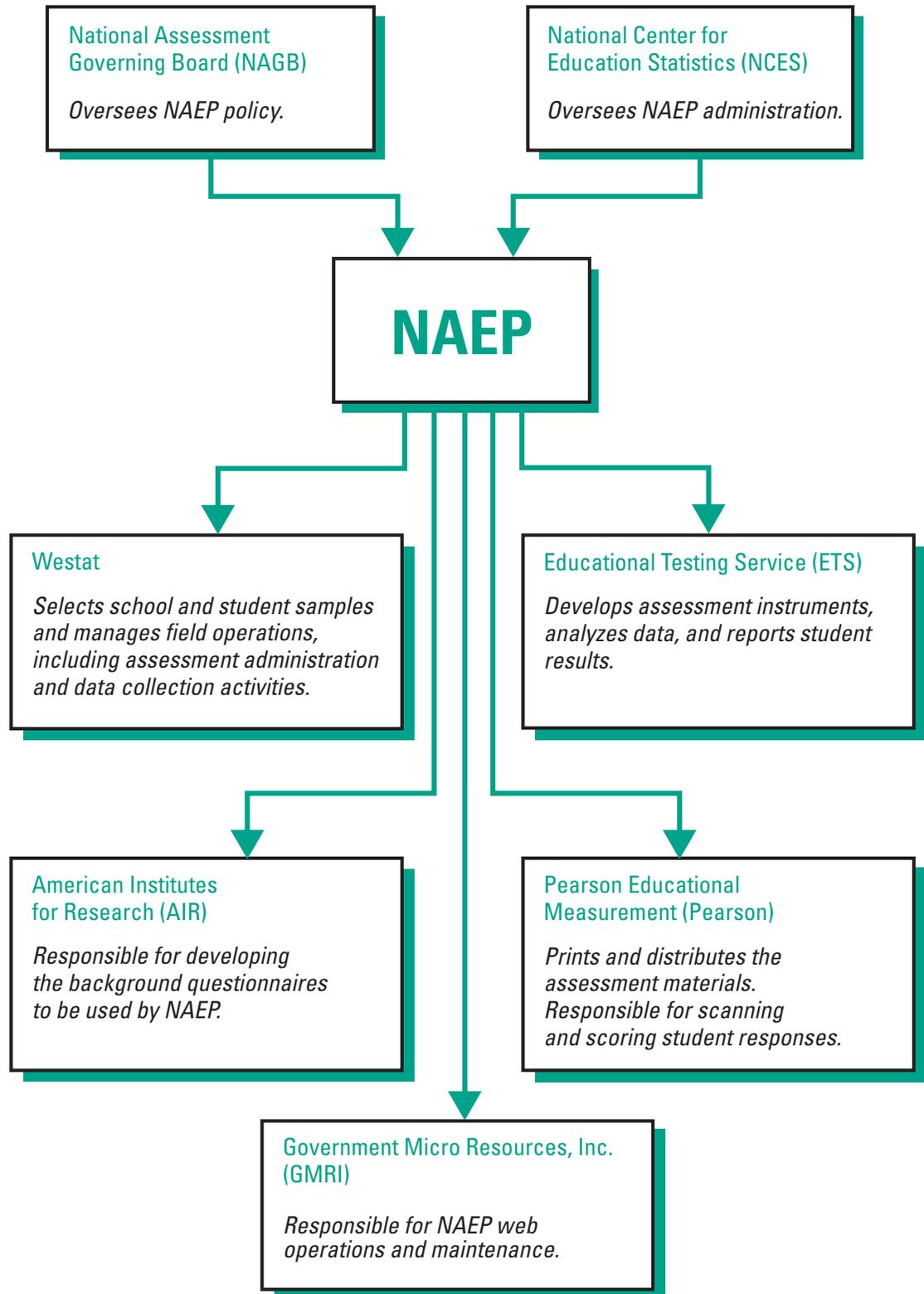
The chart on the next page shows the current organizational structure of NAEP. The Commissioner of Education Statistics, who heads NCES in the U.S. Department of Education, is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations. The Associate Commissioner for Assessment at NCES executes the program operations and technical quality control.

NAGB, appointed by the Secretary of Education but independent of the U.S. 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, 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). Pearson Educational Measurement (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 maintenance.

NAEP Organizational Structure



CONTENTS

1. NAEP Overview

A. Characteristics of NAEP

B. NAEP Organizational Structure

2. The NAEP Program for 2005

3. The NAEP Code of Ethics

4. NAEP Guidelines for Viewing Assessment Materials

5. NAEP Quality Assurance Checks

A. School Visits by NCES, ETS, Westat, and HumRRO

B. School Visits by Your Supervisor

C. Followup Telephone Calls

6. Goals of the NAEP 2005 Training Program

7. Manual Format

2. The NAEP Program for 2005

The 2005 assessment will be conducted from January 24 through March 4, 2005, in a sample of approximately 20,000 fourth-, eighth-, and twelfth-grade schools located throughout the 50 states and territories of the United States. Approximately 1.2 million students will participate in the assessment.

There are three types of assessments to be conducted in 2005: operational, pilot, and bridge.

The operational assessment will be conducted in 90% of all schools.

The operational assessment consists of State and National NAEP and is the only study that will produce reports. The primary subjects for State NAEP are reading, mathematics, and science¹ at grades 4 and 8. National assessments will be conducted in reading, mathematics, and science at grades 4, 8, and 12. Included in the operational assessment is the NAEP Trial Urban District Assessment (TUDA), which provides district-level information on student performance in 10 school districts² and the District of Columbia. Generally, each district will assess the same subjects as the state in which they are located.

In most schools, the operational assessment will involve three sessions of 30 students each who are given either a reading, mathematics, or science assessment booklet. A subset of students who are given the science booklet will be asked to complete a hands-on science task. The hands-on science task asks students to conduct one of three different science experiments at each grade level.

The operational assessments will take approximately 90 minutes to complete. The hands-on science task will take selected eighth- and twelfth-grade students an additional 30 minutes and selected fourth-grade students an additional 20 minutes to complete.

The pilot test and science bridge assessment will be conducted in the remaining schools.

In a small number of schools, there will be several pilot tests for which no scores will be reported. The pilot test will be conducted at grades 4, 8, and 12, and will take approximately 90 minutes to complete. Pilot test subjects include reading, mathematics, civics, and U.S. history at grades 4 and 8. Grade 12 pilot test subjects include mathematics, civics, economics, and U.S. history. The purpose of the pilot test is to test new items and procedures in preparation for the 2006 assessment.

¹The following states/territories opted out of the state-level science assessment: Alaska, District of Columbia, Iowa, Kansas, Nebraska, New York (not including New York City), and Pennsylvania.

²The following districts have been selected for the TUDA: Atlanta, Austin, Boston, Charlotte, Chicago, Cleveland, Houston, Los Angeles, New York City, and San Diego.

There is also a small science bridge study to evaluate what—if any—effects result from rearranging the order of the sections and timing of the booklets from those used in past science assessments to that used in NAEP 2005. The students who are selected for the science bridge will receive test booklets in the same format that was used in 2000, the last time science was assessed. A subset of students who are given the science bridge booklet will be asked to complete the hands-on science task.

The science bridge assessments will be conducted at grades 4, 8, and 12, and will take approximately 90 minutes to complete. The hands-on science task will take selected eighth- and twelfth-grade students an additional 30 minutes and selected fourth-grade students an additional 20 minutes to complete.

Although you will be aware of the different session types, the distinction between these types as separate studies will not be apparent in the majority of schools.

As you can see, the majority of the schools in NAEP 2005 are conducting operational assessments. The possibility of a school having all three session types (operational, pilot, and bridge) is only likely in grade 12 or nonpublic schools. The NAEP 2005 training program will prepare you for handling schools with more than one session type.

For more information about the NAEP 2005 program, see the *Welcome* magazine.

To get more information about NAEP, visit the Nation's Report Card web site at <http://nces.ed.gov/nationsreportcard>.

CONTENTS

1. NAEP Overview

A. Characteristics of NAEP

B. NAEP Organizational Structure

2. The NAEP Program for 2005

3. The NAEP Code of Ethics

4. NAEP Guidelines for Viewing Assessment Materials

5. NAEP Quality Assurance Checks

A. School Visits by NCES, ETS, Westat, and HumRRO

B. School Visits by Your Supervisor

C. Followup Telephone Calls

6. Goals of the NAEP 2005 Training Program

7. Manual Format

3. The NAEP Code of Ethics

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 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 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 is a set of principles that NAEP expects all staff members to follow. The Code defines principles that are the foundation for fair and accurate test administration and data collection.

At the end of the in-person training, 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."

NAEP Code of Ethics

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, integrity, and respect.

ACCURACY

Accuracy ensures that NAEP results precisely reflect student achievement across the Nation.

- Sampled schools and sampled students who are eligible for the assessment are to be

included in the assessment to the greatest extent possible.

- Students shall be assessed using accommodations as specified in their education plans and offered by NAEP.

- 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.

INTEGRITY

Integrity ensures that rigorous, ethical, and consistent procedures are used for NAEP test administration and data collection.

- Persons administering and monitoring NAEP assessments shall comply with standard NAEP procedures for administering and monitoring the assessment.

- Persons authorized by NAEP to have access to NAEP testing materials shall follow the NAEP Guidelines for Viewing Assessment Materials.

- NAEP staff and other proctors assigned to testing sessions shall receive clear,

unambiguous guidance on testing procedures.

- Deviations from proper procedures shall be documented, and those affecting student performance shall be reported immediately.

RESPECT

Respect ensures that students, school staff, and others affected by NAEP test administration and data collection are treated with professionalism, openness, and courtesy.

- 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.

- Test takers and other stakeholders shall have access to information about NAEP, including sample items and NAEP reports.

- Persons administering and monitoring NAEP assessments shall be sensitive to the needs of students, teachers, and the school in administering NAEP.

- NAEP staff members are to ensure the confidentiality of all information provided by students and school staff in response to assessment and questionnaire items.

- 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.

CONTENTS

1. NAEP Overview

A. Characteristics of NAEP

B. NAEP Organizational Structure

2. The NAEP Program for 2005

3. The NAEP Code of Ethics

4. NAEP Guidelines for Viewing Assessment Materials

5. NAEP Quality Assurance Checks

A. School Visits by NCES, ETS, Westat, and HumRRO

B. School Visits by Your Supervisor

C. Followup Telephone Calls

6. Goals of the NAEP 2005 Training Program

7. Manual Format

4. NAEP Guidelines for Viewing Assessment Materials

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 collecting noncognitive 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. The names of students who have taken NAEP shall not leave the school building in which the assessment is administered, and all information collected by NAEP about individual students and schools will remain strictly confidential.

To fulfill the second requirement, the NAGB adopted a strict policy on how to handle requests to see NAEP assessment booklets. 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 student’s assessment booklets, you must provide copies of the NAEP Demonstration Booklets.

The Demonstration Booklets contain the NAEP 2005 background questionnaires. You will receive a supply of Demonstration Booklets from Westat, and the booklets will also be posted on 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 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 sent to the NAEP State Coordinator or field manager.

In addition, never, under any circumstance, allow anyone to examine materials completed by students or school staff.

Copying or duplicating actual assessment booklets is never permitted. Following each assessment, NAEP releases approximately 25 percent or more of the test questions. The questions appear in the NAEP reports and on the NAEP 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>.

CONTENTS

1. NAEP Overview

A. Characteristics of NAEP

B. NAEP Organizational Structure

2. The NAEP Program for 2005

3. The NAEP Code of Ethics

4. NAEP Guidelines for Viewing Assessment Materials

5. NAEP Quality Assurance Checks

A. School Visits by NCES, ETS, Westat, and HumRRO

B. School Visits by Your Supervisor

C. Followup Telephone Calls

6. Goals of the NAEP 2005 Training Program

7. Manual Format

5. NAEP Quality Assurance Checks

A. School Visits by NCES, ETS, Westat, and HumRRO

Staff members from NCES, ETS, and Westat will regularly conduct scheduled and unannounced quality control visits to schools on assessment day. The main purpose of the site visits is to ensure that the procedures before, during, and after the administration, are being conducted according to NAEP guidelines.

NCES has contracted Human Resources Research Organization (HumRRO) to conduct independent quality assurance activities throughout the NAEP test cycle.

A large portion of HumRRO's quality assurance activities includes visits to training and assessment locations. The locations of assessment observations are selected from a comprehensive listing of all testing sites and the selection represents schools from across the country, as well as schools of various sizes. Particular NAEP staff members are not targeted for observation. Pages 6.4-6.5 provide specific information on HumRRO's observation protocols during site visits.

This quality control (QC) 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.

B. School Visits by Your Supervisor

In addition to the observations by NAEP staff, your supervisor 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 supervisor visits is similar to that of the NAEP staff visits. He/she will observe each assessment team and check that all administrative procedures conducted by the assessment team are carried out according to proper procedure. The supervisor 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. Followup Telephone Calls

As a further QC check, your supervisor 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.

6. Goals of the NAEP 2005 Training Program

Ensuring the data you collect is of the highest quality has always been the top priority for NAEP. It is critical that the procedures for collecting data are followed exactly as NAEP intended.

As an Assessment Coordinator (AC), many of your responsibilities directly affect the reliability and accuracy of the data collected. NAEP has procedures in place that ensure the data you collect have statistical validity. You'll see the term "statistical validity" throughout this manual and during the training.

Statistical validity means the data collected are accurate and reliable, and have been collected in a uniform manner across schools. NAEP goals for 2005 reflect important priorities:

Ensure statistical validity through quality control.

Each piece of data you collect or procedure you carry out that affects statistical validity will also be checked by someone in addition to you for accuracy. QC checks are an integral and necessary part of NAEP's quality assurance program. The checks are designed to ensure the integrity of NAEP assessments, to identify and correct potential errors, and to guide corrective actions, when necessary. As an AC, you are responsible for supervising assessment administrators (AAs) and ensuring the accuracy of their work by conducting a series of QC checks throughout each assessment. Your supervisor is responsible for the quality control of the work you do, and will conduct a series of QC checks as well.

Promote the NAEP Code of Ethics.

The NAEP Code of Ethics is a set of principles that NAEP expects all staff to abide by when administering the assessment and collecting NAEP data. The Code outlines the three principles – accuracy, integrity, and respect – that guide all NAEP procedures and actions of all NAEP staff. The Code also outlines how these principles are reflected in NAEP procedures and in the actions of its staff.

Protect the security and confidentiality of NAEP materials.

NAEP materials contain sensitive information that must be protected in many different ways. Some information cannot leave the school, some information can only be seen by field staff that have signed the Affidavit of Nondisclosure, and some information must be destroyed. The terms "security" and "confidentiality" refer to specific ways this information must be treated by field staff. These are outlined in greater detail at later points in your manual.

CONTENTS

1. NAEP Overview

A. Characteristics of NAEP

B. NAEP Organizational Structure

2. The NAEP Program for 2005

3. The NAEP Code of Ethics

4. NAEP Guidelines for Viewing Assessment Materials

5. NAEP Quality Assurance Checks

A. School Visits by NCES, ETS, Westat, and HumRRO

B. School Visits by Your Supervisor

C. Followup Telephone Calls

6. Goals of the NAEP 2005 Training Program

7. Manual Format

7. Manual Format

This manual is organized chronologically. The manual chapters follow the assessment process step by step.

A map of the assessment process is included on the tab at the beginning of each chapter in the manual. These maps give you a graphical overview of the entire process. The side bar located on the left-side of each page in the manual indicates where you are in the chapter and which stage of the process you are currently viewing in the manual.

In addition, there are a series of icons used throughout the manual. The table below identifies the icons and their meanings.



This icon indicates the task you are about to complete impacts the statistical validity of the assessment. Expect these items to have a quality control procedure attached to them.



This icon indicates a quality control check or "QC check" will be required. All the QC checkpoints are identified in the Quality Control Booklet.



This icon indicates the NAEP materials you are working with must be kept secured and/or confidential.



This icon indicates the data must be entered in the School Control System (SCS) web site. Details for entering data in the SCS are provided in a separate document titled *SCS User's Guide*.

Voices of Experience:

These boxes offer tips and practical advice from experienced NAEP staff who have honed their skills in the field.

Chapter 1 Summary

Upon completing this chapter, you should now be able to:

- identify NAEP's purpose as an organization; and
- describe the NAEP program goals for 2005.

Please refer to your *Welcome* magazine for more information on this year's program.

2 Conducting Preliminary Activities

Preliminary activities occur before the preassessment visit at the school in January. Conducting the preliminary activities gives you an opportunity to become familiar with the documentation used throughout the assessment process and establishes a working relationship with your supervisor. Preliminary activities include those that you complete with your supervisor and those that you complete on your own.

1. Preliminary Activities to Complete with Your Supervisor

A. Sampling Activities

Throughout late November and December, your supervisor will select the sample of students to be assessed in some of the schools in your assigned area. When your assignment begins, you might be working with your supervisor on the student sampling.

These activities will require you to do the following:

- review and prepare the student lists for selection.
- enter the sampled students' names and other demographic information into the Student Data System on your supervisor's computer.

Your participation in these activities will depend on the sampling activities that have been completed in your area before you begin your assignment. Your supervisor will detail your responsibilities with regard to student sampling and provide further instruction.



Impacts Statistical Validity

A statistically valid, representative sample of the Nation's schools and students is the core design of the NAEP assessment process. It is critical that the student sampling process is conducted according to standard procedure.

CONTENTS

1. Preliminary Activities to Complete with Your Supervisor

A. Sampling Activities

B. Preparing the Preassessment Packets

C. Receiving the School Folders

D. Developing a Tentative Schedule for AAs with Your Supervisor

2. AC Preliminary Activities to Complete

A. Communicating Weekly with Your Supervisor

B. Receiving and Securing Assessment Materials from Pearson

B. Preparing the Preassessment Packets

Your role in this task is to work with your supervisor to compile materials for the Preassessment Packets according to standard NAEP procedures.

Preparing the Preassessment Packets with your supervisor gives you an opportunity to become familiar with the materials you will be using to communicate with the schools.

Throughout December and early January, you and your supervisor will assemble the Preassessment Packets that are mailed to participating schools. The Preassessment Packets contain important information, instructions, and materials the school coordinators need to prepare for the preassessment visit and the assessment process. The supervisors mail the Preassessment Packets to the schools via FedEx 3 weeks before the preassessment visits. Your supervisor will coordinate with you a time, date, and location for preparing the Preassessment Packets. He/she will also have all of the materials needed to prepare the Preassessment Packets and will provide instructions on packet assembly.

- Table 2.1 lists all of the documents included in the Preassessment Packet and the purpose of each document.
- An example Preassessment Packet is provided as Appendix B of this manual.

Table 2.1 Contents of the Preassessment Packet

Document name	Quantity/color	Purpose of document
Cover Letter with Instructions for School Coordinators	One per school; cream paper	Instructions to the school coordinator for preparing NAEP materials and coordinating assessment arrangements with the AC.
Administration Schedule (School Copy)	One per session	Master list of students selected for the assessment. Used to distribute materials, track assessment booklets, and report student attendance.
Roster of Questionnaires (copy of the original)	One per grade - Exception: Grade 8 operational has 2 rosters — an Operational and a Supplemental SD/LEP Roster	Used to assign and track each of the School, Teacher, SD, and LEP Questionnaires.
School Questionnaire	One per grade per school	Collects information about the school's characteristics, staff, and instructional programs.
Teacher Questionnaire	One per teacher who teaches the subjects being assessed to students in the selected grade	Collects information about teachers' backgrounds and instructional practices.
Economics Dept. Chair Questionnaire (grade 12 only)	One per Economics Department Chair for schools conducting pilot sessions	Collects information about the department chair's background, instructional practices, and the department's staff.
SD Questionnaire	One for each student on the Administration Schedule identified as having a disability	Collects important information about a student's disability.
LEP Questionnaire	One for each student on the Administration Schedule identified as having limited English proficiency	Collects important information about a student's English language proficiency.
Accommodations Worksheet	One or two per school (if school has one or more students identified as SD and/or LEP on the Administration Schedule); white paper	Used by school coordinator to keep track of decisions regarding accommodations for selected SD and/or LEP students.
Inclusion of Students with Disabilities in NAEP	One per school (if school has one or more students identified as SD on the Administration Schedule)	Used by school to determine if students with disabilities can be included in the assessment, and if so, what accommodations, if any, will be needed to assess them. Document contains Criteria for Inclusion, Decision Tree, and List of Frequently Provided Accommodations.
Inclusion of Students of Limited-English-Proficient Students in NAEP	One per school (if school has one or more students identified as LEP on the Administration Schedule)	Used by school to determine if students with limited English proficiency can be included in the assessment, and if so, what accommodations, if any, will be needed to assess them. Document contains Criteria for Inclusion, Decision Tree, and List of Frequently Provided Accommodations.
New Enrollee Listing Form	One per school; white paper	Used to list students who have enrolled at the school since the original list of eligible students was sent to NAEP or for students who were inadvertently left off the original list.
U.S. Department of Agriculture Letter	One per school; blue paper	Authorizes the disclosure of the National School Lunch Program information for the selected students.

CONTENTS

1. Preliminary Activities to Complete with Your Supervisor

A. Sampling Activities

B. Preparing the Preassessment Packets

C. Receiving the School Folders

D. Developing a Tentative Schedule for AAs with Your Supervisor

2. AC Preliminary Activities to Complete

A. Communicating Weekly with Your Supervisor

B. Receiving and Securing Assessment Materials from Pearson

Table 2.1 Contents of the Preassessment Packet (continued)

Document name	Quantity/color	Purpose of document
Example Teacher Notification Letter	One per school; white paper	Explains the assessment and its importance to teachers of students selected for the assessment and lists assessment session locations within the school. May be modified with individual school information.
Parent Notification Letter	One per school; white paper	Explains the assessment and its importance to parents of students selected for the assessment. May be modified to satisfy No Child Left Behind notification requirement and any parental notification requirements of the district and school.
A Teacher's Guide to NAEP	One per Teacher Questionnaire being distributed	Provides information about NAEP that is of interest to teachers.
Demonstration Booklet	One per school per grade and session type (operational/pilot)	Contains NAEP 2005 background questionnaires.
NAEP Reading, Mathematics, and Science Frameworks	One of each subject per school	Describes the test design and content of the reading, mathematics, and science assessments.
NAEP Popular Guide	One per school	Provides answers to basic technical questions about NAEP such as questions about school and student sampling, scoring, and analysis.
Student Appreciation Certificates and preprinted labels (grades 8 and 12 only)	One pad per Administration Schedule	May be used as appointment cards for students selected for the assessment. Most schools will be provided with labels that contain student names to affix on the certificate. If grade 12, certificates will provide instructions for students to bring their own calculator to the mathematics assessment.
NAEP Storage Envelope	One per school; red (grades 4 and 8); blue (grade 12)	Used by the school to hold the NAEP material needed by the NAEP team on assessment day and for storage of the material at the school following the assessment.
Cover Letter with Instructions for School Coordinators (Science Bridge)	One per school with a science bridge session; yellow paper	Instructions to the school coordinator for using the Science Bridge Accommodations Worksheet and Science Bridge Criteria for Inclusion.
Science Bridge Accommodations Worksheet (only for schools with a science bridge session)	One or two per school (if school has one or more students identified as SD and/or LEP on the Science Bridge Administration Schedule); yellow paper	Used by school coordinator to keep track of decisions regarding accommodations for selected SD and/or LEP students in science bridge sessions.
Science Bridge Criteria for Inclusion (only for schools with a science bridge session)	One per school (if school has one or more students identified as SD and/or LEP on the Administration Schedule); yellow paper	Used by school to determine if students with disabilities and/or limited English proficiency can be included in the assessment, and if so, what accommodations, if any, will be needed to assess them.

C. Receiving the School Folders

It is the AC's role in this task to:

- make certain that you receive the School Folders and take appropriate action if you don't.
- review the contents of the School Folders.

The School Folder contains the most critical set of documents in the assessment process.

You may receive the School Folders from your supervisor in a few different ways. If you assist in assembling the School Folders, your supervisor may give them to you at that time. Your supervisor may also choose to give them to you at training or mail them to you.

The School Folders will contain many different documents and the contents may vary from school to school. When you receive them, it is your responsibility to check that every School Folder contains the following documents:

- the Quality Control Booklet;
- the original Administration Schedule for each session;
- the original Roster of Questionnaires;
- the Instructions for Sampling Newly Enrolled Students;
- the Certificate of Appreciation to give to the school on assessment day;
- the Special Situation Form, if necessary;
- the E-File Summary Report if there is one for the school; and
- if a nonpublic school, records of all the contacts NAEP has had with the school since the fall.

CONTENTS

1. Preliminary Activities to Complete with Your Supervisor

A. Sampling Activities

B. Preparing the Preassessment Packets

C. Receiving the School Folders

D. Developing a Tentative Schedule for AAs with Your Supervisor

2. AC Preliminary Activities to Complete

A. Communicating Weekly with Your Supervisor

B. Receiving and Securing Assessment Materials from Pearson

Use the Log of Schools

- To quickly find assessment dates for your assigned schools, check the Log of Schools, which you will receive from your supervisor.
- The Log of Schools contains a complete listing of all schools in your area in ID number order. Use the document to help you schedule your activities and to refer to when conducting your weekly call with your supervisor.
- In addition to school contact information, number and type of assessments scheduled, special studies indicators, and assessment dates, there is space on the log for you to record information about each school as you work through your assignment. Space is provided for the following:
 - date of completed preassessment visit;
 - scheduled date of makeup session (if required);
 - date completed assessment materials are mailed to Pearson and tracking numbers for the boxes;
 - date the School Folder is mailed to supervisor following the assessment; and
 - notes pertaining to the school.

D. Developing a Tentative Schedule for AAs with Your Supervisor

You will work with your supervisor in December and January to develop a tentative schedule for your team of AAs. You should be prepared to give each AA his/her schedule at the in-person AA training in January. After the preassessment visit, you will need to review and revise this schedule as necessary. Instructions for scheduling AAs using standard NAEP procedures are included in Chapter 5, Planning for Assessment Day.

2. AC Preliminary Activities to Complete

A. Communicating Weekly with Your Supervisor

It is critical that you and your supervisor stay in close contact during the assessment period.

Your role in this task is to prepare your questions and materials to ensure a productive report call with your supervisor.

You will need to have a weekly report call with your supervisor. Your supervisor will plan this activity with you during the AC training. The first call will be scheduled for the week after training.

The weekly telephone call with your supervisor will include reporting about:

- the status of your preassessment visits and calls;
- the schedule of AAs assigned to upcoming assessments;
- the performance of AAs;
- the shipment of assessment materials;
- the status of SCS entries;
- observations conducted by NAEP staff; and
- staffing or other problems you have or may encounter.

Since you and your supervisor will be very busy during the assessment period, it is important to plan for this weekly reporting call. Gather the following materials in preparation for the call:

- Log of Schools on which you have recorded the status of activities for each school;
- School Folders for the schools you are currently working on;
- Quality Control Booklets for the schools you are currently working on;
- Assessment and staff assignment calendar; and
- Notes or questions pertaining to your assignment.

If you have questions or problems that require immediate attention, do not wait for your scheduled call to address them; call your supervisor immediately. If your supervisor is not available, contact your field manager or the NAEP staff Help Desk at 1-888-499-NAEP (6237).

CONTENTS

1. Preliminary Activities to Complete with Your Supervisor

A. Sampling Activities

B. Preparing the Preassessment Packets

C. Receiving the School Folders

D. Developing a Tentative Schedule for AAs with Your Supervisor

2. AC Preliminary Activities to Complete

A. Communicating Weekly with Your Supervisor

B. Receiving and Securing Assessment Materials from Pearson

B. Receiving and Securing Assessment Materials from Pearson

Your role in this task is to:

- determine that you have received all of the boxes of assessment materials in your assignment, and have organized the boxes by school to prepare the inventory of their contents; and
- determine that you have received the bulk supply boxes and have inventoried their contents.

In late December and early January, Pearson will send you the materials needed to conduct all the assessments in your area. See page 2.9 for the Pearson shipping schedule. UPS will deliver these materials. The boxes will be sent to your home address unless your supervisor has informed NAEP that a different name or address should be used. Proper handling and storage of all assessment materials and supplies are very important parts of your job.

After training you will need to calculate the number of boxes that you will be receiving. To calculate the maximum number of boxes that you will receive, use the following equation:

3 Session Boxes 3 science kit boxes
--

of schools x 6 boxes + 6 bulk supply boxes = TOTAL # of BOXES _____

You will most likely have many boxes to organize and store. Therefore, you will need to separate the boxes by school to inventory their contents.

As soon as you receive all of the boxes, verify that you have received the correct number of Session Boxes for each school. You also need to verify that you have received the bulk supply shipment. Inventory the contents of the boxes at the time they arrive because some of the materials in the bulk supply boxes will be needed during the preassessment visit. The packing slips will indicate the number of boxes in each shipment. If you do not receive all of the boxes in a shipment, or if you don't receive an expected shipment, contact your supervisor.

In the School Control System (SCS), you should note that you have received all materials shipped to you. Also, note each time you receive an additional shipment in the SCS. Details on using the SCS to inventory your assessment materials will be provided at the in-person training and in the *SCS User's Guide*.

Shipping Schedule Letter

MATERIALS SHIPPING DATES FROM PEARSON

Shipping Dates from Pearson:

- Session Materials

- Wave 0 - December 21 - December 22nd (DoDDS only; AE, DoDDS, Guam)
- Wave 1 - December 29th - January 13th
- Wave 2 - January 14th - January 17th

Wave lists will be available in mid-December.

Packaging and shipping of session materials will be done by grade. Therefore, session materials will not arrive all at one time.

- Bulk Materials

- January 4th

Expected Number of Days For Shipments to Arrive

<i>State</i>	<i>Days</i>												
AK	3-5	GA	3	MD	3	NH	4	SC	3	WY	2-3	PR	3-5
AL	2-3	HI	3-5	ME	4	NJ	4	SD	2			DD	4
AR	2	IA	1	MI	2	NM	3	TN	2-3			AE	10
AZ	4	ID	3-4	MN	2	NV	3-4	TX	3			DoDDS, Guam	10
CA	4-5	IL	1-2	MO	1-2	NY	3-4	UT	3				
CT	4	IN	2	MS	2-3	OH	2	VA	3				
CO	3	KS	2	MT	3	OK	2	VT	4				
DC	3	KY	2	NC	3	OR	4-5	WA	4				
DE	3	LA	3	ND	2	PA	3	WI	2				
FL	3-4	MA	4	NE	1-2	RI	4	WV	2-3				

The SCS tracking system will contain the tracking numbers for each box shipped to an AC and the date that it was shipped. To determine when each box will arrive, add the number of days for your state from the above grid to the shipment date.



CONTENTS

1. Preliminary Activities to Complete with Your Supervisor

A. Sampling Activities

B. Preparing the Preassessment Packets

C. Receiving the School Folders

D. Developing a Tentative Schedule for AAs with Your Supervisor

2. AC Preliminary Activities to Complete

A. Communicating Weekly with Your Supervisor

B. Receiving and Securing Assessment Materials from Pearson

Chapter 2 Summary

Upon completing this chapter, you should now be able to:

- work with your supervisor to conduct sampling activities;
- work with your supervisor to prepare the Preassessment Packets;
- state when you can expect to receive the School Folders and list the different ways you may receive them;
- describe effective communication protocol between you and your supervisor; and
- inventory and organize the boxes of materials that will be sent to you.

3 Understanding NAEP Forms and Accommodations

To have a smooth and successful preassessment visit at the school, the best thing you can do as an AC is to become familiar with NAEP documentation and procedures.

This chapter reviews critical documentation, provides an overview of useful data collection techniques, and explains accommodations.

1. General NAEP Knowledge Requirements

There are nine NAEP forms that you must be familiar with prior to the preassessment visit.

A. The Administration Schedule

The Critical Role of the Administration Schedule in the NAEP Process

The Administration Schedule is used throughout the three stages of the NAEP process: preassessment, assessment, and post assessment. It is the only document that links selected students to the student demographic data and their performance on the assessment. The importance of the Administration Schedule is revealed through an examination of the following:

- the role of the Administration Schedule during the preassessment activities;
- the role of the Administration Schedule on assessment day; and
- the role of the Administration Schedule after the assessment.

An example Administration Schedule can be found on page 3.4.

Role of the Administration Schedule During the Preassessment Activities

After the sample has been selected for each school, the student names and demographic data are either preprinted or entered by hand on the Administration Schedule. The Administration Schedule then becomes the primary document used to prepare for the assessment. During the preassessment visit, you will review the student demographic data on the Administration Schedule with the school coordinator and verify that the data are correct. You will also collect any missing student demographic data as described in Chapter 4.



Impacts Statistical Validity

The Administration Schedule data verified during the preassessment visit plays a key role in analysis and reporting.

CONTENTS

1. General NAEP Knowledge Requirements

A. The Administration Schedule

B. The Roster of Questionnaires

C. The School Questionnaire

D. The Teacher Questionnaire

E. The SD and LEP Questionnaires

F. The New Enrollee Listing Form

G. The Quality Control Booklet

H. The Assessment Booklet

2. Understanding NAEP Accommodations

A. Inclusion of Students with Disabilities and/or Limited English Proficiency in NAEP

B. Accommodations Most Frequently Provided by NAEP

C. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

D. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

The accuracy of the student demographic data is extremely important. The key reporting variables for the final NAEP assessment results are all obtained from the Administration Schedule. These variables include gender, race/ethnicity, Title I status, and student with disability (SD) and/or limited English proficiency (LEP) status.

Consequently, if incorrect or missing student demographic data are shown on the Administration Schedule and not corrected during the preassessment visit, the validity of the NAEP reports is jeopardized.

The Role of the Administration Schedule on Assessment Day

The Administration Schedule updated during the preassessment visit will be used on assessment day to prepare, distribute, and collect the assessment booklets. It is important that each selected student receives the booklet assigned to him/her on the Administration Schedule. The correct distribution of booklets maintains the integrity of the assessment by ensuring that the students are assessed in their assigned subject and the scored assessment booklets are ultimately linked to the correct students' demographic data.

The final Administration Codes for the selected students are entered on the Administration Schedule. Furthermore, they are used to produce student participation reports that list the number of students assessed, absent, withdrawn/ineligible, and excluded, as well as the number of new enrollees and refusals.

The Role of the Administration Schedule After the Assessment

After the assessment, the completed Administration Schedules (with student names removed) will be sent to Pearson along with the completed assessment booklets and other materials. Pearson will scan the Administration Schedules, score the assessment booklets, and send the results to ETS. ETS will analyze the scores and link the scores and demographic data from the Administration Schedule to provide subgroup results for the Nation. The NAEP results for the Nation include reports by gender, race/ethnicity, Title I, students classified as SD or LEP, and National School Lunch Program (NSLP) status. An example of how the Administration Schedule data were reported from the NAEP 2003 and 2000 assessments is shown below.

	Grades	
	4	8
Score gaps, Females - Males	7	11

Females Outscore Males in NAEP 2003 Reading

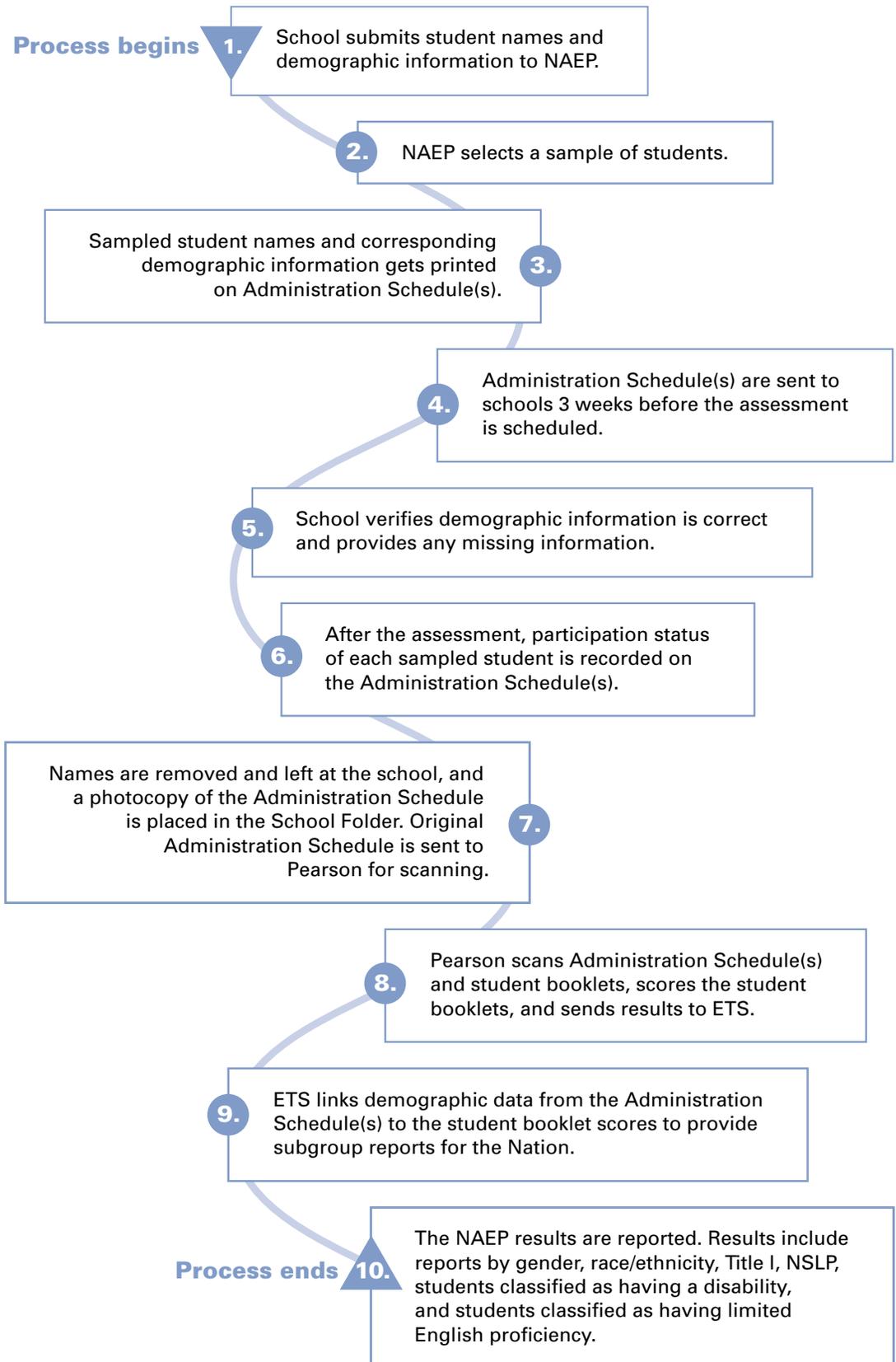
In 2003, female students continue to score higher than male students in reading, by 7 points at grade 4, and by 11 points at grade 8.

	Year	
	'90	'00
Percent at or above Basic level, Black 4th Graders	19	39

Percentage of Black Fourth-Graders Scoring at or Above Basic in Mathematics Doubled

The percentage of Black fourth-grade students at or above the Basic level in mathematics doubled from 19 percent in 1990 to 39 percent in 2000.

NAEP Administration Schedule Process



CONTENTS

1. General NAEP Knowledge Requirements

A. The Administration Schedule

B. The Roster of Questionnaires

C. The School Questionnaire

D. The Teacher Questionnaire

E. The SD and LEP Questionnaires

F. The New Enrollee Listing Form

G. The Quality Control Booklet

H. The Assessment Booklet

2. Understanding NAEP Accommodations

A. Inclusion of Students with Disabilities and/or Limited English Proficiency in NAEP

B. Accommodations Most Frequently Provided by NAEP

C. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

D. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

There is one Administration Schedule per session. Only students whose names appear on the Administration Schedules may participate in the assessment, unless the school requests a nonsampled student to participate for the convenience of the school. If a student listed on the Administration Schedule cannot be assessed for any reason, under no circumstances may you substitute another student for the one who is missing.

Subject of student's booklet
NAEP School ID number
Session number

This form must be completed in No. 2 pencil.

Students with Disabilities (SD) 1 = Yes, this student has been identified as having a disability 2 = No, not LEP 3 = Information unavailable For Use in Column "F" &/or "G"	Limited English Proficient (LEP) 1 = Yes, LEP 2 = No, not LEP 3 = Information unavailable For Use in Column "H" &/or "I"	NAEP 2005 Administration Schedule The Nation's Report Card
--	---	--

School #: <u>101-101-1</u>	Grade: <u>4</u>	Original session scheduled for: Day/Date: <u>Thursday, Feb. 10</u>	Makeup session scheduled for: Day/Date: _____	# Assessed (Original Session) _____ # Assessed (Makeup Session) _____ TOTAL ASSESSED _____
School Name: <u>Washington Elementary School</u>	Administrator's Name: <u>Mary Jones</u>	Time: <u>8:05</u>	Location: <u>Rm 121</u>	

# Original Samples: <u>28</u>	# Withdrawn & Ineligible (Admin. Codes 01, 04 & 05) _____	# Absent (Admin. Codes 03-05, 08 & 09) _____	# Assessed (Original Session) _____
# Excluded (Admin. Codes 00-02) _____	# Excluded (Admin. Codes 00-02) _____	# Excluded (Admin. Codes 00-02) _____	# Excluded (Admin. Codes 00-02) _____
TO BE ASSESSED			

Session Number: <u>RS0401</u>	Bundle #'s: <u>01001</u> <u>01002</u>	Session Number: <u>RS0401</u>
-------------------------------	--	-------------------------------

Column Indicators: "A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"	
Student Name	Month	Day	Year	SD	LEP	SD & LEP	LEP	Other	Other	Other	Other	Other	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Codes	
01 Mark Atley	10	01	M	0	4	9	4	1	2	2	2	2	1	2	2	2	101 000293 4	ASSESSED IN ORIGINAL
02 Betty Bates	10	02	R	0	2	9	5	2	2	2	1	1	2	2	2	2	001 054006 9	ASSESSED IN MAKEUP
03 Wes Block	10	03	M	0	6	9	4	1	2	1	2	2	102 005241 1				20 = In session part time	
04 Angela Burns	10	04	R	1	0	9	4	2	2	2	1	2	2	2	2	2	002 000043 8	21 = No response in booklet
05 Nicki Campbell	12	05	SA	1	1	9	4	2	2	2	1	1	2	2	2	2	203 006922 1	22 = In session full time
06 Nancy Cordaro	12	06	R	0	9	9	4	2	2	2	1	1	2	2	2	2	003 000841 2	23 = In session part time
07 Tim Dublin	10	07	S	0	1	9	5	1	1	2	2	1	3	2	2	2	204 043569 2	24 = Other, specify on cover
08 Kimberly Frank	12	08	R	0	5	9	4	2	2	2	1	1	2	2	2	2	004 005301 1	25 = Other, specify on cover
09 Carla Grahams	10	09	M	0	7	9	4	2	2	2	1	1	2	2	2	2	105 210021 3	26 = Temporary
10 Paul Hernandez	10	10	SB	0	9	9	4	1	2	1	3	1	2	2	2	2	205 210001 6	27 = Considered
11 Becky Hoecke	10	11	M	1	2	9	4	2	2	1	2	4	2	2	2	2	106 073201 2	28 = Suspended or expelled
12 Daniel Jasmer	12	12	R	1	0	9	4	1	2	2	2	2	1	2	2	2	006 002407 7	29 = In session full time
13 Sarah Kruger	12	13	M	0	6	9	4	2	2	2	2	2	1	2	2	2	107 000031 9	30 = No response in booklet
14 Penny Lowe	12	14	R	0	2	9	5	2	2	2	1	1	2	2	2	2	007 076206 0	31 = In session part time
15 Paul Lucas	10	15	S	1	0	9	4	1	2	2	3	1	2	2	2	2	208 076206 5	32 = In session full time

Perforated to remove students' names

Preassigned booklet ID numbers

Administration Codes used to identify students' participation status in column P

NAEP School ID Number

This seven-digit number is unique for each school. It is usually preprinted on the Administration Schedule and should be recorded on all NAEP materials for that school. The structure for this number is as follows:

- The first two digits are the numeric Federal Information Processing Standard (FIPS) code for the state or jurisdiction.
- The third digit is either a 1, 2, or 3 to show the grade for which the school was selected:
 - 1 = Grade 4
 - 2 = Grade 8
 - 3 = Grade 12

- The fourth, fifth, and sixth digits are a sequential number from 001-999 within the state and grade.
- The seventh digit indicates whether the school is an original or substitute school and a public or nonpublic school.

0 and 1 = Original Public School
 2 = Substitute Public School
 3 = Original Nonpublic School
 4 = Substitute Nonpublic School

The Session Number

The Session Number consists of two letters and four numbers. The two letters indicate the subject(s) being assessed. This year, there will be operational, pilot, and bridge subjects. These subjects are listed in the table below.

Session	Session type	Subjects	School type	Grades
RS	Operational	Reading/ mathematics/ science	Public/nonpublic	4, 8, 12
RM	Operational	Reading/ mathematics	Public ¹ /nonpublic	4, 8, 12
SC	Operational	Science	Public ¹ /nonpublic	4, 8, 12
SB	Science bridge	Science	Public/nonpublic	4, 8, 12
PT	Pilot test	Reading/ mathematics/ civics/ U.S. history/ economics	Public/nonpublic	4, 8, 12 (mathematics, civics, U.S. history) 4, 8 (reading) 12 (economics)

¹Public schools will only be located in the following states that have declined participation in science: Alaska, District of Columbia, Iowa, Kansas, Nebraska, New York (not including New York City), and Pennsylvania.

Next to the subject indicators will be two numerals—04, 08, or 12—this is the grade indicator.

The last two numerals are used to identify the session, as there will likely be more than one session in a school. For example, a grade 4 public school with three reading, mathematics, and science sessions would have three Administration Schedules: one Administration Schedule for session RS0401, the second for session RS0402, and the third for session RS0403.

CONTENTS

1. General NAEP Knowledge Requirements

A. The Administration Schedule

B. The Roster of Questionnaires

C. The School Questionnaire

D. The Teacher Questionnaire

E. The SD and LEP Questionnaires

F. The New Enrollee Listing Form

G. The Quality Control Booklet

H. The Assessment Booklet

2. Understanding NAEP Accommodations

A. Inclusion of Students with Disabilities and/or Limited English Proficiency in NAEP

B. Accommodations Most Frequently Provided by NAEP

C. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

D. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

Columns of the Administration Schedule

Column **A**, labeled **Student Name**, lists the names of the students selected for the assessment. This column is followed by a perforated line, so student names can be removed before the Administration Schedule is sent to NAEP after the assessment. **Due to NAEP's pledge of confidentiality, under no circumstances should a student's name appear on any assessment materials leaving the school.**

Column **B**, labeled **Homerom or Other Locator**, is used to help locate the selected students on assessment day.

Various subjects will be assessed at each school. However, each student will be assessed in only one subject. Therefore, column **C**, labeled **Line #/Subject**, is used to indicate the subject of each student's assessment booklet. This column will contain one of the following codes:

- "M" for mathematics;
- "R" for reading;
- "S" for science;
- "C" for civics;
- "H" for U.S. history; or
- "E" for economics.

This is important because there are additional materials specific to each subject, which are associated with certain test booklets. Students selected for the hands-on portion of the science assessment will also have a science kit indicator of "A" through "G" beside the "S" in column **C**. These materials are discussed in detail on pages 3.25-3.28. Grade 12 students being assessed with a mathematics booklet that requires a calculator will have a "C" next to the "M" in this column. School staff will also refer to this subject indicator when determining student accommodations.

This form must be completed in No. 2 pencil.

Students with Disabilities (SD)

1 = Yes, this student has been identified as having a disability

2 = No, this student has not been identified as having a disability

3 = Information unavailable

For Use in Column "I" & "J"

Race/Ethnicity

1 = White, not Hispanic

2 = Black, not Hispanic

3 = Hispanic

4 = Asian/Pacific Islander

5 = American Indian/Alaska Native

9 = Other

9 = Information unavailable

For Use in Column "K"

Title I

1 = Yes, student receives Title I services

2 = No, student does not receive Title I services

9 = Information unavailable

For Use in Column "L"

Limited English Proficient (LEP)

1 = Yes, LEP

2 = No, not LEP

3 = Formerly LEP (must report for AYP reporting)

9 = Information unavailable

For Use in Column "I" & "J"

National School Lunch Program

1 = Student not eligible

2 = Participates

3 = Free lunch

4 = Reduced-price lunch

5 = School not participating

9 = School refused

9 = Information not available

For Use in Column "K"

NAEP 2005 Administration Schedule

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Original session scheduled for: Day/Date: Thurs./Feb. 10, Time: 8:05

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

Location: Rm 121

Original Sample: 28

Excluded (Admin. Codes 90-95): _____

Retested (Admin. Codes 46 & 47): _____

Assessed (Original Session): _____

Assessed (Makeup Session): _____

Total in Sample = _____ **TO BE ASSESSED** = _____ **TOTAL ASSESSED** = _____

Session Number
RS0401

Bundle #'s
01001
01002

Bundle #'s
01001
01002

Session Number
RS0401

Column Indicators	"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name	Line #/Subject	Month	Year	Set	SD	LEP	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Codes							
01 Mark Atley	10 01 M	0	4	9	4	1	2	2	2	2	1	2	2	101 000293 4				1 ASSESSED IN ORIGINAL
02 Betty Bates	10 02 R	0	2	9	5	2	2	2	2	1	1	2	2	001 054006 9				2 ASSESSED IN MAKEUP
03 Wes Block	10 03 M	0	6	9	4	1	2	1	2	1	2	2	2	102 005241 1				3 ASSESSED IN MAKEUP
04 Angela Burns	10 04 R	1	0	9	4	2	2	2	2	1	2	1	2	002 000043 8				4 ASSESSED IN MAKEUP
05 Nicki Campbell	12 05 SA	1	1	9	4	2	2	2	2	1	1	2	2	203 006922 1				5 ASSESSED IN MAKEUP
06 Nancy Cordaro	12 06 R	0	9	9	4	2	2	2	2	1	1	1	2	003 000841 2				6 ASSESSED IN MAKEUP
07 Tim Dublin	10 07 S	0	1	9	5	1	1	2	2	1	3	2	2	204 043569 2				7 ASSESSED IN MAKEUP
08 Kimberly Frank	12 08 R	0	5	9	4	2	2	2	2	1	1	2	2	004 005301 1				8 ASSESSED IN MAKEUP
09 Carla Grahams	10 09 M	0	7	9	4	2	2	2	2	1	1	2	2	105 210021 3				9 ASSESSED IN MAKEUP
10 Paul Hernandez	10 10 SB	0	9	9	4	1	2	2	1	3	1	2	2	205 210001 6				10 ASSESSED IN MAKEUP
11 Becky Hoecke	10 11 M	1	2	9	4	2	2	1	2	4	2	2	2	106 073201 2				11 ASSESSED IN MAKEUP
12 Daniel Jasmer	12 12 R	1	0	9	4	1	2	2	2	2	1	2	2	006 002407 7				12 ASSESSED IN MAKEUP
13 Sarah Kruger	12 13 M	0	6	9	4	2	2	2	2	2	1	2	2	107 000031 9				13 ASSESSED IN MAKEUP
14 Penny Lowe	12 14 R	0	2	9	5	2	2	2	2	1	1	2	2	007 076206 0				14 ASSESSED IN MAKEUP
15 Paul Lucas	10 15 S	1	0	9	4	1	2	2	2	3	1	2	2	208 076206 5				15 ASSESSED IN MAKEUP

Column **D**, labeled **Birth Date**, is used to indicate each student's month and year of birth.

Column **E**, labeled **Sex**, is used to indicate each student's gender.

Column **F**, labeled **SD**, is used to indicate each student's disability status.

Column **G**, labeled **Final SD Code**, is used to record a student's SD status if it has changed since it was originally recorded on the Administration Schedule.

Column **H**, labeled **LEP**, is used to indicate each student's limited English proficiency status.

Column **I**, labeled **Final LEP Code**, is used to record a student's LEP status if it has changed since it was originally recorded on the Administration Schedule.

Column **J**, labeled **Race/Eth.**, is used to indicate each student's race/ethnicity.

Column **K**, labeled **School Lunch**, is used to indicate each student's eligibility status in the NSLP.

Column **L**, labeled **Title I**, is used to indicate each student's Title I status.

Column **M**, labeled **New Enrollee**, is used to identify whether a student was in the original sample or selected from the list of new enrollees during the preassessment visit.

This form must be completed in No. 2 pencil.

Students with Disabilities (SD)

1 = Yes, this student has been identified as having a disability
2 = No, this student has not been identified as having a disability
9 = Information unavailable

Race/Ethnicity

1 = White, not Hispanic
2 = Black, not Hispanic
3 = Hispanic
4 = Asian/Pacific Islander
5 = American Indian/Alaska Native
6 = Other
9 = Information unavailable

Title I

1 = Yes, student receives Title I services
2 = No, student does not receive Title I services
9 = Information unavailable

Limited English Proficient (LEP)

1 = Yes, LEP
2 = No, not LEP
3 = Formerly LEP (monitored for LEP exit)
9 = Information unavailable

National School Lunch Program

1 = Student not eligible
2 = Free lunch
3 = Reduced-price lunch
4 = School not participating
5 = School reduced
9 = Information unavailable

Session Number

Bundle #'s
01001
01002

NAEP 2005 Administration Schedule

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Original session scheduled for: Thurs./Feb. 10, 8:05

Makeup session scheduled for: _____

Makeup Needed: 0

Bundle #'s: 01001, 01002

Original Sample: 28

Selected New Enrollees: _____

Total in Sample: _____

Excluded Admin. Codes (0-60): _____

TO BE ASSESSED: _____

Assessed (Original Session): _____

Assessed (Makeup Session): _____

TOTAL ASSESSED: _____

Column Indicators	"A"	"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name	Row Order Number	Line #	Sex	Month	Year	SD	SD Code	LEP	LEP Code	Race/Eth.	School Lunch	Title I	Final SD Code	Final LEP Code	Accommodation Booklet ID #	Admin. Code	Admin. Code (/ / A)	Admin. Code	
01 Mark Atley	10	01	M	04	94	1	2	2	2	2	2	1	2	2	101 000293 4			1	ASSESSED ORIGINAL
02 Betty Bates	10	02	R	02	95	2	2	2	2	2	1	1	2	2	001 054006 9			2	ASSESSED IN MAKEUP
03 Wes Block	10	03	M	06	94	1	2	1	2	2	1	2	2	2	102 005241 1			3	ASSESSED ORIGINAL
04 Angela Burns	10	04	R	10	94	2	2	2	2	1	2	1	2	2	002 000043 8			4	ABSENT
05 Nicki Campbell	12	05	SA	11	94	2	2	2	2	2	1	1	2	2	203 006922 1			5	OTHER
06 Nancy Cordaro	12	06	R	09	94	2	2	2	2	1	1	1	2	2	003 000841 2			6	OTHER
07 Tim Dublin	10	07	S	01	95	1	1	2	2	2	1	3	2	2	204 043569 2			7	REASONS FOR EXCLUSION
08 Kimberly Frank	12	08	R	05	94	2	2	2	2	1	1	1	2	2	004 005301 1			8	REASONS FOR EXCLUSION
09 Carla Grahams	10	09	M	07	94	2	2	2	2	2	1	1	2	2	105 210021 3			9	REASONS FOR EXCLUSION
10 Paul Hernandez	10	10	SB	09	94	1	2	1	1	3	1	2	2	2	205 210001 6			10	REASONS FOR EXCLUSION
11 Becky Hoecke	10	11	M	12	94	2	2	1	2	4	2	2	2	2	106 073201 2			11	REASONS FOR EXCLUSION
12 Daniel Jasmser	12	12	R	10	94	1	2	2	2	2	1	2	2	2	006 002407 7			12	ASSESSED WITH ACCOMMODATIONS
13 Sarah Kruger	12	13	M	06	94	2	2	2	2	2	1	2	2	2	107 000031 9			13	ASSESSED WITH ACCOMMODATIONS
14 Penny Lowe	12	14	R	02	95	2	2	2	2	1	1	2	2	2	007 076206 0			14	ASSESSED WITH ACCOMMODATIONS
15 Paul Lucas	10	15	S	10	94	1	2	2	2	3	1	2	2	2	208 076206 5			15	ASSESSED WITH ACCOMMODATIONS

Understanding NAEP Forms and Accommodations

CONTENTS

1. General NAEP Knowledge Requirements

A. The Administration Schedule

B. The Roster of Questionnaires

C. The School Questionnaire

D. The Teacher Questionnaire

E. The SD and LEP Questionnaires

F. The New Enrollee Listing Form

G. The Quality Control Booklet

H. The Assessment Booklet

2. Understanding NAEP Accommodations

A. Inclusion of Students with Disabilities and/or Limited English Proficiency in NAEP

B. Accommodations Most Frequently Provided by NAEP

C. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

D. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

In column **N**, labeled **Original Booklet ID #**, assessment booklets have been assigned to each selected student. The number printed in this column opposite each student's name corresponds to the assessment booklet the student must receive. Each student has been assigned an assessment booklet with a unique original booklet ID #. This number is used to track the booklet from the time it leaves the Pearson warehouse until it is returned and processed. **All booklets must be accounted for throughout the assessment process.**

Column **O**, labeled **Accommodation Booklet ID #**, is used when a student identified as SD or LEP must be reassigned a special accommodation booklet (not all accommodated students require a special accommodation booklet).

Column **P**, labeled **Admin. Code**, is used to record each student's participation status. The two-digit Administration Codes used in this column are listed along the right-hand side of the Administration Schedule in column **R**. The Administration Codes are further defined on pages 6.40-6.42.

Column **Q**, labeled **Atten.** (for "attendance"), is used to indicate whether a student was present or absent for the assessment.

This form must be completed in No. 2 pencil.

Students with Disabilities (SD) 1 = Yes, this student has been identified as having a disability 2 = No, this student has not been identified as having a disability 3 = Information unavailable For Use in Column "F" Also "G"	Limited English Proficient (LEP) 1 = Yes, LEP 2 = No, not LEP 3 = Former LEP (monitored for AYP reporting) 4 = Information unavailable For Use in Column "H" Also "I"	Special Services 1 = Student not eligible 2 = Free lunch 3 = Reduced price lunch 4 = School not participating 5 = School refused 6 = Information not available For Use in Column "K"	National School Lunch Program 1 = Yes, student receives Title I services 2 = No, student does not receive Title I services 3 = Information unavailable For Use in Column "L"	Session Number RSO401	Bundle #'s 01001 01002
---	--	---	--	---------------------------------	-------------------------------------

NAEP 2005 Administration Schedule
 The Nation's Report Card

School #: 101-101-1	Grade: 4	Original session scheduled for: Day/Date: Thurs./Feb. 10	Makeup session scheduled for: Day/Date: _____	# Makeup Needed: <input type="radio"/> None <input type="radio"/> _____	Bundle #'s: 01001 01002
School Name: Washington Elementary School	Administrator's Name: Mary Jones	Time: 8:05	Time: _____	Location: Rm. 121	Location: _____

# Original Samples: 28	# Absent (Admin. Codes 40-42, 48 & 49): _____	# Assessed (Original Session): _____	# Assessed (Makeup Session): _____	# Total Assessed: _____
# Excluded (Admin. Codes 50-60): _____	# Retired (Admin. Codes 46 & 47): _____	TOTAL ASSESSED		Session Number: RSO401

Column Indicators	"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name	Month	Day	Year	SD	LEP	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (Y/N)	Admin. Codes								
01 Mark Atley	10	01	M	0	4	9	4	1	2	2	2	2	2	101 000293 4			1	ASSESSED IN ORIGINAL
02 Betty Bates	10	02	R	0	2	9	5	2	2	2	2	2	2	001 054006 9			2	ASSESSED IN MAKEUP
03 Wes Block	10	03	M	0	6	9	4	1	2	1	2	2	2	102 005241 1			3	ASSENT
04 Angela Burns	10	04	R	1	0	9	4	2	2	2	2	1	2	002 000043 8			4	OTHER
05 Nicki Campbell	12	05	SA	1	1	9	4	2	2	2	1	1	2	203 006922 1			5	OTHER
06 Nancy Cordaro	12	06	R	0	9	9	4	2	2	2	1	1	2	003 000841 2			6	OTHER
07 Tim Dublin	10	07	S	0	1	9	5	1	1	2	2	1	3	204 043569 2			7	OTHER
08 Kimberly Frank	12	08	R	0	5	9	4	2	2	2	1	1	2	004 005301 1			8	REASONS FOR EXCLUSION
09 Carla Grahams	10	09	M	0	7	9	4	2	2	2	1	1	2	105 210021 3			9	REASONS FOR EXCLUSION
10 Paul Hernandez	10	10	SB	0	9	9	4	1	2	1	3	1	2	205 210001 6			10	REASONS FOR EXCLUSION
11 Becky Hoecke	10	11	M	1	2	9	4	2	2	1	2	4	2	106 073201 2			11	REASONS FOR EXCLUSION
12 Daniel Jasmer	12	12	R	1	0	9	4	1	2	2	2	2	1	006 002407 7			12	REASONS FOR EXCLUSION
13 Sarah Kruger	12	13	M	0	6	9	4	2	2	2	2	1	2	107 000031 9			13	REASONS FOR EXCLUSION
14 Penny Lowe	12	14	R	0	2	9	5	2	2	2	1	1	2	007 076206 0			14	REASONS FOR EXCLUSION
15 Paul Lucas	10	15	S	1	0	9	4	1	2	2	3	1	2	208 076206 5			15	REASONS FOR EXCLUSION

The long rectangular box below the school information boxes is used to collect attendance data. The formula in this box calculates the total number of students assessed.

School #: <u>101-101-1</u> Grade: <u>4</u>	Original session scheduled for: Day/Date: <u>Thurs./Feb. 10</u> Time: <u>8:05</u> Location: <u>Rm 121</u>	Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____	If Makeup Needed Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/>	Bund 010 010
School Name: <u>Washington Elementary School</u>	Administrator's Name: <u>Mary Jones</u>			Session RSC
# Original Sample <u>28</u> + # Selected New Enrollees _____ = Total in Sample _____	- # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) _____ + # Excluded (Admin. Codes 60-66) _____ = TO BE ASSESSED _____	- # Absent (Admin. Codes 40-45, 48 & 49) _____ + # Refused (Admin. Codes 46 & 47) _____ = _____	+ # Assessed (Original Session) _____ + # Assessed (Makeup Session) _____ = TOTAL ASSESSED _____	

B. The Roster of Questionnaires

The Critical Role of the Questionnaires and the Roster of Questionnaires in the NAEP Process

The NAEP questionnaires are the only documents used to collect detailed background information from teachers and principals or other school administrators. The background information is used to produce NAEP subgroup results that help put the selected students' achievement on the NAEP assessment in context. These results address the relationship between student performance on the assessment and various teacher and school factors by providing grade and subject-specific answers to questions of interest to the academic community, like the following:

- How do students in smaller classrooms perform on the assessment as compared to students in larger classrooms?
- Do students taught by a certified teacher tend to perform better on the assessment than students taught by an uncertified teacher?
- Is there a significant difference between the performance of students who have access to computers in their classroom and students who do not have access to computers?

CONTENTS

1. General NAEP Knowledge Requirements

A. The Administration Schedule

B. The Roster of Questionnaires

C. The School Questionnaire

D. The Teacher Questionnaire

E. The SD and LEP Questionnaires

F. The New Enrollee Listing Form

G. The Quality Control Booklet

H. The Assessment Booklet

2. Understanding NAEP Accommodations

A. Inclusion of Students with Disabilities and/or Limited English Proficiency in NAEP

B. Accommodations Most Frequently Provided by NAEP

C. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

D. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

The results produced with the completed questionnaire data can be grouped into three categories: school factors, instructional content and practice, and teacher factors. Below are examples of the results produced with the completed questionnaire data.



Teachers' Training Related to Mathematics Achievement

Eighth-grade students whose teachers majored in mathematics or mathematics education had higher average math scores than eighth-grade students whose teachers did not.

(NAEP 2000 mathematics assessment)



Calculator Use and Student Achievement

Eighth-graders whose teachers reported daily calculator use in class scored higher on the mathematics assessment than their peers whose teachers reported less frequent calculator use.

(NAEP 2000 mathematics assessment)

If the completed questionnaires are not collected and returned to NAEP, NAEP will not be able to produce these types of comprehensive results.

The Roster of the Questionnaires is the document that links the completed NAEP questionnaires to the students. Therefore, it is important that the Roster is completed correctly to ensure that students are linked to the correct teachers and schools. If incorrect information is recorded on the Roster, the final NAEP results will not be accurate.

Examples of the Roster of Questionnaires and NAEP questionnaires can be found in Appendix B.

You will receive one or more Rosters of Questionnaires in each School Folder to keep track of the questionnaires distributed at the school. There are operational, pilot, and operational/pilot versions of the Roster. However, in science bridge sessions, there is not a separate Roster because there are neither Teacher nor School Questionnaires. To track the SD and LEP Questionnaires for the science bridge sessions, add the questionnaires to any Roster being used at the school or use the supplemental SD or LEP Roster.

The six versions of the Roster are listed below.

- Grade 4 Roster of Questionnaires (operational);
- Grade 4 Roster of Questionnaires (pilot);
- Grade 8 Roster of Questionnaires – School and Teacher only (operational);
- Grade 8 Roster of Questionnaires (pilot);
- Grade 12 Roster of Questionnaires (pilot); and
- Supplemental SD or LEP Roster of Questionnaires.

This year, five types of questionnaires—School Questionnaire, Teacher Questionnaire, Economics Department Chair Questionnaire, SD Questionnaire, and LEP Questionnaire—will be used to collect additional information for NAEP. The instructions to the school coordinator for distributing these questionnaires are printed on the right-hand side of the Rosters. School staff may complete the School and Teacher Questionnaires online or by hand. Online questionnaires are located on the MySchool web site at www.mynaep.com or at the web site printed on the questionnaire cover. Directions for accessing the web sites are printed on the cover of each questionnaire. **SD and LEP Questionnaires are not available online and therefore must be completed in the hard-copy booklet.**

The table below shows the different questionnaires that will be administered this year by session type.

Questionnaire type	Operational	Pilot	Science bridge
School Questionnaire	Yes	Yes	No
Teacher Questionnaire	Yes	Yes	No
Economics Department Chair Questionnaire (Grade 12 only)	No	Yes	No
SD Questionnaire	Yes	Yes	Yes
LEP Questionnaire	Yes	Yes	Yes

C. The School Questionnaire

The School Questionnaire is designed to collect information about school characteristics, staff, and instructional programs. The principal, or his/her designee, should complete this questionnaire. There are two versions of the School Questionnaire: operational and pilot. A small number of schools will have both operational and pilot sessions. These schools should receive only the operational School Questionnaire.

Preparing the School Questionnaire for Distribution

The example on the following page shows a completed School Questionnaire cover and Roster. Prior to mailing the School Questionnaire to the school coordinator, your supervisor will have affixed a removable label to the questionnaire and entered the following information on each questionnaire cover:

- NAEP School ID number;
- The information for completing the questionnaire online; and
- The date the questionnaire should be returned to the school coordinator.

Your supervisor also will have entered the unique seven-digit ID number from the lower left-hand corner of the questionnaire on the Roster.

If the school coordinator chooses, he/she can use the removable label affixed to the questionnaire cover to write the name of the person who was given the questionnaire, as shown in the example.

CONTENTS

1. General NAEP Knowledge Requirements

A. The Administration Schedule

B. The Roster of Questionnaires

C. The School Questionnaire

D. The Teacher Questionnaire

E. The SD and LEP Questionnaires

F. The New Enrollee Listing Form

G. The Quality Control Booklet

H. The Assessment Booklet

2. Understanding NAEP Accommodations

A. Inclusion of Students with Disabilities and/or Limited English Proficiency in NAEP

B. Accommodations Most Frequently Provided by NAEP

C. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

D. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

0

The Nation's **NAEP**

Mr. Maxwell

**2005
Grade 4**

**School
Questionnaire**
(School Characteristics and Policies)

Q-986

Please mark how you complete this questionnaire.

Complete this questionnaire online (preferred).
(see instructions below)

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL #

1	0	1	1	1
---	---	---	---	---

Please complete this questionnaire online.

Complete the questionnaire online at the "MySchool" web site OR go to <http://www.naepq.com>.
Begin by keying in the following information at the login screen:

Your 10-digit booklet ID number is: 996 000875 5

Your 7-digit school ID number is: 101-101-1

Please complete the questionnaire (either online or this hard copy) by: 2 / 9 /2005.

996 - 000875 - 5

DO NOT USE

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

ADMIN USE ONLY

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

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 1850-0790. The time required to complete this information collection is estimated to average 20 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, 1900 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. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. OMB No. 1850-0790 • Approval Expires 04/30/2007
Marked Return forms by Pearson NCS EM-170057-001-1-654321
Printed in U.S.A.

This form must be completed in No. 2 pencil.

The Nation's **NAEP** Report Card

**NAEP 2005 Operational
Grade 4 Roster of Questionnaires**
(School, Teacher, SD or LEP Questionnaire Tracking Form)

I. School Questionnaire		I. School Questionnaire		Returned		
Distributed to: Mr. Maxwell		Questionnaire ID # 996 - 000875 - 5 (Barcode ID # on Cover)		Yes <input type="radio"/>	No <input type="radio"/>	Other <input type="radio"/>
II. SD or LEP Questionnaire			II. SD or LEP Questionnaire			
Line # / Session #	Student's Name	Distributed To (Staff Name)	Line # / Session #	Student Booklet ID # (Column "N" on Admin. Schedule)	SD or LEP Questionnaire ID # (Barcode ID # on SD or LEP Cover)	

D. The Teacher Questionnaire

The Teacher Questionnaire collects information on a teacher's background characteristics, educational training, and instructional practices. There are various Teacher Questionnaires depending on the grade and session type. All teachers who teach the subject(s) being assessed to students in the selected grade will be asked to complete a questionnaire.

The following table summarizes this year's operational and pilot Teacher Questionnaires:

Grade(s)	Session type	Teacher Questionnaire(s)
4	Operational	Reading/mathematics/science (combined)
8	Operational	Reading Mathematics Science
4, 8	Pilot	U.S. history/civics (combined)
12	Pilot	Economics Teacher Economics Chair

Preparing the Teacher Questionnaire for Distribution

When NAEP State Coordinators and supervisors gained cooperation from schools in the fall, they asked the schools for the number of teachers who teach the subjects to the students in the selected grade. Your supervisor assigned and mailed the questionnaires to the school according to that number. You will confirm the number of teachers during the preassessment visit and supply the school coordinator with additional questionnaires, if needed.

The example on the next page shows a completed Teacher Questionnaire cover and Roster. Prior to mailing the Teacher Questionnaires to the school coordinator, your supervisor will have affixed a removable label to each questionnaire and entered the following information on each questionnaire cover:

- the two-digit teacher number from the Roster of Questionnaires;
- NAEP School ID number;
- the information for completing the questionnaire online; and
- the date the questionnaire should be returned to the school coordinator.

Your supervisor also will have entered the unique seven-digit ID number from the lower left-hand corner of the questionnaire in the **Teacher Questionnaire ID #** column on the Roster.

CONTENTS

1. General NAEP Knowledge Requirements

A. The Administration Schedule

B. The Roster of Questionnaires

C. The School Questionnaire

D. The Teacher Questionnaire

E. The SD and LEP Questionnaires

F. The New Enrollee Listing Form

G. The Quality Control Booklet

H. The Assessment Booklet

2. Understanding NAEP Accommodations

A. Inclusion of Students with Disabilities and/or Limited English Proficiency in NAEP

B. Accommodations Most Frequently Provided by NAEP

C. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

D. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

During the preassessment visit, you will write the name of the teacher who received the corresponding Teacher Questionnaire in the column labeled **Teacher's Name** on the Roster. If the school coordinator chooses, he/she can use the removable label affixed to the questionnaire cover to write the name of the teacher who was given the questionnaire, as shown in the example.

III. Teacher Questionnaire		III. Teacher Questionnaire		SCHOOL #: 1 0 1 - 1 0 1 - 1			Pearson Use Only									
Teacher #	Teacher's Name	Teacher #	READING, MATH, &/or SCIENCE Teacher Questionnaire ID #							Returned			Instructions for Distributing Questionnaires			
			9	9	2	0	3	6	2	1	7	Yes	No	Online	Instructions for Distributing Fourth-Grade Teacher Questionnaires	
01	Mr. Randall	01	992-	0	0	3	6	2	1	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ask all teachers who teach reading, mathematics, and/or science to fourth-graders to fill out a Teacher Questionnaire. For many fourth-graders, this will be their classroom teacher; that is, they have the		
02		02	992-							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
03		03	992-							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
04		04	992-							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
05		05	992-							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				

The Nation's Report Card **NAEP**

Mr. Randall

2005 Grade 4 **Teacher Questionnaire**

Q-992

Please mark how you complete this questionnaire:

Complete this questionnaire online (preferred). (see instructions below) OR

Use a #2 pencil to complete this questionnaire.

SCHOOL # 1 0 1 1 0 1 1 TEACHER # 0 1

Please complete this questionnaire online.
 Complete the questionnaire online at the "MySchool" web site OR go to <http://www.naepq.com>.
 Begin by keying in the following information at the login screen:
 Your 10-digit booklet ID # is: 992-003621-7
 Your 7-digit school ID number is: 101-101-1 Your teacher ID # is: 01
 Please complete the questionnaire (either online or this hard copy) by: 2 / 9 /2005.

DO NOT USE ADMIN USE ONLY

992 - 003621 - 7

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 1850-0795. The time required to complete this information collection is estimated to average 15 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. 20203-4011. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCEES, U.S. Department of Education, 1900 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. 101-110, 20 U.S.C. 8801b). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed or used, in identifiable form for any other purpose, unless otherwise compelled by law. OMB No. 1850-0790 - Approval Expires 04/30/2007 Mark Return Forms by Pearson NCS EM-170047-001-1-654321 Printed in U.S.A.

E. The SD and LEP Questionnaires

The SD and LEP Questionnaires are used to collect information about students identified as SD and/or LEP. An SD and/or LEP Questionnaire must be completed for every student identified on the Administration Schedule as SD and/or LEP by the staff member most knowledgeable about that student. A questionnaire should be completed for each identified SD and/or LEP student, regardless of whether or not that student will be assessed.

The following are guidelines for distributing SD and LEP Questionnaires:

- SD Questionnaires should be distributed to the staff member(s) most knowledgeable about the students identified as SD only.
- LEP Questionnaires should be distributed to the staff member(s) most knowledgeable about the students identified as LEP only.
- Both, an SD Questionnaire and an LEP Questionnaire should be distributed to the staff member(s) most knowledgeable about the students identified as SD and LEP.

The image displays two NAEP questionnaires side-by-side. The top form is the 2005 LEP Questionnaire (Q-990), and the bottom form is the 2005 SD Questionnaire (Q-991). Both forms include a header with 'The Nation's Report Card' logo and '2005' prominently displayed. The LEP form has a control number of 990-000298-7, while the SD form has 991-038168-0. Both forms feature a 'NAEP Subject to be Assessed' section with radio button options for Civics, Economics, Math, Reading, Science, and US History. The SD form includes a 'Student Demographic Information' section with fields for Birth Date, Sex, SD, LEP, and R/E. Both forms also have a 'Student Booklet ID' section and a 'SCHOOL #' section. At the bottom of each form, there are two calculator-like input devices labeled 'DO NOT USE' and 'ADMIN ONLY USE'. Small text at the bottom of each form provides legal disclaimers and project information.

CONTENTS

1. General NAEP Knowledge Requirements

A. The Administration Schedule

B. The Roster of Questionnaires

C. The School Questionnaire

D. The Teacher Questionnaire

E. The SD and LEP Questionnaires

F. The New Enrollee Listing Form

G. The Quality Control Booklet

H. The Assessment Booklet

2. Understanding NAEP Accommodations

A. Inclusion of Students with Disabilities and/or Limited English Proficiency in NAEP

B. Accommodations Most Frequently Provided by NAEP

C. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

D. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

Preparing the SD and LEP Questionnaires for Distribution

The example on the next page shows a completed SD Questionnaire cover and Roster. Prior to mailing the SD and/or LEP Questionnaires to the school coordinator, your supervisor will have entered the following information on each questionnaire cover:

- the NAEP School ID Number;
- 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 NAEP subject to be assessed.

Your supervisor also will have entered the following information on the Roster:

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

The SD and LEP Questionnaires have been designed to help school staff in making decisions regarding student participation in NAEP. During the preassessment visit, you will review the list of SD and/or LEP students with the school coordinator to determine which students can be assessed in the regular session with or without accommodations, assessed in a separate session, or cannot be assessed at all.

You may be required during the preassessment visit to prepare the covers of additional questionnaires for newly enrolled or newly classified SD and/or LEP students. You will need to enter the information listed above on the questionnaire covers and Roster for newly enrolled and newly classified students.

If a student is assigned both an SD and an LEP Questionnaire, that student should be listed twice on the Roster.

CONTENTS

1. General NAEP Knowledge Requirements

A. The Administration Schedule

B. The Roster of Questionnaires

C. The School Questionnaire

D. The Teacher Questionnaire

E. The SD and LEP Questionnaires

F. The New Enrollee Listing Form

G. The Quality Control Booklet

H. The Assessment Booklet

2. Understanding NAEP Accommodations

A. Inclusion of Students with Disabilities and/or Limited English Proficiency in NAEP

B. Accommodations Most Frequently Provided by NAEP

C. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

D. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

F. The New Enrollee Listing Form

School coordinators were sent a New Enrollee Listing Form in their Preassessment Packet. 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 and submitted to NAEP in order for these students to have a chance of selection for the assessment. Students in the selected grade who enrolled after the date the master list was prepared or who were inadvertently left off the list should be listed on the New Enrollee Listing Form.

Sampling New Enrollees

If there are students who enrolled after the master list was prepared or students who were inadvertently left off the list, you will need to select a sample of newly enrolled students during the preassessment visit using the Instructions for Sampling New Enrollees. Your supervisor will include a unique set of Instructions for Sampling New Enrollees in each School Folder. This form (shown on the next page) provides the following information:

- the date the master list of students was created, if known. Students in the selected grade who enrolled after that date or who were inadvertently left off the master list should be listed on the New Enrollee Listing Form;
- step-by-step instructions on how to use the New Enrollee Listing Form and the Instructions for Sampling New Enrollees; and
- a set of line numbers used to select the students for the assessment.

To select the sample, number the list of students in the **Line #** column consecutively. After numbering the students, you will select the sample and indicate the assigned session type(s) using the two-letter designators as shown below.

The designators are:

- RS = Reading/mathematics/science (operational);
- RM = Reading/mathematics (operational);
- SC = Science (operational);
- SB = Science (science bridge); and
- PT = Reading/mathematics/civics/U.S. history/economics (pilot).

The exhibit on page 3.22 shows how to identify the selected student's session type.

Example of Instructions for Sampling New Enrollees

School Name: Washington Elementary	9:42AM
School ID: 1011011	11/22/2004
INSTRUCTIONS FOR SAMPLING NEW ENROLLEES	
<p>1. Obtain the New Enrollee Listing Form from the school coordinator.</p> <p><u>If there are no names</u> on the form, ask the school coordinator if any students have enrolled in the selected grade since the original list was prepared on 11/15/2004 according to information recorded in the School Control System.</p> <p><u>If there are names</u> on the form, ask if this list includes all of the students who have enrolled in the selected grade since 11/15/2004 according to information recorded in the School Control System.</p> <p>Any student who is listed and has officially withdrawn from the school should be deleted from the list by lining through the student's name.</p> <p>2. Assign line numbers to the students listed by numbering them consecutively from 1 to N. Use the "Line #" column under the heading "For Sampling Only" on the New Enrollee Listing Form for numbering the students.</p> <p>3. If there are more students on the New Enrollee Listing Form than line numbers below, call your supervisor for directions before proceeding.</p> <p>4. <u>Sampling new enrollees.</u></p> <p>RS session</p> <p>To identify the students selected for the RS assessment, enter an RS next to the line numbers listed below on the New Enrollee Listing Form in the column headed "Selected":</p> <p>1, 3, 5, 7, 9, 11, 13, 15, 17, 20, 22, 24, 26, 28, 30 32, 34, 36, 38, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 62 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 85, 87, 89, 91, 93 95, 97, 99, 101, 103, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124 127, 129</p> <p>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.</p> <p>5. After sampling is completed, copy the sampled students' names and other demographic data onto the Administration Schedule for the session type for which they were sampled. Be sure to enter a "1" in column M ("New Enrollee") of the Administration Schedule for each selected newly enrolled student.</p> <p>6. Remind the school coordinator that the parents of all sampled newly enrolled students must be notified about the assessment before they can be assessed.</p> <p>7. Store this information in the school folder.</p>	



Impacts Statistical Validity

The new enrollee sample ensures that all grade-eligible students in the sampled schools have a chance to be selected.

CONTENTS

1. General NAEP Knowledge Requirements

A. The Administration Schedule

B. The Roster of Questionnaires

C. The School Questionnaire

D. The Teacher Questionnaire

E. The SD and LEP Questionnaires

F. The New Enrollee Listing Form

G. The Quality Control Booklet

H. The Assessment Booklet

2. Understanding NAEP Accommodations

A. Inclusion of Students with Disabilities and/or Limited English Proficiency in NAEP

B. Accommodations Most Frequently Provided by NAEP

C. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

D. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

Example of Assigning Line Numbers and Identifying the Selected Students



The Nation's Report Card

2005 NAEP

NEW ENROLLEE LISTING FORM

Directions: Please use the space below to list all students in the grade noted below whose names were not on the original list of students submitted to NAEP due to inadvertent omission or because they enrolled later. If you need additional lines, you may copy this form. 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.

Date the original student list was prepared for NAEP: November 15, 2004.

Be sure to record below, all students who enroll in grade 4 after the original list is prepared.

Please see information on the reverse side regarding these student background variables.

											FOR SAMPLING ONLY	
First	Student Name		Birth Date	Gender	SD	LEP	Home Room	Race / Eth.	NSLP Status	TITLE I	Line #	Selected
	Initial	Last	Month/Year									
	Shana	Donaldson	3/95	2	2	2	10	1	1	2	1	RS
	Beth	Warren	12/94	2	2	2	10	1	1	2	2	
	Michael	Cree	4/94	1	2	2	10	2	1	2	3	RS
	Megan	Davis	7/94	2	2	2	12	1	1	2	4	

RS session

To identify the students selected for the RS assessment, enter an RS next to the line numbers listed below on the New Enrollee Listing Form in the column headed "Selected":

1, 3, 5, 7, 9, 11, 13, 15, 17, 20, 22, 24, 26, 28, 30
 32, 34, 36, 38, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 62
 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 85, 87, 89, 91, 93
 95, 97, 99, 101, 103, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124
 127, 129

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.

- After sampling is completed, copy the sampled students' names and other demographic data onto the Administration Schedule for the session type for which they were sampled. Be sure to enter a "1" in column M ("New Enrollee") of the Administration Schedule for each selected newly enrolled student.
- Remind the school coordinator that the parents of all sampled newly enrolled students must be notified about the assessment before they can be assessed.
- Store this information in the school folder.

G. The Quality Control Booklet

The Quality Control Booklet is an important document used throughout the assessment process. It is the only document that tracks your work with the school throughout the entire process of planning and supervising assessment activities. The Quality Control Booklet has been developed to ensure that accurate and consistent data are collected for each school.

The Critical Role of the Quality Control Booklet in the NAEP Process

You will use the Quality Control Booklet to record all communication with the school coordinator. You will receive a Quality Control Booklet in the School Folder for each of the schools in your assignment.

The Quality Control Booklet is organized into three parts. Part 1 is the Preassessment Contact Log. It provides a script and step-by-step guide for conducting preassessment activities. Part 2 is the Assessment Quality Control Log. This log provides criteria and space for rating the performance of your team of AAs on assessment day. Part 3 is the School Coordinator Debriefing Interview, which provides the script for conducting the debriefing interview that will be further discussed in Chapter 6. The information you enter in each Quality Control Booklet will be keyed into a data processing system so that analyses of the data can be conducted.

H. The Assessment Booklet

The assessment booklet is used to assess the selected students. The cover of each booklet contains space to record school and teacher information. Each booklet cover also has a code in the upper-right corner (see example on the following page). This code is made up of the following three components:

- a letter identifying the subject;
- the subject letter, followed by a one-, two-, or three-digit booklet version number; and
- the booklet version number, followed by a letter or letters identifying any ancillaries or additional materials the booklet requires. Some of the additional materials will be individually prepackaged in clear plastic bags. A label on the bag will tell you the name of the material inside and the code letter. Charts showing these letters and corresponding additional materials appear on the following pages.

Each booklet will also have an “O” for operational, “P” for pilot, or “B” for science bridge in the upper right corner as shown on pages 3.26-3.28. You should be able to recognize the booklet codes to ensure that you are distributing the correct booklets for each session and the correct materials for each booklet.

To help further distinguish the correct booklets for a session, the booklet covers are printed in different colors: grade 4 in blue ink, grade 8 in brown ink, and grade 12 in gray ink.

CONTENTS

1. General NAEP Knowledge Requirements

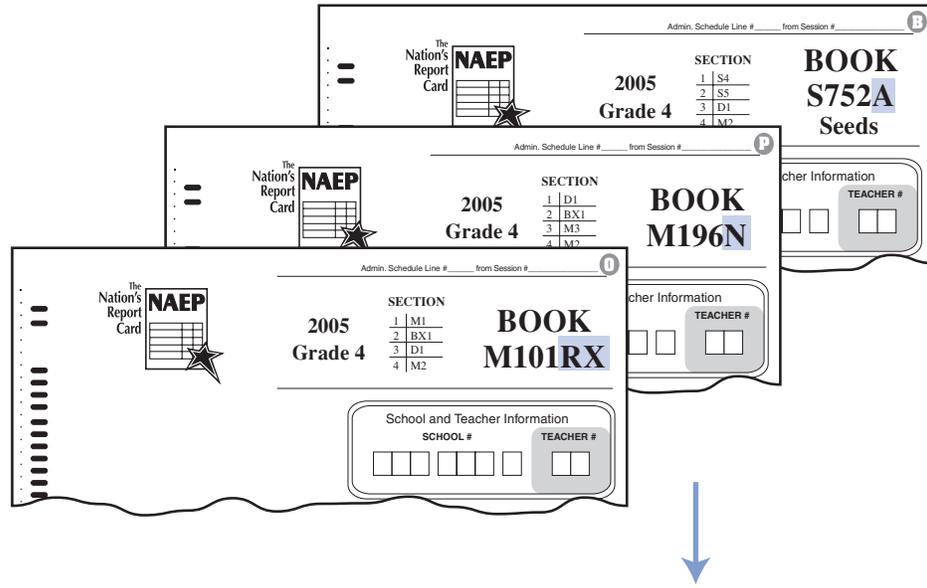
- A. The Administration Schedule
- B. The Roster of Questionnaires
- C. The School Questionnaire
- D. The Teacher Questionnaire
- E. The SD and LEP Questionnaires
- F. The New Enrollee Listing Form
- G. The Quality Control Booklet

H. The Assessment Booklet

2. Understanding NAEP Accommodations

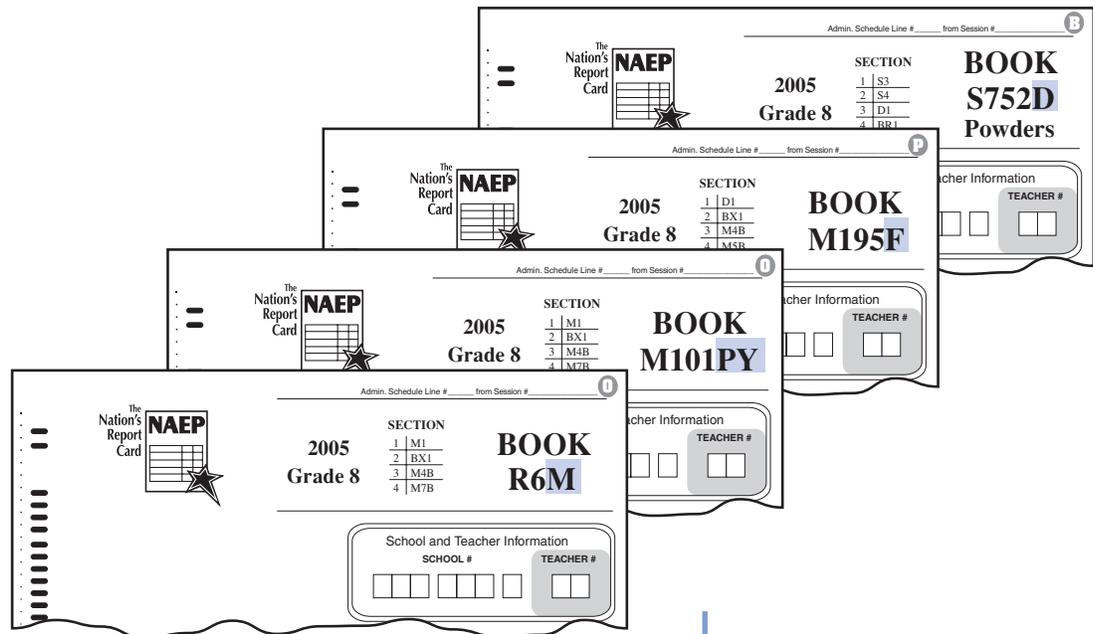
- A. Inclusion of Students with Disabilities and/or Limited English Proficiency in NAEP
- B. Accommodations Most Frequently Provided by NAEP
- C. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations
- D. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

Grade 4 Booklet Covers and Ancillary Materials



Grade 4	
Subject	Ancillary Materials
Mathematics (Operational)	C = Calculator G = Manipulative Set "G" R = Ruler X = Manipulative Set "X"
Mathematics (Pilot)	L = Manipulative Set "L" N = Manipulative Set "N" C = Calculator
Science (Operational and Bridge)	A = Seeds B = Unknown Powder C = Markers

Grade 8 Booklet Covers and Ancillary Materials



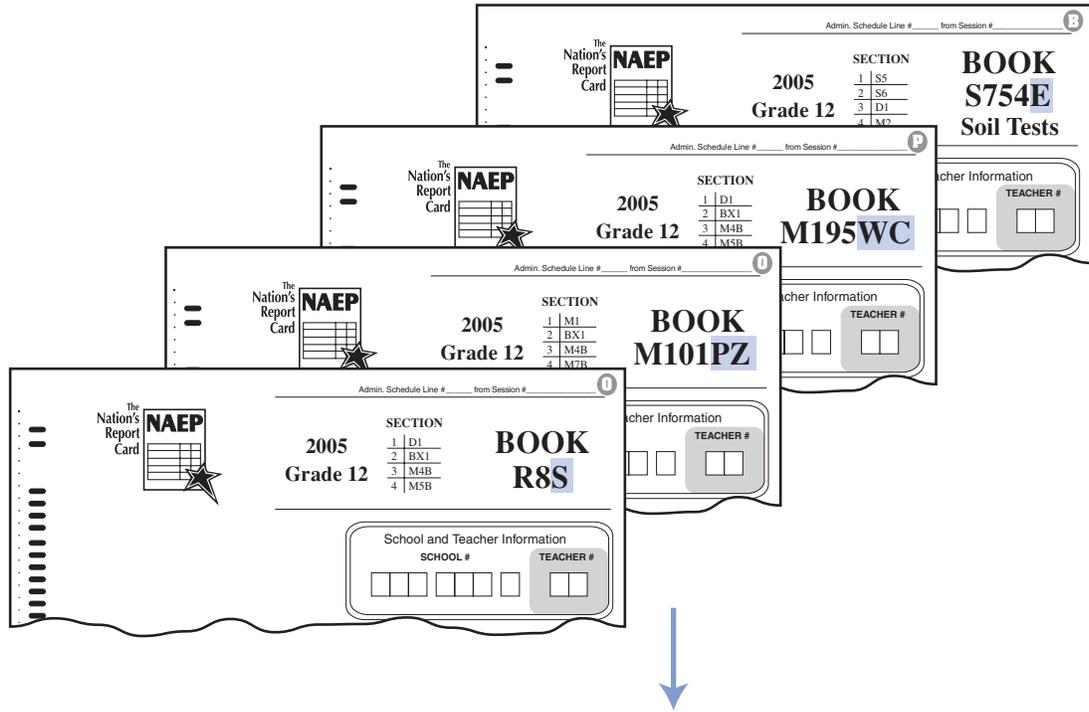
Grade 8	
Subject	Ancillary Materials
Reading	M = <i>Guide to Metro Fares and Passes</i>
Mathematics (Operational)	C = Calculator G = Manipulative Set "G" P = Protractor/Ruler Y = Manipulative Set "Y"
Mathematics (Pilot)	F = Manipulative Set "F" T = Manipulative Set "T" C = Calculator
Science (Operational and Bridge)	C = Markers D = Powders E = Soil Tests

CONTENTS

1. General NAEP Knowledge Requirements

- A. The Administration Schedule
- B. The Roster of Questionnaires
- C. The School Questionnaire
- D. The Teacher Questionnaire
- E. The SD and LEP Questionnaires
- F. The New Enrollee Listing Form
- G. The Quality Control Booklet
- H. The Assessment Booklet

Grade 12 Booklet Covers and Ancillary Materials



2. Understanding NAEP Accommodations

- A. Inclusion of Students with Disabilities and/or Limited English Proficiency in NAEP
- B. Accommodations Most Frequently Provided by NAEP
- C. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations
- D. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

Grade 12	
Subject	Ancillary Materials
Reading	M = <i>Guide to Metro Fares and Passes</i> S = <i>Social Security Instructions</i>
Mathematics (Operational)	C = Calculator G = Manipulative Set "G" P = Protractor/Ruler Z = Manipulative Set "Z"
Mathematics (Pilot)	W = Manipulative Set "W" H = Manipulative Set "H" P = Protractor/Ruler C = Calculator
Science (Operational and Bridge)	E = Soil Test F = Antacid G = Pendulum

Guidelines for Completing Scannable Documents

When entering pertinent information onto the Administration Schedule, Roster of Questionnaires, questionnaire covers, and assessment booklet covers, you must adhere to the following guidelines:

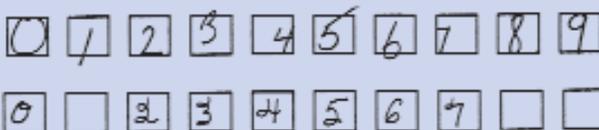
- Use only No. 2 pencils;
- Print all information neatly within the boxes. Numbers should be written clearly in the center and should not touch the sides of the boxes;
- Right justify all numerals entered in multiblock columns;
- Erase completely and clearly to correct handwritten entries; and
- To correct computer-printed entries, strike through the error and write the correction in the white space.

Shown below are examples of acceptable and unacceptable writing styles for completing scannable documents.

The following are **acceptable** writing styles:



The following examples are **unacceptable** due to edges touching the sides of the box and extraneous loops on characters:



Impacts Statistical Validity

Care must always be taken when entering information on scannable documents. Remember to enter information carefully and check your entries to verify that you have entered the correct information.

CONTENTS

1. General NAEP Knowledge Requirements

- A. The Administration Schedule
- B. The Roster of Questionnaires
- C. The School Questionnaire
- D. The Teacher Questionnaire
- E. The SD and LEP Questionnaires
- F. The New Enrollee Listing Form
- G. The Quality Control Booklet
- H. The Assessment Booklet

2. Understanding NAEP Accommodations

- A. Inclusion of Students with Disabilities and/or Limited English Proficiency in NAEP
- B. Accommodations Most Frequently Provided by NAEP
- C. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations
- D. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

2. Understanding NAEP Accommodations

In all NAEP schools, accommodations will be offered, as necessary, for students with disabilities or limited English proficiency. The accommodations each student receives must be specified in his/her Individualized Education Plan (IEP) and routinely used in testing the student. Decisions about inclusion and accommodations should be made by knowledgeable school staff, such as IEP teams, 504 teams, school psychologists, and teachers. 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, use of a scribe or computer to record answers, bilingual booklets, and large-print booklets. Students who require certain types of accommodations may need to use a separate accommodation booklet. Brief descriptions of the accommodations most frequently provided by NAEP are given on pages 3.32-3.36. You will review the list of SD and/or LEP students with the school coordinator during the preassessment visit to determine which students require an accommodation.

A. Inclusion of Students with Disabilities and/or Limited English Proficiency in NAEP

The exhibits on the following page show the Inclusion of Students with Disabilities in NAEP and Inclusion of Limited-English-Proficient Students in NAEP. Each document consists of the following three sections:

- **Criteria for Inclusion:** Describes NAEP's policy on inclusion;
- **Decision Tree:** Used in conjunction with the SD or LEP Questionnaire to guide the inclusion decision; and
- **List of Frequently Provided Accommodations:** Identifies the most frequently used accommodations and indicates whether or not NAEP allows them.

Schools should use these documents in conjunction with the responses provided by school staff in the SD and LEP Questionnaires to make decisions about the inclusion of SD and LEP students in the NAEP assessment. You may need to show the school coordinator where the questions are located in the SD or LEP Questionnaires that are referred to in the Decision Tree. Beyond this, do not attempt to answer questions about the application of the criteria or specific accommodations not covered in these documents. Instead, you should contact your field manager or the NAEP staff Help Desk at 1-888-499-6237 (NAEP) or the school coordinator should contact the NAEP respondent Help Desk at 1-800-283-6237 (NAEP).

Refer to Appendix C for information on determining accommodations for students in science bridge sessions.



Inclusion of Students with Disabilities in NAEP

NAEP strives to include as many students as possible with appropriate accommodations as necessary. Decisions about inclusion and accommodations should be made in consultation with knowledgeable school staff, such as IEP teams, 504 teams, school psychologists, and teachers. Decisionmakers should note that NAEP does not provide individual scores, and group results do not have an effect on state-based performance initiatives or accountability standards.

NAEP provides the following tools to help knowledgeable school staff decide whether to include a student with disabilities without accommodations, with accommodations, or to exclude the student:

- **Student with Disabilities (SD) Questionnaire:** Collects information about the student's educational experiences.
- **Criteria for Inclusion:** Describes NAEP's policy on inclusion. (See page 2)
- **Decision Tree:** Used in conjunction with the SD Questionnaire to guide the inclusion decision. (See page 3)
- **List of Frequently Provided Accommodations:** Identifies the most frequently used accommodations and indicates whether or not NAEP allows them. (See page 4)

The staff member most knowledgeable about each student's disability should first complete the SD Questionnaire and then return the completed SD Questionnaire and recommendations for participation to the school coordinator. We ask that this be done prior to the preassessment visit, which occurs about 2 weeks before the assessment date so that NAEP



Inclusion of Limited-English-Proficient Students in NAEP

NAEP strives to include as many students as possible with appropriate accommodations as necessary. Decisions about inclusion and accommodations should be made in consultation with knowledgeable school staff, such as ESL teachers, and classroom teachers. Decisionmakers should note that NAEP does not provide individual scores, and group results do not have an effect on state-based performance initiatives or accountability standards.

NAEP provides the following tools to help knowledgeable school staff decide whether to include a limited-English-proficient (LEP) student without accommodations, with accommodations, or to exclude the student:

- **Limited-English-Proficient (LEP) Student Questionnaire:** Collects information about the student's educational experiences.
- **Criteria for Inclusion:** Describes NAEP's policy on inclusion. (See page 2)
- **Decision Tree:** Used in conjunction with the LEP Questionnaire to guide the inclusion decision. (See page 3)
- **List of Frequently Provided Accommodations:** Identifies the most frequently used accommodations and indicates whether or not NAEP allows them. (See page 4)

The staff member most knowledgeable about each student's English proficiency should first complete the LEP Questionnaire and then return the completed LEP Questionnaire and recommendations for participation to the school coordinator. We ask that this be done prior to the preassessment visit, which occurs about 2 weeks before the assessment date so that NAEP staff can make arrangements to provide the appropriate accommodations. If you have questions, please contact the NAEP Help Desk at 1-800-283-NAEP (6237) or your NAEP representative.

Thank you very much!

CONTENTS

1. General NAEP Knowledge Requirements

A. The Administration Schedule

B. The Roster of Questionnaires

C. The School Questionnaire

D. The Teacher Questionnaire

E. The SD and LEP Questionnaires

F. The New Enrollee Listing Form

G. The Quality Control Booklet

H. The Assessment Booklet

2. Understanding NAEP Accommodations

A. Inclusion of Students with Disabilities and/or Limited English Proficiency in NAEP

B. Accommodations Most Frequently Provided by NAEP

C. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

D. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

School coordinators also received an Accommodations Worksheet that they may use as a tool to keep track of the decisions regarding accommodations. There are operational/pilot and science bridge versions of the Accommodations Worksheet. Below is the Accommodations Worksheet for operational and pilot sessions.

Accommodations Worksheet																
Below is a list of students selected to participate in NAEP who have been identified as students with disabilities (SD) and/or limited English proficiency (LEP). After the school staff member completes the SD and/or LEP Questionnaire and provides you with information on the student's participation in NAEP, you may use this worksheet as a tool for tracking the decisions regarding accommodations.																
<i>Note: This worksheet is an optional tool for your use only, and will not leave the school premises. If you choose to use it, please provide the completed worksheet to the NAEP representative during the preassessment visit. For more information regarding each SD or LEP student's participation in NAEP, refer to the Inclusion of Students with Disabilities in NAEP and/or the Inclusion of Limited-English-Proficient Students in NAEP.</i>																
Student Name	Subject M= Mathematics R=Reading S= Science C= Civics H=U.S. History E=Economics	SD/ LEP	Include Without Accommodations	Extended Time	Read Aloud in Regular Session (Not allowed for reading)	Small Group (without Read Aloud)	Small Group (with Read Aloud) (Not allowed for reading)	One-on-one	Bilingual Booklet (mathematics and science only)	Bilingual Dictionary (Not allowed for reading)	Scribe	Breaks During Test	Magnification Device	School Staff Administrators	Other	Exclude

B. Accommodations Most Frequently Provided by NAEP

The following are brief descriptions of the accommodations most frequently provided by NAEP and the Administration Codes used to report the accommodations on the Administration Schedule and assessment booklets.

Bilingual glossary (Admin. Code 70): NAEP has a Spanish/English glossary available for LEP students who have received instruction primarily in English for less than 3 full school years and whose IEP requires using either a Spanish language test, word list, or glossary. Students receiving the glossary will receive a separate accommodation booklet and may need extended time. The accommodation booklet for grades 4 and 8 requires a science kit, and the grade 12 accommodation booklet does not require a science kit. **The bilingual glossary accommodation is only available to students in science bridge sessions.**

Bilingual booklet (Admin. Code 71): NAEP has special Spanish/English bilingual mathematics and science booklets 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. Students will be able to answer on either the Spanish or English side; they will not be penalized if they answer some questions in Spanish and others in English. Because the directions are read out loud in Spanish, students using bilingual booklets will need additional time and should be administered the assessment in separate sessions. During the preassessment visit,

you should arrange to have someone at the school who is proficient in Spanish read the Spanish script unless you have a bilingual team member. This script will be packaged with the bilingual booklet. You will need to request bilingual booklets from Pearson on an as-needed basis immediately following the preassessment visit. You must account for all bilingual booklets that you request from Pearson.

The bilingual booklet accommodation is only available to students who are being assessed with a mathematics or science operational booklet. 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** (mathematics) or **S** (science) next to his/her name. Then, you will need to check the session number to be sure that it is a mathematics or science operational session. If the student does not have an **M** or **S** and cannot demonstrate his/her knowledge of the subject to be assessed without this accommodation, then he/she must be coded with a **63 (LEP - Required accommodation not offered)** or a **65 (SD and LEP - Required accommodation not offered)**. Also, if the student has an **M** and the session type is pilot test, 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 mathematics and science operational booklets must be requested from Pearson on an as-needed basis.**

Bilingual dictionary (Admin. Code 72): 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 bilingual dictionary may be in any language needed by the student. The bilingual dictionary should only contain the English translation of the word. It cannot provide definitions. The school coordinator should enter a note on the Student Appreciation Certificate to remind the student to bring the bilingual dictionary to the session. **The bilingual dictionary accommodation is not available to students being assessed in reading.** 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** and cannot demonstrate his/her knowledge of the subject to be assessed without this accommodation, 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 operational sessions, NAEP has special large-print booklets available for each grade and subject for students whose IEP requires testing with large-print materials or magnifying devices. NAEP also has large-print booklets available for students in science bridge sessions.** You will need to request large-print booklets from Pearson on an as-needed basis immediately following the preassessment visit. For each large-print booklet requested, Pearson will package the large-print booklet together with the same booklet in regular size print in a plastic bag. You will need to send back **both** booklets in the plastic bag in the Session Box after the assessment has been completed. **For pilot test sessions, you will need to enlarge the student's booklet using the school's equipment. The original and large-print booklet should both be sent back to Pearson together.**

CONTENTS

1. General NAEP Knowledge Requirements

A. The Administration Schedule

B. The Roster of Questionnaires

C. The School Questionnaire

D. The Teacher Questionnaire

E. The SD and LEP Questionnaires

F. The New Enrollee Listing Form

G. The Quality Control Booklet

H. The Assessment Booklet

2. Understanding NAEP Accommodations

A. Inclusion of Students with Disabilities and/or Limited English Proficiency in NAEP

B. Accommodations Most Frequently Provided by NAEP

C. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

D. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

Extended time in regular session (Admin. Code 74): Some students may not react well under pressure in timed scenarios 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 he/she may go back and continue working on the cognitive sections following 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. The AA will need to keep track of the time used by the student and enter the total amount of time used for the cognitive sections on the student's booklet cover.

Read aloud (of questions and answer categories in all booklets except reading booklets). 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 the AA 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 accommodation in a regular session will use his/her originally assigned booklet.

- **Small group** (Admin. Code 76) – Other 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 the AA 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 separate read-aloud/small group booklets to use in small group sessions. Read-aloud/small group booklets will be prepackaged in bundles of five booklets. If there is only one student who requires the read-aloud accommodation, use the student's originally assigned booklet. When there is more than one student requiring small group/read aloud of a given subject, you must assign the same booklet number as the first student listed on the Administration Schedule who requires the read-aloud/small group accommodation in the given subject.

A student must receive a read-aloud booklet for the same subject as the original booklet assigned to him/her.

You will receive bundles of read-aloud/small group booklets in your bulk supplies from Pearson. If additional booklets are needed, call Pearson to request them. In most cases, a small group should not be larger than five students.

- **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 selected for all subjects except reading requires the read-aloud accommodation (for questions and answer categories), you will need to be sure to assign the Administration Code for the way in which the accommodation was administered: 75 (read aloud in regular session), 76 (read aloud in small group), or 77 (read aloud one-on-one).

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** and cannot demonstrate his/her knowledge of the subject to be assessed without this accommodation, then he/she must be coded with one of the following codes:

- 61 (SD – Required accommodation not offered);
- 63 (LEP – Required accommodation not offered); or
- 65 (SD and LEP – Required accommodation not offered).

Reading directions aloud, when asked, so that students understand where and how to record their answers is NOT considered an accommodation and should not be recorded as one on the Administration Schedule.

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 on page 3.34). A small group session should not be larger than five students. If there are more than five students who need to be assessed in a small group, you will need to divide the students into separate sessions.

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. Remember 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. The student will use the computer to record his/her answers. 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

CONTENTS

1. General NAEP Knowledge Requirements

A. The Administration Schedule

B. The Roster of Questionnaires

C. The School Questionnaire

D. The Teacher Questionnaire

E. The SD and LEP Questionnaires

F. The New Enrollee Listing Form

G. The Quality Control Booklet

H. The Assessment Booklet

2. Understanding NAEP Accommodations

A. Inclusion of Students with Disabilities and/or Limited English Proficiency in NAEP

B. Accommodations Most Frequently Provided by NAEP

C. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

D. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

wear a small microphone. 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 supervisor for guidance. After the session, note on the front cover of the booklet the type of accommodation offered.

Breaks during test (Admin. Code 80): A student is allowed to take the assessment in more than one sitting over a single day, as required by his/her IEP.

Magnification device (Admin. Code 81): If a student's IEP requires the use of a magnification device, it will be allowed for the NAEP assessment. The student will need to use a magnification device provided by the school.

School staff administers (Admin. Code 82): A school staff member administers the session after signing the Accommodation Teacher Letter. A school staff member may need to administer a session because he/she is the person that usually works with the student. However, even in these instances, an AA must be present in the room.

NOTE: Unless a scribe or use of computer is required, 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.

C. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

Students who are provided testing accommodations sometimes use 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 as shown on the following page. This means that only the primary Administration Code will be recorded for the student on the Administration Schedule even though he/she may be receiving several accommodations. However, both the primary and additional accommodations will be recorded in the multiple accommodations box on the student booklet cover (as described on page 6.44).

Accommodations Most Frequently Provided by NAEP		
Admin. Code	Primary accommodation	Acceptable additional accommodations
70	Bilingual glossary (science bridge only)	Extended time
71	Bilingual booklet (mathematics operational and science only)	Extended time; usually small group or one-on-one
72	Bilingual dictionary (mathematics operational and science 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 (mathematics and science only)	
76	Small group	Extended time; read aloud (mathematics and science only)
77	One-on-one	Extended time; help recording answers; read aloud (mathematics and science 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)	
80	Breaks during test	Extended time
81	Magnification device	Extended time
82	School staff administers	

Refer to the *Inclusion* magazine for more detailed information on student accommodations.

CONTENTS

1. General NAEP Knowledge Requirements

A. The Administration Schedule

B. The Roster of Questionnaires

C. The School Questionnaire

D. The Teacher Questionnaire

E. The SD and LEP Questionnaires

F. The New Enrollee Listing Form

G. The Quality Control Booklet

H. The Assessment Booklet

2. Understanding NAEP Accommodations

A. Inclusion of Students with Disabilities and/or Limited English Proficiency in NAEP

B. Accommodations Most Frequently Provided by NAEP

C. NAEP Administration Codes for SD and/or LEP Students Who Require Multiple Accommodations

D. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

D. NAEP Administration Codes for SD and/or LEP Students Who Cannot Be Assessed

SD and/or LEP students who cannot be assessed, as determined by the school coordinator or school staff most knowledgeable about the students, should be coded with one of the following **REASONS FOR EXCLUSION** Administration Codes on both the Administration Schedule and on the cover of the student's assigned booklet:

- 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; and
- 66 = Excluded, but assessed.

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. Code 66 should be used for students that the school deemed should be excluded from the assessment, but the school requested they participate anyway. Some of the accommodations that NAEP does not allow or offer include translation of test into native language, tape recorders, Braille edition of assessment, and spelling and grammar checking software and devices.

Chapter 3 Summary

Upon completing this chapter, you should now be able to:

- identify the NAEP forms and documentation that will be used throughout the NAEP assessment process and describe the purpose for the forms and documentation; and
- describe the accommodations offered by NAEP to students classified as SD and/or LEP.

4

Conducting Preassessment Activities

This chapter focuses on the activities you need to complete at least 3 weeks prior to the assessment date. These activities, which are called preassessment activities, take place before, during, and immediately after the preassessment visit.

This chapter describes each of the activities and explains how to complete them.

1. Overview of Part 1 of the Quality Control Booklet

You will use the Preassessment Contact Log, Part 1 of the Quality Control Booklet, to document your preassessment activities with each school. You will receive a uniquely labeled Quality Control Booklet for each school in the School Folder. The label on the front cover of the Quality Control Booklet contains the School ID number, the session number(s), and the assessment date, and indicates whether the school has an E-File Summary Report or is a grade 4 school that selected the Take-All option. It also includes the information necessary for contacting the school: the school name, address, telephone number, and the names of the principal and school coordinator. An example label is shown below.

School Information		
ID: 101-101-1	REGION: VA2	AREA: 2
GRADE 4 TAKE ALL: NO		
ASSESSMENT DATE: 2/10		
SCHOOL: WASHINGTON ELEMENTARY SCHOOL		
ADDRESS: 3800 WASHINGTON BLVD. VIENNA, VA 22180		
PHONE: (703) 555-2249		
PRINCIPAL: MARK MAXWELL		
SCHL COOR: CHRIS THOMAS		
SESSID: RS0401,RS0402		
E-FILE SUMMARY REPORT: YES		

The Preassessment Contact Log is divided into procedures to complete before the visit, during the visit, and after the visit.

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet

2. Activities to Complete Before Conducting the Preassessment Visit

1. Prepare for the Telephone Call to Schedule the Preassessment Visit

2. Conduct the Telephone Call to Schedule the Preassessment Visit

3. Prepare for the Confirmation Telephone Call

4. Conduct the Confirmation Telephone Call

5. Prepare for the Preassessment Visit

3. Activities to Complete During the Visit

6. Review the Status of School and Teacher Questionnaires

7. Verify Administration Schedule Data

8. Select Sample of Newly Enrolled Students

9. Verify Notification Letter Sent to Parents

10. Review Status of SD and LEP Questionnaires

11. Determine Student Accommodations

12. Make Assessment Arrangements

13. Complete Checklist of Preassessment Visit Followup Tasks

2. Activities to Complete Before Conducting the Preassessment Visit

Procedure 1. Prepare for the Telephone Call to Schedule the Preassessment Visit

Procedure 1 of the Preassessment Contact Log provides you with the following list of tasks to complete prior to the telephone call to schedule the preassessment visit:

■ Review the Quality Control Booklet label and determine the following:

the number and type of sessions to be conducted at the school;

the school coordinator's name; and

the assessment date.

■ Perform an inventory of materials in the School Folder¹. The School Folder should contain the following:

the Quality Control Booklet;

the original Administration Schedule for each session;

the original Roster(s) of Questionnaires;

the Instructions for Sampling Newly Enrolled Students;

a Special Situation Form, if necessary;

a School Certificate of Appreciation and folder;

an E-File Summary Report if there is one for the school; and

if nonpublic school, records of all the contacts NAEP has had with the school since the fall.

If any of the above information or materials are missing, contact your supervisor.

■ Determine the approximate length of the preassessment visit (see the exhibit on the next page).

■ Identify several dates and times that you will be available to conduct the preassessment visit.

■ Fill in the blanks and circle or highlight the appropriate text in **Procedure 2** where options are listed in parentheses.

■ Have your calendar open and ready for the call.

¹For ACs attending the California trainings in early December, you will not have a School Folder prior to conducting your confirmation calls. For these ACs, you will use the Student Information Report and Log of Schools to be provided by your supervisor at the in-person training.

For ACs attending the Maryland training in mid-December, you will conduct your confirmation calls using the School Folders you will receive between the end of training through January 3, 2005.

All School Folders must be received by January 3, 2005.

Determining the Length of the Preassessment Visit

When determining the approximate length of the visit, remember that the average length of time for the preassessment visit per school will vary depending on many factors. A visit may take anywhere from 1 hour to several hours to complete. The purpose for determining the approximate length of the visit is to allow both you and the school coordinator to schedule sufficient time to complete the visit. Use the factors below to help calculate a reasonable estimate of the length of the visit.

- **The grade to be assessed and total number of students selected for the assessment.** Grade 4 schools that selected the Take-All option may require a longer visit.
- **The status of parent notification.** You will need to verify that the parents of selected students have been notified about the assessment. If parents of the selected students have not been notified, you will need to work with the school coordinator to ensure that parents are informed about the assessment as soon as possible and prior to the assessment.
- **The status of the Administration Schedule(s).** The more complete the Administration Schedule(s), the shorter the visit. If an Administration Schedule has lots of missing information, it will take longer to review and gather the omitted data.
- **The number of students identified as SD and/or LEP.** 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 or without accommodations, assessed in a separate session, or cannot be assessed at all. Therefore, if a school has many students with an SD and/or LEP indicator, the visit will take longer. (The completed SD and LEP Questionnaires should be available at the preassessment visit.)

You should ask your supervisor for further guidance and suggestions when estimating the length of your first few visits.

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet
2. Activities to Complete Before Conducting the Preassessment Visit
 1. Prepare for the Telephone Call to Schedule the Preassessment Visit
2. Conduct the Telephone Call to Schedule the Preassessment Visit
3. Prepare for the Confirmation Telephone Call
4. Conduct the Confirmation Telephone Call
5. Prepare for the Preassessment Visit
3. Activities to Complete During the Visit
6. Review the Status of School and Teacher Questionnaires
7. Verify Administration Schedule Data
8. Select Sample of Newly Enrolled Students
9. Verify Notification Letter Sent to Parents
10. Review Status of SD and LEP Questionnaires
11. Determine Student Accommodations
12. Make Assessment Arrangements
13. Complete Checklist of Preassessment Visit Followup Tasks

Procedure 2. Conduct the Telephone Call to Schedule the Preassessment Visit

Beginning the day after the in-person training through January 7, you must contact each school in your assignment to confirm the assessment date and schedule the preassessment visit. When calling the school, you should follow the script provided in **Procedure 2** of the Preassessment Contact Log shown below.

Procedure 2: Conduct Telephone Call to Schedule Preassessment Visit (Make calls from the day after training through January 7, 2005.)

INTRODUCTION WITH SCHOOL COORDINATOR: Hello, _____ (*name of school coordinator*). My name is _____ and I represent the National Assessment of Educational Progress or NAEP. I am calling to confirm the assessment date at your school and to set a date and time for a preassessment visit.

NAEP will be assessing your (*fourth grade / eighth grade / twelfth grade*) students on _____ (*date*). You will receive a Preassessment Packet from NAEP approximately 3 weeks prior to the assessment date. I would like to schedule a time to visit you to review the packet of materials and make final arrangements for the assessment. This preassessment visit should take approximately _____ hours.

2.1. Let's set a date and time for the visit. Will _____ (*date*) work for you?

Yes 1 → ASK THE SCHOOL COORDINATOR WHAT TIME WOULD BE CONVENIENT FOR HIM/HER. RECORD DATE AND TIME ON YOUR CALENDAR.

No 2 → SUGGEST OTHER DATES UNTIL YOU ARE ABLE TO SET A DATE AND TIME. RECORD DATE AND TIME BELOW AND ON YOUR CALENDAR.

DAY AND TIME OF VISIT: _____

2.2. I will call you shortly after you receive the packet of materials to review the contents and what you need to do before the visit. Do you have a direct telephone number that I may use to contact you?

Yes 1 → RECORD TELEPHONE NUMBER BELOW.

No 2

Thank you for your time. If you have any questions before our next call, I can be reached at _____ (*telephone number*).

You should contact the schools in your area with the earliest assessment dates first. This telephone call should take no longer than 10 minutes per school, so all of your telephone calls should be completed within a few days. Scheduling telephone calls for all of the schools in your assignment must be completed by Friday, January 7, 2005. If you are unable to reach the school coordinator by January 7, report this to your supervisor immediately.

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 supervisor. This will give you time to review your schedule with your supervisor and determine what other options are available.

During this call, it is possible, but highly unlikely, that the school coordinator will inform you that the school no longer wishes to participate in the assessment. If you encounter this situation, do not try to resolve the matter. Tell the school coordinator that you need to discuss the matter with your supervisor and someone will get back to him/her.

Maintaining rapport is important to NAEP!

The NAEP State Coordinators and NAEP supervisors have gained the cooperation of the schools to participate in NAEP. They have worked to build a good rapport with the schools throughout the gaining cooperation phase. When you assume your role as AC, you must maintain that good rapport as you coordinate the assessment activities.

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet
2. Activities to Complete Before Conducting the Preassessment Visit
 1. Prepare for the Telephone Call to Schedule the Preassessment Visit
 2. Conduct the Telephone Call to Schedule the Preassessment Visit
3. Prepare for the Confirmation Telephone Call
4. Conduct the Confirmation Telephone Call
5. Prepare for the Preassessment Visit
3. Activities to Complete During the Visit
 6. Review the Status of School and Teacher Questionnaires
 7. Verify Administration Schedule Data
 8. Select Sample of Newly Enrolled Students
 9. Verify Notification Letter Sent to Parents
 10. Review Status of SD and LEP Questionnaires
 11. Determine Student Accommodations
 12. Make Assessment Arrangements
 13. Complete Checklist of Preassessment Visit Followup Tasks

Procedure 3. Prepare for the Confirmation Telephone Call

The confirmation call occurs 2 days after the school has received the Preassessment Packet. **Procedure 3** of the Preassessment Contact Log lists the tasks to complete prior to conducting the confirmation telephone call.

Before conducting the confirmation telephone call, complete the following tasks:

- Find out from your supervisor the date that the Preassessment Packet was sent to the school.
- Fill in the blanks and circle or highlight the appropriate text in **Procedure 4** where options are listed in parentheses.
- Review a map or directions obtained from the Internet to determine if you need to ask the school coordinator for more detailed directions to the school.
- Have your calendar open and ready for the call.

Procedure 4. Conduct the Confirmation Telephone Call

The Preassessment Packet will be shipped via FedEx to the school coordinator approximately 3 weeks before the assessment date. You must call the school coordinator 2 days after he/she receives the Preassessment Packet. The purpose of this telephone call is to verify that the packet has been received, and to briefly review the activities that will take place during the visit. If there are students classified as SD and/or LEP on the Administration Schedule(s), you will also remind the school coordinator to distribute the SD and LEP Questionnaires to the school staff most knowledgeable about the SD and/or LEP students. School staff should return these questionnaires to the school coordinator the day before the visit.

If the school coordinator has not received the Preassessment Packet, you should describe what it looks like. If the packet still cannot be located, get the tracking information from your supervisor and call the school coordinator with the date and time of delivery and the name of the person who signed for it. If, for some reason, the packet still cannot be located, verify the school coordinator's shipping address and contact your supervisor to arrange to have the Preassessment Packet resent. You will need to reschedule the preassessment visit if there is not enough time for the school coordinator to receive the packet prior to the visit.

If you think it is necessary, you may call the school coordinator again a couple of days before the scheduled preassessment visit to remind him/her that you will be at the school for the preassessment visit, as scheduled. You can either speak directly to the school coordinator or leave a message.

The script for the confirmation telephone call is provided in **Procedure 4** of the Preassessment Contact Log and appears on the next page.

**Procedure 4: Conduct the Confirmation Telephone Call
(2 days after the school coordinator
receives the Preassessment Packet)**

INTRODUCTION WITH SCHOOL COORDINATOR: Hello, _____ (*name of school coordinator*), this is _____ (*name*) representing the National Assessment of Educational Progress or NAEP. We spoke on _____ (*date*) and scheduled a preassessment visit for _____ (*date / time*).

IF THE SCHOOL COORDINATOR INDICATES THAT THEY NEED TO RESCHEDULE THE PREASSESSMENT VISIT SUGGEST OTHER DATES UNTIL YOU ARE ABLE TO SET A DATE AND TIME. RECORD THE DATE AND TIME ON YOUR CALENDAR.

4.1. I'm calling to confirm that you received the Preassessment Packet from NAEP and to review the activities that need to be completed before the visit. Did you receive this packet?

- Yes 1 → Please locate the packet and the Cover Letter with Instructions for School Coordinators. PAUSE TO ALLOW TIME FOR THE SCHOOL COORDINATOR TO LOCATE THE PACKET AND LETTER. **GO TO 4.2.**
- No 2 → The materials were sent in a FedEx package with a red "Important NAEP Materials" sticker. I will verify the delivery and get back with you. Please let me confirm the spelling of your name and the address of the school. I have your name spelled (name) at (school and address). Is that correct? SEE LABEL ON THE FRONT COVER OF THIS BOOKLET. RECORD ANY CHANGES TO SCHOOL COORDINATOR NAME AND/OR ADDRESS BELOW.

END CALL, TRACE PACKET, AND CALL BACK TO CONFIRM RECEIPT OF PACKET.

4.2. Before the visit, please review each of the materials included in the packet and complete the activities outlined in the instructions. These activities include distributing the NAEP questionnaires to the appropriate staff members, reviewing the students listed on the Administration Schedule(s) and entering missing information, and notifying parents and teachers about the assessment. We will finalize all assessment arrangements during the visit.

4.3. IF THERE ARE STUDENTS IDENTIFIED AS SD AND/OR LEP ON THE ADMINISTRATION SCHEDULE(S), SAY:

My records indicate that there are students identified as students with (*disabilities / limited English proficiency*) at your school. Please distribute the SD and/or LEP Questionnaires as soon as possible to the staff member most knowledgeable about the student's (*disability / limited English proficiency*), so they can be completed and collected before the preassessment visit.

A document titled (*Inclusion of Students with Disabilities in NAEP / Inclusion of Limited-English-Proficient Students in NAEP*), explains NAEP's policy and can be used in conjunction with responses in the questionnaire to help make decisions about the inclusion of a student in NAEP.

If you have any questions regarding a student's participation, we can review the completed questionnaires along with the Inclusion document when I arrive for the visit. An Accommodations Worksheet has been included in the packet of materials to help you collect this information.

Thank you for your time. If you have any questions before the preassessment visit, I can be reached at _____ (*telephone number*).

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet

2. Activities to Complete Before Conducting the Preassessment Visit

1. Prepare for the Telephone Call to Schedule the Preassessment Visit

2. Conduct the Telephone Call to Schedule the Preassessment Visit

3. Prepare for the Confirmation Telephone Call

4. Conduct the Confirmation Telephone Call

5. Prepare for the Preassessment Visit

3. Activities to Complete During the Visit

6. Review the Status of School and Teacher Questionnaires

7. Verify Administration Schedule Data

8. Select Sample of Newly Enrolled Students

9. Verify Notification Letter Sent to Parents

10. Review Status of SD and LEP Questionnaires

11. Determine Student Accommodations

12. Make Assessment Arrangements

13. Complete Checklist of Preassessment Visit Followup Tasks

Procedure 5. Prepare for the Preassessment Visit

Procedure 5 of the Preassessment Contact Log lists the tasks to complete prior to the preassessment visit, as reproduced below.

Before conducting the preassessment visit, complete the following tasks:

- Fill in the blanks and circle or highlight the appropriate text in **Procedures 6 through 12** where options are listed in parentheses.
- Review the Quality Control Booklet label to determine if you need to review an E-File Summary Report. If there is an E-File Summary Report for the school, it will be stored in the School Folder.
- Review the Quality Control Booklet label to determine if the school selected the grade 4 take-all option. If so, check the Administration Schedules to see if column **B**, labeled **Homeroom or Other Locator**, has been completed. If not, review Appendix C.
- Review the School Control System (SCS) to see if any information regarding the parent letters has been recorded for the school.
- Complete columns **1 through 4** on the Student Accommodations Chart in **Procedure 11** of the Preassessment Contact Log for each student identified as SD and/or LEP on the Administration Schedule(s).
- Review column **C** on the Administration Schedule(s) to determine how many students will complete the hands-on science task and enter the total number in the blank in **Procedure 12** of the Preassessment Contact Log. The codes for hands-on science include the following:
 - SA-SG for science kits in operational sessions; and
 - SBA-SBG for science kits in science bridge sessions.

- Gather and organize the following materials for the visit:
 - the School Folder containing the Administration Schedule(s), the Roster(s) of Questionnaires, and the Instructions for Sampling Newly Enrolled Students;
 - an extra School Questionnaire for the appropriate grade;
 - extra Teacher Questionnaires for the appropriate grade;
 - extra SD and LEP Questionnaires;
 - extra Inclusion of Students with Disabilities in NAEP;
 - extra Inclusion of Limited-English-Proficient-Students in NAEP;
 - extra NAEP Teacher Notification Letters;
 - extra NAEP Student Appreciation Certificates (grades 8 and 12 only);
 - extra Sample Parent Notification Letters;
 - extra Department of Agriculture Letters;
 - extra NAEP publications;
 - the Quality Control Booklet;
 - your calendar;
 - this manual;
 - directions to the school; and
 - basic office supplies.

Voices of Experience: Categorize All Forms and Materials

Use an accordion folder and arrange extra NAEP documents and forms in a useful order. Organizing and categorizing materials beforehand saves so much time and effort when you are conducting the visit.

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet

2. Activities to Complete Before Conducting the Preassessment Visit

1. Prepare for the Telephone Call to Schedule the Preassessment Visit

2. Conduct the Telephone Call to Schedule the Preassessment Visit

3. Prepare for the Confirmation Telephone Call

4. Conduct the Confirmation Telephone Call

5. Prepare for the Preassessment Visit

3. Activities to Complete During the Visit

6. Review the Status of School and Teacher Questionnaires

7. Verify Administration Schedule Data

8. Select Sample of Newly Enrolled Students

9. Verify Notification Letter Sent to Parents

10. Review Status of SD and LEP Questionnaires

11. Determine Student Accommodations

12. Make Assessment Arrangements

13. Complete Checklist of Preassessment Visit Followup Tasks

3. Activities to Complete During the Visit

The preassessment visit is an in-person visit conducted at each school in your assignment approximately 2 weeks prior to the assessment date. This visit provides an opportunity for you to establish a positive rapport with the school coordinator. During the visit, you will follow the script that begins at **Procedure 6** and ends at **Procedure 12** of the Preassessment Contact Log.

Procedure 6. Review the Status of School and Teacher Questionnaires

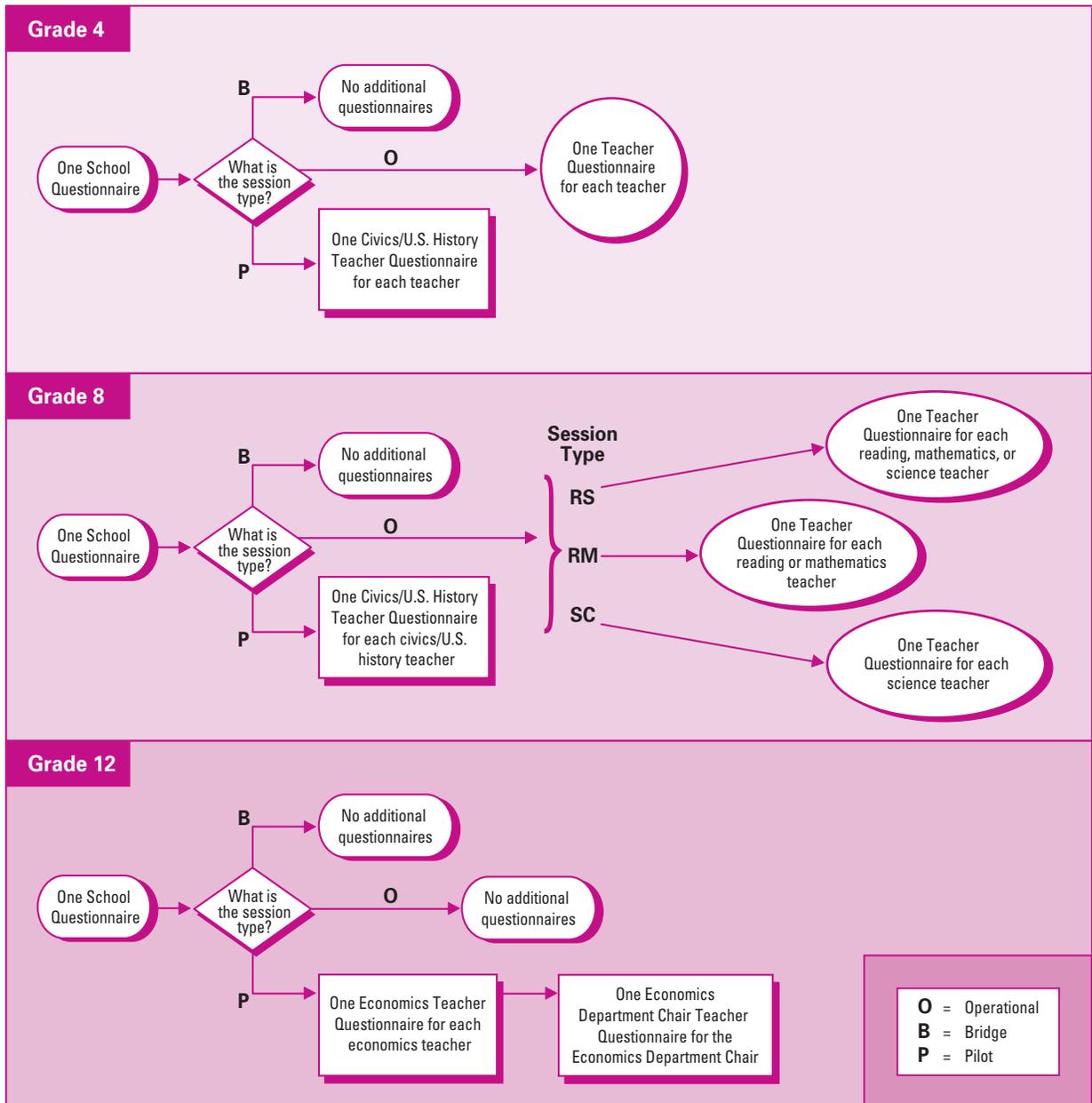
Procedure 6 of the Preassessment Contact Log will guide you through reviewing the status of the School and Teacher Questionnaires. (The SD and LEP Questionnaires will be discussed later in the visit.) You should be prepared to answer any questions the school coordinator has about determining which teachers should receive Teacher Questionnaires.

The questionnaire flowchart shown on the next page will help you determine which School and Teacher Questionnaires should be completed at each school in your assignment.

When using the questionnaire flowchart, follow these guidelines.

- Determine whether you are visiting a fourth-, eighth-, or twelfth-grade school.
- Consult the Administration Schedule to determine the type of sessions being administered at the school (operational, bridge, or pilot).
- Follow the appropriate arrow on the questionnaire flowchart to the list of questionnaires that should be distributed at the school. If there is more than one type of session at the school, you will need to determine the questionnaires the school should receive for each session type.

School and Teacher Questionnaire Flowchart



CONTENTS

1. Overview of Part 1 of the Quality Control Booklet

2. Activities to Complete Before Conducting the Preassessment Visit

1. Prepare for the Telephone Call to Schedule the Preassessment Visit

2. Conduct the Telephone Call to Schedule the Preassessment Visit

3. Prepare for the Confirmation Telephone Call

4. Conduct the Confirmation Telephone Call

5. Prepare for the Preassessment Visit

3. Activities to Complete During the Visit

6. Review the Status of School and Teacher Questionnaires

7. Verify Administration Schedule Data

8. Select Sample of Newly Enrolled Students

9. Verify Notification Letter Sent to Parents

10. Review Status of SD and LEP Questionnaires

11. Determine Student Accommodations

12. Make Assessment Arrangements

13. Complete Checklist of Preassessment Visit Followup Tasks

During **Procedure 6** of the preassessment visit, you will ask if the questionnaires included in the Preassessment Packet have been distributed to the teachers.

6.1 Let's begin by reviewing the status of the Teacher Questionnaires. Have you distributed the Teacher Questionnaires included in the Preassessment Packet to the appropriate staff members?

Yes 1 → **CONTINUE WITH 6.2, 6.3, OR 6.4 AS APPROPRIATE.**

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 before assessment day. We will collect those questionnaires not completed online on the day of the assessment. It would be helpful if you ask that they be returned to you the day before the assessment.

If the school coordinator indicates that the Teacher Questionnaires have been distributed, circle **1** for **Yes** and proceed to either **question 6.2, 6.3, or 6.4**, depending on the grade being assessed.

If the school coordinator indicates that the Teacher Questionnaires have not been distributed, circle **2** for **No** and read the prompt urging him/her to distribute them as soon as possible. Then, remind the school coordinator to collect the questionnaires by the assessment day.

In **question 6.2, 6.3, or 6.4**, you will ask if all of the teacher names are listed on the Roster of Questionnaires. If the school coordinator indicates that the Roster lists all of the teacher names, circle **1** for **Yes** and proceed to **question 6.5**. If the school coordinator indicates that there are additional teachers, circle **2** for **No** and record the names of those teachers on the Roster. Then, indicate the number and type of additional questionnaires needed for the school in the box provided in the Preassessment Contact Log. At the end of the visit, you will prepare the additional questionnaires and leave them with the school coordinator. Instructions on how to complete the questionnaire covers and Roster can be found on pages 3.9-3.16.

6.2. IF GRADE 4 SCHOOL, SAY:

We need the names of all teachers who teach (*reading / mathematics / science / civics / U.S. history*) to **any** fourth-grade students. Please take a minute to review the student names on the Administration Schedule(s) and the teacher names on the original Roster of Questionnaires. **PAUSE TO ALLOW AMPLE TIME FOR REVIEW.** Do we have a complete list of teachers for these students?

Yes 1 → **GOTO 6.5.**

No 2 → Please tell me the names of the teachers that need to be added to the Roster of Questionnaires. **ADD TEACHER NAME(S) TO THE ORIGINAL ROSTER OF QUESTIONNAIRES.** Before I leave today, I will give you questionnaires to distribute to those school staff members. Please ask that they be returned to you the day before the assessment.

NUMBER OF ADDITIONAL GRADE 4 TEACHER QUESTIONNAIRES NEEDED:

..... TYPE (CIRCLE ONE): OP / PILOT

6.3. IF GRADE 8 SCHOOL, SAY:

We need the names of all teachers who teach (*reading / mathematics / science / civics / U.S. history*) to **any** eighth-grade students. Please take a minute to review the student names on the Administration Schedule(s) and the teacher names on the original Roster of Questionnaires. **PAUSE TO ALLOW AMPLE TIME FOR REVIEW.** Do we have a complete list of teachers for these students?

Yes 1 → **GOTO 6.5.**

No 2 → Please tell me the names of the teachers that need to be added to the Roster of Questionnaires. **ADD TEACHER NAME(S) TO THE ORIGINAL ROSTER OF QUESTIONNAIRES.** Before I leave today, I will give you questionnaires to distribute to those school staff members. Please ask that they be returned to you the day before the assessment.

NUMBER OF ADDITIONAL GRADE 8 TEACHER QUESTIONNAIRES NEEDED:

..... TYPE (CIRCLE ONE): OP / PILOT

..... TYPE (CIRCLE ONE):
READING / MATHEMATICS / SCIENCE /
U.S. HISTORY AND CIVICS (COMBINED)

6.4. IF GRADE 12 SCHOOL WITH PILOT SESSION, SAY:

We need the names of all teachers who teach Economics to **any** twelfth-grade students and the name of the Economics department chair. Please take a minute to review the student names on the Administration Schedule(s) and the teacher and department chair names on the original Roster of Questionnaires. **PAUSE TO ALLOW AMPLE TIME FOR REVIEW.** Do we have a complete list of teachers and the department chair for these students?

Yes 1 → **GOTO 6.5.**

No 2 → Please tell me the names of the teachers that need to be added to the Roster of Questionnaires. **ADD TEACHER NAME(S) TO THE ORIGINAL ROSTER OF QUESTIONNAIRES.** Before I leave today, I will give you questionnaires to distribute to those school staff members. Please ask that they be returned to you the day before the assessment.

NUMBER OF ADDITIONAL GRADE 12 QUESTIONNAIRES NEEDED:

..... TYPE: ECONOMICS
DEPARTMENT CHAIR

..... TYPE: ECONOMICS TEACHER

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet

2. Activities to Complete Before Conducting the Preassessment Visit

1. Prepare for the Telephone Call to Schedule the Preassessment Visit

2. Conduct the Telephone Call to Schedule the Preassessment Visit

3. Prepare for the Confirmation Telephone Call

4. Conduct the Confirmation Telephone Call

5. Prepare for the Preassessment Visit

3. Activities to Complete During the Visit

6. Review the Status of School and Teacher Questionnaires

7. Verify Administration Schedule Data

8. Select Sample of Newly Enrolled Students

9. Verify Notification Letter Sent to Parents

10. Review Status of SD and LEP Questionnaires

11. Determine Student Accommodations

12. Make Assessment Arrangements

13. Complete Checklist of Preassessment Visit Followup Tasks

6.5. Have you distributed the School Questionnaire to the principal?

Yes 1

No 2 → Please distribute the questionnaire as soon as possible so the principal has adequate time to complete it either in the hard-copy booklet or on the MySchool web site before assessment day.

We will collect the Teacher and School Questionnaires not completed online on the day of the assessment. Now, we will verify the data provided on the Administration Schedule(s).

The last question that you will ask the school coordinator in this section is whether or not the School Questionnaire has been distributed to the principal. If the school coordinator indicates that the School Questionnaire has not been distributed, circle **2** for **No** and read the prompt urging him/her to do so as soon as possible.

The script will also instruct you to tell the school coordinator that you will collect the Teacher and School Questionnaires not completed online on assessment day.

Procedure 7. Verify Administration Schedule Data

The next procedure of the preassessment visit requires you to review the Administration Schedule(s) with the school coordinator and verify that the information is correct and obtain any missing student information. In the fall, schools were asked to include the following information on the lists that were sent to NAEP:

- student's name;
- birth date;
- sex;
- SD and/or LEP status;
- homeroom or other locating information; and
- race/ethnicity.

Schools may also have included:

- National School Lunch Program (NSLP) status; and
- Title I status.

Note: Code 9 will never be preprinted on the Administration Schedule. During the preassessment visit, you should use this code if the school coordinator indicates that one of the demographic data items is unavailable for one or more students.

At **question 7.1**, you will obtain any missing student information from the school coordinator and enter it on the Administration Schedule(s).

If the school coordinator indicates that he/she has collected the missing information, circle **1** for **Yes** and record the information on the Administration Schedule(s).

If the school coordinator has not collected the missing information, circle **2** for **No** and ask the school coordinator to obtain the information before you proceed with the visit. Then, enter the information on the Administration Schedule(s). If the school coordinator is unable to acquire any of the missing information, you will get it on assessment day.

We'll need to enter any missing student information on the Administration Schedule(s) before assessment day. There should not be any empty boxes in the columns for birth date, race/ethnicity, sex, school lunch status, SD, LEP, and Title I. Only the final SD and the final LEP columns can have empty boxes.

We provided a letter from the U.S. Department of Agriculture authorizing the disclosure of National School Lunch Program Participation information. This was included in your materials to assist you with collecting this information from the appropriate school staff. It is printed on blue paper.

7.1. Have you collected the missing student information?

Yes 1 → OBTAIN THE INFORMATION FROM THE SCHOOL COORDINATOR AND RECORD IT ON THE ORIGINAL ADMINISTRATION SCHEDULE(S).

No 2 → Please take a few minutes now to collect the missing student information. I will collect any missing information that you are unable to obtain today on assessment day. PAUSE TO ALLOW THE SCHOOL COORDINATOR TO COLLECT MISSING INFORMATION. RECORD MISSING INFORMATION ON THE ORIGINAL ADMINISTRATION SCHEDULE(S).

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet
2. Activities to Complete Before Conducting the Preassessment Visit
 1. Prepare for the Telephone Call to Schedule the Preassessment Visit
 2. Conduct the Telephone Call to Schedule the Preassessment Visit
 3. Prepare for the Confirmation Telephone Call
 4. Conduct the Confirmation Telephone Call
 5. Prepare for the Preassessment Visit
3. Activities to Complete During the Visit
 6. Review the Status of School and Teacher Questionnaires
 7. Verify Administration Schedule Data
 8. Select Sample of Newly Enrolled Students
 9. Verify Notification Letter Sent to Parents
 10. Review Status of SD and LEP Questionnaires
 11. Determine Student Accommodations
 12. Make Assessment Arrangements
 13. Complete Checklist of Preassessment Visit Followup Tasks

To enter missing information on the Administration Schedule, do the following during the preassessment visit:

7A. Enter missing SD information in column F.

If there is missing information in column F, labeled SD, on the Administration Schedule, you will need to obtain the information from the school coordinator and enter it on the Administration Schedule. An SD indicator of **1** for **Yes** is for any student who has an Individual Education Plan (IEP) or equivalent classification (such as 504) for reasons other than being gifted or talented. All students not identified as having a disability must be given a code of **2** for **No**. The SD codes are printed in the upper-left corner of the Administration Schedule and are listed below.

1=Yes, SD

2=No, not SD

9=Information unavailable

This form must be completed in No. 2 pencil.

Students with Disabilities (SD) 1 = Yes, this student has been identified as having a disability 2 = No, this student has not been identified as having a disability 9 = Information unavailable For Use in Column "F" &/or "G"	Limited English Proficient (LEP) 1 = Yes, LEP 2 = No, not LEP 3 = Formerly LEP (monitored for AYP reporting) 9 = Information unavailable For Use in Column "H" &/or "I"	Race/Ethnicity 1 = White, not Hispanic 2 = Black, not Hispanic 3 = Hispanic 4 = Asian/Pacific Islander 5 = American Indian/Alaska Native 6 = Other 9 = Information unavailable For Use in Column "J"	National School Lunch Program 1 = Student not eligible 2 = Free lunch 3 = Reduced price lunch 4 = School not participating 5 = School refused 9 = Information not available For Use in Column "K"	Session Number RS0401	Bundle #'s 01001 01002
--	---	---	---	---------------------------------	-------------------------------------

NAEP 2005 Administration Schedule

School #: 101-101-1 Grade: 4
 School Name: Washington Elementary School
 Administrator's Name: Mary Jones

Original session #: _____
 Day/Date: Thu 8:05
 Location: Rm 1

Original Sample: 28
 # Selected New Enrollees: _____
 # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55): _____
 # Excluded (Admin. Codes 60-66): _____
 Total in Sample: _____ TO BE ASSESSED: _____

Column Indicators: "A"	"B"	"C"	"D" Date			"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"
Student Name	Homeroom or Other Location	Line #/ Subject	Month	Birth Date	Year	Sex (M=Male, F=Female)	SD	Final LEP Code	Final LEP Code	Race/Eth.	School Lunch	Title I	Special Services (1=Yes, 2=No)	Original Booklet ID #	
01 Mark Atley	10	01 M	O	4	9	4	1	2	2		2	1	2	2	101 000293 4
02 Betty Bates	10	02 R	O	2	9	5	2	2	2		1	1	2	2	001 054006 9
03 Wes Block	10	03 M	O	6	9	4	1	2	1	2	1	2	2	2	102 005241 1
04 Angela Burns	10	04 R	1	0	9	4	2	2	2	1	2	1	2	2	002 000043 8
05 Nicki Campbell	12	05 SA	1	1	9	4	2	2	2		1	1	2	2	203 006922 1
06 Nancy Cordaro	12	06 R	O	9	9	4	2	2	2	1	1	1	2	2	003 000841 2
07 Tim Dublin	10	07 S	O	1	9	5	1	1	2	2	1	3	2	2	204 043569 2
08 Kimberly Frank	12	08 R	O	5	9	4	2	2	2		1	1	2	2	004 005301 1
09 Carla Grahams	10	09 M	O	7	9	4	2	2	2		1	1	2	2	105 210021 3
10 Paul Hernandez	10	10 SB	O	9	9	4	1	2	1		3	1	2	2	205 210001 6

7B. Enter missing LEP information in column H.

If there is missing information in column **H**, labeled **LEP**, on the Administration Schedule, you will need to obtain the information from the school coordinator and enter it on the Administration Schedule. An LEP indicator of **1** for **Yes**, is for any student classified by the school as limited English proficient or English language learners (ELL). If a student has achieved full English proficiency within the previous 2 years and the state includes formerly LEP students in its Annual Yearly Progress (AYP) reports, the student should be coded **3** for **Formerly LEP**. Your supervisor will inform you if the state you are working in requires you to use this code. All students not identified as LEP or formerly LEP must be given a code of **2** for **No**. The LEP codes are printed in the upper-left corner of the Administration Schedule and are listed below.

1=Yes, LEP

2=No, not LEP

3=Formerly LEP (monitored for AYP reporting)

9=Information unavailable

This form must be completed in No. 2 pencil.

Students with Disabilities (SD)
1 = Yes, this student has been identified as having a disability
2 = No, this student has not been identified as having a disability
9 = Information unavailable
For Use in Column "F" &/or "G"

Race/Ethnicity
1 = White, not Hispanic
2 = Black, not Hispanic
3 = Hispanic
4 = Asian/Pacific Islander
5 = American Indian/Alaska Native
6 = Other
9 = Information unavailable
For Use in Column "J"

Title I
1 = Yes, student receives Title I services
2 = No, student does not receive Title I services
9 = Information unavailable
For Use in Column "L"

Limited English Proficient (LEP)
1 = Yes, LEP
2 = No, not LEP
3 = Formerly LEP (monitored for AYP reporting)
9 = Information unavailable
For Use in Column "H" &/or "I"

National School Lunch Program
1 = Student not eligible
2 = Free lunch
3 = Reduced price lunch
4 = School not participating
5 = School refused
9 = Information not available
For Use in Column "K"

Session Number
RS0401

Bundle #'s
01001
01002

NAEP 2005 Administration Schedule

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Original Sample: 28 # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55):

Selected New Enrollees: # Excluded (Admin. Codes 60-66):

Total in Sample: TO BE ASSESSED:

Line #/Subject	Student Name	Home room or Other Location	Birth Date		Sex	SD	Final SD Code	LEP	Final LEP Code	Race/Eth.	School Lunch	Title I	New Enrollee 1 = Yes 2 = No	Original Booklet ID #
			Month	Year										
01	Mark Atley	10	M	04	94	1	2	2		2	1	2	2	101 000293 4
02	Betty Bates	10	R	02	95	2	2	2		1	1	2	2	001 054006 9
03	Wes Block	10	M	06	94	1	2	1	2	1	2	2	2	102 005241 1
04	Angela Burns	10	R	10	94	2	2	2	1	2	1	2	2	002 000043 8
05	Nicki Campbell	12	SA	11	94	2	2	2		1	1	2	2	203 006922 1
06	Nancy Cordaro	12	R	09	94	2	2	2	1	1	1	2	2	003 000841 2
07	Tim Dublin	10	S	01	95	1	1	2	2	1	3	2	2	204 043569 2
08	Kimberly Frank	12	R	05	94	2	2	2		1	1	2	2	004 005301 1
09	Carla Grahams	10	M	07	94	2	2	2		1	1	2	2	105 210021 3
10	Paul Hernandez	10	SB	09	94	1	2	1		3	1	2	2	205 210001 6

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet
2. Activities to Complete Before Conducting the Preassessment Visit
 1. Prepare for the Telephone Call to Schedule the Preassessment Visit
 2. Conduct the Telephone Call to Schedule the Preassessment Visit
 3. Prepare for the Confirmation Telephone Call
 4. Conduct the Confirmation Telephone Call
 5. Prepare for the Preassessment Visit
3. Activities to Complete During the Visit
 6. Review the Status of School and Teacher Questionnaires
 7. Verify Administration Schedule Data
 8. Select Sample of Newly Enrolled Students
 9. Verify Notification Letter Sent to Parents
 10. Review Status of SD and LEP Questionnaires
 11. Determine Student Accommodations
 12. Make Assessment Arrangements
 13. Complete Checklist of Preassessment Visit Followup Tasks

7C. Enter missing race/ethnicity information in column J.

If there is missing information in column **J**, labeled **Race/Eth.**, on the Administration Schedule, you will need to obtain the information from the school coordinator and enter it on the Administration Schedule. The race/ethnicity codes are printed in the box in the upper-left corner of the Administration Schedule and 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: 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.

7=School does not collect this information: This code will appear in the race/ethnicity column on the Administration Schedule when the school does not collect race/ethnicity data. During the preassessment visit, you will need to confirm that the school does not collect race/ethnicity data and that this code is correct. This code is reserved for use by supervisors.

9=Information unavailable: This code will never be preprinted on the Administration Schedule. During the preassessment visit, you should use this code if the school coordinator indicates that race/ethnicity data are unavailable for one or more students.

This form must be completed in No. 2 pencil.

Students with Disabilities (SD)
 1 = Yes, this student has been identified as having a disability
 2 = No, this student has not been identified as having a disability
 9 = Information unavailable
For Use in Column "F" &/or "G"

Race/Ethnicity
 1 = White, not Hispanic
 2 = Black, not Hispanic
 3 = Hispanic
 4 = Asian/Pacific Islander
 5 = American Indian/Alaska Native
 6 = Other
 9 = Information unavailable
For Use in Column "J"

Title I
 1 = Yes, student receives Title I services
 2 = No, student does not receive Title I services
 9 = Information unavailable
For Use in Column "L"

Limited English Proficient (LEP)
 1 = Yes, LEP
 2 = No, not LEP
 3 = Formerly LEP (monitored for AYP reporting)
 9 = Information unavailable
For Use in Column "H" &/or "I"

National School Lunch Program
 1 = Student not eligible
 2 = Free lunch
 3 = Reduced price lunch
 4 = School not participating
 5 = School refused
 9 = Information not available
For Use in Column "K"

Session Number
 RS0401

Bundle #'s
 01001
 01002

NAEP 2005 Administration Schedule

The Nation's Report Card



School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Original session Day/Date: Thu Time: 8:05 Location: Rm 1

Original Sample: 28

Withdrawn & Ineligible (Admin. Codes 51, 54 & 55):

Excluded (Admin. Codes 60-66):

Selected New Enrollees:

Total in Sample TO BE ASSESSED

Column Indicators: "A"	"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"		
Student Name	Homeroom or Other Locator	Line #/ Subject	Birth Date		Sex Male/Female	SD	Final SD Code	LEP	Final LEP Code	Race/Eth.	School Lunch	Title I	New Enrollee 1st Year	Original Booklet ID #		
01 Mark Atley	10	01 M	0	4	9	4	1	2		2		2	1	2	2	101 000293 4
02 Betty Bates	10	02 R	0	2	9	5	2	2		2		1	1	2	2	001 054006 9
03 Wes Block	10	03 M	0	6	9	4	1	2	1	2		1	2	2	2	102 005241 1
04 Angela Burns	10	04 R	1	0	9	4	2	2		2	1	2	1	2	2	002 000043 8
05 Nicki Campbell	12	05 SA	1	1	9	4	2	2		2		1	1	2	2	203 006922 1
06 Nancy Cordaro	12	06 R	0	9	9	4	2	2		2	1	1	1	2	2	003 000841 2
07 Tim Dublin	10	07 S	0	1	9	5	1	1	2	2		1	3	2	2	204 043569 2
08 Kimberly Frank	12	08 R	0	5	9	4	2	2		2		1	1	2	2	004 005301 1
09 Carla Grahams	10	09 M	0	7	9	4	2	2		2		1	1	2	2	105 210021 3
10 Paul Hernandez	10	10 SB	0	9	9	4	1	2		1		3	1	2	2	205 210001 6



Impacts Statistical Validity

Corrections to the Administration Schedule

Corrections to preprinted information on the Administration Schedule should be made by lining through the incorrect information and entering the correct information in the same space. If the information is not preprinted, you may erase it and enter the correct information. You should never use white-out liquid or alter the Administration Schedule in any way other than the methods described above.

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet
2. Activities to Complete Before Conducting the Preassessment Visit
 1. Prepare for the Telephone Call to Schedule the Preassessment Visit
 2. Conduct the Telephone Call to Schedule the Preassessment Visit
 3. Prepare for the Confirmation Telephone Call
 4. Conduct the Confirmation Telephone Call
 5. Prepare for the Preassessment Visit
3. Activities to Complete During the Visit
6. Review the Status of School and Teacher Questionnaires
7. Verify Administration Schedule Data
8. Select Sample of Newly Enrolled Students
9. Verify Notification Letter Sent to Parents
10. Review Status of SD and LEP Questionnaires
11. Determine Student Accommodations
12. Make Assessment Arrangements
13. Complete Checklist of Preassessment Visit Followup Tasks

7D. Enter missing NSLP information in column K.

If there is missing information in column **K**, labeled **School Lunch**, on the Administration Schedule, you will need to obtain the information from the school coordinator and enter it on the Administration Schedule. NSLP is a federally assisted meal program that provides low-cost or free lunches to eligible students. A letter from the U.S. Department of Agriculture authorizing the release of the NSLP data is sent to the school coordinator in the Preassessment Packet and is included in Appendix B of this manual. The NSLP codes are printed on the Administration Schedule in the upper-left corner and are listed below.

- 1=Student not eligible
- 2=Free lunch
- 3=Reduced price lunch
- 4=School not participating
- 5=School refused
- 9=Information unavailable

If it is not possible to distinguish between “free” (code 2) and “reduced price” (code 3) for some students, code these students as being eligible for free lunch.

This form must be completed in No. 2 pencil.

Students with Disabilities (SD)
 1 = Yes, this student has been identified as having a disability
 2 = No, this student has not been identified as having a disability
 9 = Information unavailable
For Use in Column "F" &/or "G"

Race/Ethnicity
 1 = White, not Hispanic
 2 = Black, not Hispanic
 3 = Hispanic
 4 = Asian/Pacific Islander
 5 = American Indian/Alaska Native
 6 = Other
 9 = Information unavailable
For Use in Column "J"

Title I
 1 = Yes, student receives Title I services
 2 = No, student does not receive Title I services
 9 = Information unavailable
For Use in Column "L"

Limited English Proficient (LEP)
 1 = Yes, LEP
 2 = No, not LEP
 3 = Formerly LEP (monitored for AYP reporting)
 9 = Information unavailable
For Use in Column "H" &/or "I"

National School Lunch Program
 1 = Student not eligible
 2 = Free lunch
 3 = Reduced price lunch
 4 = School not participating
 5 = School refused
 9 = Information not available
For Use in Column "K"

Session Number
RS0401

Bundle #'s
01001
01002

NAEP 2005 Administration Schedule

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Original Sample: 28

Selected New Enrollees: _____

Withdrawn & Ineligible (Admin. Codes 51, 54 & 55): _____

Excluded (Admin. Codes 60-66): _____

Total in Sample: _____ TO BE ASSESSED

Column Indicators:	"A"	"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"
	Student Name	Home room or Other Location	Line #/Subject	Month	Year	Sex (1=Male, 2=Female)	SD	Final SD Code	LEP	Final LEP Code	Race/Eth.	School Lunch	Title I	Assess. 1st Year	Original Booklet ID #
01	Mark Atley	10	01 M	0	4 9 4	1	2		2		2	1	2	2	101 000293 4
02	Betty Bates	10	02 R	0	2 9 5	2	2		2		1	1	2	2	001 054006 9
03	Wes Block	10	03 M	0	6 9 4	1	2	1	2		1	2	2	2	102 005241 1
04	Angela Burns	10	04 R	1	0 9 4	2	2		2	1	2	1	2	2	002 000043 8
05	Nicki Campbell	12	05 SA	1	1 9 4	2	2		2		1	1	2	2	203 006922 1
06	Nancy Cordaro	12	06 R	0	9 9 4	2	2		2	1	1	1	2	2	003 000841 2
07	Tim Dublin	10	07 S	0	1 9 5	1	1	2	2		1	3	2	2	204 043569 2
08	Kimberly Frank	12	08 R	0	5 9 4	2	2		2		1	1	2	2	004 005301 1
09	Carla Grahams	10	09 M	0	7 9 4	2	2		2		1	1	2	2	105 210021 3
10	Paul Hernandez	10	10 SB	0	9 9 4	1	2		1		3	1	2	2	205 210001 6

Voices of Experience: Collecting National School Lunch Information

In most cases, school coordinators will not be able to provide you with this information. You or the school coordinator will need to obtain this information from the cafeteria manager.

7E. Enter missing Title I information in column L.

If there is missing information in column **L**, labeled **Title I**, on the Administration Schedule, you will need to obtain the information from the school coordinator and enter it on the Administration Schedule. Title I is a federally funded assistance program for economically disadvantaged students. A Title I indicator of **1** for **Yes** is for any student receiving Title I services. A Title I indicator of **2** for **No** is for any student who does not receive Title I services. If a school administers a school-wide Title I program, code all students **1** for **Yes**. The Title I codes are printed on the Administration Schedule in the upper-left corner and are listed below.

1=Yes, student receives Title I services

2=No, student does not receive Title I services

9=Information unavailable

This form must be completed in No. 2 pencil.

Students with Disabilities (SD)
1 = Yes, this student has been identified as having a disability
2 = No, this student has not been identified as having a disability
9 = Information unavailable
For Use in Column "F" & for "G"

Race/Ethnicity
1 = White, not Hispanic
2 = Black, not Hispanic
3 = Hispanic
4 = Asian/Pacific Islander
5 = American Indian/Alaska Native
6 = Other
9 = Information unavailable
For Use in Column "J"

Title I
1 = Yes, student receives Title I services
2 = No, student does not receive Title I services
9 = Information unavailable
For Use in Column "L"

Limited English Proficient (LEP)
1 = Yes, LEP
2 = No, not LEP
3 = Formerly LEP (monitored for AVP reporting)
9 = Information unavailable
For Use in Column "H" & for "I"

National School Lunch Program
1 = Student not eligible
2 = Free lunch
3 = Reduced price lunch
4 = School not participating
5 = School refused
9 = Information not available
For Use in Column "K"

Session Number
RS0401

Bundle #'s
01001
01002

NAEP 2005 Administration Schedule
The Nation's Report Card

School #: 101-101-1 Grade: 4
School Name: Washington Elementary School
Administrator's Name: Mary Jones

Original Sample: 28
Selected New Enrollees: _____
Withdrawn & Ineligible (Admin. Codes 31, 54 & 85): _____
Excluded (Admin. Codes 60-66): _____
Total in Sample: _____ TO BE ASSESSED: _____

Column Indicators: "A"		"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	
Student Name		Home room or Other Locator	Line #/Subject	Birth Date		Sex (1=Male, 2=Female)	SD	Final SD Code	LEP	Final LEP Code	Race/Eth.	School Lunch	Title I	Assessment 1: Yes (1=Yes)	Original Booklet ID #	
01	Mark Atley	10	01 M	0	4 9 4	1	2		2		2	1	2	2	101	000293 4
02	Betty Bates	10	02 R	0	2 9 5	2	2		2		1	1	2	2	001	054006 9
03	Wes Block	10	03 M	0	6 9 4	1	2	1	2		1	2	2	2	102	005241 1
04	Angela Burns	10	04 R	1	0 9 4	2	2		2	1	2	1	2	2	002	000043 8
05	Nicki Campbell	12	05 SA	1	1 9 4	2	2		2		1	1	2	2	203	006922 1
06	Nancy Cordaro	12	06 R	0	9 9 4	2	2		2	1	1	1	2	2	003	000841 2
07	Tim Dublin	10	07 S	0	1 9 5	1	1	2	2		1	3	2	2	204	043569 2
08	Kimberly Frank	12	08 R	0	5 9 4	2	2		2		1	1	2	2	004	005301 1
09	Carla Grahams	10	09 M	0	7 9 4	2	2		2		1	1	2	2	105	210021 3
10	Paul Hernandez	10	10 SB	0	9 9 4	1	2		1		3	1	2	2	205	210001 6

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet
2. Activities to Complete Before Conducting the Preassessment Visit
 1. Prepare for the Telephone Call to Schedule the Preassessment Visit
 2. Conduct the Telephone Call to Schedule the Preassessment Visit
 3. Prepare for the Confirmation Telephone Call
 4. Conduct the Confirmation Telephone Call
 5. Prepare for the Preassessment Visit
3. Activities to Complete During the Visit
 6. Review the Status of School and Teacher Questionnaires
 7. Verify Administration Schedule Data
 8. Select Sample of Newly Enrolled Students
 9. Verify Notification Letter Sent to Parents
 10. Review Status of SD and LEP Questionnaires
 11. Determine Student Accommodations
 12. Make Assessment Arrangements
 13. Complete Checklist of Preassessment Visit Followup Tasks

After you've entered any missing information onto the Administration Schedule, you'll continue with **question 7.2** of the Preassessment Contact Log, which asks the school coordinator if there are any students on the Administration Schedule(s) who are newly classified or no longer classified as SD or LEP. Some schools may use terms other than "students with disabilities" and "limited English proficiency." If the school is unfamiliar with this language, you may want to ask if there are any "special education students" or "English language learners." More information on terms used for SD and LEP students is presented in the *Inclusion* magazine.

7.2. Now, let's look at students on the Administration Schedule(s) identified as students with disabilities (SD) in column **F** and LEP, or limited English proficiency, in column **H**. Are there any students who are newly classified or no longer classified as SD or LEP since this list was prepared?

Yes 1 → UPDATE THE ORIGINAL ADMINISTRATION SCHEDULE(S) TO REFLECT THE CHANGE. REMEMBER TO MAKE CHANGES IN THE FINAL SD AND FINAL LEP COLUMNS.

TOTAL # OF STUDENTS NEWLY CLASSIFIED AS SD OR LEP:

TOTAL # OF STUDENTS NO LONGER CLASSIFIED AS SD OR LEP:

IF STUDENT(S) NO LONGER CLASSIFIED AS SD OR LEP, ERASE THE SD AND/OR LEP QUESTIONNAIRE INFORMATION ON THE ROSTER, AND INFORM THE SCHOOL COORDINATOR THAT THE QUESTIONNAIRE SHOULD NOT BE COMPLETED.

IF STUDENT(S) NEWLY CLASSIFIED AS SD OR LEP, RECORD THE NUMBER OF QUESTIONNAIRES NEEDED BELOW.

NUMBER OF ADDITIONAL SD QUESTIONNAIRES NEEDED:
 #.....

NUMBER OF ADDITIONAL LEP QUESTIONNAIRES NEEDED:
 #.....

No 2

If any students have changed classifications, you will need to enter the new code in column **G**, labeled **Final SD Code**, or column **I**, labeled **Final LEP Code**, on the Administration Schedule as shown in the exhibit below. For SD status, enter either a **1**, **2**, or **9** in column **G**, labeled **Final SD Code**. For LEP status, enter either a **1**, **2**, or **9** in column **I**, labeled **Final LEP Code**. Definitions of these codes are provided on pages 4.16-4.17.

For example, if a student was not classified as SD in the fall, there will be a **2** in column **F**. If during the visit, the school coordinator indicates that the student is newly classified as SD, you will record a **1** in column **G**.

This form must be completed in No. 2 pencil.

Students with Disabilities (SD)
 1 = Yes, this student has been identified as having a disability
 2 = No, this student has not been identified as having a disability
 9 = Information unavailable
For Use in Column "F" &/or "G"

Race/Ethnicity
 1 = White, not Hispanic
 2 = Black, not Hispanic
 3 = Hispanic
 4 = Asian/Pacific Islander
 5 = American Indian/Alaska Native
 6 = Other
 9 = Information unavailable
For Use in Column "J"

Title I services
 1 = Yes, student receives Title I services
 2 = No, student does not receive Title I services
 9 = Information unavailable
For Use in Column "L"

Limited English Proficient (LEP)
 1 = Yes, LEP
 2 = No, not LEP
 3 = Formerly LEP (monitored for AYP reporting)
 9 = Information unavailable
For Use in Column "H" &/or "I"

National School Lunch Program
 1 = Student not eligible
 2 = Free lunch
 3 = Reduced price lunch
 4 = School not participating
 5 = School refused
 9 = Information not available
For Use in Column "K"

Session Number
 RS0401

Bundle #'s
 01001
 01002

NAEP 2005 Administration Schedule

The Nation's Report Card

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Original Sample: 28 # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55): _____

Selected New Enrollees: _____ # Excluded (Admin. Codes 60-66): _____

Total in Sample _____ TO BE ASSESSED _____

Column Indicators:	"A"	"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"
				Line #/Subject	Birth Date										
Student Name		Homeroom or Other Locator	Line #/Subject	Month	Year	Sex 1=Male 2=Female	SD	Final SD Code	LEP	Final LEP Code	Race/Eth.	School Lunch	Title I	Special Services 1 = Yes 2 = No	Original Booklet ID #
01	Mark Atley	10	01 M	0	4 9 4	1	2		2		2	1	2	2	101 000293 4
02	Betty Bates	10	02 R	0	2 9 5	2	2		2		1	1	2	2	001 054006 9
03	Wes Block	10	03 M	0	6 9 4	1	2	1	2		1	2	2	2	102 005241 1
04	Angela Burns	10	04 R	1	0 9 4	2	2		2	1	2	1	2	2	002 000043 8
05	Nicki Campbell	12	05 SA	1	1 9 4	2	2		2		1	1	2	2	203 006922 1
06	Nancy Cordaro	12	06 R	0	9 9 4	2	2		2	1	1	1	2	2	003 000841 2
07	Tim Dublin	10	07 S	0	1 9 5	1	1	2	2		1	3	2	2	204 043569 2
08	Kimberly Frank	12	08 R	0	5 9 4	2	2		2		1	1	2	2	004 005301 1
09	Carla Grahams	10	09 M	0	7 9 4	2	2		2		1	1	2	2	105 210021 3
10	Paul Hernandez	10	10 SB	0	9 9 4	1	2		1		3	1	2	2	205 210001 6

Then, you will need to enter the total number of students newly classified as SD or LEP, and the total number of students no longer classified as SD or LEP in the boxes provided in the Preassessment Contact Log.

If any students are no longer classified as SD or LEP, you will need to erase the questionnaire information for those students from the Roster. Then, tell the school coordinator that the questionnaires should not be completed.

If any students are newly classified as SD or LEP, you will need to enter the number of additional questionnaires needed in the boxes provided in the Preassessment Contact Log.

If the school coordinator indicates that there are no new students with these classifications, proceed to **question 7.3A**.

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet
2. Activities to Complete Before Conducting the Preassessment Visit
 1. Prepare for the Telephone Call to Schedule the Preassessment Visit
 2. Conduct the Telephone Call to Schedule the Preassessment Visit
 3. Prepare for the Confirmation Telephone Call
 4. Conduct the Confirmation Telephone Call
 5. Prepare for the Preassessment Visit
3. Activities to Complete During the Visit
 6. Review the Status of School and Teacher Questionnaires
7. Verify Administration Schedule Data
8. Select Sample of Newly Enrolled Students
9. Verify Notification Letter Sent to Parents
10. Review Status of SD and LEP Questionnaires
11. Determine Student Accommodations
12. Make Assessment Arrangements
13. Complete Checklist of Preassessment Visit Followup Tasks

At **question 7.3A** of the Preassessment Contact Log, you will ask the school coordinator to review columns **D-L** of the Administration Schedule to verify that the student demographic information is accurate. You will need to make sure that the school coordinator reviews each column. A good way to do this is to review each column individually, making revisions as necessary.

If the school coordinator confirms that all of the student demographic information in columns **D-L** is accurate, proceed to the next question. If the school coordinator indicates that any of the demographic information in columns **D-L** is inaccurate, make the revisions to the original Administration Schedule(s) and describe any major revisions in the table provided under the question in the Preassessment Contact Log. A major revision is when there are three or more changes per column.

Question 7.3B instructs you to review the E-File Summary Report with the school coordinator. The label on the front cover of the Quality Control Booklet will indicate whether or not the school has an E-File Summary Report. In the fall, a series of statistical checks were run on all original list of students submitted to NAEP through the E-File application. Any checks that resulted in a warning message were printed on a E-File Summary Report. Your supervisor included these reports in the School Folders.

If there is an E-File Summary Report for the school, you will need to discuss any unresolved issues with the school coordinator and document any major revisions on the table provided under the question in the Preassessment Contact Log. Detailed information on the E-File Summary Report is provided in Appendix C.

7.3A. Now, let's take a few minutes to review all of the student demographic information in columns **D-L** for accuracy. REVIEW EACH COLUMN INDIVIDUALLY WITH THE SCHOOL COORDINATOR AND MAKE REVISIONS TO THE ORIGINAL ADMINISTRATION SCHEDULE(S) AS NECESSARY. DESCRIBE ANY MAJOR REVISIONS ON THE TABLE BELOW.

7.3B. IF SCHOOL HAS AN E-FILE SUMMARY REPORT: Now, let's review the E-File Summary Report. This report identifies issues that were found with your original list of students that seemed discrepant with other information. DO NOT DISCUSS ISSUES THAT WERE RESOLVED. DOCUMENT ANY MAJOR REVISIONS ON THE TABLE BELOW.

COLUMN	REVISIONS

Question 7.4 pertains to grade 4 schools that elected to assess all students in the fourth grade. In these instances, you will also need to ask the school coordinator to review column **B** of the Administration Schedule.

7.4 IF GRADE 4 SCHOOL THAT SELECTED TAKE-ALL OPTION AND ADMINISTRATION SCHEDULE(S) ARE SORTED BY COLUMN B (HOMEROOM OR OTHER LOCATOR), SAY: (OTHERWISE GOTO 75)

Students will be assessed in the location provided in column **B** of the Administration Schedule(s). Please take a moment to review the indicators in this column and tell me if they are still correct for all of the students.

Yes 1 —————> **GOTO 76.**

No 2 —————> Please identify how you would like the students grouped on assessment day. **MAKE CHANGES TO THE ORIGINAL ADMINISTRATION SCHEDULE(S). GOTO 76.**

In the fall, grade 4 schools with 120 or fewer students were given the option of assessing all their students, rather than a selected sample of students. Any schools that selected the Take-All option will be noted on the label on the front cover of the Quality Control Booklet.

If the grade 4 school that selected Take-All provided a homeroom or other locator to NAEP in the fall, then the Administration Schedules will group students according to the locator. There will be one Administration Schedule for each group of homerooms or other locators. You must tell the school coordinator that students will be assessed according to the information in column **B** of the Administration Schedule and ask if the indicators in column **B** are still correct.

If only a few students have changed classrooms, you should leave those students on the Administration Schedules and make the necessary corrections in column **B**. Next, make a note in the Preassessment Contact Log that the assessment booklet for each student with a new classroom must be pulled from the bundle on the assessment day. You will also need to record this information on the Assessment Information Form.

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet
2. Activities to Complete Before Conducting the Preassessment Visit
 1. Prepare for the Telephone Call to Schedule the Preassessment Visit
 2. Conduct the Telephone Call to Schedule the Preassessment Visit
 3. Prepare for the Confirmation Telephone Call
 4. Conduct the Confirmation Telephone Call
 5. Prepare for the Preassessment Visit
3. Activities to Complete During the Visit
 6. Review the Status of School and Teacher Questionnaires
 7. Verify Administration Schedule Data
 8. Select Sample of Newly Enrolled Students
 9. Verify Notification Letter Sent to Parents
 10. Review Status of SD and LEP Questionnaires
 11. Determine Student Accommodations
 12. Make Assessment Arrangements
 13. Complete Checklist of Preassessment Visit Followup Tasks

75. IF GRADE 4 SCHOOL THAT SELECTED TAKE-ALL OPTION AND COLUMN B IS BLANK, SAY:

Please identify how you would like the students grouped on assessment day. The students can be grouped by homeroom or other location.

RECORD HOMEROOM OR OTHER LOCATION IN COLUMN **B** FOR EACH STUDENT LISTED ON THE ADMINISTRATION SCHEDULE(S).

If the grade 4 school that selected Take-All did not provide a homeroom or other locator to NAEP in the fall, you will need to collect this information during the visit. Begin by asking the school coordinator how he/she would like students grouped during the assessment. Typically, schools will want students grouped in the classrooms they are in during the time the assessment is scheduled to begin. You will then record the homeroom or other locator, as indicated by the school coordinator, in column **B** for each student listed on the Administration Schedule. Because this may take some time to do, you should get the information, then record it on the Administration Schedules after the visit, but before you leave the school. After the visit, refer to Appendix C for instructions on what you'll need to do before the assessment day in order to arrange students by homeroom/locator.

Next, during **question 7.6** of the preassessment visit, you will need to ask the school coordinator to identify any students who were enrolled and attended school in the selected grade and then withdrew.

76. Are there any students on the Administration Schedule(s) who were enrolled and attended school in (*fourth grade / eighth grade / twelfth grade*) and then withdrew?

Yes 1 → ENTER AN ADMINISTRATION CODE OF **51** FOR WITHDRAWN STUDENT(S) ON THE ADMINISTRATION SCHEDULE(S) IN COLUMN **P**. THEN, DRAW A SINGLE LINE THROUGH THE STUDENT'S NAME UP TO THE PERFORATION.

No 2

For students who have withdrawn, enter an Administration Code of **51** (withdrawn or graduated) in column **P**, labeled **Admin. Code**, of the Administration Schedule. Then, draw a single line through the student's name up to the perforation.

77. Are there any students on the Administration Schedule(s) who are either home schooled or who never enrolled and attended school in (*fourth grade / eighth grade / twelfth grade*)?

Yes 1 → ENTER AN ADMINISTRATION CODE OF **54** FOR INELIGIBLE, HOME SCHOOLED; OR **55** FOR INELIGIBLE, OTHER IN COLUMN **P**. THEN, DRAW A LINE THROUGH THE STUDENT'S NAME UP TO THE PERFORATION.

No 2

Before we move on, do you have any questions about the Administration Schedule(s)?

You will also need to ask the school coordinator if there are any students on the Administration Schedule(s) who are ineligible for the assessment. For students who are ineligible, enter the following on the Administration Schedule:

- Administration Code of **54** (ineligible, home schooled) in column **P** for any student who is home schooled. Then, draw a single line through his/her name up to the perforation; or
- Administration Code of **55** (ineligible, other) in column **P** for any student who never enrolled and attended school in the selected grade. For example, if a child attended the school in third grade, but withdrew and never attended the school as a fourth-grader, you should use code **55**. Then, draw a single line through his/her name up to the perforation.

Do not line through any information for a student beyond the perforation. No other information needs to be completed for those students identified as withdrawn or ineligible. Administration Codes can also be found in column **R** on the Administration Schedule for easy reference.

This form must be completed in No. 2 pencil.

Students with Disabilities (SD)
 1 = Yes, this student has been identified as having a disability
 2 = No, this student has not been identified as having a disability
 9 = Information unavailable
For Use in Column "F" &/or "G"

Race/Ethnicity
 1 = White, not Hispanic
 2 = Black, not Hispanic
 3 = Hispanic
 4 = Asian/Pacific Islander
 5 = American Indian/Alaska Native
 6 = Other
 9 = Information unavailable
For Use in Column "J"

Title I
 1 = Yes, student receives Title I services
 2 = No, student does not receive Title I services
 9 = Information unavailable
For Use in Column "L"

Limited English Proficient (LEP)
 1 = Yes, LEP
 2 = No, not LEP
 3 = Formerly LEP (monitored for AYP reporting)
 9 = Information unavailable
For Use in Column "H" &/or "I"

National School Lunch Program
 1 = Student not eligible
 2 = Free lunch
 3 = Reduced price lunch
 4 = School not participating
 9 = Information not available
For Use in Column "K"

Session Number
 RS0401

Bundle #'s
 01001
 01002

NAEP 2005 Administration Schedule

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Original session scheduled for:
 Day/Date: Tues./Feb. 10
 Time: 8:05
 Location: Rm 121

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

Original Sample: 28 # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55): _____
 # Selected New Entries: _____ # Excluded (Admin. Codes 60-66): _____
 # Refused (Admin. Codes 40 & 47): _____

Absent (Admin. Codes 40-45, 48 & 49): _____ # Assessed (Original Session): _____
 # Assessed (Makeup Session): _____

TO BE ASSESSED **TOTAL ASSESSED**

Bundle #'s
 01001
 01002

Session Number
 RS0401

Column Indicators: "A"		"B"	"C"	"D"		"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name		Home-Set/Leslee	Line #/Subject	Month	Year	SD	Fig. Code	LEP	Fig. Code	Race/Eth.	N.S. Lunch	Title I	Home-Set/Leslee	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (Y/N)	Admin. Codes	
01	Mark Atley	10	M	0	4	9	4	1	2		2	2	1	2	2			1	ASSESSED IN ORIGINAL
02	Betty Bates	10	R	0	2	9	5	2	2		2	1	1	2	2		5	1	ASSESSED IN MAKEUP
03	Wes Block	10	M	0	6	9	4	1	2	1	2	2	1	2	2				ASSESSED IN ORIGINAL
04	Angela Burns	10	R	1	0	9	4	2	2		2	1	2	2					ASSESSED IN ORIGINAL
05	Nicki Campbell	12	SA	1	1	9	4	2	2		2	1	1	2	2				ASSESSED IN ORIGINAL
06	Nancy Cordaro	12	R	0	9	9	4	2	2		2	1	1	2	2				ASSESSED IN ORIGINAL
07	Tim Dublin	10	S	0	1	9	5	1	1	2	2		3	2	2				ASSESSED IN ORIGINAL
08	Kimberly Frank	12	R	0	5	9	4	2	2		2	1	1	2	2				ASSESSED IN ORIGINAL
09	Carla Grahams	10	M	0	7	9	4	2	2		2	1	1	2	2				ASSESSED IN ORIGINAL
10	Paul Hernandez	10	SB	0	9	9	4	1	2		1	3	1	2	2				ASSESSED IN ORIGINAL
11	Becky Hoede	10	M	1	2	9	4	2	2		1	2	4	2	2		5	5	ASSESSED WITH ACCOMMODATIONS
12	Daniel Jasmmer	12	R	1	0	9	4	1	2		2	2	1	2	2				ASSESSED IN ORIGINAL
13	Sarah Kruger	12	M	0	6	9	4	2	2		2	2	1	2	2				ASSESSED IN ORIGINAL
14	Penny Lowe	12	R	0	2	9	5	2	2		2	1	1	2	2				ASSESSED IN ORIGINAL
15	Paul Lucas	10	S	1	0	9	4	1	2		2	3	1	2	2				ASSESSED IN ORIGINAL

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet
2. Activities to Complete Before Conducting the Preassessment Visit
 1. Prepare for the Telephone Call to Schedule the Preassessment Visit
 2. Conduct the Telephone Call to Schedule the Preassessment Visit
 3. Prepare for the Confirmation Telephone Call
 4. Conduct the Confirmation Telephone Call
 5. Prepare for the Preassessment Visit
3. Activities to Complete During the Visit
 6. Review the Status of School and Teacher Questionnaires
 7. Verify Administration Schedule Data
 8. Select Sample of Newly Enrolled Students
 9. Verify Notification Letter Sent to Parents
 10. Review Status of SD and LEP Questionnaires
 11. Determine Student Accommodations
 12. Make Assessment Arrangements
 13. Complete Checklist of Preassessment Visit Followup Tasks

Procedure 8. Select Sample of Newly Enrolled Students

Procedure 8 of the preassessment visit requires you to select the sample of students who have enrolled after the original list was prepared and students who were inadvertently left off the original list. You will begin by asking whether the school coordinator listed these students on the New Enrollee Form.

Procedure 8: Select Sample of Newly Enrolled Students

8.1. Now, please locate the New Enrollee Listing Form. This form was sent to you to list all students who have enrolled in (*grade*) after the original list of students was prepared and students who were inadvertently left off the original list. Are these students listed on this form?

Yes 1 → How many students are on the New Enrollee Listing Form?

TOTAL # OF STUDENTS ON THE NEW ENROLLEE LISTING FORM:

CONTINUE WITH 8.2 or 8.3 AS APPROPRIATE.

No 2 → Please take a few minutes now to prepare a list of students according to the instructions on the New Enrollee Listing Form. We must know in advance of assessment day whether any students from this list will be selected for the sample. PAUSE TO ALLOW SCHOOL COORDINATOR TO PREPARE LIST. How many students are on the New Enrollee Listing Form?

TOTAL # OF STUDENTS ON THE NEW ENROLLEE LISTING FORM:

CONTINUE WITH 8.2 OR 8.3 AS APPROPRIATE.

IF SCHOOL COORDINATOR IS UNABLE TO PREPARE LIST, SET A DAY AND TIME TO CALL BACK TO DETERMINE WHETHER ANY NEW ENROLLEES FALL INTO THE SAMPLE AND RECORD BELOW. **SKIP TO PROCEDURE 9.**

DAY AND TIME TO CALL:

No new enrollees 3 → **SKIP TO PROCEDURE 9.**



REMINDER: ENTER THE RESULTS OF QUESTION 8.1 IN THE NEW ENROLLEE SECTION OF THE SCS AFTER THE VISIT.

If the school coordinator has maintained a list, circle **1** for **Yes** and record the number of students on the New Enrollee Listing Form in the box provided in the Preassessment Contact Log.

If the school coordinator has not maintained the New Enrollee Listing Form, circle **2** for **No** and read the prompt asking that a list be prepared. If the school coordinator cannot complete the New Enrollee Listing Form before you leave, arrange to call him/her to complete the sampling of newly enrolled students and skip to **Procedure 9**. 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, you do not need to do anything else. Circle **3** for **No new enrollees** and skip to **Procedure 9**.

After the visit, enter the results of this question in the new enrollee section of the SCS.

8.2. IF GRADE 4 SCHOOL THAT SELECTED TAKE-ALL OPTION, SAY:

Because we will be assessing all the students in the fourth grade, we will add the student name(s) and demographic information to the bottom of the Administration Schedule(s) for the class that the new student(s) (is / are) in. Please tell me the student name(s) and demographic information. ENTER THE STUDENT NAME(S) AND DEMOGRAPHIC INFORMATION ON THE ORIGINAL ADMINISTRATION SCHEDULE(S). RECORD A 1 IN COLUMN **M**, LABELED NEW ENROLLEES, FOR THE ADDED STUDENTS. **SKIP TO PROCEDURE 9.**

TOTAL # OF NEW ENROLLEES ADDED TO THE ADMINISTRATION SCHEDULE(S) _____



REMINDER: ENTER IN THE NEW ENROLLEE SECTION OF THE SCS AFTER THE VISIT.

If the school is a grade 4 that selected the Take-All option, you will not need to select a sample of newly enrolled students; rather, you will just add the students' names and student demographic information to the Administration Schedule for their classroom.

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet
2. Activities to Complete Before Conducting the Preassessment Visit
 1. Prepare for the Telephone Call to Schedule the Preassessment Visit
 2. Conduct the Telephone Call to Schedule the Preassessment Visit
 3. Prepare for the Confirmation Telephone Call
 4. Conduct the Confirmation Telephone Call
 5. Prepare for the Preassessment Visit
3. Activities to Complete During the Visit
 6. Review the Status of School and Teacher Questionnaires
 7. Verify Administration Schedule Data
8. Select Sample of Newly Enrolled Students
9. Verify Notification Letter Sent to Parents
10. Review Status of SD and LEP Questionnaires
11. Determine Student Accommodations
12. Make Assessment Arrangements
13. Complete Checklist of Preassessment Visit Followup Tasks

8.3. IF GRADE 4 (NON-TAKE-ALL OPTION), GRADE 8, OR GRADE 12, SAY:

I will now select a sample of the students who are listed on the New Enrollee Listing Form.

SELECT A SAMPLE USING THE INSTRUCTIONS FOR SAMPLING NEW ENROLLEES. ENTER THE STUDENT NAME(S) AND DEMOGRAPHIC INFORMATION ON THE ORIGINAL ADMINISTRATION SCHEDULE(S). RECORD A 1 IN COLUMN **M**, LABELED NEW ENROLLEES, FOR THE ADDED STUDENTS.

TOTAL # OF NEW ENROLLEES ADDED TO THE ADMINISTRATION SCHEDULE(S) _____



REMINDER: ENTER IN THE NEW ENROLLEE SECTION OF THE SCS AFTER THE VISIT.

You will now use the New Enrollee Listing Form and Instructions for Sampling New Enrollees, as described on pages 3.20-3.22, to select the sample.

When the sampling is complete, you will add the names and demographic information for selected students to the Administration Schedule for the correct session type as shown on the next page. For each school, you will follow one of three sets of instructions on how to add each student to the Administration Schedule:

1. If the school only has one session, the student should be added to the bottom of the Administration Schedule for that session.
2. When there are multiple sessions of one session type, add the names so that the session sizes are about equal. If the sample is sorted by column **B**, labeled **Homeroom or Other Locator**, add the students to the Administration Schedule for their respective homerooms.
3. When there are multiple sessions of **more than one** session type, you will need to locate the appropriate Administration Schedule on which to list the newly sampled students. Care should be taken to ensure that entries are made on the Administration Schedule for the appropriate session type.

All students selected in the original sample in the fall will have a **2** in column **M**, labeled **New Enrollee**, indicating they are part of the original sample of students. You will need to enter a **1** in column **M** for each student selected from the new enrollee sample and added to the Administration Schedule.

Note: If on the Administration Schedule in column **N**, labeled **Original Booklet ID #**, there are no booklet numbers left to assign to the selected new enrollees, you will need to make a note to request booklets from Pearson or assign booklets from your bulk supplies if it is a grade 4 or 8 operational session.



After the visit, enter the total number of new enrollees added to the Administration Schedule(s) in the new enrollee section of the SCS as described in the *SCS User's Guide*.



2005 NAEP
NEW ENROLLEE LISTING FORM

Directions: Please use the space below to list all students in the grade noted below whose names were not on the original list of students submitted to NAEP due to inadvertent omission or because they enrolled later. If you need additional lines, you may copy this form. 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.

Date the original student list was prepared for NAEP: November 15, 2004.

Be sure to record below, all students who enroll in grade 4 after the original list is prepared.

Please see information on the reverse side regarding these student background variables.

											FOR SAMPLING ONLY	
Student Name	Birth Date	Gender	SD	LEP	Home Room	Race / Eth.	NSLP Status	TITLE I	Line #	Selected		
First Initial Last	Month/Year											
Shana Donaldson	3/95	2	2	2	10	1	1	2	1	RS		
Beth Warren	12/94	2	2	2	10	1	1	2	2			
Michael Cree	4/94	1	2	2	10	2	1	2	3	RS		
Megan Davis	7/94	2	2	2	12	1	1	2	4			

Column Indicators:	"A"	"B"	"C"	"D"			"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"	
Student Name	Homework or Other Indicator	Line #	Letter	Month	Year	Sex	SD	LEP	Home Room	Race / Eth.	School	Title I	Other	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Code	Admin. Code		
Eric Malone	10	16	R	09	09	4	1	2	2	3	1	2	2	008 000232 9						16	
Paul Mayne	10	17	S	05	09	4	1	2	2	5	3	2	2	209 000233 2							17
Teresa Meyer	10	18	R	02	09	5	2	2	2	1	1	2	2	009 000234 5							18
Amanda Newman	10	19	M	11	09	4	2	2	2	1	1	2	2	110 000235 9							19
Beina Ortiz	10	20	R	10	09	4	2	2	2	3	2	2	2	010 000236 1							20
Michael Popelka	10	21	SA	12	09	4	1	2	2	2	3	2	2	211 000237 5							21
Kate Ray	10	22	R	06	09	5	2	2	2	3	1	2	2	011 000142 8							22
Amy Schloeter	10	23	M	09	09	4	2	2	2	3	3	2	2	112 008651 4							23
Ryan Scott	10	24	R	11	09	4	1	2	2	5	1	2	2	112 000005 5							24
Jason Tabbert	10	25	S	03	09	5	1	2	2	1	1	2	2	213 098008 4							25
Dan Tesch	10	26	R	07	09	4	1	2	2	1	2	2	2	013 000841 3							26
Jessica Trocke	10	27	M	04	09	4	2	2	2	3	1	2	2	114 034002 9							27
Louis Walton	10	28	SB	01	09	5	1	2	2	2	1	2	2	214 004926 0							28
Shana Donaldson	10	29	M	03	09	5	2	2	2	1	1	2	1	115 025003 4							29
Michael Cree	10	30	R	04	09	4	1	2	2	2	1	2	1	015 008064 2							30
		31	M											116 000761 5							31
		32	R											016 019009 7							32
		33																			33
		34																			34

This form must be completed in No. 2 pencil.

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet
2. Activities to Complete Before Conducting the Preassessment Visit
 1. Prepare for the Telephone Call to Schedule the Preassessment Visit
 2. Conduct the Telephone Call to Schedule the Preassessment Visit
3. Prepare for the Confirmation Telephone Call
4. Conduct the Confirmation Telephone Call
5. Prepare for the Preassessment Visit
3. Activities to Complete During the Visit
 6. Review the Status of School and Teacher Questionnaires
 7. Verify Administration Schedule Data
 8. Select Sample of Newly Enrolled Students
9. Verify Notification Letter Sent to Parents
10. Review Status of SD and LEP Questionnaires
11. Determine Student Accommodations
12. Make Assessment Arrangements
13. Complete Checklist of Preassessment Visit Followup Tasks

Procedure 9. Verify Notification Letter Sent to Parents

Procedure 9 of the visit guides you through reviewing the status of parental notification. The No Child Left Behind Act requires that the parents of students selected for NAEP assessments be notified that their child has been selected and that participation is voluntary. States, districts, or schools will determine how parents are notified. In the fall, public schools received a state-specific Parent Notification Letter from the NAEP State Coordinator, and nonpublic schools received the Parent Notification Letter from their supervisor. A copy of the Parent Notification Letter was also included in the Preassessment Packet sent to the school coordinator.

Prior to the visit, you will need to review the SCS to see if the NAEP State Coordinator or supervisor has recorded any information regarding the parent letters.

At **question 9.1**, you will ask if the parents have been notified about the assessment.

9.1. Now, let's review the status of parental notification. A Parent Notification Letter was included in your materials. Have parents/guardians been notified about the assessment?

Yes 1 → ASK FOR A COPY OF THE DATED PARENT NOTIFICATION. STORE THE COPY IN THE SCHOOL FOLDER.

No 2 → Please notify parents/guardians of all selected students including any newly enrolled students selected for the assessment as soon as possible. I will need a dated copy of the parent letter when I arrive on assessment day. We will not be able to assess students without their parent's or guardian's knowledge. I will call you before the assessment to verify that notification has taken place. When is a good day and time to call you for this information?
SKIP TO PROCEDURE 10.

DAY AND TIME TO CALL: _____

If the school coordinator indicates that the parents have been notified, circle **1** for **Yes**, and ask for a dated copy of the parent letter used by the school to store in the folder. If the school coordinator indicates that the parents have not been notified, circle **2** for **No**, and prompt the school coordinator to notify the parents of all students selected for the assessment as soon as possible and prior to assessment day. Then, record a day and time to call back to confirm that the parents have been notified and skip to **Procedure 10**.

9.2. When were the parent notifications sent? _____

9.3. How were the parents notified? (circle one)

1. Letter mailed home
2. Letter sent home with student
3. Notice posted in newsletter
4. Other (specify) _____ .

9.4. Were letters sent to sampled students or all students in the grade? _____ .

9.5. Have any parents refused? (circle one)

1. YES How many? _____ .
2. NO

9.6. DATE THE PARENT NOTIFICATION WAS RECEIVED BY AC: _____ .

 **REMINDER: ENTER THE RESULTS OF 9.2-9.6 IN THE PARENT LETTER SECTION OF THE SCS AFTER THE VISIT.**

If the parent letters have been sent, you must next collect the following information from the school coordinator:

- the date the parent notifications were sent out;
- how the parents were notified (mail, newsletter, sent home with students, etc.);
- if the notice was given to sampled students or all eligible students; and
- how many parents refused to allow their child to participate in NAEP.

Participating schools must provide you with a dated copy of the distributed parent letter before the assessment can be conducted. You must keep the dated copy of the parent letter in the School Folder.

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet
2. Activities to Complete Before Conducting the Preassessment Visit
 1. Prepare for the Telephone Call to Schedule the Preassessment Visit
 2. Conduct the Telephone Call to Schedule the Preassessment Visit
 3. Prepare for the Confirmation Telephone Call
 4. Conduct the Confirmation Telephone Call
 5. Prepare for the Preassessment Visit
3. Activities to Complete During the Visit
 6. Review the Status of School and Teacher Questionnaires
 7. Verify Administration Schedule Data
 8. Select Sample of Newly Enrolled Students
9. Verify Notification Letter Sent to Parents
10. Review Status of SD and LEP Questionnaires
11. Determine Student Accommodations
12. Make Assessment Arrangements
13. Complete Checklist of Preassessment Visit Followup Tasks

9.7. IF NEWLY ENROLLED STUDENTS HAVE BEEN SELECTED, SAY: (Have/Has) the parent(s) of the students we just added to the Administration Schedule(s) been notified about NAEP?

Yes 1

No 2 → Please notify the parents of the student(s) as soon as possible. This/these student(s) cannot be assessed until we receive confirmation from you that the parents have been notified of NAEP.



REMINDER: ENTER IN THE NEW ENROLLEE SECTION OF THE SCS AFTER THE VISIT.

When is a good day and time to call you to verify the notification has taken place?

DAY AND TIME TO CALL: _____

You must ensure that the parents of the selected newly enrolled students have been notified about NAEP. If the school coordinator indicates the parents were not notified, prompt him/her to notify the parents of the newly added student(s) as soon as possible. You will need to schedule a date and time to call the school coordinator back, to ensure this has been done.



The information you collect in **Procedure 9** of the Preassessment Contact Log regarding parent notification must be entered in the SCS after the visit is complete. Refer to the *SCS User's Guide* for instructions on entering this information.

Procedure 10. Review Status of SD and LEP Questionnaires

Procedure 10 of the preassessment visit requires you to review the status of the SD and LEP Questionnaires. First, ask the school coordinator if the school staff most knowledgeable about the SD and/or LEP students have returned the SD and LEP Questionnaires.

<p>10.1. Have the school staff most knowledgeable about the SD/LEP students returned the SD and LEP Questionnaires to you?</p>	
<p>Yes 1</p>	<p>→ We will discuss each of the SD/LEP students shortly.</p>
<p>No 2</p>	<p>→ We need to discuss each of the SD/LEP students listed on the Administration Schedule(s) during this visit. Please take a few minutes now to collect the questionnaires.</p>

The SD and LEP Questionnaires should have been returned to the school coordinator before the visit. However, if the school coordinator indicates that there are outstanding questionnaires, you will need to ask him/her to take a few minutes to collect them before you proceed with the visit.

If the questionnaires were not completed, or if it would take the school coordinator a lot of time to collect them, you can collect the completed questionnaires on the assessment day. The questionnaires are needed at the visit in order for decisions to be made about the assessability of each SD and/or LEP student.

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet
2. Activities to Complete Before Conducting the Preassessment Visit
 1. Prepare for the Telephone Call to Schedule the Preassessment Visit
 2. Conduct the Telephone Call to Schedule the Preassessment Visit
 3. Prepare for the Confirmation Telephone Call
 4. Conduct the Confirmation Telephone Call
 5. Prepare for the Preassessment Visit
3. Activities to Complete During the Visit
 6. Review the Status of School and Teacher Questionnaires
 7. Verify Administration Schedule Data
 8. Select Sample of Newly Enrolled Students
 9. Verify Notification Letter Sent to Parents
10. Review Status of SD and LEP Questionnaires
11. Determine Student Accommodations
12. Make Assessment Arrangements
13. Complete Checklist of Preassessment Visit Followup Tasks

10.2. IF NEWLY ENROLLED STUDENT(S) WITH SD OR LEP CLASSIFICATION, SAY:

Before I leave today, I will give you the questionnaire(s) for the newly enrolled student(s) with an SD or LEP classification. Please distribute the questionnaire(s) as soon as possible to the staff person most knowledgeable about the student's disabilities or limited English proficiency so the questionnaires can be completed in the next few days. In order to arrange enough staff, we must know in advance whether the student(s) can be assessed with or without accommodations or must be excluded. When is a good day and time to call you?

DAY AND TIME TO CALL: _____

NUMBER OF ADDITIONAL SD QUESTIONNAIRES NEEDED:

.....

NUMBER OF ADDITIONAL LEP QUESTIONNAIRES NEEDED:

.....

10.3. IF STUDENT(S) NEWLY CLASSIFIED AS SD OR LEP, SAY:

Before I leave today, I will give you the questionnaire(s) for the student(s) newly classified as SD or LEP. Please distribute the questionnaire(s) as soon as possible to the staff person most knowledgeable about the student's disabilities or limited English proficiency so the questionnaires can be completed in the next few days. In order to arrange enough staff, we must know in advance whether the student(s) can be assessed with or without accommodations or must be excluded. When is a good day and time to call you?

DAY AND TIME TO CALL: _____

NUMBER OF ADDITIONAL SD QUESTIONNAIRES NEEDED:

.....

NUMBER OF ADDITIONAL LEP QUESTIONNAIRES NEEDED:

.....

You will need to review columns **G** and **I** of the Administration Schedule to determine if there are any newly enrolled students with an SD or LEP classification or any students who are newly or no longer classified as SD or LEP. If there are any newly enrolled students with an SD or LEP classification or students newly classified as SD or LEP, you will inform the school coordinator that you will give him/her the SD and/or LEP Questionnaires for those students at the conclusion of the visit. You should record the number of additional SD and LEP Questionnaires needed for the school in the boxes provided in the Preassessment Contact Log.

At the end of the visit, you will prepare the additional questionnaires and leave them with the school coordinator. Instructions on how to complete the questionnaire covers and Roster can be found on pages 3.13-3.19.

10.4. IF STUDENT(S) NO LONGER CLASSIFIED AS SD OR LEP, DO NOT COLLECT THE SD OR LEP QUESTIONNAIRE(S) FOR THE STUDENT(S) AND ERASE QUESTIONNAIRE INFORMATION FROM THE ROSTER OF QUESTIONNAIRES.

If there are any students who are no longer classified as SD or LEP, erase the questionnaire information for those students from the Roster. You do not need to collect the questionnaires.

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet
2. Activities to Complete Before Conducting the Preassessment Visit
 1. Prepare for the Telephone Call to Schedule the Preassessment Visit
 2. Conduct the Telephone Call to Schedule the Preassessment Visit
 3. Prepare for the Confirmation Telephone Call
 4. Conduct the Confirmation Telephone Call
 5. Prepare for the Preassessment Visit
3. Activities to Complete During the Visit
 6. Review the Status of School and Teacher Questionnaires
 7. Verify Administration Schedule Data
 8. Select Sample of Newly Enrolled Students
 9. Verify Notification Letter Sent to Parents
 10. Review Status of SD and LEP Questionnaires
11. Determine Student Accommodations
12. Make Assessment Arrangements
13. Complete Checklist of Preassessment Visit Followup Tasks

Procedure 11. Determine Student Accommodations

Next, in **Procedure 11**, you will review the list of students identified as SD and/or LEP with the school coordinator to determine which students can be assessed in the regular session with or without accommodations, assessed in a separate session, or not assessed at all. The original list of students from which the sample was selected included all students in the grade, regardless of whether or not they could participate.

Before the preassessment visit, you should have pre-filled columns **1 through 4** of the Student Accommodations Chart with the information from the Administration Schedule(s).

During the visit, you will need to enter an Administration Code for all students who require an accommodation. This code will need to be entered on the Administration Schedule and on the Accommodations Chart in the Preassessment Contact Log. The Administration Codes for students who require accommodations are printed on page 6.42 and are also printed in column **R** of the Administration Schedule.

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. By "separate," we mean small group or one-on-one sessions that will be conducted outside of a regular session. Questions in this section are designed to identify whether you will need to conduct separate sessions at the school, and if so, how many.

At **question 11.1**, you will ask if the school coordinator has completed the Accommodations Worksheet, or identified the participation status of each SD and/or LEP student. The Accommodations Worksheet for operational/pilot sessions is shown on page 3.32. The Science Bridge Accommodations Worksheet is presented in Appendix C.

11.1. Have you completed the Accommodations Worksheet or identified the participation status for each SD/LEP student?

Yes 1 → Let's discuss each student. **GOTO 11.2.**

No 2 → Please locate the completed SD and/or LEP Questionnaires. We will use the answers provided in the questionnaires to make decisions regarding accommodations. USE THE SD AND/OR LEP DECISION TREE AND ANSWERS PROVIDED IN THE QUESTIONNAIRES TO MAKE DECISIONS REGARDING ACCOMMODATIONS FOR EACH STUDENT WITH AN SD AND/OR LEP DESIGNATION OF "1" IN COLUMNS **F, G, H, AND I** ON THE ADMINISTRATION SCHEDULE(S). COMPLETE COLUMNS **5-8** IN THE STUDENT ACCOMMODATIONS CHART ON PAGE 1-22. THEN, COLLECT THE COMPLETED SD AND/OR LEP QUESTIONNAIRES. **SKIPTO PROCEDURE 12.**

IF SCIENCE BRIDGE SESSION: THERE IS A SEPARATE SCIENCE BRIDGE ACCOMODATIONS WORKSHEET FOR THE SCHOOL COORDINATOR TO USE TO KEEP TRACK OF STUDENTS IDENTIFIED AS SD AND/OR LEP IN SCIENCE BRIDGE SESSIONS.

If the school coordinator indicates that he/she has completed the worksheet or identified the participation status for each SD and/or LEP student, circle **1** for **Yes**, and inform the school coordinator that you will now discuss each student identified as SD and LEP. Then, proceed to the next question.

If the school coordinator indicates that he/she has not completed the worksheet or identified the participation status for each SD and/or LEP student, circle **2** for **No**, and ask the school coordinator to locate the SD and LEP Questionnaires and Inclusion documents. Then, the school coordinator should use the SD and/or LEP Decision Tree located in the Inclusion documents and the answers provided in the questionnaires, to make accommodations decisions for each SD and/or LEP student listed on the Administration Schedule(s).

As decisions are made, complete columns **5 through 8** of the Student Accommodations Chart (shown on the next page).

At **question 11.2**, the script prompts you to discuss each student with an SD and/or LEP designation of **1** for **Yes** in columns **F, G, H, or I** of the Administration Schedule(s). As each student with a classification of SD and/or LEP is discussed, enter the appropriate information in columns **5 through 8** in the Student Accommodations Chart, taking care to check column **6** if the student must be assessed one-on-one or in a small group setting.

Instructions for determining accommodations for students in science bridge sessions are provided in Appendix C.

- 11.2.** As I name each student, tell me whether the student can be
- assessed in the regular session;
 - assessed in the regular session with accommodations;
 - assessed in a separate session with accommodations; or
 - cannot be assessed.

If the student cannot be assessed, please tell me the reason why.

COMPLETE COLUMNS **5-8** IN THE STUDENT ACCOMMODATIONS CHART ON THE NEXT PAGE AS THE SCHOOL COORDINATOR GIVES YOU THE INFORMATION FOR EACH STUDENT WITH AN SD AND/OR LEP DESIGNATION OF "1" IN COLUMNS **F, G, H, AND I** OF THE ADMINISTRATION SCHEDULE(S). COLLECT THE COMPLETED SD AND LEP QUESTIONNAIRES.

IF SCIENCE BRIDGE SESSION: WHEN THERE ARE QUESTIONS REGARDING SD AND/OR LEP STUDENTS WHO ARE SELECTED FOR THE SCIENCE BRIDGE STUDY, YOU MUST REFER THE SCHOOL COORDINATOR TO THE SCIENCE BRIDGE CRITERIA, AS DESCRIBED IN APPENDIX C OF YOUR MANUAL.

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet
2. Activities to Complete Before Conducting the Preassessment Visit
 1. Prepare for the Telephone Call to Schedule the Preassessment Visit
 2. Conduct the Telephone Call to Schedule the Preassessment Visit
 3. Prepare for the Confirmation Telephone Call
 4. Conduct the Confirmation Telephone Call
 5. Prepare for the Preassessment Visit
3. Activities to Complete During the Visit
 6. Review the Status of School and Teacher Questionnaires
 7. Verify Administration Schedule Data
 8. Select Sample of Newly Enrolled Students
 9. Verify Notification Letter Sent to Parents
 10. Review Status of SD and LEP Questionnaires
 11. Determine Student Accommodations
12. Make Assessment Arrangements
13. Complete Checklist of Preassessment Visit Followup Tasks

Procedure 12. Make Assessment Arrangements

Procedure 12 of the preassessment visit requires you to finalize the assessment arrangements. In **question 12.1**, you will verify with the school coordinator the date, time, and location for each session.

12.1. Now, I'd like to verify the dates and set the time and location for each of the assessment sessions scheduled in your school. My records show that we will be administering _____ (*number*) session(s) of _____ (*subjects*) in your school on _____ (*date*).

IF SEPARATE ACCOMMODATION SESSIONS ARE NEEDED: In addition, we will need to schedule _____ (*number*) separate accommodation sessions.

Each session will require about 90 minutes to administer.

IF SCIENCE SESSION: _____ (*number*) students taking the science assessments will also be asked to complete the hands-on science task. This task will take (*fourth-grade students an additional 20 minutes to complete / eighth-grade students an additional 30 minutes to complete / twelfth-grade students an additional 30 minutes to complete*). These students will need to complete the hands-on science task in a room that has tables or flat-top desks.

Let's discuss the date, time, and location for each session. **TURN TO THE FRONT COVER OF THIS BOOKLET AND SET THE TIME AND LOCATION FOR EACH SESSION. THEN, REVIEW THE NUMBER OF STUDENTS AND LOCATION FOR HANDS-ON SCIENCE. RECORD ALL INFORMATION REQUIRED ON THE COVER. THIS IS VERY IMPORTANT!**

The assessment date and number of sessions to be conducted will be preprinted on the front cover of the Quality Control Booklet. During the visit, you will need to enter the number of students, time, and location for each session on the cover of the Quality Control Booklet. If separate accommodation sessions are needed, it is critical that they are also entered on the cover of the Quality Control Booklet as you discuss the time and location of the sessions with the school coordinator.

Pilot sessions will typically be small. You may combine pilot and operational sessions in the same room if space allows because the session scripts are the same. However, you cannot combine pilot or operational sessions with science bridge sessions because the session scripts are not the same. For a summary of pilot, operational, and bridge sessions, refer to pages 1.6-1.7.

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 supervisor. This will give you time to review your schedule with your supervisor and determine what other options are available.

It is important that the school coordinator understand that the assessment locations within the school must be available for 90 minutes so that sessions are not interrupted.

You also need to tell the school coordinator how many students will need to stay longer than the 90 minutes to complete the hands-on science task. Because such a small number of students per session will be completing the hands-on task, you should plan on putting all the students together in one room. Although you may not combine students from the operational and science bridge sessions during the regular assessment, you may combine students from operational and science bridge sessions selected for the hands-on science task in one room. The room must have tables or flat-top desks so the students have ample space to work with the science kits.

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 listed in the appropriate chart on the front cover of the Quality Control Booklet.

Schedule for Assessment Sessions						
Session #	# of Students	Date	Time	Location	Location for Hands-On Science	AA

Schedule for Separate Accommodation Sessions						
Subject	Accommodation	# of Students	Date	Time	Location	AA

At **question 12.2**, you'll inform the school coordinator that the Teacher Notification Letter was included in the Preassessment Packet to inform the teachers of students selected for the assessment. The *Teacher's Guide to NAEP* provides additional information about NAEP. One guide will be included in the Preassessment Packet for each teacher assigned to complete a Teacher Questionnaire. You should have extra teacher's guides to distribute to the school coordinator, if necessary.

12.2. In your Preassessment Packet, there is a Teacher Notification Letter. This letter briefly explains NAEP. Please distribute this letter to your teachers and provide them with a list of selected students so the teachers can plan accordingly. You may include a copy of the Administration Schedule with the Teacher Notification Letter. You also have copies of the *Teacher's Guide to NAEP* included in your packet to distribute to teachers. This guide provides detailed information about NAEP that is of specific interest to teachers.

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet

2. Activities to Complete Before Conducting the Preassessment Visit

1. Prepare for the Telephone Call to Schedule the Preassessment Visit

2. Conduct the Telephone Call to Schedule the Preassessment Visit

3. Prepare for the Confirmation Telephone Call

4. Conduct the Confirmation Telephone Call

5. Prepare for the Preassessment Visit

3. Activities to Complete During the Visit

6. Review the Status of School and Teacher Questionnaires

7. Verify Administration Schedule Data

8. Select Sample of Newly Enrolled Students

9. Verify Notification Letter Sent to Parents

10. Review Status of SD and LEP Questionnaires

11. Determine Student Accommodations

12. Make Assessment Arrangements

13. Complete Checklist of Preassessment Visit Followup Tasks

12.3. On assessment day, the other NAEP assessment team members and I will arrive at the school approximately 60-90 minutes before the assessment to prepare the assessment materials and finalize arrangements for the assessment. Where should we park?

It is critical that the assessment team arrive at the school at least 1 hour before the scheduled start of the first assessment session. This allows sufficient time for preparing the assessment materials and for handling last minute details. If possible and the school will be open, you should arrive 1-1/2 hours before the start of the first session—1/2 hour before the AAs arrive.

12.4. We will wear our NAEP identification badges and check in at the main office. Are there other procedures or protocols specific to your school that we need to follow?

This question is designed to provide you with the protocols you and your AAs must follow when working in the school. Any time NAEP staff members are in a school, they must be sure to wear NAEP Identification Badges. In addition, some schools require that visitors wear a badge provided by the school.

12.5. A student cannot be admitted to the session once the students have begun reading the booklet directions. How should we handle a student who arrives too late to be assessed?

12.6. How should we contact the office from the assessment locations if we need assistance such as if a student becomes ill, disruptive?

12.7. How should we dismiss the students at the conclusion of the assessment?

You will ask **questions 12.5 through 12.7** so the AAs will know how to: 1) handle a student who arrives too late to be assessed, 2) contact the office from the assessment locations, and 3) dismiss students at the conclusion of the assessment. You should record this information on the Assessment Information Form for each AA.

12.8. Is there anything scheduled that might interrupt the assessment session(s) such as a fire drill or assembly?

IF THE SCHOOL COORDINATOR INDICATED THAT THERE WILL BE A FIRE DRILL, SAY:
What are the procedures for evacuating the building?

The assessment team will need to know if there is anything scheduled at the school that may interrupt the session. Interruptions include a fire drill or assembly. If there is a fire drill scheduled, you will need to ask the school coordinator the procedures for evacuating the building. Record this information in the space provided in the Preassessment Contact Log.

12.9. We will need to access the NAEP Storage Envelope with the Administration Schedule(s) and other assessment materials as soon as we arrive on assessment day. In the event that something unforeseeable prevents your attendance that day, where will the NAEP Storage Envelope be stored and which staff person could get it for us?

It is important that the school coordinator know that you will need the NAEP Storage Envelope on assessment day. Be sure you know where and with whom the NAEP Storage Envelope is being kept because you will need to retrieve it to conduct the assessments when you return to the school. 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.

This year, there are grade-specific NAEP Storage Envelopes. The NAEP Storage Envelope for grade 4 and 8 schools is red and should be retained until June 1, 2005, or until the end of the school year. The NAEP Storage Envelope for grade 12 schools is blue and should be retained until December 31, 2005.

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet

2. Activities to Complete Before Conducting the Preassessment Visit

1. Prepare for the Telephone Call to Schedule the Preassessment Visit

2. Conduct the Telephone Call to Schedule the Preassessment Visit

3. Prepare for the Confirmation Telephone Call

4. Conduct the Confirmation Telephone Call

5. Prepare for the Preassessment Visit

3. Activities to Complete During the Visit

6. Review the Status of School and Teacher Questionnaires

7. Verify Administration Schedule Data

8. Select Sample of Newly Enrolled Students

9. Verify Notification Letter Sent to Parents

10. Review Status of SD and LEP Questionnaires

11. Determine Student Accommodations

12. Make Assessment Arrangements

13. Complete Checklist of Preassessment Visit Followup Tasks

12.10. After we retrieve the NAEP Storage Envelope, is there a room where the assessment team may work until time to go to the assessment locations?

Is this same space available for us to work after the sessions?

The assessment team will need a place to work before and after the assessment sessions. Schools do not have much available space. Work with what they provide.

12.11. IF GRADE 8 OR 12: In your packet, we have included Student Appreciation Certificates to inform selected students of the time and location of the assessment and to thank them in advance for participating.

IF GRADE 12: On the Student Appreciation Certificate, we will remind twelfth-graders to bring their own calculators to the assessment if they are selected for a mathematics booklet. However, students are not permitted to use a laptop or other portable computer, pocket organizer, device with a typewriter-style keyboard, electronic writing pad, or pen-input device. NAEP will provide a calculator for any student who does not have one.

One tablet of Student Appreciation Certificates is included in the school's Preassessment Packet for each grade 8 or 12 session. The school coordinator may use the certificates as appointment cards or as a way to thank students in advance for participating.

If NAEP received the student lists before November 19, 2004, the school will also have labels with student names that the school coordinator can affix to the back of the certificates. In these instances, the school coordinator will only need to write the location and time 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 chooses not to use the certificates before the assessment, the AAs may hand them out at the conclusion of the sessions as a thank you to the students.

In schools with grade 12 assessments, there are different Student Appreciation Certificates for students who are selected for the mathematics assessment with a booklet that requires a calculator. These certificates will be used to remind students to bring their calculators. You can easily identify which students should receive these certificates because they will have an "MC" indicating mathematics booklet with a calculator in column **C** of the Administration Schedule. Before you leave the school, prepare any twelfth-grade certificates for students requiring a calculator. Also, if the school coordinator requests, you should prepare the other certificates and leave for the school coordinator to distribute.

In schools with grade 4 assessments, the Student Appreciation Certificates will not be used as appointment cards; rather, the AAs will hand them out as a thank you to students at the conclusion of the session.

12.12. We have found that students respond more positively when they know that the assessment has the backing of the school administration. We encourage a teacher to stay in each room during the assessment. Is it possible for the principal or another school staff member to encourage students to do their best on NAEP during the daily announcements or be present at the beginning of each session to introduce the assessment and reinforce its importance to the students?

NAEP encourages the classroom teacher to remain in the room during the assessment. If the school coordinator indicates that the principal or another staff member will make an announcement, introduce NAEP, or stay in the room during the session, record that information in the space provided in the Preassessment Contact Log. This information should be provided on the Assessment Information Form to the AAs who will administer the individual sessions.

12.13. After the assessment, we will need to make a few copies of documents to store in the NAEP Storage Envelope and the School Folder. What is the procedure for making copies at your school?

The school coordinator should know that you will need to make a few copies on assessment day. Use this question to ask the procedure for making copies at the school.

12.14. Because NAEP guidelines stipulate that a makeup session be scheduled if less than 90 percent of the students are present on assessment day, it is critical that every effort be made to assure that all students present and selected for the assessment be in attendance. If needed, makeup arrangements will be discussed as a part of our session debriefing on assessment day.

The school coordinator should know that it is important for each selected student to be assessed. This statement informs the school coordinator of the potential need for a makeup session if there are less than 90 percent of the sampled students assessed on assessment day.



Impacts Statistical Validity

For the assessment results to be accurate, NAEP needs to maintain a high student participation rate. Makeup sessions will be conducted when necessary in order for NAEP to achieve a student participation rate of 90 percent at each school.

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet

2. Activities to Complete Before Conducting the Preassessment Visit

1. Prepare for the Telephone Call to Schedule the Preassessment Visit

2. Conduct the Telephone Call to Schedule the Preassessment Visit

3. Prepare for the Confirmation Telephone Call

4. Conduct the Confirmation Telephone Call

5. Prepare for the Preassessment Visit

3. Activities to Complete During the Visit

6. Review the Status of School and Teacher Questionnaires

7. Verify Administration Schedule Data

8. Select Sample of Newly Enrolled Students

9. Verify Notification Letter Sent to Parents

10. Review Status of SD and LEP Questionnaires

11. Determine Student Accommodations

12. Make Assessment Arrangements

13. Complete Checklist of Preassessment Visit Followup Tasks

12.15. When the assessment is over, I will need to conduct a short debriefing interview with you and give you the NAEP Storage Envelope to retain. Where can I find you after we have completed our post assessment tasks?

After the assessment, you will need to be able to locate the school coordinator. You should indicate where you will be able to find him/her in the space provided in the Preassessment Contact Log.

12.16. If a problem arises or if you have any questions, you may leave a message for me by calling _____ (*telephone number*). You may also call the NAEP Help Desk at 1-800-283-6237.

You will be the primary contact for the school coordinator in the event a problem arises. You will also give the school coordinator the NAEP respondent Help Desk telephone number (1-800-283-6237) in case you are not available or a question needs to be answered immediately.

12.17. CONFIRM ANY CALLBACK DATES ANDTIMES.

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 back cover of the Quality Control Booklet and on your calendar.

12.18. Do you have any other questions about the assessment or the arrangements at your school?

I appreciate all the time you have taken helping me prepare for the assessment. Have a good day.

Answer any questions the school coordinator has, as appropriate. Do not answer questions if you are unsure of the answers; rather, offer to obtain an answer and call back.

12.19. PREPARE ADDITIONAL TEACHER, SD AND/OR LEP QUESTIONNAIRES, IF NECESSARY. REMEMBER TO COMPLETE THE QUESTIONNAIRE COVERS AND ROSTER OF QUESTIONNAIRES.

You should review the Preassessment Contact Log to determine if you need to provide additional Teacher, SD, and/or LEP Questionnaires to the school coordinator. Prior to providing the additional questionnaire(s), you will need to prepare the questionnaire covers and Roster for distribution as described in Chapter 3.

12.20. MAKE A COPY OF THE UPDATED ORIGINAL ADMINISTRATION SCHEDULE(S) AND ROSTER(S) OF QUESTIONNAIRES. THEN, PLACE THE COPIES IN THE NAEP STORAGE ENVELOPE.

12.21. GIVE THE NAEP STORAGE ENVELOPE AND ADDITIONAL QUESTIONNAIRES, IF ANY, TO THE SCHOOL COORDINATOR.

Finally, make copies of the updated Administration Schedule(s) and Roster(s) and prepare the NAEP Storage Envelope. If you have prepared additional questionnaires, leave them with the school coordinator.

Procedure 13. Complete Checklist of Preassessment Visit Followup Tasks

Immediately after conducting the preassessment visit, you will need to complete the following list of tasks that appears in the Preassessment Contact Log:

- record that the preassessment visit is complete on the back cover of the Quality Control Booklet;
- enter New Enrollee (**Procedure 8**) and Parent Notification Letter (**Procedure 9**) information into the SCS;
- place the dated copy of the Parent Notification Letter in the School Folder; and
- enter callback information on your calendar.

CONTENTS

1. Overview of Part 1 of the Quality Control Booklet
2. Activities to Complete Before Conducting the Preassessment Visit
 1. Prepare for the Telephone Call to Schedule the Preassessment Visit
 2. Conduct the Telephone Call to Schedule the Preassessment Visit
 3. Prepare for the Confirmation Telephone Call
 4. Conduct the Confirmation Telephone Call
 5. Prepare for the Preassessment Visit
3. Activities to Complete During the Visit
 6. Review the Status of School and Teacher Questionnaires
 7. Verify Administration Schedule Data
 8. Select Sample of Newly Enrolled Students
 9. Verify Notification Letter Sent to Parents
 10. Review Status of SD and LEP Questionnaires
 11. Determine Student Accommodations
 12. Make Assessment Arrangements
 13. Complete Checklist of Preassessment Visit Followup Tasks

Chapter 4 Summary

Upon completing this chapter, you should now be able to:

- identify what you should know before conducting preassessment activities;
- describe what you must do to prepare for the telephone call to schedule the preassessment visit, confirmation telephone call, and preassessment visit;
- identify the procedures for conducting the preassessment visit;
- describe how to review the status of questionnaires;
- demonstrate how to verify Administration Schedule data;
- describe how to add the selected newly enrolled students to the Administration Schedule;
- describe how to verify that parents/guardians have been notified about NAEP;
- describe the process for determining student accommodations;
- determine what you need to ask about assessment arrangements; and
- describe what you must do immediately after the preassessment visit.

5 Planning for Assessment Day

Planning for assessment day occurs after the preassessment visit and before assessment day. Effectively planning for assessment day is critical to the successful administration of assessments. This chapter provides an overview of the activities required to plan for the assessment day. Your role in planning for assessment day is one of the most important responsibilities in the NAEP assessment process.

1. Activities to Complete After the Preassessment Visit

Procedure 1. Review and Revise the Assessment Schedule

You are responsible for scheduling the AAs on your team. Typically, there are three to five AAs per team. The number of AAs on your team depends on the following factors:

- geographic size of the area;
- number of schools in the area;
- anticipated number and size of the sessions;
- schedule of the assessments; and
- any known scheduling problems, such as vacation periods or irregular school schedules.

You developed a tentative AA schedule with your supervisor, which you delivered to your team of AAs at the AA training. After the preassessment visit, you now need to review and revise this schedule as necessary.

To determine the number of AAs required for a school, you must first review the number of regular and accommodation sessions listed on the cover of the Quality Control Booklet. Then, you should schedule enough AAs to conduct all regular sessions simultaneously. Remember that the operational and pilot sessions can be conducted in the same room. The timing for these sessions is the same and the session scripts will be combined. The science bridge sessions must be conducted separately from the operational and pilot sessions due to different timing and session scripts. However, the hands-on science portion of the operational and science bridge sessions can be held in the same room. If accommodation sessions are to be held, make sure you adequately assign AAs to conduct those sessions. You will generally assign one AA per regular or accommodation session.

In some schools, you will conduct large, combined sessions. It is important that you have the appropriate number of AAs scheduled to conduct and monitor these sessions. Remember that you should not choose to conduct large sessions in order to schedule regular and accommodation sessions simultaneously. Accommodation sessions should be scheduled for later in the day after the regular sessions. This reduces the total number of AAs.

Situations That May Affect Your Assessment Schedule

Previous NAEP assessments have taught us that assessments generally run smoothly and according to procedure. On occasion, however, you may encounter a situation that requires special attention, such as those described below. Even though these situations occur infrequently, you must know how to handle them. Remember to document and discuss any unusual situations with your supervisor.

Makeup Sessions

A makeup session is a small session that must be held at a later date if the student attendance at the original session is too low. Chapter 6 of this manual thoroughly describes the procedures associated with makeup sessions. It is best to complete the makeup as soon after the original session as possible. Be sure to examine your calendar to be certain that your schedule will accommodate the date suggested by the school. You may schedule an AA to return to the school to conduct the makeup session without you. In these instances, you must arrange for the AA to return the Session Box to you after the makeup is completed. It is your responsibility to ensure that all booklets have been returned to you by the AA. If the school is eager to get the makeup out of the way but the dates it offers conflict with your team's schedule, talk to your supervisor about the possibility of someone else covering the session.

Accommodation Sessions

Separate accommodation sessions may be conducted for students with disabilities (SD) and/or students with limited English proficiency (LEP). You will need to be familiar with the differences in the administrative process of these sessions (pages 6.37-6.38), as well as with the allowable accommodations for these students (pages 3.32-3.37).

Whenever possible, you should schedule regular sessions to be conducted in the morning and separate accommodation sessions to be conducted afterwards to reduce the total number of AAs needed at the school. In staffing sessions where students will be accommodated, it is important that the AA assigned to the session be comfortable working with special needs children. For example, an AA with a special education background would be ideal.

If students are being accommodated as part of the regular session, the AA administering the session may need additional help. Depending on the nature of the accommodations, an additional AA for every three to five accommodated students might be necessary.

Each AA should know in advance the student(s) with whom they will be working and the nature of the accommodation.

When the AA Cannot Conduct the Session

The assessment rules specify that only an individual who attended the AA training session can administer the assessment. The exception to this is when a school staff member administers an accommodation session, which is allowable under certain circumstances as described on page 3.36. However, even in those instances an AA must be present in the room. If you do not have enough AAs to staff the sessions in a school, you should speak with the school coordinator about possibly combining two of the same session types into one large room, such as the cafeteria, or holding the session on the same day at a later time. In this case, ask the school to provide a proctor because the group is large. You should not combine sessions into a large session so that an accommodation session can be held at the same time as the regular sessions.

CONTENTS

1. Activities to Complete After the Preassessment Visit

1. Review and Revise the Assessment Schedule

2. Complete Key Paperwork

3. Verify Assessment Materials and Request Any Additional Materials

2. Activities to Complete Immediately Before Assessment Day

4. Review the Preassessment Contact Log

5. Review Accommodation Codes

6. Assign Accommodation Booklets

7. Assign Booklets to Students Newly Added to the Administration Schedule

8. Review Materials in the School Folder

9. Perform a Final Check of Assessment Materials

10. Review Security and Confidentiality Procedures

11. Gather Materials to Bring to the School on Assessment Day

Rescheduling Sessions Due to Bad Weather

It is possible that in some areas of the country, bad weather could prevent the school from holding a scheduled assessment or prevent you from reaching the school. If a school is closed due to inclement weather, contact the school coordinator the following morning to reschedule. In most situations involving bad weather, you will be in the school's local area the evening before the session. The school's decision to open or delay opening will depend largely on whether the buses can run. If the school opens the following day, you should be able to make it to the session, unless you already have sessions at another school scheduled that day. Be alert for changes in the school's schedule.

The School Postpones the Assessment

If the school coordinator calls to inform you that the school will need to postpone the assessment, you should attempt to reschedule it immediately. Be sure to notify your supervisor of any schedule changes. The changes could have an effect on the schedule in other areas or require the use of a Troubleshooter AA. A Troubleshooter AA is assigned to each region to assist where needed.

Procedure 2. Complete Key Paperwork

Complete Assessment Information Form

You will use the information gathered from **Procedure 12** of the Preassessment Contact Log to complete the Assessment Information Form (shown on the following page). The Assessment Information Form allows you to communicate specific information to your AAs about their assignment. You must complete one form for each AA scheduled to conduct a session in a school. If an AA will conduct more than one session in a school, you should provide detailed information on the sessions that he/she is assigned. On the form, you will record the following:

- the school name and NAEP ID;
- the school address and telephone number;
- the assessment date and time(s);
- the time the AA should arrive at the school;
- the session number(s) assigned to the AA;
- the room(s) where the session(s) will be held;
- the school coordinator's name;
- directions to the school and where to park once the AAs arrive at the school;
- information about accommodations, such as the number and types in the session;
- instructions for meeting the assessment team; 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.

This form should be distributed to the AAs 1 to 2 weeks before each assessment. You should either mail AAs their Assessment Information Forms or give the forms to them in person. The method that you choose will depend on your proximity to the members of your team.

AC: Barbara Smith AA: Winston Jones
 Phone Number: 703-555-2222 Region/Area: VA2

ASSESSMENT INFORMATION FORM

SCHOOL: Washington Elementary School ID #: 101-101-1

ADDRESS: 3800 Washington Blvd.
Vienna, VA 22180

PHONE #: 703-555-2249

SCHOOL COORDINATOR: Chris Thomas ASSESSMENT DATE: 2/10/05

ARRIVAL TIME: 7:05 a.m. ASSESSMENT TIME(S): 8:05 a.m.

SESSION NUMBER(S): R50401 ROOM(S): 121

DIRECTIONS TO SCHOOL: Take 495 to exit 46A - Rt 123 W. Take 123W to Old
Courthouse Rd. Make right on Old Courthouse Rd. School is one block up on the right.

PARKING: Park in visitor spaces only!

ACCOMMODATIONS INFORMATION: There is one student on your Administration
Schedule who requires a large-print booklet accommodation. His teacher said he
can be assessed in the regular session but may need extra time.

INSTRUCTIONS FOR MEETING ASSESSMENT TEAM: All AAs are to meet AC outside
main entrance door at 7:05 a.m. sharp!

OTHER INFORMATION (Policy for dismissing students, how to handle latecomers, etc.):
Notify teacher when assessment is finished so he/she can dismiss students.
Use intercom beside classroom door to summon help in case of an emergency.

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

CONTENTS

1. Activities to Complete After the Preassessment Visit

1. Review and Revise the Assessment Schedule

2. Complete Key Paperwork

3. Verify Assessment Materials and Request Any Additional Materials

2. Activities to Complete Immediately Before Assessment Day

4. Review the Preassessment Contact Log

5. Review Accommodation Codes

6. Assign Accommodation Booklets

7. Assign Booklets to Students Newly Added to the Administration Schedule

8. Review Materials in the School Folder

9. Perform a Final Check of Assessment Materials

10. Review Security and Confidentiality Procedures

11. Gather Materials to Bring to the School on Assessment Day

Procedure 3. Verify Assessment Materials and Request Any Additional Materials

After each preassessment visit, you will need to check the Session Boxes you received for that school again, gather other materials needed 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 adequate time to request and receive additional supplies from Pearson and/or Westat.

You are also responsible for making sure that all assessment materials and supplies to be used during the assessment remain in good condition. If you receive any damaged or misprinted materials or supplies that cannot be used, do not dispose of these materials. Call Pearson for replacements. All damaged or misprinted booklets must be accounted for and returned to Pearson.



Security and Confidentiality Alert

Remember that you must account for all used and unused Pearson assessment materials throughout the assessment process.

School Materials

Assessment booklets will be packaged in bundles. The number of booklets in the bundle depends on the session type. The bundle sizes for operational, pilot, and science bridge sessions are listed in the table below.

Grade	Session type	Bundle size
4	Operational	14 booklets
8, 12	Operational	16 booklets
4, 8, 12	Science bridge	11 booklets
4, 8	Pilot	13 booklets
12	Pilot	11 booklets

Each box will contain two bundles of booklets. A numbered Bundle Slip will be shrink-wrapped with each bundle. The five-digit **Bundle #** on the slip should match the five-digit number printed in the **Bundle #** box in the upper-left and upper-right section 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 page 6.14. The slip will also show the types of additional materials needed for booklets in the bundle.

After the completion of each preassessment visit, complete the following steps:

1. Open the school's Session Box(es) and check that the Bundle #s on the Administration Schedule(s) match those included in the shipment.
2. Check the materials in your shipment against the packing lists and Administration Schedule to see that you have sufficient supplies.

The following tables identify the materials that will be packed in each Session Box. Science kit information can be found on pages 5.11-5.13. Also note that calculators, timers, and mathematics posters are located in your bulk supplies.

Materials for RS Sessions (Operational)	
Grade 4	
Quantity	Item
2 Bundles	Grade 4 Reading/Mathematics/Science Booklets (14 per bundle; 28 total booklets)
4	Grade 4 Mathematics Set "X"
4	Grade 4 Mathematics Set "G"
4	Rulers "R"
1	Sign Testing in Progress - Do Not Disturb
2	Rubber bands
36	Pencils
28	Preprinted Student ID Labels
1	Return Shipment Label
Grade 8	
Quantity	Item
2 Bundles	Grade 8 Reading/Mathematics/Science Booklets (16 per bundle; 32 total booklets)
4	Grade 8 Mathematics Set "Y"
4	Grade 8 Mathematics Set "G"
4	Protractors "P"
4	Guide to Metro "M"
1	Sign Testing in Progress - Do Not Disturb
2	Rubber bands
36	Pencils
32	Preprinted Student ID Labels
1	Return Shipment Label

CONTENTS

1. Activities to Complete After the Preassessment Visit

1. Review and Revise the Assessment Schedule

2. Complete Key Paperwork

3. Verify Assessment Materials and Request Any Additional Materials

2. Activities to Complete Immediately Before Assessment Day

4. Review the Preassessment Contact Log

5. Review Accommodation Codes

6. Assign Accommodation Booklets

7. Assign Booklets to Students Newly Added to the Administration Schedule

8. Review Materials in the School Folder

9. Perform a Final Check of Assessment Materials

10. Review Security and Confidentiality Procedures

11. Gather Materials to Bring to the School on Assessment Day

Materials for RS Sessions (Operational) continued

Grade 12

Quantity	Item
2 Bundles	Grade 12 Reading/Mathematics/Science Booklets (16 per bundle; 32 total booklets)
2	Grade 12 Mathematics Set "Z"
4	Grade 12 Mathematics Set "G"
4	Protractors "P"
4	Guide to Metro "M"
3	Social Security Instructions "S"
1	Sign Testing in Progress - Do Not Disturb
2	Rubber bands
36	Pencils
32	Preprinted Student ID Labels
1	Return Shipment Label

Materials for RM Sessions (Operational)

Grade 4

Quantity	Item
2 Bundles	Grade 4 Reading/Mathematics Booklets (14 per bundle; 28 total booklets)
4	Grade 4 Mathematics Set "X"
4	Grade 4 Mathematics Set "G"
4	Rulers "R"
1	Sign Testing in Progress - Do Not Disturb
2	Rubber bands
36	Pencils
28	Preprinted Student ID Labels
1	Return Shipment Label

Grade 8

Quantity	Item
2 Bundles	Grade 8 Reading/Mathematics Booklets (16 per bundle; 32 total booklets)
4	Grade 8 Mathematics Set "Y"
4	Grade 8 Mathematics Set "G"
4	Protractors "P"
4	Guide to Metro "M"
1	Sign Testing in Progress - Do Not Disturb
2	Rubber bands
36	Pencils
32	Preprinted Student ID Labels
1	Return Shipment Label

Materials for SC Sessions (Operational)

Grade 4	
Quantity	Item
1 or 2 Bundles	Grade 4 Science Booklets (14 per bundle)
1	Sign Testing in Progress - Do Not Disturb
2	Rubber bands
36	Pencils
14 or 28	Preprinted Student ID Labels
1	Return Shipment Label
Grade 8	
Quantity	Item
1 or 2 Bundles	Grade 8 Science Booklets (16 per bundle)
1	Sign Testing in Progress - Do Not Disturb
2	Rubber bands
36	Pencils
16 or 32	Preprinted Student ID Labels
1	Return Shipment Label

Materials for PT Sessions (Pilot)

Grade 4	
Quantity	Item
1 or 2 Bundles	Grade 4 Pilot Test Booklets (13 per bundle)
2 or 4	Grade 4 Mathematics Set "N"
2 or 4	Grade 4 Mathematics Set "L"
1	Sign Testing in Progress - Do Not Disturb
2	Rubber bands
36	Pencils
13 or 26	Preprinted Student ID Labels
1	Return Shipment Label
Grade 8	
Quantity	Item
1 or 2 Bundles	Grade 8 Pilot Test Booklets (13 per bundle)
2 or 4	Grade 8 Mathematics Set "T"
2 or 4	Grade 8 Mathematics Set "F"
1	Sign Testing in Progress - Do Not Disturb
2	Rubber bands
36	Pencils
13 or 26	Preprinted Student ID Labels
1	Return Shipment Label

CONTENTS

1. Activities to Complete After the Preassessment Visit

1. Review and Revise the Assessment Schedule

2. Complete Key Paperwork

3. Verify Assessment Materials and Request Any Additional Materials

2. Activities to Complete Immediately Before Assessment Day

4. Review the Preassessment Contact Log

5. Review Accommodation Codes

6. Assign Accommodation Booklets

7. Assign Booklets to Students Newly Added to the Administration Schedule

8. Review Materials in the School Folder

9. Perform a Final Check of Assessment Materials

10. Review Security and Confidentiality Procedures

11. Gather Materials to Bring to the School on Assessment Day

Materials for PT Sessions (Pilot) continued

Grade 12

Quantity	Item
1 or 2 Bundles	Grade 12 Pilot Test Booklets (11 per bundle)
2 or 4	Grade 12 Mathematics Set "H"
2 or 4	Grade 12 Mathematics Set "W"
2 or 4	Protractors "P"
1	Sign Testing in Progress - Do Not Disturb
2	Rubber bands
36	Pencils
11 or 22	Preprinted Student ID Labels
1	Return Shipment Label

Materials for SB Sessions (Science Bridge)

Grade 4

Quantity	Item
3 Bundles	Grade 4 Science Bridge Booklets (11 per bundle)
1	Sign Testing in Progress - Do Not Disturb
3	Rubber bands
36	Pencils
33	Preprinted Student ID Labels
1	Return Shipment Label

Grade 8

Quantity	Item
3 Bundles	Grade 8 Science Bridge Booklets (11 per bundle)
1	Sign Testing in Progress - Do Not Disturb
3	Rubber bands
36	Pencils
33	Preprinted Student ID Labels
1	Return Shipment Label

Grade 12

Quantity	Item
3 Bundles	Grade 12 Science Bridge Booklets (11 per bundle)
1	Sign Testing in Progress - Do Not Disturb
3	Rubber bands
36	Pencils
33	Preprinted Student ID Labels
1	Return Shipment Label

Science Kits

The table below shows the types of science kits, by grade, that you will receive from Pearson.

Grade(s)	Science kit
4	Kit A – Seeds
4	Kit B – Unknown powder
4/8	Kit C – Markers
8	Kit D – Powders
8/12	Kit E – Soil tests
12	Kit F – Antacid
12	Kit G – Pendulum



CONTENTS

1. Activities to Complete After the Preassessment Visit

1. Review and Revise the Assessment Schedule

2. Complete Key Paperwork

3. Verify Assessment Materials and Request Any Additional Materials

2. Activities to Complete Immediately Before Assessment Day

4. Review the Preassessment Contact Log

5. Review Accommodation Codes

6. Assign Accommodation Booklets

7. Assign Booklets to Students Newly Added to the Administration Schedule

8. Review Materials in the School Folder

9. Perform a Final Check of Assessment Materials

10. Review Security and Confidentiality Procedures

11. Gather Materials to Bring to the School on Assessment Day

The science kits will be packaged separately from the other session materials. You will receive the following:

- exact number of kits needed for each grade 4 and 8 operational (RS) session. The kits will be packaged in one box per session;
- one box of six kits per session for each grade 12 operational (RS) session;
- one box of nine kits per session for each science (SC) session; and
- one box of 18 kits per session for each science bridge (SB) session.

Each box of science kits will also contain a science activities brochure for the school and a garbage bag to dispose of used science kit materials. You should refer to the Session Box packing list to determine which science kits are needed for each session.

Science Kit Materials for RS Sessions

Grade 4	
Quantity	Item
1 for each student designated for hands-on science	Grade 4 Science Kit A – Seeds
1 for each student designated for hands-on science	Grade 4 Science Kit B – Unknown Powders
1 for each student designated for hands-on science	Grade 4/8 Science Kit C – Markers
1	Grade 4 Science Activities Brochure
1	Garbage Bags (small)
Grade 8	
Quantity	Item
1 for each student designated for hands-on science	Grade 4/8 Science Kit C – Markers
1 for each student designated for hands-on science	Grade 8 Science Kit D – Powders
1 for each student designated for hands-on science	Grade 8/12 Science Kit E – Soil Test
1	Grade 8 Science Activities Brochure
1	Garbage Bags (small)
Grade 12	
Quantity	Item
2	Grade 8/12 Science Kit E – Soil Test
2	Grade 12 Science Kit F – Antacid
2	Grade 12 Science Kit G - Pendulum
1	Grade 12 Science Activities Brochure
1	Garbage Bags (small)

Science Kit Materials for SC Sessions

Grade 4	
Quantity	Item
3	Grade 4 Science Kit A – Seeds
3	Grade 4 Science Kit B – Unknown Powder
3	Grade 4/8 Science Kit C – Markers
1	Grade 4 Science Activities Brochure
1	Garbage Bags (small)
Grade 8	
Quantity	Item
3	Grade 4/8 Science Kit C – Markers
3	Grade 8 Science Kit D –Powders
3	Grade 8/12 Science Kit E – Soil Test
1	Grade 8 Science Activities Brochure
1	Garbage Bags (small)

Science Kit Materials for SB Sessions

Grade 4	
Quantity	Item
6	Grade 4 Science Kit A – Seeds
6	Grade 4 Science Kit B – Unknown Powder
6	Grade 4/8 Science Kit C – Markers
1	Grade 4 Science Activities Brochure
1	Garbage Bags (small)
Grade 8	
Quantity	Item
6	Grade 4/8 Science Kit C – Markers
6	Grade 8 Science Kit D –Powders
6	Grade 8/12 Science Kit E – Soil Test
1	Grade 8 Science Activities Brochure
1	Garbage Bags (small)
Grade 12	
Quantity	Item
5	Grade 8/12 Science Kit E – Soil Test
5	Grade 12 Science Kit F – Antacid
5	Grade 12 Science Kit G - Pendulum
1	Grade 12 Science Activities Brochure
1	Garbage Bags (small)

PROCEDURES

1. Activities to Complete After the Preassessment Visit

1. Review and Revise the Assessment Schedule

2. Complete Key Paperwork

3. Verify Assessment Materials and Request Any Additional Materials

2. Activities to Complete Immediately Before Assessment Day

4. Review the Preassessment Contact Log

5. Review Accommodation Codes

6. Assign Accommodation Booklets

7. Assign Booklets to Students Newly Added to the Administration Schedule

8. Review Materials in the School Folder

9. Perform a Final Check of Assessment Materials

10. Review Security and Confidentiality Procedures

11. Gather Materials to Bring to the School on Assessment Day

Bulk Supplies

The remaining assessment materials are general or bulk supplies. General or bulk supplies refer to materials that you may or may not need at each session. Most of these materials will come from Pearson, but a few will come from Westat.

Pearson Bulk Supplies

You will need to use the timers from your Pearson bulk supplies for every assessment. You will also frequently use the calculators and math posters. The remaining bulk materials are for you to use if you need extra materials for your sessions. A complete list of Pearson bulk supplies is provided on pages 5.16-5.17.

Student Booklets

Your Pearson bulk supplies will include the following assessment and accommodation booklets:

- grade 4 and grade 8 school assessment booklets for operational sessions; and
- grade 4 read-aloud/small group booklets.

If you discover during the preassessment visit that you will need additional assessment booklets for science bridge, pilot, or grade 12 sessions, you must contact Pearson to place an order.

You will also need to request the following accommodation booklets not included in your bulk supplies from Pearson:

- large-print booklets for operational and science bridge sessions (booklets for pilot sessions will need to be enlarged using the school's equipment);
- bilingual glossary booklets for science bridge sessions;
- bilingual booklets for mathematics and science operational sessions; and
- read-aloud/small group booklets (Note that you will be given a few bundles of grade 4 read-aloud/small group booklets in your bulk supplies. If additional booklets or different booklet version numbers are needed, you must request them from Pearson.)

When requesting read-aloud/small group booklets, remember that a student must receive a read-aloud booklet for the same subject as the original booklet assigned to him/her. Therefore, for all read-aloud booklets of a given subject, request the same booklet number as that of the first student listed on the Administration Schedule who requires the read-aloud/small group accommodation. More information on read-aloud booklets is found on page 3.34. **(Reminder: There is no read-aloud reading booklet.)**

The science bridge read-aloud/small group and science bridge glossary accommodation booklets are the same booklets. Therefore, when requesting the science bridge glossary booklets via telephone or email, you will need to indicate the booklet number and inform Pearson that you need a glossary.

You must account for all of the regular and accommodation booklets that you receive in your bulk supplies or via short shipment request to Pearson. In the shipment section of the SCS, you will need to indicate that you received all of the booklets shipped to you. Refer to the *SCS User's Guide* for detailed instructions on using the SCS. You should also use the Bulk Security Checklist (shown on the following page) to keep track of the booklets included in your bulk supplies.

This is your responsibility to be sure that you have a sufficient number of the appropriate assessment materials needed for each school and that you can account for all of these materials (used and unused) when the assignment is completed. You may not, under any circumstances, borrow or lend booklets from another Session Box or another AC.

NAEP 2005 Bulk Security Checklist

AC: Mr. Smith (Seq. # 72)
 Region #: 201

Bundle #	Received	Date Issued	School/Session	Date/Time Returned	Tracking Number
Book ID's					
1					
1310000091					
0010000000					
1960000000					
0040000060					
0900450680					
0157534689					
0091123794					
0171234567					
1360005594					
1340023364					
1340078532					
1310000666					
0160011189					
0043333365					
0204444835					
1360452189					
1333333789					
2					
1310000091					
0010000000					
1960000000					
0040000060					
0900450680					
0157534689					
0091123794					
0171234567					
1360005594					
1340023364					
1340078532					
1310000666					
0160011189					
0043333365					
0204444835					
1360452189					
1333333789					

Instructions: This form is for your use only. Do not return to Pearson.
 The "Received" column is to record the date you received the books from Pearson.
 The "Date Issued" column is to record the date you used the book.
 The "School/Session" column is to record school number and session number.
 The "Date/Time Returned" column is to record date returned to Pearson.
 The "Tracking Number" column is to record the tracking number used to return the book(s).

CONTENTS

1. Activities to Complete After the Preassessment Visit

1. Review and Revise the Assessment Schedule

2. Complete Key Paperwork

3. Verify Assessment Materials and Request Any Additional Materials

2. Activities to Complete Immediately Before Assessment Day

4. Review the Preassessment Contact Log

5. Review Accommodation Codes

6. Assign Accommodation Booklets

7. Assign Booklets to Students Newly Added to the Administration Schedule

8. Review Materials in the School Folder

9. Perform a Final Check of Assessment Materials

10. Review Security and Confidentiality Procedures

11. Gather Materials to Bring to the School on Assessment Day

The bulk supplies you will receive from Pearson are shown below and on the following page.

Pearson Bulk Supplies

General Bulk Supplies from Pearson

Quantity	Item
1	Tape Dispenser
3 Rolls	Sealing Tape
8	Digital Timer
2 Packages	AA Batteries
15	Supplemental Shipping Envelopes
5	Sign Testing in Progress – Do Not Disturb
25	Materials Request Form
10	Rubber Bands
1	Bulk Security Checklist
5	Ziplock Bags
5	Return Mailing Labels (for bulk materials only)
1 Set	Pencils (36 per set)

Bulk Reading, Mathematics, and Science Materials from Pearson

Quantity	Item
55	Grade 4 Simple Calculators TI-108 "C" (Blue)
55	Grade 8/12 Scientific Calculators TI-30 "C" (Gray)
8	Grade 4 OE Mathematics Poster
8	Grade 8 OE Mathematics Poster
3 Packages	Grade 4 Science Supplemental Materials
3 Packages	Grade 8 Science Supplemental Materials
3	Grade 4 Science Kit A – Seeds
3	Grade 4 Science Kit B – Unknown Powders
3	Grade 4 Science Kit C – Markers
3	Grade 8 Science Kit C – Markers
3	Grade 8 Science Kit D – Powders
3	Grade 8 Science Kit E – Soil Test
8	Grade 4 Mathematics Set "X"
8	Grade 4 Mathematics Set "G"
8	Rulers "R"
8	Grade 8 Mathematics Set "Y"
8	Grade 8 Mathematics Set "G"
8	Protractors "P"
8	Guide to Metro "M"

Other Bulk Supplies	
Quantity	Item
15	Administration Schedules (blank)
5	Grade 4 Roster of Questionnaires – operational (blank)
5	Grade 8 Roster of Questionnaires – operational (blank)
5	Grade 12 Roster of Questionnaires – operational (blank)
5	Grade 4 Roster of Questionnaires – pilot (blank)
5	Grade 8 Roster of Questionnaires – pilot (blank)
15	Supplemental SD and/or LEP Rosters
5	Grade 4 School Questionnaire – operational
1	Grade 8 School Questionnaire – operational
1	Grade 12 School Questionnaire – operational
2	Grade 4 School Questionnaire – pilot
2	Grade 8 School Questionnaire – pilot
10	Grade 4 Teacher Questionnaire – operational
10	Grade 8 Reading Teacher Questionnaire – operational
10	Grade 8 Mathematics Teacher Questionnaire – operational
10	Grade 4 Science Teacher Questionnaire – operational
5	Grade 4 U.S. History/Civics Teacher Questionnaire – pilot
5	Grade 4 U.S. History/Civics Teacher Questionnaire – pilot
1	Grade 12 Economics Teacher Questionnaire – pilot
1	Grade 12 Economics Department Chair Questionnaire - pilot
75	SD Questionnaires
75	LEP Questionnaires
1 Bundle	Grade 4 Reading/Mathematics/Science Booklets (14 per bundle)
1 Bundle	Grade 8 Reading/Mathematics/Science Booklets (14 per bundle)
6 Bundles	Grade 4 Read-Aloud Booklets (5 per bundle)
5 Bundles	Additional Grade 4 Read-Aloud Booklets if assigned (5 per bundle)

CONTENTS

1. Activities to Complete After the Preassessment Visit

1. Review and Revise the Assessment Schedule
2. Complete Key Paperwork

3. Verify Assessment Materials and Request Any Additional Materials

2. Activities to Complete Immediately Before Assessment Day

4. Review the Preassessment Contact Log
5. Review Accommodation Codes
6. Assign Accommodation Booklets
7. Assign Booklets to Students Newly Added to the Administration Schedule
8. Review Materials in the School Folder
9. Perform a Final Check of Assessment Materials
10. Review Security and Confidentiality Procedures
11. Gather Materials to Bring to the School on Assessment Day

The bulk supplies you will be receiving from Westat are listed below.

Westat Bulk Supplies

Publications

Summary of Activities – Public
Summary of Activities – Nonpublic
Teacher’s Guide to NAEP
Demonstration Booklets
MySchool Web Site Brochure and Folder
Mathematics Framework
Reading Framework
Science Framework

Forms and Materials

NAEP Storage Envelopes
“Destroy by” Postcards
Student ID Labels (blank)
Student Appreciation Certificates
Makeup Worksheets
Session Debriefing Forms
School Certificates of Appreciation
Blank School Folders
AA Identification Badges and Lanyards*
AA Assessment Information Forms
Teacher Observer Letter
Accommodation Teacher Letter

Administrative Materials

T&Es and Envelopes*
Trip and Expense Reports

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

Request Additional Materials, If Necessary

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 not included in your bulk supplies, you should contact Pearson. Requested materials are sent “overnight” and delivered usually within 24 hours of the request. Before you fax, call, or email Pearson, complete the Materials Request Form that is included in your bulk supplies. Then, you may contact Pearson as indicated below:

- The telephone number 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.
- The email address is **NAEP@pearson.com**.

The Pearson NAEP Help Desk is available between 7:00 a.m. and 4:30 p.m. CST. Overnight orders for short shipments must be in by 3:00 p.m. CST.

If you need additional materials that are listed under Westat bulk supplies, email your supervisor 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.

NAEP 2005 Materials Request Form (Page 1 of 2)

Page 1 of 2 **2005 NAEP MATERIALS REQUEST FORM**

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

Date: _____ Date Needed: _____ Test Date: _____ School # _____
 Name: _____ AC Region/Area # _____
 Ship To Address: _____ School Name: _____
STREET ADDRESS (Do not use a P.O. Box) CITY, STATE, ZIP CODE
 Phone Number: () _____ - _____ E-mail Address: _____

Quantity	Units	Description	Quantity	Units	Description
		Gr4 Reading/Math/Science (RS)			Tracking Forms/Questionnaires
	Bndl of 14	Gr4, Read/Math/Science Bundle		Each	Administration Schedule
	Set	Ancillaries, Gr4 Math		Each	Roster of Questionnaires, Gr4, OP
		Gr4 Reading/Math (RM)		Each	Roster of Questionnaires, Gr8, OP
	Bndl of 14	Gr4, Read/Math Bundle		Each	Roster of Questionnaires, Gr12
	Set	Ancillaries, Gr4 Math		Each	Roster of Questionnaires, Gr4, Pilot
		Gr4 Science (SC)		Each	Roster of Questionnaires, Gr8, Pilot
	Bndl of 14	Gr4, Science Bundle		Each	Roster, Supplemental SD/LEP
	Set	Science Kits, Gr4, Set of 9		Pkg/25	Gr4 Teacher Questionnaire
		Gr4 Pilot (PT)		Pkg/25	Gr8 Math Teacher Questionnaire
	Bndl of 13	Gr4, Pilot Bundle		Pkg/25	Gr8 Reading Teacher Questionnaire
	Set	Ancillaries, Gr4, Math, Pilot		Pkg/25	Gr8 Science Teacher Questionnaire
		Gr4 Science Bridge (SB)		Pkg/25	Gr4 History/Civics Teacher Questionnaire
	Bndl of 11	Gr4, Bridge Science, Bndl		Pkg/25	Gr8 History/Civics Teacher Questionnaire
	Set	Science Kits, Gr4, Set of 18		Pkg/15	Gr12 Economics Teacher Questionnaire
		Gr8 Reading/Math/Science (RS)		Pkg/15	Gr12 Department Head Questionnaire
	Bndl of 14	Gr8, Read/Math/Science Bundle		Pkg/20	Gr4 School Questionnaire
	Set	Ancillaries, Gr8 Math/Reading		Pkg/20	Gr8 School Questionnaire
		Gr8 Reading/Math (RM)		Pkg/20	Gr12 School Questionnaire
	Bndl of 14	Gr8, Read/Math Bundle		Pkg/20	Gr4 School Questionnaire, Pilot
	Set	Ancillaries, Gr8 Math/Reading		Pkg/20	Gr8 School Questionnaire, Pilot
		Gr8 Science (SC)		Pkg/25	LEP Questionnaire
	Bndl of 14	Gr8, Science Bundle		Pkg/25	SD Questionnaire
	Set	Science Kits, Gr8, Set of 9			Miscellaneous Materials
		Gr8 Pilot (PT)		Each	Sealing Tape Roll
	Bndl of 13	Gr8, Pilot Bundle		Each	Digital Timer
	Set	Ancillaries, Gr8, Math, Pilot		Pkg/4	AA Batteries
		Gr8 Science Bridge (SB)		Each	Suppl. Shipping Envelopes
	Bndl of 11	Gr8, Bridge Science, Bndl		Set/36	#2 Pencils
	Set	Science Kits, Gr8, Set of 18		Sets/8	Posters, Gr4, Math
		Gr12 Reading/Math/Science (RS)		Sets/8	Posters, Gr8, Math
	Bndl of 14	Gr12, Read/Math/Science Bundle		Each	Return Mailing Label
	Set	Ancillaries, Gr12 M/R/S		Each	Garbage Bag - small
	Set	Science Kits, Gr12, Set of 6		Each	Rubber Bands
		Gr12 Pilot (PT)		Each	Rulers "R"
	Bndl of 11	Gr12, Pilot Bundle		Each	Protractors "P"
	Set	Ancillaries, Gr12, Math, Pilot		Each	S.S. Card Instructions "S"
		Gr12 Science Bridge (SB)		Each	Guide to Metro "M"
	Bndl of 11	Gr12, Bridge Science, Bndl		Bag	Gr4 Science Supplemental Materials
	Set	Science Kits, Gr12, Set of 15		Bag	Gr8 Science Supplemental Materials

*Please use this form when ordering by phone.

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

NA00010001

CONTENTS

1. Activities to Complete After the Preassessment Visit

1. Review and Revise the Assessment Schedule

2. Complete Key Paperwork

3. Verify Assessment Materials and Request Any Additional Materials

2. Activities to Complete Immediately Before Assessment Day

4. Review the Preassessment Contact Log

5. Review Accommodation Codes

6. Assign Accommodation Booklets

7. Assign Booklets to Students Newly Added to the Administration Schedule

8. Review Materials in the School Folder

9. Perform a Final Check of Assessment Materials

10. Review Security and Confidentiality Procedures

11. Gather Materials to Bring to the School on Assessment Day

NAEP 2005 Materials Request Form (Page 2 of 2)

Page 2 of 2

Fax Number: 1-888-627-8842

*E-mail Address: naep@pearson.com

*Phone Number: 1-888-627-NAEP (6237)

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

Name: _____ AC Region/Area # _____

Ship To Address: _____ School Name: _____

STREET ADDRESS (Do not use a P.O. Box)

CITY, STATE, ZIP CODE

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

Quantity	Units	Description	Quantity	Units	Description	Quantity	Units	Description
		Science/Math/Reading Anc.			Read Alouds - Pilot			Read Alouds - Oper.
	Each	Gr4 Seeds "A"		Each	Gr4, M195LC		Each	Gr4, M146CR
	Each	Gr4 Unknown Powders "B"		Each	Gr4, M196N		Each	Gr4, M147X
	Each	Gr4/8 Markers "C"		Each	Gr4, M197C		Each	Gr4, M148G
	Each	Gr8 Powders "D"		Each	Gr8, M195FC		Each	Gr4, M149
	Each	Gr8/12 Soil Test "E"		Each	Gr8, M196TC		Each	Gr4, M150C
	Each	Gr12 Antacid "F"		Each	Gr8, M197C		Each	Gr8, M146CP
	Each	Gr12 Pendulum "G"		Each	Gr12, M195WC		Each	Gr8, M147CY
	Each	Gr4 Set X		Each	Gr12, M196HP		Each	Gr8, M148G
	Each	Gr8 Set Y		Each	Gr12, M197PC		Each	Gr8, M149
	Each	Gr12 Set Z		Each	Gr4, C301		Each	Gr8, M150C
	Each	Gr4 Set G		Each	Gr4, C302		Each	Gr12, M146CP
	Set/4	Gr8/12 Set G		Each	Gr8, C301		Each	Gr12, M147CZ
	Each	Gr4 Set N		Each	Gr8, C302		Each	Gr12, M148G
	Each	Gr4 Set L		Each	Gr12, C301		Each	Gr12, M149
	Each	Gr8 Set T		Each	Gr12, C302		Each	Gr12, M150C
	Each	Gr8 Set F		Each	Gr4, H501		Each	Gr4, S208
	Each	Gr12 Set W		Each	Gr4, H502		Each	Gr4, S228
	Each	Gr12 Set H		Each	Gr8, H501		Each	Gr4, S234
		Large Print		Each	Gr8, H502		Each	Gr4, S236
	Each	Gr4, R34 - OP		Each	Gr8, H503		Each	Gr4, S238
	Each	Gr8, R38 - OP		Each	Gr12, H501		Each	Gr4, S240C
	Each	Gr12, R13 - OP		Each	Gr12, H502		Each	Gr8, S202
	Each	Gr4, M135C - OP		Each	Gr12, E601		Each	Gr8, S252
	Each	Gr8, M135C - OP		Each	Gr12, E602		Each	Gr8, S253
	Each	Gr12, M135C - OP		Each	Gr12, E603		Each	Gr8, S254
	Each	Gr4, S234 - OP		Each	Gr12, E604		Each	Gr8, S255
	Each	Gr8, S249 - OP		Each	Gr12, E605		Each	Gr8, S256C
	Each	Gr12, S210 - OP		Each	Gr12, E606		Each	Gr8, S257
	Each	Gr4, S779, Bridge		Each	Gr12, E607		Each	Gr8, S258
	Each	Gr8 S779, Bridge		Each	Gr12, E608		Each	Gr12, S202
	Each	Gr12, S779, Bridge		Each	Gr12, E609		Each	Gr12, S252
		Bilingual Books		Each	Gr12 E610		Each	Gr12, S253
	Each	Gr4, M901-BL			Read Alouds-Sci.Bridge		Each	Gr12, S254
	Each	Gr4, M911C-BL		Each	Gr4, S768C		Each	Gr12, S255
	Each	Gr4, S921-BL		Each	Gr8, S774C		Each	Gr12, S256G
	Each	Gr4, S931A-BL		Each	Gr12, S761		Each	Gr12, S257
	Each	Gr8, M901C-BL			Bil. Glossaries-Sci.Br.		Each	Gr12, S258
	Each	Gr8, M911C-BL		Each	Gr4, S768C			
	Each	Gr8, S921-BL		Each	Gr8, S774C			
	Each	Gr8, S931C-BL		Each	Gr12, S761			

*Please use this form when ordering by phone.

TO BE COMPLETED BY PEARSON

Date/Method Order Sent: _____ Order Entered by: _____

NA00010001

2. Activities to Complete Immediately Before Assessment Day

To be prepared for the school's assessment, you will need to complete the following procedures immediately preceding the assessment day.

Procedure 4. Review the Preassessment Contact Log

Review the Preassessment Contact Log to ensure that all the preassessment activities have been completed. If you have omitted something, correct it now.

- Make note of the information that you need to collect from the school coordinator when you arrive at the school;
- Review the date, day, and time of the assessment;
- Review directions to the school and parking instructions;
- Review the Assessment Information Form that you prepared for your team to verify that it is complete; and
- Verify which AAs will administer each session at the school.

Procedure 5. Review Accommodation Codes

During the preassessment visit, you entered accommodation codes for each student who required an accommodation. Review the accommodation codes to make sure that every student who requires an accommodation is coded as such. It is absolutely critical that these codes are accurate.

Procedure 6. Assign Accommodation Booklets

After you have reviewed the accommodation codes, you will need to assign an accommodation booklet to each student requiring a separate accommodation booklet. **It is important that the accommodation booklets you assign are for the correct session type. Pay special attention to the O for operational, P for pilot, or B for science bridge, printed in the upper-right corner of each assessment booklet.**

The following accommodations require separate accommodation booklets:

- Bilingual glossary (science bridge only): Code 70
- Bilingual booklet (mathematics and science operational only): Code 71
- Large-print booklet (operational and science bridge only): Code 73
- Small-group booklet (when more than one student in a given subject requires the read aloud/small group accommodation): Code 76

To assign an accommodation booklet, enter the appropriate accommodation booklet ID number in column **O** on the Administration Schedule (labeled Accommodation Booklet ID #).

Repeat for each student requiring a separate accommodation booklet.

CONTENTS

1. Activities to Complete After the Preassessment Visit

1. Review and Revise the Assessment Schedule

2. Complete Key Paperwork

3. Verify Assessment Materials and Request Any Additional Materials

2. Activities to Complete Immediately Before Assessment Day

4. Review the Preassessment Contact Log

5. Review Accommodation Codes

6. Assign Accommodation Booklets

7. Assign Booklets to Students Newly Added to the Administration Schedule

8. Review Materials in the School Folder

9. Perform a Final Check of Assessment Materials

10. Review Security and Confidentiality Procedures

11. Gather Materials to Bring to the School on Assessment Day

Example of Assigning an Accommodations Booklet

Column "O"

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	Original Booklet ID #	Accommodation Booklet ID #	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15		
Ma															101 000293 4																		
Betty Bates															001 054006 9																		
Wes Block															102 005241 1	108 000293 4																	
Angela Burns															002 000043 8																		
Nicki Campbell															203 006922 1																		
Nancy Cordaro															003 000841 2																		
Tim Dublin															204 043569 2																		
Kimberly Frank															004 005301 1																		
Carla Grahams															105 210021 3																		
Paul Hernandez															205 210001 6																		
Becky Hoocke															106 073201 2																		
Daniel Jasmer															006 002407 7																		
Sarah Kruger															107 000031 9																		
Penny Lowe															007 076206 0																		
Paul Lucas															208 076206 5																		

CONTENTS

1. Activities to Complete After the Preassessment Visit

1. Review and Revise the Assessment Schedule
2. Complete Key Paperwork
3. Verify Assessment Materials and Request Any Additional Materials

2. Activities to Complete Immediately Before Assessment Day

4. Review the Preassessment Contact Log
5. Review Accommodation Codes
6. Assign Accommodation Booklets
7. Assign Booklets to Students Newly Added to the Administration Schedule

8. Review Materials in the School Folder

9. Perform a Final Check of Assessment Materials

10. Review Security and Confidentiality Procedures

11. Gather Materials to Bring to the School on Assessment Day

Procedure 8. Review Materials in the School Folder

Review the materials in the School Folder to ensure that you bring the correct materials for the school. You should verify that you have the Administration Schedule(s) for the school, and all of the other critical documents that should be included in the School Folder. The School Folder contents are listed on page 2.5.

Procedure 9. Perform a Final Check of Assessment Materials

You should check your packed assessment materials one more time to verify that you have the correct box(es) of materials from Pearson for the school as well as any additional materials that you will need including copies of the Administration Schedule(s) and Roster(s) for each AA. The following page shows a comprehensive list of what's required from your session and bulk supplies for **every** assessment conducted at a school. **You can't be too careful!** It is better to check your materials several times than to arrive at the school with the wrong assessment materials.

Voices of Experience: Label Assessment Material Boxes

You should label the assessment material boxes to ensure that each AA receives the correct Session Box(es). Use Post-it notes or unused (blank) student ID labels to indicate the session number and the AA's name.

Reminder: Pearson packed each Session Box with the average number of ancillary items needed for a session. There will be sessions in your assignment that require more ancillaries than what is provided in the Session Box. Therefore, it is important you provide the additional materials you received in your bulk supplies for AAs to use, identified in the table on the next page, when preparing the booklets and conducting assessments.

Voices of Experience: Prepare Accordion Folder

You should store ancillary items and other forms needed on assessment day in an accordion folder for easy access in schools.

Materials for Each Grade 4 Session	Materials for Each Grade 8 Session	Materials for Each Grade 12 Session
<ul style="list-style-type: none"> ■ Original Administration Schedule ■ 1 copy of the Roster of Questionnaires ■ 1 box of session materials ■ Timer ■ Student Appreciation Certificates ■ Accommodation booklets, if necessary ■ Additional booklets assigned to students added to the Administration Schedule, if necessary ■ Session Debriefing Form ■ “Testing In Progress” sign 	<ul style="list-style-type: none"> ■ Original Administration Schedule ■ 1 copy of the Roster of Questionnaires ■ 1 box of session materials ■ Timer ■ Accommodation booklets, if necessary ■ Additional booklets assigned to students added to the Administration Schedule, if necessary ■ Session Debriefing Form ■ “Testing In Progress” sign 	<ul style="list-style-type: none"> ■ Original Administration Schedule ■ 1 copy of the Roster of Questionnaires (if PT session with Economics booklets) ■ 1 box of session materials ■ Timer ■ Accommodation booklets, if necessary ■ Additional booklets assigned to students added to the Administration Schedule, if necessary ■ Session Debriefing Form ■ “Testing In Progress” sign
<p>RS or SB, include the following science materials:</p> <ul style="list-style-type: none"> ■ 1 box of hands-on science kits ■ Supplemental Science Materials <p>RS, RM, or PT, include the following mathematics materials:</p> <ul style="list-style-type: none"> ■ 5 blue calculators ■ Grade 4 mathematics poster 	<p>RS or SB, include the following science materials:</p> <ul style="list-style-type: none"> ■ 1 box of hands-on science kits ■ Supplemental Science Materials <p>RS, RM, or PT, include the following mathematics materials:</p> <ul style="list-style-type: none"> ■ 5 gray calculators ■ Grade 8 mathematics poster 	<p>RS or SB, include the following science materials:</p> <ul style="list-style-type: none"> ■ 1 box of hands-on science kits ■ Supplemental Science Materials <p>RS, RM, or PT, include the following mathematics materials:</p> <ul style="list-style-type: none"> ■ 5 gray calculators
<p>Extra Materials to Have Available for AAs’ Use</p>	<p>Extra Materials to Have Available for AAs’ Use</p>	<p>Extra Materials to Have Available for AAs’ Use</p>
<ul style="list-style-type: none"> ■ If RM or RS Session, one “OP Ancillaries, Gr4, Mathematics” bag (from bulk supplies) that contains 4 of each of the following: <ul style="list-style-type: none"> - Ruler - Set X - Set G ■ 10 blue calculators ■ One box of pencils 	<ul style="list-style-type: none"> ■ If RM or RS Session, one “OP Ancillaries, Gr8, Mathematics” bag (from bulk supplies) that contains 4 of each of the following: <ul style="list-style-type: none"> -Protractor/Ruler -Set G -Set Y ■ If RM or RS Session, 4 extra M-Guide to Metro ■ 10 gray calculators ■ One box of pencils 	<ul style="list-style-type: none"> ■ 10 gray calculators ■ One box of pencils

CONTENTS

1. Activities to Complete After the Preassessment Visit

1. Review and Revise the Assessment Schedule
2. Complete Key Paperwork
3. Verify Assessment Materials and Request Any Additional Materials

2. Activities to Complete Immediately Before Assessment Day

4. Review the Preassessment Contact Log
5. Review Accommodation Codes
6. Assign Accommodation Booklets
7. Assign Booklets to Students Newly Added to the Administration Schedule
8. Review Materials in the School Folder
9. Perform a Final Check of Assessment Materials

10. Review Security and Confidentiality Procedures

11. Gather Materials to Bring to the School on Assessment Day

Procedure 10. Review Security and Confidentiality Procedures

It is your responsibility to account for all assessment materials you receive. Review the following guidelines before each assessment day:

- Work carefully and keep accurate records of materials used as you work through your assignment.
- Never lend unused booklets to other NAEP staff or school staff.
- Never leave completed or unused assessment booklets or other NAEP materials at the school overnight. Take everything with you when you leave the school. If you leave the school between sessions, take all of these materials with you and lock them in the trunk of your car. If you leave the preparation room provided by the school, take the materials with you. NAEP materials must never be left unattended, even for a quick trip to the restroom.
- Account for all used and unused materials when the assignment is completed.

At training, you commit yourself to keeping the used and unused assessment materials secure before, during, and after the assessment by signing an Oath of Office and Pledge of Confidentiality. The violation of the oath or pledge is sufficient grounds for disciplinary action, including dismissal and criminal penalties.

Procedure 11. Gather Materials to Bring to the School on Assessment Day

Before leaving home for the school on assessment day or the night before the assessment, you should gather together all of the materials you will need to bring with you. For each assessment, you will need the items listed on page 5.25 and those listed below:

- School Folder containing Administration Schedule and Roster of Questionnaires you will use for each session,
- General NAEP materials —
the AC and AA Manuals,
the Session Scripts,
the Teacher Observer Letter(s), the Accommodation Teacher Letter(s), the Makeup Session Worksheet, and
your NAEP ID badge.

Chapter 5 Summary

Upon completing this chapter, you should now be able to:

- explain how to effectively schedule AAs to meet assessment commitments;
- identify the assessment materials needed to conduct an assessment;
- describe the process for assigning accommodation booklets;
- identify the importance of ensuring NAEP materials are kept secure and confidential;
- describe the relationship between the NAEP Code of Ethics and security and confidentiality procedures;
- explain the importance of adequate and careful preparation for assessment day; and
- explain how to order materials from Pearson and Westat.

6 Supervising Assessment Day

This chapter guides you through your responsibilities on assessment day. It lists step-by-step procedures that include your responsibilities on assessment day, the AA team and conduct quality control (QC) checks of their work. These tasks are described as part of the 29 procedures on assessment day and are discussed in this section.

1. Overview of Quality Control Activities on Assessment Day

A. Your Quality Control Responsibilities



On assessment day, your principal role is to be available to perform QC checks on the work of your team of AAs. Although you will have other important responsibilities on assessment day, none are as important as the QC task.

How to Use Part 2: Assessment QC Log of the Quality Control Booklet to Monitor the Sessions

You will use Part 2: Assessment QC Log of the Quality Control Booklet, to document the assessment day procedures completed by you and the AAs. The Assessment QC Log is divided as follows:

- Quality Control Procedures to Complete Before the Assessment
- Quality Control Procedures to Complete During the Assessment
- Quality Control Procedures to Complete After the Assessment

The procedures listed in the Assessment QC Log are the AA responsibilities and it is your job to evaluate the performance of your team of AAs and to ensure that any errors or omissions are corrected.

As shown in the example on the next page the QC steps provide a grid for you to evaluate each AA on all of the procedures that he/she is to perform.

CONTENTS

1. Overview of Quality Control Activities on Assessment Day

- A. Your Quality Control Responsibilities
- B. Other Quality Control Activities

AA Initials/ Session #	PROCEDURE 17. OBSERVE AND EVALUATE AAs ADMINISTERING REGULAR ASSESSMENT SESSIONS. (EVALUATE ONE AA FOR EACH SUBPROCEDURE LISTED.)		
	17A- AA'S USE OF SCRIPT - 17F INTRODUCTION & MATERIALS DISTRIBUTION <ul style="list-style-type: none"> • Read "Introduction" verbatim • Distributed materials using appropriate method • Instructed students to remove ID labels 	1. AA Met 2. AA Partially Met 3. AA Did Not Meet 4. Cannot Determine 5. Not Applicable	Comments (Ratings of "3" must be explained): _____ _____ _____ _____ _____
	17G- AA'S USE OF SCRIPT - 17I ADDITIONAL MATERIALS & COVER CODING <ul style="list-style-type: none"> • Verified students removed/separated "Additional Materials" • Verified booklet covers were coded properly 	1. AA Met 2. AA Partially Met 3. AA Did Not Meet 4. Cannot Determine 5. Not Applicable	Comments (Ratings of "3" must be explained): _____ _____ _____ _____ _____
	17J- AA'S USE OF SCRIPT - 17L CALCULATOR DISTRIBUTION <ul style="list-style-type: none"> • Distributed calculators correctly • Verified students were using calculators correctly 	1. AA Met 2. AA Partially Met 3. AA Did Not Meet 4. Cannot Determine 5. Not Applicable	Comments (Ratings of "3" must be explained): _____ _____ _____ _____ _____
	17M AA'S USE OF SCRIPT - DIRECTIONS, TIMING, AND BACKGROUND QUESTIONS <ul style="list-style-type: none"> • Timed sections appropriately • Read directions appropriately (grade 4 only) • Read background questions appropriately (grade 4 only) 	1. AA Met 2. AA Partially Met 3. AA Did Not Meet 4. Cannot Determine 5. Not Applicable	Comments (Ratings of "3" must be explained): _____ _____ _____ _____ _____

You are instructed to evaluate an AA's performance on each procedure listed, on a scale of 1 through 5, that are defined as follows:

1-AA Met: The AA conducted **all** procedures according to NAEP standards, in a professional manner, with no or only very minor deviations.

2-AA Partially Met: The AA conducted **some** but not all procedures according to NAEP standards. Performance of procedures, while adequate, had rough spots that needed improvement.

3-AA Did Not Meet: The AA conducted **few**, if any procedures according to NAEP standards. Whenever it is necessary for the AC to intervene, a "3" rating should be assigned. Ratings of "3" must be elaborated upon in the adjacent column **C**.

4-Cannot Determine: Should be used for situations where you were not able to observe the AA completing a procedure.

5-Not Applicable: Use when the procedure did not have to be completed for the particular session.

If you rate an AA a "3" on any procedure, be sure to list the description of the situation and the appropriate action taken in column **C**.

The Sequence of Monitoring

When sessions are held simultaneously at a school, you will not be able to observe an entire session. In these instances, do the following:

Observe the first AA distributing materials and reading instructions, observe the second AA timing and monitoring the session, and observe the third AA collecting booklets, dismissing students, and administering science kits when applicable.

Rotate so that each AA is observed doing each set of procedures. You should use your evaluations of AA's at training to determine if one AA is more in need of observation than another. Then, observe that AA for an entire session, rather than rotating.

If all sessions are combined into one large room, all AAs must be in the room, and you must observe the entire session.

B. Other Quality Control Activities

The National Center for Education Statistics (NCES) has contracted with the Human Resources Research Organization (HumRRO) to conduct independent quality assurance (QA) activities throughout the NAEP test cycle. HumRRO's QA efforts include randomly selecting schools to conduct site visit observations of NAEP test administration.

A HumRRO staff member will contact the supervisor (or other contact provided by Westat) affiliated with each selected site visit location via telephone to inform him/her the site had been selected for QA observation. At that time, he/she will discuss the details of the visit and make arrangements to meet the team on the day of the administration.

CONTENTS

1. Overview of Quality Control Activities on Assessment Day

A. Your Quality Control Responsibilities

B. Other Quality Control Activities

Observation Protocol

A team of two observers conducts most HumRRO site visits. Observation teams are instructed to split up during the visit, to observe all session types being conducted in a given school (e.g., regular and accommodation sessions), and to remain as unobtrusive as possible. HumRRO staff members may need to ask questions of NAEP staff to ascertain whether certain activities have been performed, but should do so only when it will not disrupt the assessment administration activities.

Anytime a task is not observed being performed as trained, HumRRO observers are trained to provide full documentation of the specifics of the situation (for example, any extenuating circumstances that may have prevented the task from being performed).

Observation Checklist Items

HumRRO has designed separate rating sheets for pre-, during- and post-assessment activities, and for both AC and AA duties. It is important to note that these are only activities that NAEP staff members are expected to perform on the day of assessment. An additional checklist addressing the secure handling of NAEP materials is also completed. Checklists include items related to (though not limited to) the following assessment day responsibilities:

- booklet preparation;
- room preparation;
- informing AAs of school protocol;
- classroom management during testing;
- completion of paperwork; and
- general handling of materials.

Interactions Between HumRRO and NAEP Staff Members

Based on the above checklist items, it is clear that HumRRO observation teams and NAEP assessment administration teams may experience a variety of interactions, including the following:

- observation from a distance;
- personal inquiry (as to whether or not a specific task was performed); and
- “looking over the shoulder” observation.

Observation From a Distance

The majority of assessment day activities will be easily observable by HumRRO staff. It should be possible for NAEP staff to go about performing job tasks while taking little or no notice of the HumRRO team. Observers generally try to find a seat in which they can observe all activities while maintaining a comfortable distance between themselves and the assessment administration team.

Personal Inquiry

In some instances, job tasks were performed prior to the arrival of the HumRRO team, or were simply not directly observable. If the opportunity arises, a HumRRO staff member may approach a member of the administration team to verify that a given task was indeed performed.

“Looking Over the Shoulder” Observation

HumRRO staff members are instructed to observe detailed job tasks including the proper completion of testing materials and paperwork. In some situations, HumRRO staff may quietly walk amongst team members and view their work.

A collegial atmosphere has emerged between HumRRO and NAEP staff during many site visits, which has led to more frequent interchanges between members of either group. As a result, it may seem that when HumRRO staff members are present, they are working with NAEP staff. It is important, however, to note that HumRRO staff members are not present to advise NAEP staff on proper procedure. Some additional examples of what should not be expected of HumRRO observation staff include:

- preparing or assisting in the preparation and/or completion of assessment materials;
- monitoring classrooms/answering students' questions; and
- maintaining security of test materials.

At the end of each site visit, time permitting, HumRRO observers will ask a series of questions designed to gather information on how the efficiency and accuracy of future administrations might be improved. Any feedback collected during this brief interview, along with any comments made throughout the visit, may be included in the site visit report and clearly noted as NAEP staff comments.

CONTENTS

2. Activities to Complete Before the Assessment

A. Assessment

Coordinator Procedures to Complete Upon Arriving at the School

1. Check in at the School

2. Retrieve the NAEP Storage Envelope

3. Obtain a Dated Copy of Parent Notification Letter

4. Ask the School Coordinator If Any Parents or Students Have Refused Participation and Code the Administration Schedule, If Necessary

5. Review the Administration Schedule for Incomplete or Missing Data

6. Complete the Top of the Administration Schedule

7. Go to the Location Where the Assessment Team Will Work

8. Give AAs Session Materials

9. Oversee AA Team Preparation Responsibilities

10. Ask the School Coordinator to Accompany You (and Your Team) to the Assessment Locations

11. Introduce Yourself (and Your Team) to the Teacher

12. Provide NAEP Instructions for School Staff Observers

2. Activities to Complete Before the Assessment

Fourteen of the 29 procedures that are to be completed on assessment day must be done before the assessment. Twelve of these procedures are your responsibility and must be completed before the assessment begins, and the other two are the AAs' responsibility that you must QC.

When possible, you should arrive at the school a half hour in advance of the AAs (1½ hours before the first session). The following are the 12 procedures that you are responsible for completing upon your arrival at the school.

A. Assessment Coordinator Procedures to Complete Upon Arriving at the School

Procedure 1. Check in at the School

Whenever possible, you should arrive at the school 1½ hours before the assessment begins. This will give you a half hour to get organized before your AA team arrives and obtain the information that you need from the school coordinator.

Follow the school's protocol for visitor check-in. Be sure to have your NAEP Identification Badge on before you enter the school.

Procedure 2. Retrieve the NAEP Storage Envelope

You will need to retrieve the NAEP Storage Envelope from the school coordinator upon your arrival. The NAEP Storage Envelope contains the school copy of the Administration Schedule, a copy of the Roster of Questionnaires, and completed questionnaires. If the school coordinator is not readily available, refer to **question L-9** in your Preassessment Contact Log for the location of the NAEP Storage Envelope.



Reminder!

You will need to place a dated copy of the parent notification letter into the School Folder and, after the assessment, update the parent notification information in the SCS.

Procedure 3. Obtain a Dated Copy of Parent Notification Letter

If you have not done so in the preassessment visit, you will need to ask the school coordinator for a dated copy of the Parent Notification Letter prior to the assessment start time.

If parents have not been notified, you must cancel the assessment and reschedule for another day.

Procedure 4. Ask the School Coordinator If Any Parents or Students Have Refused Participation and Code the Administration Schedule, If Necessary

If the school coordinator indicates that students or parents have refused participation, you will need to code refusals on the Administration Schedule.

If a parent has refused to allow his/her child to participate, enter an Administration Code of **46** in column **P** on the Administration Schedule next to the student's name.

If a student has refused to participate, enter an Administration Code of **47** in column **P** on the Administration Schedule next to the student's name.

Voice of Experience:

Use the Attendance Column, column **Q**, to write the letter of the administration code if the student will not be assessed. Use **W** for withdrawn & Ineligible (codes **51, 54 & 55**), **E** for Excluded (codes **60-66**), and **R** for Refused (codes **46 & 47**). Then when you are counting up to see what numbers to put in the blanks for "numbers assessed" you know how many to put in each blank.

Procedure 5. Review the Administration Schedule for Incomplete or Missing Data

Review the Administration Schedule for any missing data.

At this point, it is critical that columns D through M on the Administration Schedule are complete.

If you find that data are missing, you will need to ask the school coordinator to provide the data as soon as possible.

If for some reason, completing this missing data will prevent the AAs from preparing the assessment booklets, you should allow the AAs to begin preparing the booklets and gather the missing information during the assessment session.

Columns **D** through **M** cannot have **any** missing data. The only columns where it is acceptable to have empty boxes are in column **G**, labeled **Final SD Code**, and column **I**, labeled **Final LEP Code**.

CONTENTS

2. Activities to Complete Before the Assessment

A. Assessment Coordinator Procedures to Complete Upon Arriving at the School

1. Check in at the School
2. Retrieve the NAEP Storage Envelope
3. Obtain a Dated Copy of Parent Notification Letter
4. Ask the School Coordinator If Any Parents or Students Have Refused Participation and Code the Administration Schedule, If Necessary

5. Review the Administration Schedule for Incomplete or Missing Data

6. Complete the Top of the Administration Schedule

7. Go to the Location Where the Assessment Team Will Work

8. Give AAs Session Materials

9. Oversee AA Team Preparation Responsibilities

10. Ask the School Coordinator to Accompany You (and Your Team) to the Assessment Locations

11. Introduce Yourself (and Your Team) to the Teacher

12. Provide NAEP Instructions for School Staff Observers

Procedure 6. Complete the Top of the Administration Schedule

There is a summary box at the top of the Administration Schedule. This box contains information about the students selected for the assessment.

At this point, you will need to complete the first part of the summary box:

1. The number of students in the original sample should have been entered by your supervisor on the line labeled **# Original Sample**. If not, enter the total number of students originally listed on the Administration Schedule.
2. On the line labeled **# Selected New Enrollees**, enter the number of students coded as a **1** in column **M**.
3. Add the **# Selected New Enrollees** to 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 from the school (Admin. Code = 51), and any students who are ineligible (Admin. Codes = 54 and 55)
5. On the line labeled **# Excluded**, enter the total number of selected students who were excluded from the assessment by the school (Admin. Codes = 60-66).

School #: <u>101-101-1</u> Grade: <u>4</u>		Original session scheduled for: Day/Date: <u>Thurs./Feb. 10</u>		Makeup session scheduled for: Day/Date: _____	
School Name: <u>Washington Elementary School</u>		Time: <u>8:05</u>		Time: _____	
Administrator's Name: <u>Mary Jones</u>		Location: <u>Rm 121</u>		Location: _____	
# Original Sample <u>28</u>		# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) <u>2</u>		# Absent (Admin. Codes 40-45, 48 & 49) _____	
+ _____ = <u>30</u>		- _____ + _____ = <u>27</u>		# Assessed (Original Session) _____	
# Selected New Enrollees <u>2</u>		# Excluded (Admin. Codes 60-66) <u>1</u>		# Assessed (Makeup Session) _____	
Total in Sample _____		TO BE ASSESSED _____		# Refused (Admin. Codes 46 & 47) _____	

6. Subtract the **# Withdrawn and Ineligible**, and the **# Excluded** from the **Total in Sample**, and enter the difference on the line labeled **TO BE ASSESSED**.

If you do not have to collect missing information on the assessment day, you may complete this activity prior to arriving at the school. If withdrawals have occurred since the preassessment visit, the totals will need adjusting accordingly.

Voice of Experience: Reminder!

When calculating entries for the summary box, don't forget to count the students listed on the back of the Administration Schedule!

Procedure 7. Go to the Location Where the Assessment Team Will Work

The AAs should prepare the assessment materials in one location before it's time to go to the separate assessment locations. Remain in this location with your team as much as possible so you are available to QC preparation activities before the assessment and answer questions from your AAs.

Procedure 8. Give AAs Session Materials

After the AAs arrive at the school, the first task they are required to complete, is to prepare the booklets.

The process of booklet preparation and the QC checks you must perform will take up most of the time before the assessment begins. Therefore, it is important to give your AAs their session materials so they can begin this process as soon as possible.



Security and Confidentiality Alert

It is your job to ensure that the booklet bundles have not been opened prior to assessment day unless you have received special permission to do otherwise. In order to protect the security of the booklets, it is a standard NAEP procedure that the bundles of booklets are not to be opened until you are at the school on assessment day.

Procedure 9. Oversee AA Team Preparation Responsibilities

At this point, your AA team will begin completing its responsibilities immediately before the assessment. It is your job to oversee these responsibilities and ensure they are conducted according to standard NAEP procedure.

What are AA responsibilities?

AAs are responsible for completing the following two tasks prior to the assessment:

- preparing the booklets; and
- preparing the room.

Standard NAEP procedures for how to prepare the booklets and how to prepare the room can be found in the *AA Manual*, should you need to review them.

Here you should check to make sure:

- AAs are on task;
- AAs have all materials they need; and
- AAs are conducting collaborative QC checks.

CONTENTS

- 9. Oversee AA Team Preparation Responsibilities
- 10. Ask the School Coordinator to Accompany You (and Your Team) to the Assessment Locations
- 11. Introduce Yourself (and Your Team) to the Teacher
- 12. Provide NAEP Instructions for School Staff Observers
- B. Quality Control Procedures to Complete Before the Assessment
 - 13. Perform QC Check of Booklets
 - 14. Perform QC Check of Rooms

In some extenuating circumstances the booklets may need to be prepared before the assessment day. You will need permission from your supervisor to arrange to meet with your assessment team before the scheduled assessment day and prepare the booklets with the ancillary materials. You will need to document that this was done in the Assessment QC Log.



Security and Confidentiality Alert

If the booklet preparation is done the day before the assessment, the booklets must remain with you until you meet with your team on the day of the assessment.

Procedure 10. Ask the School Coordinator to Accompany You (and Your Team) to the Assessment Locations

Ask the school coordinator to accompany you and the 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 will help with the introductions to teachers.

Procedure 11. Introduce Yourself (and Your Team) to the Teacher

As you locate each room, if possible, introduce yourself to the teacher or other school staff member present. An important time to create a positive rapport with the school and its students occurs when you meet a teacher. One way to create a positive rapport with the school is to introduce yourself and your team.

The following is an example of how you might introduce yourself and your team to a teacher.

“Hello, (TEACHER NAME). On behalf of the NAEP team, thank you very much for welcoming us at your school and allowing us to use your classroom (OR OTHER ROOM). My name is (YOUR NAME), and I will be supervising NAEP activities at your school today. I have a team of (# OF AAs), who will be working closely with me to administer NAEP. We look forward to working with you and your students.”

Procedure 12. Provide NAEP Instructions for School Staff Observers

Following your introduction, encourage the teacher and/or the school coordinator to remain in the classroom during the assessment to observe and assist in classroom control. But, make sure to explain to the teacher that the AA will conduct the session reading from a script. Also explain to the teacher that all responses

to student questions are scripted to ensure standardization in the process across the Nation, and it is critical that AAs respond to each student's concern or question in this way.

In addition to explaining why it is important for the AA to conduct the session using the scripts, you need to distribute the Teacher Observer Letter to any school staff members who will be present during the assessment. It provides instructions to them on their role during the assessment. This letter can be found in your bulk supplies and is shown on the following page.

Since the staff member has access to the assessment booklets and data, the form also has a nondisclosure statement that he/she will have to sign. You need to collect the forms from the staff member and place them in the School Folder.

Teachers who will be observing and/or assisting in an accommodation session should be given the Accommodation Teacher Letter to read and sign. This form, shown on page 6.13, includes directions to teachers who will be assisting with students in the accommodation session. As with the Teacher Observer Letter, after a teacher has signed the form, you should place it in the School Folder.

It needs to be stressed to any observers that they cannot read the actual test booklets. See pages 1.10-1.11 in Chapter 1 for information on how to handle requests to view assessment materials.

B. Quality Control Procedures to Complete Before the Assessment

Procedure 13. Perform QC Check of Booklets

Once AAs have finished preparing the booklets, you are responsible for conducting a QC check of the booklets.

The AA team should have conducted its own QC check to make sure the booklets have been prepared properly, but you are responsible for the final check of the booklets for each session.



To conduct this final QC check, thumb through the booklets and conduct a "spot check" to see that the booklets have been prepared correctly. As a general rule, check every third or fourth booklet in each stack and run each booklet through the comprehensive series of checks provided below.

Procedures 13A through 13I will help you to identify any major errors with booklet preparation. If you find any errors, consult the AA immediately, and together with the AA, check each booklet to make sure that the same error has not been repeated.

Once you have completed the QC check of the booklets, report the status of the materials in the Assessment QC Log. If the requirement has not been met or has been partially met, please provide an explanation in the space provided.

CONTENTS

B. Quality Control Procedures to Complete Before the Assessment

13. Perform QC Check of Booklets

14. Perform QC Check of Rooms

TEACHER OBSERVER LETTER

We welcome you to the NAEP assessment!

The National Assessment of Educational Progress (NAEP) is often referred to as the “Nation’s Report Card.” It is the only measure of student achievement in the United States where you can compare the performance of students in your state with the performance of students across the Nation or in other individual states. Sponsored by the U.S. Department of Education, NAEP has been conducted for more than 30 years. A careful random selection of schools and students are chosen to participate in NAEP to represent all schools and students of the Nation.

We appreciate your assistance in NAEP!

By being present during the assessment, you will help emphasize for the students the importance of them taking their test seriously. You have the advantage of knowing some or all of the students and the protocols of the school. The NAEP staff person may ask for your assistance in these areas.

By participating in NAEP we respectfully ask your cooperation in following these important guidelines to ensure the validity of the tests.

1. Please do not answer any questions that any of the students may ask you about their test.

The NAEP staff is thoroughly trained to administer the tests to students to ensure the highest level of validity of the test results. They have a script that they must read to the students verbatim to maintain the consistency of the instructions to students across the Nation. The NAEP staff has been directed not to answer any questions that the students may ask about their test questions but to encourage the students to do the best that they can. In talking to a student about his/her test, you may be inadvertently compromising the results.

2. Please do not talk to anyone during the assessment, even the NAEP staff member.

Any conversation could be disruptive to a student and may affect his/her ability to concentrate on their test.

3. Please do not look at the students’ test booklets.

The security of the test items is a very important part of NAEP. No one other than the student that is assigned to a particular booklet is to read the questions. You are welcome to look over the Demonstration Booklet that provides the background questions and examples of test questions asked in previous years. Our staff has signed a security affidavit and, since you have access to the test booklets, we are going to ask the same of you.

AFFIDAVIT OF NONDISCLOSURE

I, _____, do solemnly swear (or affirm) that when given access to the subject NCES database or file, I will not –

- (i) use or reveal any individually identifiable information furnished, acquired, retrieved, or assembled by me or others, under the provisions of Sections 408 and 411 of the National Education Statistics Act of 1994 (20 U.S.C. 9001 et seq.) for any purpose other than statistical purposes specified in the NCES survey, project, or contract;
- (ii) make any disclosure or publication whereby a sample unit or survey respondent could be identified or the data furnished by or related to any particular person under this section can be identified; or
- (iii) permit anyone other than the individuals authorized by the Commissioner of the National Center for Education Statistics to examine the individual reports.

(Signature) _____

(Job Title) _____

(Date) _____

(The penalty for unlawful disclosure is a fine of not more than \$250,000 (under 18 U.S.C. 3571) or imprisonment for not more than five years (under 18 U.S.C. 3559), or both. The word “swear” should be stricken out whenever it appears when a person elects to affirm the affidavit rather than to swear to it.)

ACCOMMODATION TEACHER LETTER**We welcome you to the NAEP assessment!**

The National Assessment of Educational Progress (NAEP) is often referred to as the “Nation’s Report Card.” It is the only measure of student achievement in the United States where you can compare the performance of students in your state with the performance of students across the Nation or in other individual states. Sponsored by the U.S. Department of Education, NAEP has been conducted for over 30 years. A careful random selection of schools and students are selected to participate in NAEP to represent all schools and students of the Nation.

We appreciate your assistance in NAEP!

By being present during the assessment you will help emphasize for the students the importance of them taking their test seriously. You have the advantage of knowing some or all of the students and the protocols of the school. The NAEP staff person may ask for your assistance in these areas.

By participating in NAEP we respectfully ask your cooperation in following these important guidelines to ensure the validity of the tests.

If conducting an accommodation session you may:

- make minor modifications to the script to shorten or simplify the introductory statements;
- encourage the student(s) to review his/her answers upon completion of a section; or
- allow students to take a break between sections when the NAEP representative indicates that they can.
- answer student questions regarding the general background section of the booklet, the booklet directions, and the recording of answers;

You may not:

- provide assistance on assessment items. (Students may look for validation on certain items; you may not indicate verbally or nonverbally your recommendations. Instead you are encouraged to remind them to answer the questions to the best of their ability); or
- allow any student to use accommodations/adaptations on the assessment that are not indicated in his/her IEP or that are not normally used by the student during testing.

AFFIDAVIT OF NONDISCLOSURE

I, _____, do solemnly swear (or affirm) that when given access to the subject NCES database or file, I will not –

- (i) use or reveal any individually identifiable information furnished, acquired, retrieved, or assembled by me or others, under the provisions of Sections 408 and 411 of the National Education Statistics Act of 1994 (20 U.S.C. 9001 et seq.) for any purpose other than statistical purposes specified in the NCES survey, project, or contract;
- (ii) make any disclosure or publication whereby a sample unit or survey respondent could be identified or the data furnished by or related to any particular person under this section can be identified; or
- (iii) permit anyone other than the individuals authorized by the Commissioner of the National Center for Education Statistics to examine the individual reports.

(Signature) _____

(Job Title) _____

(Date) _____

(The penalty for unlawful disclosure is a fine of not more than \$250,000 (under 18 U.S.C. 3571) or imprisonment for not more than five years (under 18 U.S.C. 3559), or both. The word “swear” should be stricken out whenever it appears when a person elects to affirm the affidavit rather than to swear to it.)

CONTENTS

B. Quality Control Procedures to Complete Before the Assessment

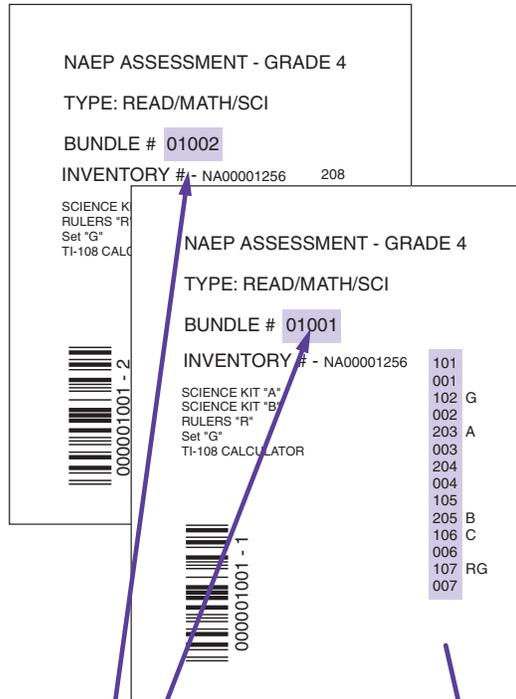
13. Perform QC Check of Booklets

14. Perform QC Check of Rooms

To conduct a thorough QC check of booklets, check the following:

13A. Ensure that the AA has prepared the correct booklets for the session.

The prefix numbers of the booklet IDs that are printed on the bundle slips will match the numbers that are printed in column **N** 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.



This form must be completed in No. 2 pencil.

Students with Disabilities (SD)
 1 = Yes, this student has been identified as having a disability
 2 = No, this student has not been identified as having a disability
 9 = Information unavailable

Special Education
 1 = White, not Hispanic
 2 = Black, not Hispanic
 3 = Hispanic
 4 = Asian/Pacific Islander
 5 = American Indian/Alaska Native
 6 = Other
 9 = Information unavailable

For Use in Column "A"
 Title I
 1 = Yes, student receives Title I services
 2 = No, student does not receive Title I services
 9 = Information unavailable

For Use in Column "B"
 Limited English Proficient (LEP)
 1 = Yes, LEP
 2 = No, not LEP
 9 = Formerly LEP, position of JEP reported

For Use in Column "C"
 National School Lunch Program
 1 = Student not eligible
 2 = Free lunch
 3 = Reduced-price lunch
 4 = School not participating
 5 = School not available
 9 = Information unavailable

For Use in Column "D"
 School Code "X"
 1 = School code available
 9 = Information unavailable

Session Number
 1 = Yes, student receives Title I services
 2 = No, student does not receive Title I services
 9 = Information unavailable

Bundle #'s
 01001
 01002

NAEP 2005 Administration Schedule

School #: 101-101-1 Grade: 4
 School Name: Washington Elementary School
 Administrator's Name: Mary Jones

Original session scheduled for: Day/Date: Thurs./Feb. 10, Time: 8:05
 Makeup session scheduled for: Day/Date: _____ Time: _____
 Location: Rm. 121

Original Sample: 28
 # Student New Entries: 2
 Total in Sample: 30
 # Absent (Admin. Code 40-42, 48 & 49): 2
 # Excluded (Admin. Code 90-92): 1
 TO BE ASSESSED: 27

Assessed (Admin. Code 00-39): _____
 # Assessed (Original Session): _____
 # Assessed (Makeup Session): _____
 TOTAL ASSESSED: _____

Column Indicators	"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"	"S"	
Student Name	Line #	Subject	Month	Year	SD	SE	LEP	LEP Code	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Code	Admin. Code						
Mark Atley	10	M	0	4	9	4	1	2	2	2	2	1	2	2	2	101	000293	4		
Betty Bates	10	R	0	2	9	5	2	2	2	2	2	1	2	2	2	001	054006	9	5	1
Wes Block	10	M	0	6	9	4	1	2	1	2	2	1	2	2	2	102	005241	1	7	6
Angela Burns	10	R	1	0	9	4	2	2	2	2	2	1	2	2	2	002	000043	8		
Nicki Campbell	12	SA	1	1	9	4	2	2	2	2	2	1	1	2	2	203	006922	1		
Nancy Cordaro	12	R	0	9	9	4	2	2	2	2	1	1	1	2	2	003	000841	2		
Tim Dublin	10	S	0	1	9	5	1	1	2	2	2	1	3	2	2	204	043569	2		
Kimberly Frank	12	R	0	5	9	4	2	2	2	2	2	1	1	2	2	004	005301	1		
Carla Grahams	10	M	0	7	9	4	2	2	2	2	2	1	1	2	2	105	210021	3		
Paul Hernandez	10	SB	0	9	9	4	1	2		1	3	1	2	2	2	205	210001	6	6	2
Becky Hooeke	10	M	1	2	9	4	2	2	1	2	2	4	2	2	2	106	073201	2	5	5
Daniel Jasmer	12	R	1	0	9	4	1	2	2	2	2	2	1	2	2	006	002407	7		
Sarah Kruger	12	M	0	6	9	4	2	2	2	2	2	2	1	2	2	107	000031	9		
Penny Lowe	12	R	0	2	9	5	2	2	2	2	2	1	1	2	2	007	076206	0		
Paul Lucas	10	S	1	0	9	4	1	2	2	2	2	3	1	2	2	208	076206	5		

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 = Truancy
 41 = Suspended
 42 = Chronic Tardiness
 43 = Suspended or expelled
 44 = In school, did not attend
 45 = Disruptive behavior
 46 = Other, specify
 47 = Student absent
 48 = Other, specify on cover
 49 = Session Partway

OTHER
 50 = Withdrawn/Disseminated
 51 = Unassigned/Book Unsent
 52 = Unassigned/Book Unsent
 53 = Ineligible, other
 54 = Not a sample

REASONS FOR EXCLUSION
 60 = SD - Cannot be assessed
 61 = SD - Cannot be assessed
 62 = LEP - Cannot be assessed
 63 = LEP - Cannot be assessed
 64 = SD & LEP - Cannot be assessed
 65 = SD & LEP - Cannot be assessed
 66 = Excluded from assessment

ASSESSED WITH ACCOMMODATIONS
 70 = Braille
 71 = Braille
 72 = Braille dictionary
 73 = Braille dictionary
 74 = Large print book
 75 = Large print book
 76 = Read aloud in regular session
 77 = Read aloud in regular session
 78 = Other, specify on cover
 79 = Other, specify on cover
 80 = Other, specify on cover
 81 = Other, specify on cover

13B. Verify that the preprinted labels have been affixed to the front cover of every assessment booklet.

Thumb through the prepared booklets and spot check the booklets to confirm that every assessment booklet has a preprinted label affixed to it.

13C. Verify that the booklet ID number on the preprinted label matches the booklet ID number on the Administration Schedule and the booklet cover.

Check the booklet ID number to be sure it matches the Administration Schedule in column **N**, labeled **Original Booklet ID #**, or column **O**, labeled **Accommodation Booklet ID #**.

Next, check that the ID number on the affixed label and the ID number printed on the booklet cover match.

If the student has been assigned a separate accommodation booklet, the AA should write the accommodation booklet ID number on the affixed label.



Security and Confidentiality

Because students' names are *never* written directly on the assessment booklets, preprinted, removable student identification labels will be used to help distribute booklets to the correct students. Your supervisor will prepare these labels or they will be in the Session Box from Pearson.

13D. Verify that students who require accommodation booklets in the regular session have the accommodation booklet substituted for the original booklet in the stack.

Every student who will receive an accommodation booklet will have an Accommodation Booklet ID # assigned to him/her in column **O** labeled **Accommodation Booklet ID #** on the Administration Schedule.

Verify that for each student who has been assigned an accommodation booklet the original booklet has been removed from the pile and the accommodation booklet is in its place.

The original booklet should be coded with a **52** on the cover and set aside.

CONTENTS

B. Quality Control Procedures to Complete Before the Assessment

13. Perform QC Check of Booklets

14. Perform QC Check of Rooms

Column Indicators:	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	
Student Name	Month	Year	Sex	SD	IEP	ELL	Race/Eth	School Lunch	Title I	Admin. Code	Accommodation Booklet ID #	Admin. Code							
01 Mark Atley	10	4	9	4	1	2	2	2	2	1	2	2	2	2	2	2	2	2	2
02 Betty Bates	10	2	9	5	2	2	2	2	1	1	2	2	2	2	2	2	2	2	2
03 Wes Block	10	6	9	4	1	2	1	2	1	2	2	2	2	2	2	2	2	2	2
04 Angela Burns	10	1	0	9	4	2	2	2	2	1	2	1	2	2	2	2	2	2	2
05 Nicki Campbell	12	1	1	9	0	2	2	2	2	1	1	1	2	2	2	2	2	2	2
06 Nancy Cordaro	10	0	9			2	2	2	1	1	1	1	2	2	2	2	2	2	2

13E. Verify that the accommodation booklets for students who will be assessed in a separate accommodation session have been pulled from the stack and banded together for the accommodation session.

If a student will be assessed in a separate accommodation session, these booklets will be kept separate for the accommodation session, preferably banded together and stored in the Session Box.

13F. Verify that any booklets assigned to ineligible, withdrawn, parent refusals, student refusals, or excluded students have been pulled from the stack and banded together.

Check the Administration Code in column **P** on the Administration Schedule to see if codes of **46-47, 51, 54-55, or 60-65** have been entered.

The booklets corresponding to students with these codes should be pulled from the stack and banded together.

Check to see that these booklets have the corresponding Administration Code written on the preprinted label.

Make sure that the Administration Code in column **P** of the Administration Schedule matches the Administration Code written on the booklet cover.

13G. Ensure that the correct ancillary materials have been placed inside the front cover of the assessment booklets.

Any additional or ancillary materials needed for each booklet are identified by the letter(s) next to the booklet version number. The ancillary materials are identified on pages 3.26-3.28.

You must verify that the booklets that require ancillary materials contain the correct ones, and they are placed in the inside front cover of the assessment booklet. If calculators or hands-on science materials are required, they are handed out separately in the session. You must verify that the AAs have the correct number and type of calculators and science kits.

13H. Ensure that the booklets are in Administration Schedule order.

AAs should record each student's line number and session number in the upper right corner of the booklet. Conduct a spot check of the booklets to make sure that they are in the proper Administration Schedule order.

13I. Ensure that the booklets have been banded together and the Administration Schedule is on top of the stack of booklets.

This will ensure that the booklets will not get mixed up or separated. Most importantly, this will help the AA to efficiently and correctly distribute the assessment booklets to the students at the beginning of the assessment session.

CONTENTS

B. Quality Control Procedures to Complete Before the Assessment

13. Perform QC Check of Booklets

14. Perform QC Check of Rooms

Procedure 14. Perform QC Check of Rooms

Once AAs have finished preparing the room, you are responsible for conducting a QC check of the room.



You are responsible for the final check of each assessment room. Once you have conducted a check of each assessment room, report the status in the Assessment QC Log. If the requirement has not been met or has been partially met, please provide an explanation in the space provided.

Grade 4 Take-All schools will most likely require students to be assessed in their regular classrooms. In these cases, AAs may not have an opportunity to prepare the room ahead of time, so the AAs must be organized before entering the classrooms. Refer to Appendix C for additional details on handling Grade 4 Take-All schools.

To conduct a QC check of the rooms, walk around to each assessment session, and check for the following:

14A. Make sure that any school materials that would assist the students are concealed.

The AA is responsible for concealing any items that could assist the student in taking the assessment. These items could be information on the chalkboard, multiplication tables, or other items related to the subjects being assessed. AAs should not erase anything written on chalkboards unless given specific approval to do so from the school.

14B. Check to make sure that the “Testing in Progress – Do Not Disturb Sign” has been posted outside the room.

This sign should be posted on the room door, if possible. If this sign is not posted clearly, the testing could be disrupted.

14C. For grades 4 and 8 operational or pilot sessions, check to make sure that the mathematics poster is displayed in the room.

The mathematics poster gives an example of an extended-response question and how it should be answered. It must be displayed prominently in the front of the room. There is no mathematics poster for grade 12.

Voice of Experience:

At training, give your AAs a pencil wrapped with masking tape to bring with them to the assessments. They can take off the tape to hang the “Testing-Do Not Disturb” sign and mathematics poster. In a pinch, they can also use blank, unused student ID labels to hang these items up.

14D. Check to make sure all supplies needed for the session are organized and assessment materials are ready for distribution.

Look for the following materials to be set out and easily accessible:

- the *AA Manual*;
- the appropriate session script;
- copy of the Roster of Questionnaires, if required;
- the Administration Schedule for the session plus copies of Administration Schedules for the other sessions in the school (if there is more than one session);
- timer; and
- Session Debriefing Form.

Look for the following materials to be ready for distribution:

- prepared assessment booklets with ancillary materials inserted into the front cover;
- sharpened No. 2 pencils;
- grade 4 sessions: Student Appreciation Certificates;
- RS, RM, and PT sessions: Number of grade-appropriate calculators plus extra calculators and ancillary materials in the event of missing or damaged materials identified during the assessment; and
- RS, SB, SC sessions: Hands-on science kits.

Voice of Experience:

The NAEP materials need to be organized in the assessment room *without* disturbing the items on the teacher's desk or other table that is being used. No one should even go through a classroom desk looking for or taking supplies that might be needed. Always bring all of the office supplies that might be needed with you to the assessment location.

14E. When required, check to make sure that teacher names and the corresponding two-digit teacher number are written for students to see.

The script will instruct all grade 4 and grade 8 students to record their teacher's two-digit number on their booklet covers. Therefore, the AA will need to write two items on the chalkboard in the front of the room:

- teacher names; and
- corresponding two-digit teacher number.

The teacher names and corresponding two-digit numbers are on the Roster of Questionnaires, as shown in the example on the following page.

Voice of Experience:

It is important, especially for grade 4, that all teacher names and corresponding numbers are displayed on the board. Leaving off one name and number can disrupt the flow of the assessment session and make for a difficult situation for the AA to handle.

CONTENTS

- 14. Perform QC Check of Rooms
- 3. Activities to Complete During the Assessment
 - A. Assessment Coordinator Procedures to Complete During the Assessment
- 15. Verify That Each Session is Underway
- 16. Observe AAs, Using the Assessment QC Log
 - B. Quality Control Procedures to Complete During the Assessment
- 17. Observe and Evaluate AAs Administering Regular Assessment Sessions
- 18. Observe and Evaluate AAs Monitoring Sessions
- 19. Observe and Evaluate AAs Administering the Hands-on Science Tasks
- 20. Observe and Evaluate AAs Conducting Accommodation Sessions

III. Teacher Questionnaire		III. Teacher Questionnaire										SCHOOL #: <input type="text" value="101-101-1"/> <input type="radio"/> Pearson Use Only		
Teacher #	Teacher's Name	Teacher #	READING, MATH, &/or SCIENCE							Returned			Instructions for Distributing Questionnaires	
			Teacher Questionnaire ID #							Yes	No	Online		
01	Mr. Randall	01	992-	0	0	3	6	2	1	7				Instructions for Distributing Fourth-Grade Teacher Questionnaires Ask all teachers who teach reading, mathematics, and/or science to fourth-graders, this will be their classroom teacher; that is, they have the same teacher for most or all subjects. Ask any teacher who gives fourth-graders additional reading, math, and/or science instruction to complete a questionnaire. This includes teachers of students who are in the fourth grade but who are not taking fourth-grade reading, math, and/or science (i.e., they are taking third- or fifth-grade courses.) Follow the procedures below for each questionnaire you distribute. On this Roster: 1. Create a list of <i>all</i> teachers who teach mathematics, reading, and/or science to fourth-grade students under "Teacher's Name." 2. In the column labeled "Teacher Questionnaire ID #," record the unique seven-digit ID number from the questionnaire you give to each teacher named in the first column. (The 992 prefix has been pre-printed). 3. As the questionnaires are returned, fill in the oval in the "Returned" column. On the front cover of <i>each</i> questionnaire: 1. On the removable label, record the name of the teacher receiving the questionnaire and the date the questionnaire needs to be returned to you. 2. Record the two-digit teacher number located in the column to the right of the teacher's name on this Roster (e.g., 01, 02, 03). <i>It is critical that this number is recorded accurately.</i>
02	Mr. Fisher	02	992-	0	0	1	2	5	3	1				
03	Ms. Marshall	03	992-	0	1	4	3	9	8	7				
04	Mr. Herbert	04	992-	0	2	1	4	6	7	3				
05		05	992-											
06		06	992-											
07		07	992-											
08		08	992-											
09		09	992-											
10		10	992-											
11		11	992-											
12		12	992-											
13		13	992-											
14		14	992-											
15		15	992-											
16		16	992-											
17		17	992-											

This form must be completed in No. 2 pencil.

↑
↑
 Teacher Name Teacher Number

14F. For grades 8 and 12, check to see that the School Identification number is written on the board.

The script for grades 8 and 12 will instruct students to record the School Identification (ID) Number on their booklet covers.

To reduce the possibility for error, the AA will enter the School ID Number on all grade 4 booklets after the assessment.

Voice of Experience:

If a session is being conducted in a room without a board, you should make arrangements with the school coordinator to have a portable board or easel in place. Otherwise, write the information in marker on a large piece of paper and post it at the front of the room.

3. Activities to Complete During the Assessment

The next six standard NAEP procedures for assessment day are to be completed during the assessment. You are responsible for completing two tasks, and the remainder of your responsibility is to QC the AAs conducting assessment sessions.

A. Assessment Coordinator Procedures to Complete During the Assessment

Procedure 15. Observe AAs, Using the Assessment QC Log

Use the Assessment QC Log as your guide to monitor the sessions. In many ways, your role of monitoring during the assessment is a challenging one. Without being intrusive or overbearing, you will need to allow each AA the latitude to conduct the assessment in a way he/she prefers, as long as he/she is still operating within the parameters of the procedures. If an AA does something or omits something that could jeopardize the statistical validity of the assessment, you must tactfully and privately bring it to his/her attention. If immediate intervention is required, approach the AA and speak softly so that observers and students do not hear.

Procedure 16. Verify That Each Session is Underway

When AAs have begun to administer assessment sessions, walk around to each session to verify that the sessions started on time.

If the session has not begun, assist the AA with whatever is needed to start the session as quickly as possible.

B. Quality Control Procedures to Complete During the Assessment

Procedure 17. Observe and Evaluate AAs Administering Regular Assessment Sessions



To conduct a thorough QC check, observe that the AA has performed the following:

17A. Ensured that each student is at the correct location.

As the session is beginning, the AA will verify that students are in the correct session. AAs should use their copies of all the Administration Schedules to determine in which session, if any, the student belongs.

If four or more students listed on the Administration Schedule have not arrived after the AA has taken attendance, he/she should wait a few minutes before beginning the session. Rarely should the wait exceed 5 minutes.

CONTENTS

3. Activities to Complete During the Assessment

A. Assessment Coordinator Procedures to Complete During the Assessment

15. Verify That Each Session is Underway

16. Observe AAs, Using the Assessment QC Log

B. Quality Control Procedures to Complete During the Assessment

17. Observe and Evaluate AAs Administering Regular Assessment Sessions

18. Observe and Evaluate AAs Monitoring Sessions

19. Observe and Evaluate AAs Administering the Hands-on Science Tasks

20. Observe and Evaluate AAs Conducting Accommodation Sessions

How Are Latecomers Handled?

Standard NAEP procedures address two different “latecomer” scenarios:

1. If a student arrives during booklet distribution, the AA should ask the student to wait at the front of the room while he/she finishes distributing booklets. Then, the AA should check in the late student(s); give each his/her assigned booklet, pencil, and other required assessment materials; and direct the student where to be seated.
2. If a student arrives after the AA or the students have begun reading booklet directions, the AA should instruct the student to return to his/her classroom or to the office according to school preference. No student may be admitted once booklet directions are being read.

It is important that the AA follow these procedures to ensure the assessment is standardized by giving all students the same booklet directions and the same amount of time to take the assessment.

17B. Set a positive tone for the assessment session.

Verify that the AA has set a positive tone by greeting students when they walk into the room, standing close to the door, and showing a pleasant attitude.

This is important because the AA’s effectiveness as a test administrator will depend largely on his/her ability to immediately convey to students what is expected of them.

17C. Used the correct script to conduct the assessment session.

There are several different scripts depending on the grade and type of session being conducted. There are eight session scripts. They are as follows:

- Grade 4 Operational/Pilot Script;
- Grade 4 Science Bridge Script;
- Grade 4 Operational/Pilot Accommodations Script;
- Grade 4 Science Bridge Accommodations Script;
- Grade 8/12 Operational/Pilot Script;
- Grade 8/12 Science Bridge Script;
- Grade 8 Operational/Pilot Accommodations Script; and
- Grade 8 Science Bridge Accommodations Script.

In addition, the session scripts contain the Instructions for Administering Hands-on Science Tasks, and Question-by-Question specifications for the student background questions.

You need to check that the AAs are using the correct scripts. This is critical because there are differences from script to script in wording, procedures, and materials that are required.

Review the scripts to ensure that you know which script should be used for each assessment.



Impacts Statistical Validity

Under no circumstance should the AA allow another student to substitute for a sampled student who is absent from the session. It is your responsibility as an AC to make sure this is clear to your assessment team.

It is critical that this procedure is followed so that NAEP can collect accurate data about student achievement.

17D. Read the session script verbatim with fluency and expression and at an appropriate pace.

It is important to read the script with fluency and expression. Fluency means that it is evident the AA has practiced the script ahead of time and is familiar with its syntax. Expression means that the AA reads the script naturally and comfortably, so that students easily understand it.

This is a skill that will be practiced during AA training. It is your responsibility to ensure that AAs are able to read a script according to standard NAEP procedure.

The AA needs to read the following sections verbatim:

- Introduction
- Materials Distribution
- Additional Materials
- Code the Booklet Covers
- Booklet Directions
- Timing Booklet Sections
- Background Section
- Ending the Session

For the background section you should verify that the AA has:

- if grade 4, read aloud the directions for using the assessment booklet; and
- if grades 8 and 12, instructed students to read the directions for using the assessment booklet.



Impacts Statistical Validity

The script must be read word for word to ensure that all sessions are administered in the same way throughout the country. This is absolutely critical to protect the statistical validity of the assessment.

CONTENTS

3. Activities to Complete During the Assessment

A. Assessment Coordinator Procedures to Complete During the Assessment

15. Verify That Each Session is Underway

16. Observe AAs, Using the Assessment QC Log

B. Quality Control Procedures to Complete During the Assessment

17. Observe and Evaluate AAs Administering Regular Assessment Sessions

18. Observe and Evaluate AAs Monitoring Sessions

19. Observe and Evaluate AAs Administering the Hands-on Science Tasks

20. Observe and Evaluate AAs Conducting Accommodation Sessions

17E. Used the most appropriate method to distribute booklets.

There are two ways that AAs can choose to distribute booklets. Both methods are written into the script. The AA must decide ahead of time which method to use. A smooth assessment session will be defined from the beginning if the AA selects the most appropriate method for booklet distribution.

You are evaluating the AA to see that this decision has been made ahead of time and that the AA has selected the most appropriate method.

The following are NAEP guidelines for booklet distribution:

- For small sessions (30 students or less), AAs should call the students in Administration Schedule order to the front of the room to receive their booklets.
- For large sessions (more than 30 students), AAs can place the booklet and a pencil on each student's desk prior to the students arriving in the classroom.

Voice of Experience:

If booklets are distributed alphabetically, take a blank manila folder, or anything appropriate, and write a portion of the alphabet, i.e., "A – F", on both sides. Then place the folder on the appropriate desks. Students will gravitate to the areas where they belong and booklet distribution will go much faster.

17F. Clearly instructed students to remove the student identification label from the cover of their booklet and place the label on the corner of their desk.

You are evaluating the AA to ensure that he/she has checked to see that every student has removed the student identification label from the cover of his/her booklet and placed this label on the corner of the desk.

This procedure is critical for protecting the confidentiality of students because the names of students must never leave the school on the booklets.

The AA will collect and destroy these labels before dismissing students from the session.

17G. Checked that students removed additional materials from the inside cover and placed them on the corner of their desk.

If grade 8, the AA should also have checked that students who were required to separate additional materials, did so, and placed them back in the original packet.

17H. If Grade 8 or 12: Checked to see that students have properly recorded the NAEP School ID Number on their booklet covers.

Each booklet must have a School ID Number recorded on the cover. The script instructs students to enter this information on the front cover of their booklets prior to beginning the assessment.

To collect accurate data, it is critical that students enter the correct School ID Number. Prior to the assessment, the AA should write this number clearly on the board so that students can easily reference it.

You should check to ensure that AAs are verifying that students have properly recorded the School ID Number on their booklet covers. You should also observe the AA walking around the classroom and conducting a spot check of students' booklets.

Students in grade 4 are not asked to enter the school identification themselves; the AA assumes responsibility following the assessment for entering it on the front cover of grade 4 booklets.

17I. Checked to see that all grade 4 and grade 8 students have properly recorded the two-digit teacher number in the correct area of their booklet covers.

For all grades 4 and 8 sessions, the session script read by the AA instructs students to enter teacher information on the front cover of their booklets.

To collect accurate data, it is critical that students enter the correct teacher number. Data analysts match these two-digit teacher numbers to the Teacher Questionnaires for each school. Prior to the assessment, the AA should print these numbers clearly on the board so that students can easily reference them.

You should observe the AA walking around the classroom and conducting a spot check of students' booklets to ensure that they are verifying that students have: 1) entered this information on the front cover of their booklet and 2) entered the number correctly.

17J. Distributed and collected calculators appropriately, when required.

Some students being assessed in mathematics will need to use a calculator. Because it is very important that students have a calculator only when working in a section that requires one, calculators must be distributed and collected from individual students at the beginning of each mathematics cognitive section in the assessment booklet. You should observe the AA following the script instructions for distributing and collecting calculators throughout the session.

CONTENTS

3. Activities to Complete During the Assessment

A. Assessment Coordinator Procedures to Complete During the Assessment

15. Verify That Each Session is Underway

16. Observe AAs, Using the Assessment QC Log

B. Quality Control Procedures to Complete During the Assessment

17. Observe and Evaluate AAs Administering Regular Assessment Sessions

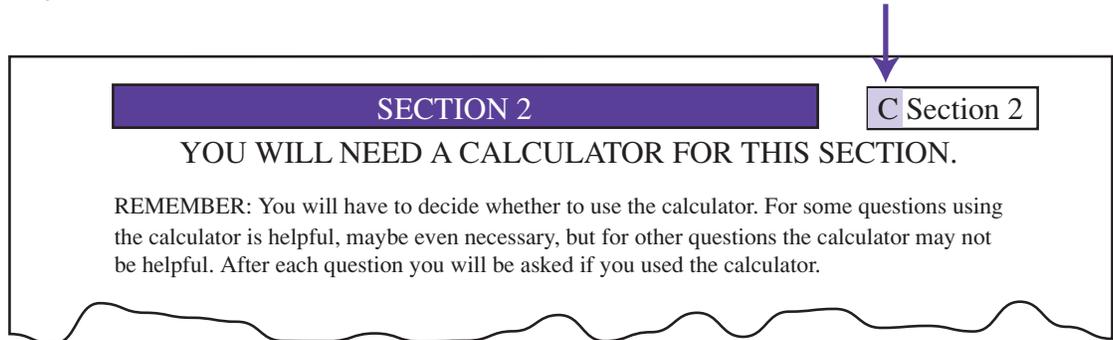
18. Observe and Evaluate AAs Monitoring Sessions

19. Observe and Evaluate AAs Administering the Hands-on Science Tasks

20. Observe and Evaluate AAs Conducting Accommodation Sessions

17K. Checked to see that students who are required to use a calculator, are doing so in the correct sections.

If a mathematics booklet requires a calculator, a large “C” will appear on the booklet cover in the upper-right corner, next to the booklet version number. There will also be a “C” printed in the upper-right corner of each page of the booklet that requires a calculator.



Students are to have a calculator for only those sections of the booklet that require one. Not all booklets require a calculator and not all sections within a booklet will require a calculator.

The purpose of the “C” is to allow the AA to walk around the room and glance at the student’s booklet to verify whether the student should be using a calculator or not. You should observe the AAs doing this during the course of an assessment session.

It is critical that the AA check to see that students have been provided the correct materials. In order to provide an accurate picture of what students know and can do, students must be given equal access to materials.

17L. If Grade 12: Checked to see that students who brought their own calculators are using one that is NAEP appropriate.

Students in grades 4 and 8 must use calculators provided by NAEP. Only students in grade 12 may use their own personal calculators as long as they are not a laptop or other portable computer, pocket organizer, device with a typewriter-style keyboard, electronic writing pad, or pen-input device.

Students in grade 12 who do not bring a calculator should be furnished with one of the gray calculators provided in the AC bulk supplies received from Pearson. It is the AA’s responsibility to verify that all students are using NAEP-appropriate calculators. You should observe the AA checking this during the assessment.

17M. Timed sections appropriately.

After the booklet directions, each assessment booklet contains several blocks of cognitive questions and background questions for students to answer. There are subject area background questions and general background questions.

Background and cognitive sections are timed while students work independently except for the grade 4 general background section. This section is read aloud to the students. The session script provides instructions to the AA for the presentation and timing of each section.

**Impacts Statistical Validity**

Timing is a critical component of standardizing an assessment across the country. This check can be conducted by making sure your team has practiced using the timers provided in your bulk supplies and are using them.

The following charts display the timings for all of the booklets:

Grade 4 – Operational and Pilot Booklet Sections		
Section 1	Subject-Area Cognitive Items	25 minutes
Section 2	Subject-Area Cognitive Items	25 minutes
Section 3	General Student Background Questions	Read aloud by AA
Section 4	Subject-Area Background Questions	10 minutes
Section 5	Hands-on Science Tasks (1 in 6 students will complete this section)	20 minutes
Grade 4 – Science Bridge Booklet Sections		
Section 1	Science Cognitive Items	20 minutes
Section 2	Science Cognitive Items	20 minutes
Section 3	General Student Background Questions	Read aloud
Section 4	Science Background Questions	7 minutes
Section 5	Hands-on Science Tasks (approximately half of the students will complete this section)	20 minutes

CONTENTS

3. Activities to Complete During the Assessment

A. Assessment Coordinator Procedures to Complete During the Assessment

15. Verify That Each Session is Underway

16. Observe AAs, Using the Assessment QC Log

B. Quality Control Procedures to Complete During the Assessment

17. Observe and Evaluate AAs Administering Regular Assessment Sessions

18. Observe and Evaluate AAs Monitoring Sessions

19. Observe and Evaluate AAs Administering the Hands-on Science Tasks

20. Observe and Evaluate AAs Conducting Accommodation Sessions

Grade 8 – Operational and Pilot Booklet Sections

Section 1	Subject-Area Cognitive Items	25 minutes
Section 2	Subject-Area Cognitive Items	25 minutes
Section 3	General Student Background Questions	5 minutes
Section 4	Subject-Area Background Questions	8 minutes
Section 5	Hands-on Science Tasks (1 in 6 students will complete this section)	30 minutes

Grade 8 – Science Bridge Booklet Sections

Section 1	Science Cognitive Items	30 minutes
Section 2	Science Cognitive Items	30 minutes
Section 3	General Student Background Questions	5 minutes
Section 4	Science Background Questions	7 minutes
Section 5	Hands-on Science Tasks (approximately half of the students will complete this section)	30 minutes

Grade 12 – Operational and Pilot Booklet Sections

Section 1	Subject-Area Cognitive Items	25 minutes
Section 2	Subject-Area Cognitive Items	25 minutes
Section 3	General Student Background Questions	5 minutes
Section 4	Subject-Area Background Questions	8 minutes
Section 5	Hands-on Science Tasks (1 in 6 students will complete this section)	30 minutes

Grade 12 – Science Bridge Booklet Sections

Section 1	Science Items	30 minutes
Section 2	Science Items	30 minutes
Section 3	General Student Background Questions	5 minutes
Section 4	Science Background Questions	7 minutes
Section 5	Hands-on Science Tasks (approximately half of the students will complete this section)	30 minutes

Upon request of a school, the AA may allow the students to take a break between sections of the assessment. The time that the AA should allow for a break will vary by grade and by school. You should inform the AA when and how long a break should be and any special procedures that he/she should follow as instructed by the school.

17N. Collected student identification labels from every student's desk.

Before the end of the assessment session, you should verify that the AA has collected the student identification labels from the corner of every student's desk along with other materials, according to the instructions provided in the session scripts.

Student identification labels must be properly disposed of to maintain the confidentiality of students. Therefore, it is critical that the names of students be removed from the booklets.

Once the AA has collected the student identification labels, it is important that the AA destroys them. You should observe the AA tearing up the ID labels and placing them in the trash.

**Security and Confidentiality Alert**

No names leave the school on assessment day. It is your responsibility as an AC to make sure that your AA team destroys the student identification labels. Failure to do this violates NAEP Security and Confidentiality.

17O. Collected all NAEP materials following the assessment session, except pencils, in a manner that would allow the AA to easily account for all assessment materials.

After the AA has finished reading the script, you should observe him/her selecting an appropriate booklet collection method and counting the booklets to ensure that all of them have been accounted for. The following are two suggested collection methods for small and large sessions. However, the AA may find it necessary to devise another method depending on time constraints and grade level. ACs should be prepared to give suggested collection methods to AAs in unique situations.

For small sessions (30 students or less):

The AA should call students to the front of the room in Administration Schedule order and verify that each student has returned an assessment booklet with used ancillary materials included inside the booklet cover. As the booklets are collected, look to see that the AA has placed the booklets face down, one on top of the other. At this point, the AA should also collect any other NAEP materials that the student may have used, such as calculators. The AA should place these materials in a separate pile on the table or workspace in front of him/her.

Collecting assessment booklets in Administration Schedule order will make the AA's responsibilities following the assessment session much easier.

If there is insufficient time to follow this collection method, the AA should follow the instructions for large sessions.

For large sessions (more than 30 students):

Verify that the AA has instructed students to place the assessment booklet in the upper-left corner of their desk or workspace. You should observe the AA collecting a booklet from each student in Administration Schedule order. As the AA collects the booklet, you should also observe the AA verifying that all used ancillary materials are included inside the booklet cover. At this point, the AA should also collect any other NAEP materials that the student may have used, such as calculators, and place them in an organized pile inside a large box or bag.

CONTENTS

3. Activities to Complete During the Assessment

A. Assessment Coordinator Procedures to Complete During the Assessment

15. Verify That Each Session is Underway

16. Observe AAs, Using the Assessment QC Log

B. Quality Control Procedures to Complete During the Assessment

17. Observe and Evaluate AAs Administering Regular Assessment Sessions

18. Observe and Evaluate AAs Monitoring Sessions

19. Observe and Evaluate AAs Administering the Hands-on Science Tasks

20. Observe and Evaluate AAs Conducting Accommodation Sessions

17P. Accounted for all NAEP materials before dismissing students from the assessment session.

It is critical that NAEP materials are accounted for before dismissing students from the assessment session. You should observe the AA accounting for each and every assessment booklet, whether completed or blank, and the following additional materials:

- NAEP calculators; and
- used ancillary materials.

After collecting NAEP materials, you should observe the AA counting the number of used booklets to ensure that the number matches the number of students present at the session. You should also observe the AA counting the blank booklets to ensure that the number he/she had before the session is consistent with the number after the session.

If the AA finds any NAEP booklets missing, including blank booklets, students are not to be dismissed until the missing booklets have been found.

You should also observe the AA counting the number of calculators collected to ensure that these numbers match the number the AA had before the session began.

If the AA finds that he/she is missing any items such as calculators, you should observe the AA explaining to the students what is missing and asking students to check their belongings to see if the missing items have been misplaced. If the missing items cannot be produced, it should be reported to you.

17Q. Dismissed students according to school protocol outlined on the Assessment Information Form.

The AA should dismiss students at the conclusion of the assessment session in the manner you have outlined on the Assessment Information Form.

Here you are looking to see that the AA has read this information ahead of time and is implementing the correct procedure for the particular school.

In order to maintain a good rapport with the school, it is important that the AA follow school protocol.

If the hands-on science session is held in one location, then students should be given instructions as to the time and location of that session. The time usually allows for a short break for students. The AA should bring the student booklets and science kits if the location is different from the original session.

Procedure 18. Observe and Evaluate AAs Monitoring Sessions



Now that you have observed the AAs using the session script and administering the session, you will now conduct QC checks to ensure the AAs are effectively monitoring the sessions.

While students are taking the assessment, you should check that the AA is walking up and down the aisles and moving through the classroom. The AA's presence and behavior should be unobtrusive and professional.

On occasion, you should observe the AA standing at the rear of the room to observe students inconspicuously. The AA's attention must always be focused on the students.

The AA should be performing many of the checks outlined in this chapter, such as the calculator and materials check. The AA should also be following standard NAEP procedures for responding to students' concerns or questions and handling special situations that may arise as described in the *AA Manual*.

Finally, an AA should not be completing paperwork during the assessment.

It is important that AAs across the country take this responsibility seriously because effectively monitoring the assessment session can prevent errors in administration.

18A. Followed NAEP procedure for answering students' questions about how to record answers.

The AA may, and should, clarify students' questions about how or where to record answers. Questions about where and how to record answers are the only type of questions that the AA may answer in his/her own words.

18B. Followed NAEP procedure for responding to students' questions during cognitive block (or subject-area) sections of the assessment.

Under no circumstance is the AA to help students respond to any item in a cognitive section. The AA may not provide any specific information, answers, instructions about any question, or assistance in reading or spelling.

Instead, you should observe the AA replying with this scripted response:

"I'm sorry. I cannot answer any questions. Please reread the question and do the best you can."

However, the AA can read and provide clarification of directions to a student.

The NAEP procedure for responding to student questions during the cognitive block is different than the NAEP procedure for responding to student questions during the general background section, which is described on the next page.

CONTENTS

3. Activities to Complete During the Assessment

A. Assessment Coordinator Procedures to Complete During the Assessment

15. Verify That Each Session is Underway

16. Observe AAs, Using the Assessment QC Log

B. Quality Control Procedures to Complete During the Assessment

17. Observe and Evaluate AAs Administering Regular Assessment Sessions

18. Observe and Evaluate AAs Monitoring Sessions

19. Observe and Evaluate AAs Administering the Hands-on Science Tasks

20. Observe and Evaluate AAs Conducting Accommodation Sessions

18C. Followed NAEP procedure for responding to students' questions during the general background section.

The AA must respond to students' questions during the general background section by referring to the Question-by-Question Specifications found in the back of each session script.

Questions asked by students during the general background section should be answered individually. If a student has a question, you should observe the AA going to the student's desk and responding quietly to the question.

If several students have the same question, the AA may advise all students in the session of the question and answer.

Also, it is NAEP procedure that the student may skip any background question that he/she does not feel comfortable answering. AAs should advise students of this if they ask.

**Impacts Statistical Validity**

Failure to use the Question-by-Question Specifications when answering students' questions during the background sections of the assessment booklet could jeopardize the validity of data collected.

18D. Followed NAEP procedure for answering students' questions during the subject-area background section.

The AA must respond to students' questions during the subject-area background section by referring to the mathematics, reading, or science Question-by-Question Specifications, found in the back of each operational session script.

As with the questions asked by students during the general background section, they should be answered individually. If a student has a question, you should observe the AA going to the student's desk and responding quietly to the question.

Unlike in the general background section, students will have different questions in the subject-area background sections depending on the subject area of their assessment booklet. Therefore, the AA should not advise all students in the session of the questions asked by individual students and answers.

As with the questions asked by students during the general background section, it is NAEP procedure that the student may skip any subject area background question that he/she does not feel comfortable answering.

It is important that you observe the AAs using the Question-by-Question Specifications when responding to students about subject-area background questions. Failure to do so could jeopardize the validity of data collected.

18E. Verified that students who have finished sections early have not gone back to previous sections or worked ahead in the booklets.

If students finish a section early, they may not go back to previous sections or work ahead in the booklet. You should observe the AA team to verify that this procedure is being followed.

If a student is working in the wrong section of the booklet, a gentle reminder from the AA of the correct section will suffice as an effective prompt (e.g., **“You should be working on Section 2 now”**). The AA should continue to stand near the student until he/she sees that the student is working on the correct section. A student who completes a section of the booklet before time is called should be encouraged to review his/her work in that section only. The student should neither be allowed to work ahead in the NAEP booklet nor be allowed to work on his/her homework or other non-NAEP activity.

18F. Appropriately handled difficult situations pertaining to students’ behaviors or attitudes.

Many different situations may arise during the course of administering an assessment. It is important that the AA respond to each situation.

Listed here are several difficult scenarios that may arise. It is your job to verify that when an AA responds to a situation, he/she is responding appropriately.

- A student whose behavior becomes disruptive and out of control:

If all attempts to correct an inappropriate behavior fail, the AA should seek the immediate assistance of school personnel. If the AA feels the situation is becoming out of control, he/she should contact the principal’s office and ask for assistance.
- A student who is reluctant to participate:

Student participation is voluntary, but it is of utmost importance that the AA effectively contain the situation or additional students may decide to leave the room.
- A student refuses to participate:

Students are not required to participate in the assessment; however, all students should be encouraged to do so. If a student refuses to participate, the AA should explain to the student that his/her answers are very important because he/she represents many other students across the Nation. The results will have no effect on his/her grade. The AA should then encourage the student to begin

Voice of Experience:

Responses to Students Who Do Not Want to Participate

- “Your school has agreed to participate in this study. I do not have the authority to excuse you. You will need to see the principal (or school coordinator) in order to obtain a note dismissing you from the assessment.”
- “The assessment is voluntary in that schools volunteer to participate if they are selected. However, your principal has made the decision for your school to participate. You will need to speak with him/her and obtain a note dismissing you from the assessment.”

CONTENTS

3. Activities to Complete During the Assessment

A. Assessment Coordinator Procedures to Complete During the Assessment

15. Verify That Each Session is Underway

16. Observe AAs, Using the Assessment QC Log

B. Quality Control Procedures to Complete During the Assessment

17. Observe and Evaluate AAs Administering Regular Assessment Sessions

18. Observe and Evaluate AAs Monitoring Sessions

19. Observe and Evaluate AAs Administering the Hands-on Science Tasks

20. Observe and Evaluate AAs Conducting Accommodation Sessions

or to complete the booklet and to make the best possible effort to answer the questions. If the student continues to refuse, collect the booklet and materials and dismiss him/her according to the school's instructions. Write **Student Refusal** on the booklet front cover.

- A student becomes emotionally upset:

Occasionally, a student, particularly in the lower grades, may feel so overwhelmed that he/she will begin to cry. The AA needs to be understanding, but should not reinforce this behavior by giving the child excessive attention or sympathy. The AA might suggest that the student skip the question that is bothering him/her and that he/she may think of the answer later. Also, telling the student that we do not expect him/her to know everything may lessen his/her anxiety. If the crying is seriously disruptive, the AA should seek assistance from school personnel. The incident needs to be noted on the student's booklet.

- A student asks to leave the session early:

Students should leave the session only in an emergency situation. To minimize the need for students to leave during the session, the AA should make sure that fourth-grade students have gone to the bathroom before the session begins!

- If a student leaves and returns, the AA should record on the booklet cover the section number when the student left, the section number when the student returned, the total amount of time the student was gone, and the reason the student left the session. The appropriate Administration Code needs to be used in these instances.
- If a student cannot complete the session (e.g., he/she has become ill), the AA should collect the booklet and other materials and record on the booklet cover the reason the student left the session.
- If a student requests to leave the session before it is over for reasons other than illness or going to the restroom, the AA should try to determine the reason for the request. The student may need to be elsewhere in the school (such as sports practice or a class activity) and feel concerned about being late. In this case, the AA needs to make an effort to persuade the student to remain in the session and give an estimate of the remaining time required to finish. However, students who will miss transportation home if they remain in the session should be excused. Sessions should never continue beyond the school day dismissal time.
- Students who are concerned about being late for other activities should be told to explain to their teachers that they have been participating in NAEP and that the teacher can contact the school coordinator for verification. The AA may consider writing a "To Whom It May Concern" note on a Student Appreciation Certificate for the student to take to his/her next activity.
- On occasion, a student may be asked to leave the session by a teacher or school official. If this happens, the AA should quietly try to determine the reason the student is being asked to leave and, if possible, try to obtain permission for the student to complete the session.

- A student becomes ill:

In the unlikely event that a student becomes ill during a session, the AA should remain calm and seek assistance from school personnel. This may be an extremely embarrassing situation for the student so the AA should make every effort not to add to the student's discomfort and handle the matter with as little disruption as possible. The AA needs to be sure to note the disruption on the student's booklet cover.

18G. Appropriately handled unexpected situations that arose during the session.

Listed here are two special situations that may arise. Verify that the AA responds to each situation appropriately.

- A student has received defective assessment materials:

If a student discovers a defective booklet after beginning to work, the AA should replace the booklet with another booklet of the same version number, if possible. (Extra booklets will be available if there are leftovers at the end of a bundle.) He/she should record the booklet ID number of the defective booklet on the front cover of the replacement booklet, record the booklet ID number of the replacement booklet on the cover of the defective booklet, and write a brief note on the defective booklet cover explaining the problem. If a booklet of the same version number is not available, the AA should have the student skip the defective portion and continue working on the remaining portions of the booklet. When the booklets are collected, the AA should be sure to write a note on the front cover explaining the problem.

For assessment booklets that require additional materials, if the material is found to be defective, the AA should replace it with another of the same material.

- The school's fire alarm rings:

The AA's first priority is safety and removal of the students and themselves from the building. If there is no evidence of fire or smoke and the AA feels there is time to safely remove the assessment materials, he/she should follow these guidelines:

The AA will need to stop the timer, collect all of the assessment booklets from the students, and take the booklets and the timer when he/she exits the school. When the AA is safely outside the school, he/she should check the timer and note the time remaining in the session. When the students return, the AA will need to redistribute the booklets and adjust the timing of the assessment to account for the time that the students were gone.

CONTENTS

3. Activities to Complete During the Assessment

A. Assessment Coordinator Procedures to Complete During the Assessment

15. Verify That Each Session is Underway

16. Observe AAs, Using the Assessment QC Log

B. Quality Control Procedures to Complete During the Assessment

17. Observe and Evaluate AAs Administering Regular Assessment Sessions

18. Observe and Evaluate AAs Monitoring Sessions

19. Observe and Evaluate AAs Administering the Hands-on Science Tasks

20. Observe and Evaluate AAs Conducting Accommodation Sessions

Procedure 19. Observe and Evaluate AAs Administering Hands-on Science Tasks



The final section of some of the science assessment booklets involves the use of a science kit for a hands-on task. For each session that has students participating in this section, you should observe that the AA has complied with the following mandatory hands-on science procedures and document your observation in the Assessment QC Log.

19A. Distributed the booklets and science kits appropriately.

After the students from the regular session have been dismissed, the AA will pull from the stack of collected booklets, those booklets that belong to students participating in the hands-on science task. Once these students have reconvened, the AA will then redistribute the booklets. The AA should check the session number and line number at the top right of the booklet covers against the Administration Schedule to identify which booklet belongs to which student. The AA should also verify that the booklet number matches the booklet number on the Administration Schedule for that student.

Before the session, the AA should divide the kits into three groups by type to facilitate distribution. You should observe the AA reading the script that instructs the students to raise their hand when their kit type, which is written in their booklet, is called out. The AA should then give each student the appropriate kit.

Using the session script, the AA will then instruct students to open their science kits, and check the diagram in their booklets to determine if all the necessary supplies have been provided in their kit. If a student's kit has either missing or defective kit items, you should observe the AA replacing the kit item from the extra science kit supplies you have provided them.

19B. Followed "Safety Issues."

The *Instructions for Administering Hands-On Science Task* document, located with the scripts, outlines the safety issues involved with each of the science kits. As the students are working on the section, you should observe the AA checking that each student is following these instructions and is correcting students as needed.

19C. Followed guidelines for responding to students' questions.

Since portions of each science kit are unique, there are different responses that the AA should use in answering students' questions relating to the science kits. The AA should refer to *Instructions for Administering Hands-On Science Task* to appropriately answer these specific questions. Any other questions that are not addressed in this document should be answered as outlined previously in this chapter.

19D. Followed cleanup procedures.

At the end of the session students will be asked to set aside their waste materials and then place all the other materials back in the kit bag. The specific cleanup procedures that are included in the students' booklets are also written in the ***Instructions for Administering Hands-On Science Task***. You should observe that the AA is checking that each student is following these instructions.

After the students have finished cleaning up, the AA will walk around the room with the garbage bag, which was included in the box of science kits, and have the students dispose of the waste materials. The AA should then tie up the garbage bag and dispose of it in the garbage. Finally, all of the kit bags and booklets need to be collected by the AA in an appropriate collection method as described earlier in this chapter. After the AA has accounted for all of the materials and booklets, he/she should dismiss the students in the appropriate manner.

Procedure 20. Observe and Evaluate AAs Conducting Accommodation Sessions

Whether a student is assessed in the regular assessment session or a separate accommodation session, you should observe the AA being aware of and addressing the needs of the students according to standard NAEP procedure. The AA should make an extra effort to interact positively with SD and LEP students and be understanding of their limitations and frustrations. Consult the *Inclusion* magazine for tips on how to promote positive interactions with SD and LEP students.

Accommodations for SD and LEP students include use of special materials and modifications, and timing. As outlined in the *Inclusion* magazine, these students may or may not require a separate accommodation session. For those students who do, you should observe the AA giving the student the appropriate accommodations that are noted on the Assessment Information form for the school. You should observe and evaluate the accommodation session(s) and record your evaluations in the Assessment QC Log.

When observing and evaluating AAs conducting separate accommodation sessions, you should use the following guidelines:

20A. Administered appropriate accommodations according to standard NAEP procedure.

Verify that the AA is prepared to conduct the accommodation session and is administering the specified accommodation according to standard NAEP procedure.

You should observe the AA using the appropriate script when administering the session. The following are the accommodations scripts that NAEP provides:

- Grade 4 Operational/Pilot
- Grade 4 Science Bridge
- Grade 8 Operational/Pilot
- Grade 8 Science Bridge

CONTENTS

20. Observe and Evaluate AAs Conducting Accommodation Sessions
4. Activities to Complete Following the Assessment
 - A. Quality Control Procedures to Complete After the Assessment
21. Verify That the Administration Schedule Has Been Completed Accurately
22. Verify That the Booklet Covers Have Been Completed Accurately
23. Perform Final Check of Session Box Materials
 - B. Assessment Coordinator Procedures to Complete After the Assessment
24. Complete Questionnaire Activities
25. Determine Whether or Not a Makeup Session Must Be Held
26. Organize the NAEP Storage Envelope
27. Complete Session Debriefing Activities
28. Arrange and Conduct Makeup Session, If Necessary
29. Repack the Session Box

If an AA is to conduct a grade 12 accommodation session, they should use a grade 8 accommodation script and substitute the booklet directions from the regular grade 12 session script.

Depending on the accommodation, it may be necessary for the AA to make modifications to the script or procedure. The script should be used as a guide for the modifications that NAEP allows.

The AAs primary role is to administer the assessment session and to clarify the directions for the students. To truly assess the students' knowledge, it is important for the AA to refrain from giving and/or prompting answers. Here are some basic guidelines for the AA to follow and for you to observe.

The AA may:

- answer student questions regarding the general background section of the booklet, the booklet directions, and the recording of answers;
- allow students to take a break between sections;
- schedule the assessment to start at any time; and
- allow the student(s) to use accommodations/adaptations on the assessment if they have been deemed necessary.

The AA may NOT:

- provide assistance on assessment items. Students may look for validation on certain items; you may not indicate verbally or nonverbally your recommendations. Instead you are encouraged to remind them to answer the questions to the best of their ability; and
- allow any student to use accommodations/adaptations on the assessment that are not indicated in his/her IEP or that are not normally used by the student during testing.

To ensure standardization within the assessment process, it is critical that accommodations be administered in a uniform manner nationwide.

20B. Encouraged the student(s) to review his/her answers upon completion of a section.

In every accommodation session, you should verify that the AA has encouraged the student or students to review his/her answers upon completing a section.

4. Activities to Complete Following the Assessment

The last nine procedures that must be completed on assessment day will happen after the assessment has ended and all of the materials have been collected and organized. They include documentation in the Assessment QC Log of both your responsibilities and QC of AA procedures.

A. Quality Control Procedures to Complete After the Assessment

Procedure 21. Verify That the Administration Schedule Has Been Completed Accurately



The AA team should have conducted its own QC check to make sure the Administration Schedules were completed properly, but you are responsible for the final check of the Administration Schedules for each session.

Once you have conducted this check, report the status of the materials in the Assessment QC Log. If the requirement has not been met or has been only partially met, please provide an explanation in the space provided.

To conduct a thorough QC check of the Administration Schedules, perform the following checks:

21A. Verify that each student listed on the Administration Schedule has an Administration Code entered in column P.

In column **P** of the Administration Schedule (labeled Admin. Code), the AA enters an Administration Code for each student listed on the Administration Schedule. This is the AA's first responsibility after students have been dismissed.

A two-digit Administration Code needs to be recorded on blank lines as well. Blank lines mean that booklets were never assigned to students and should be assigned the code of **52**.

As an AC, it is your job during this final review of session materials to check that the AA has recorded an Administration Code on every line of the Administration Schedule. Run your finger down column **P** and verify that there is an entry on every line. Also, double check that the code the AA has entered is consistent with what you have observed during the course of the assessment session.

The Administration Codes are listed on the right side of the Administration Schedule and are grouped according to student participation status. The codes and the guidelines for using them are printed on the following pages.

CONTENTS

4. Activities to Complete Following the Assessment

A. Quality Control Procedures to Complete After the Assessment

21. Verify That the Administration Schedule Has Been Completed Accurately

22. Verify That the Booklet Covers Have Been Completed Accurately

23. Perform Final Check of Session Box Materials

B. Assessment Coordinator Procedures to Complete After the Assessment

24. Complete Questionnaire Activities

25. Determine Whether or Not a Makeup Session Must Be Held

26. Organize the NAEP Storage Envelope

27. Complete Session Debriefing Activities

28. Arrange and Conduct Makeup Session, If Necessary

29. Repack the Session Box

Definitions of Administration Codes in Column P

Assessed Students - Original Session

10	In session full time. Assessed in original session.
11	No responses in booklet. Student was in original session full time, but there were no responses in the booklet.
12	In session part time. Student left the original session and did or did not return. Specify the reason on the booklet cover.
13	Original session incomplete. Specify the reason. Use this code when the original session was interrupted and no student was able to complete the booklet (e.g., fire drill). You should also use this code for any student assigned a hands-on science booklet, but who did not complete that section of the booklet.
14	Other, specify on cover. Use this code for any situation that is not covered by the other Assessed in Original Session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.

Assessed Students - Makeup Session

20	In session full time. Assessed in original session.
21	No responses in booklet. Student was in makeup session the full time, but there were no responses in the booklet.
22	In session part time. Student left the makeup session and did or did not return. Specify the reason on the booklet cover.
23	Session incomplete. Specify the reason. Use this code when the makeup session was interrupted and no student was able to complete the booklet (e.g., fire drill).
24	Other, specify on cover. Use this code for any situation that is not covered by the other Assessed in Makeup Session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.

Absent Student Codes

40	Temporary. Student is temporarily not in school (less than 2 weeks) due to illness, disability, or excused absence.
41	Long-term. Student has been absent from school 2 weeks or more because of an illness or disability.
42	Chronic truant. Student attends school occasionally, if ever.
43	Suspended or expelled. Includes in-school suspension.
44	In school, did not attend session. Use if student was known to be in school on day of assessment but, for example, was not released by teacher.
45	Disruptive behavior. Student was in school but not notified of assessment because of disruptive behavior.
46	Parent refusal. Parent officially notified school that he/she refused to allow student to participate in the assessment.
47	Student refusal. Student refused to participate in the assessment before being given an assessment booklet.
48	Other, specify on cover. Use this code for any absence not covered by codes 40-47 . Specify reason on booklet cover (e.g., student came to room too late after session started).
49	Session refused. Use this code if the entire session or certain subjects within a cooperating session were not conducted due to the refusal by the state or school.

Other Student Codes	
51	Withdrawn/Graduated. Student is no longer enrolled in the school.
52	Unassigned book (unused). Use this code for any booklet not used because the booklet was not assigned to a student. If the student is assigned an accommodation booklet, the original preassigned booklet should receive this code.
54	Ineligible, home schooled. Use this code for students who are not physically attending the school, but completing their assignments through the school.
55	Ineligible, other. Use this code for a student who was not eligible for the assessment for any other reason (e.g., not in the grade being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.
56	Not in Sample (NIS). Use this code for any student not sampled but assessed at the convenience of the school.
Reasons for Exclusion	
60	SD – Cannot be assessed. Use for any student whose IEP states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation.
61	SD – Required accommodation not offered. Use for any student requiring an accommodation that could not be offered, such as reading the assessment items to a student selected for a reading assessment.
62	LEP – Cannot be assessed. Use for any student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
63	LEP – Required accommodation not offered. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation could not be offered, such as a bilingual booklet for a student selected for the reading assessment.
64	SD & LEP – Cannot be assessed. Student cannot be included in the session due to a mental/physical disability and limited English proficiency.
65	SD & LEP – Required accommodation not offered. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not offered.
66	Excluded, but assessed. Use this code for students that the school deemed should be excluded from the assessment but the school requested that they participate anyway.

CONTENTS

4. Activities to Complete Following the Assessment

A. Quality Control Procedures to Complete After the Assessment

21. Verify That the Administration Schedule Has Been Completed Accurately

22. Verify That the Booklet Covers Have Been Completed Accurately

23. Perform Final Check of Session Box Materials

B. Assessment Coordinator Procedures to Complete After the Assessment

24. Complete Questionnaire Activities

25. Determine Whether or Not a Makeup Session Must Be Held

26. Organize the NAEP Storage Envelope

27. Complete Session Debriefing Activities

28. Arrange and Conduct Makeup Session, If Necessary

29. Repack the Session Box

Assessed with Accommodations

Students assessed with accommodations should always be assigned these codes instead of codes **10-14** or codes **20-24**.

70	Bilingual glossary (science bridge only). Assign if a student uses for all or part of the assessment.
71	Bilingual booklet (operational only). Extended time and small group or one-on-one is assumed for bilingual booklet.
72	Bilingual dictionary. Assign if a student uses for all or part of the assessment. Extended time is assumed. (Do not use with reading booklet.)
73	Large-print booklet. Extended time is assumed. Use of special equipment such as a magnifying glass is acceptable. Usually these sessions are small group or one-on-one.
74	Extended time in regular session. Assessed in regular session, with additional time to complete the assessment available to the student.
75	Read aloud in regular session. Assessed in regular session, with read-aloud accommodation. (Do not use with reading booklet.)
76	Small group. Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable (except with reading booklet).
77	One-on-one. Assessed in separate accommodation session. Extended time is assumed. Assistance with recording answers is acceptable. Read aloud is acceptable (except with reading booklet).
78	Scribe or use of computer. Assessed in separate accommodation session. Extended time is assumed. Used to record student answers.
79	Other, specify on cover. Assessed with some other accommodation. Specify the accommodation on booklet cover.
80	Breaks during test. Assign if breaks were taken by the student between sections.
81	Magnification device. Assign if student used such special equipment for all or part of the assessment.
82	School staff administers. Assign this code if a school staff member needs to read the scripts and administer the session.

21B. Verify that an Administration Code of 52 has been entered for all unassigned or unused booklets on the Administration Schedule.

You first need to verify that unused booklets have an Administration Code of 52 entered on the Administration Schedule.

21C. Verify that the top of the Administration Schedule has been completed accurately.

It is very important that the summary information at the top of the Administration Schedule is accurately recorded.

The AA will record the number of students who were to be assessed but who did not participate in the assessment session at all in the # **Absent** space. This includes students with Administration Codes **40-45**, **48** and **49** in column **P**. Next the AA will

enter the total number of parent and student refusals, which will be coded **46** and **47** in column **P**. This total is entered in the **# Refused** space. The last value that the AA needs to enter at the top of the Administration Schedule is the **# Assessed (Original Session)**. This is the total of the Administration Codes **10-14** in column **P**.

101-101-1 _____ Grade: <u>4</u>		Original session scheduled for: Day/Date: <u>Thurs./Feb. 10.</u> Time: <u>8:05</u> Location: <u>Rm 121</u>		Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____		If Makeup Needed Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/>				
Washington Elementary School Name: <u>Mary Jones</u>										
28		# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) <u>2</u>		# Absent (Admin. Codes 40-45, 48 & 49) <u>2</u>		# Assessed (Original Session) <u>25</u>				
= <u>30</u> -		+ = <u>27</u> -		+ =		+ =				
2		# Excluded (Admin. Codes 60-66) <u>1</u>		TO BE ASSESSED		# Refused (Admin. Codes 46 & 47) <u>0</u>				
						# Assessed (Makeup Session) _____				
						TOTAL ASSESSED _____				
"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"
Final SD Code	Final LEP Code	Race/ Eth.	School	New Enrollee Yes No	...	Accommodation Booklet ID #	Admin Code	...

You will need to verify these totals before performing the calculations to determine if a makeup session is necessary.

Procedure 22. Verify That the Booklet Covers Have Been Completed Accurately

The AA team should have conducted its own QC check to make sure the booklets were completed properly, but you are responsible for the final check of the booklets for each session.



To conduct this final QC check, thumb through the booklets and “spot” check that the booklet covers have been completed correctly. To conduct this check, as a general rule, check every third or fourth booklet in the stack and run each of these booklets through the comprehensive series of checks provided below.

This procedure will help you to identify if the AA is making any major errors with booklet completion. If you find any errors, consult the AA immediately and jointly check each booklet to make sure that the same error has not been repeated.

Once you have conducted this check, report the status of the materials in the Assessment QC Log. If the requirement has not been met or has been partially met, provide an explanation in the space provided.

To conduct a thorough QC check of booklets, perform the following checks:

22A. Ensure that each booklet has the correct School ID Number.

For grade 4 students, on each booklet, the AA should have entered the seven-digit NAEP School ID Number from the Administration Schedule in the boxes labeled **School #**. Grade 8 and grade 12 students should have entered the school number; if not, the AA should have entered it.

CONTENTS

4. Activities to Complete Following the Assessment

A. Quality Control Procedures to Complete After the Assessment

21. Verify That the Administration Schedule Has Been Completed Accurately

22. Verify That the Booklet Covers Have Been Completed Accurately

23. Perform Final Check of Session Box Materials

B. Assessment Coordinator Procedures to Complete After the Assessment

24. Complete Questionnaire Activities

25. Determine Whether or Not a Makeup Session Must Be Held

26. Organize the NAEP Storage Envelope

27. Complete Session Debriefing Activities

28. Arrange and Conduct Makeup Session, If Necessary

29. Repack the Session Box

22B. Verify that the students recorded their teacher numbers.

All students in grades 4 and 8 must record a teacher number on their booklet. It is the AA's responsibility to verify that these students have entered this number on their booklet. Students in accommodations sessions may have written their teacher's name on the front cover of the booklet. AAs are responsible for recording the corresponding teacher numbers for these students and erasing the teacher names from the booklet covers. Some of these students may have teachers who were not originally given a number and a Teacher Questionnaire. In this case, you will have to add the teacher to the Roster and ask him/her to fill out a questionnaire.

22C. Verify that the correct Administration Codes were transferred from the Administration Schedule to the student booklet covers.

On the Administration Schedule, the AA will have recorded an Administration Code for each student. Immediately after the assessment, the AA is responsible for entering the correct Administration Code on the front cover of the corresponding booklet.

22D. Verify that any Administration Code that requires an explanation, have the explanation on the front cover.

The Administration Codes **12-14**, **22-24** and **79** all require, by definition, an explanation of the individual situation. You need to verify that each student given one of these codes on the Administration Schedule or booklet cover has a clear explanation written on their booklet cover.

22E. Verify that the accommodation box on the front cover has been coded.

ACCOMMODATIONS	
none	<input type="radio"/> N
71	<input type="radio"/> Y
72	<input type="radio"/> Y
73	<input type="radio"/> Y
74	<input type="radio"/> Y
75	<input type="radio"/> Y
76	<input type="radio"/> Y
77	<input type="radio"/> Y
78	<input type="radio"/> Y
79	<input type="radio"/> Y
80	<input type="radio"/> Y
81	<input type="radio"/> Y
82	<input type="radio"/> Y

In order to collect all of the information about the students assessed with accommodations, an additional box has been added to the student booklet cover. This box is the accommodations box that will be used to obtain a more comprehensive record of student accommodations. If a student receives at least one accommodation, the AA will need to code the accommodation(s) on the student booklet cover. The AA will fill in the appropriate **"Y"** oval(s) meaning "yes" in the accommodations box next to **every** accommodation the student received. The **"N"** oval meaning "none" in the accommodations box should be filled in for students receiving no accommodations. For example, if a student requires a one-on-one accommodation and is therefore offered extended time, darken the **"Y"** oval next to the **77** and the **"Y"** oval next to the **74** to indicate that the student received a primary accommodation of one-on-one and a secondary accommodation of extended time.

22F. Verify that students who required the extended time accommodation have the total time recorded on the front cover.

If a student has been offered the extended time accommodation, the AA is responsible for entering the number of minutes the student took to complete the cognitive sections in the **Total Time for Accommodation** boxes on his/her booklet cover. If a student does not require more than the 50 minutes of time to complete the cognitive sections, then **050** should be entered in the box.

22G. Verify that any unused booklets were coded 52.

The AA is responsible for coding booklets that were not assigned to students. Booklets that were not assigned to students must have an Administration Code of **52** entered on the booklet cover. This code should also match the code on the Administration Schedule for every booklet that was not assigned to a student.

The original booklet for a student receiving an accommodation booklet should also be coded **52**. The accommodations booklet and Administration Schedule should be coded with the primary accommodation code.

22H. Verify that student identification labels are removed from booklets.

All Student Identification labels must be removed from the booklets. The AA should have instructed students to do this before they were dismissed from the assessment session.

22I. Verify that ancillary materials are removed from booklets.

At the end of the assessment, students will be asked to place all ancillary materials, both used and unused, inside their booklets.

Following the assessment, the AA is responsible for removing all ancillary materials from the student booklets.

22J. Ensure all booklets, including those separated during preparation activities, are in Administration Schedule order.

There should be one booklet for each selected student regardless of whether or not the student was assessed. If the booklets were collected in the same order as they appear on the Administration Schedule, only the booklets for absent students, excluded students, withdrawn and ineligible students, and those assessed with a special accommodation booklet will need to be inserted.

You need to ensure that all booklets are in Administration Schedule order.

22K. Ensure the booklets have been banded together and the Administration Schedule is on top of the stack of booklets.

You need to ensure that the correct Administration Schedule is on each stack.

Do not band the Administration Schedule with the booklets. This will tear the edges.

CONTENTS

4. Activities to Complete Following the Assessment

- A. Quality Control Procedures to Complete After the Assessment
- 21. Verify That the Administration Schedule Has Been Completed Accurately
- 22. Verify That the Booklet Covers Have Been Completed Accurately
- 23. Perform Final Check of Session Box Materials
- B. Assessment Coordinator Procedures to Complete After the Assessment
- 24. Complete Questionnaire Activities
- 25. Determine Whether or Not a Makeup Session Must Be Held
- 26. Organize the NAEP Storage Envelope
- 27. Complete Session Debriefing Activities
- 28. Arrange and Conduct Makeup Session, If Necessary
- 29. Repack the Session Box

Procedure 23. Perform Final Check of Session Box Materials



To conduct a final check of the Session Box materials, perform the following:

23A. Receive Session Box from AA.

When the AA has completed his/her tasks immediately following the session and you have completed your QC checks, he/she will pack the session materials in the Session Box and give the box to you.

It is your job to make sure that the AA packs the Session Box properly and returns it to you.

23B. Place completed questionnaires in Session Box.

Once you have received the Session Boxes from the AAs, place the questionnaires you have collected from the school coordinator in the first Session Box. The questionnaires should be placed underneath miscellaneous materials, such as packing lists, bundle slips, and signs, which are the first items found in the Session Box.

Note that you will have to prepare the NAEP Storage Envelope before completing this task. See Procedure 26 on page 6.52.

23C. Verify the boxes are packed according to Pearson procedure.

Next, check to make sure the materials are packed according to the examples shown in the diagrams below.

Grade 4 RS01 Session	Grade 4 RS02 Session	Grade 4 RS03 Session
Session Packing List, Testing in Progress Sign, Bundle Slips	Session Packing List, Testing in Progress Sign, Bundle Slips	Session Packing List, Testing in Progress Sign, Bundle Slips
School, Teacher, SD, and LEP Questionnaires, and Roster of Questionnaires	Used Mathematics Ancillaries	Used Mathematics Ancillaries
Used Mathematics Ancillaries	Original Administration Schedule	Original Administration Schedule
Original Administration Schedule	Test Booklets in Administration Schedule Order w/Accommodation Booklets	Test Booklets in Administration Schedule Order w/Accommodation Booklets
Test Booklets in Administration Schedule Order w/Accommodation Booklets		

23D. Complete final QC check of session materials.

Here, you are checking the final Session Box(es) that will be sent to Pearson to verify that the AA has properly completed all his/her responsibilities following the assessment.

When conducting this final QC check, conduct a comprehensive check of the Session Box(es). **Verify that the AA has included the original (blue) Administration Schedule and NOT the “School Copy” or photocopies.**

Double check that there is an original Administration Schedule without names for each assessment session that was held at the school in each Session Box.

Any copies of the Administration Schedule(s) should go into the NAEP Storage Envelope.

Following the assessment, the AA is responsible for making sure the ancillary materials are included in the box to be mailed to Pearson, except as noted below.

The **unused science kits** should not be mailed back to Pearson or left at the school. Any **leftover materials** from the **used** science kits will be given to the school along with a Science Activity Brochure. The brochure is included in the boxes with the science kits.

Leave the **mathematics foam shapes** and any **used rulers** and **protractors** at the school.

Note: If a school refuses to do a session, all assigned booklets listed on the Administration Schedule should be coded 49 for session refused. After completing the top of the Administration Schedule and making photocopies, open the refused Session Box and place the Administration Schedule for that session inside the box on top of the materials. The bundles of booklets should remain sealed. The refused Session Box of materials should be returned to Pearson with the other Session Boxes.

23E. Receive bulk supply session materials from the AA.

Following the assessment, the AA will have many bulk supply materials that should be returned to you.

These materials include:

- all calculators;
- posters;
- unused science kits;
- unused mathematics ancillaries;
- extra pencils; and
- session timer.

During this final QC check if you have not received these materials from the AA, ask the AA specifically for these materials.

CONTENTS

4. Activities to Complete Following the Assessment

A. Quality Control Procedures to Complete After the Assessment

21. Verify That the Administration Schedule Has Been Completed Accurately

22. Verify That the Booklet Covers Have Been Completed Accurately

23. Perform Final Check of Session Box Materials

B. Assessment Coordinator Procedures to Complete After the Assessment

24. Complete Questionnaire Activities

25. Determine Whether or Not a Makeup Session Must Be Held

26. Organize the NAEP Storage Envelope

27. Complete Session Debriefing Activities

28. Arrange and Conduct Makeup Session, If Necessary

29. Repack the Session Box

B. Assessment Coordinator Procedures to Complete After the Assessment

Procedures 24 through 29 must be completed by you after the assessments.

Procedure 24. Complete Questionnaire Activities

To complete questionnaire activities, do the following:

24A. If necessary, gather questionnaires from school staff.

Collecting any outstanding questionnaires is your first responsibility immediately following the assessment. If the questionnaire has been completed online, you do not need to collect the hard copy of the questionnaire. SD and/or LEP Questionnaires can be completed only in hard-copy form. You should have collected them at the preassessment visit. If you did not collect them prior to the assessment, collect them now.

At this point, if you find that there are questionnaires that have not been completed, arrange to collect the completed questionnaires from the appropriate school staff members as soon as possible. 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 Pearson.

24B. Update the status of questionnaires on the Roster of Questionnaires.

As completed questionnaires are returned to you, you should fill in the “Yes” ovals in the **Returned** column on the Roster.

For questionnaires completed electronically, you should fill in the “Online” 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 questionnaires not completed online or returned, as shown in the following exhibit.

III. Teacher Questionnaire		III. Teacher Questionnaire										SCHOOL #: 1 0 1 - 1 0 1 - 1 <input type="checkbox"/> Pearson Use Only		
Teacher #	Teacher's Name	Teacher #	READING, MATH, &/or SCIENCE							Returned			Instructions for Distributing Questionnaires	
			Teacher Questionnaire ID #							Yes	No	Online		
01	Mr. Randall	01	992-	0	0	3	6	2	1	7	●	○	○	<p>Instructions for Distributing Fourth-Grade Teacher Questionnaires</p> <p>Ask all teachers who teach reading, mathematics, and/or science to fourth-graders to fill out a Teacher Questionnaire. For many fourth-graders, this will be their classroom teacher; that is, they have the same teacher for most or all subjects. Ask any teacher who gives fourth-graders additional reading, math, and/or science instruction to complete a questionnaire. This includes teachers of students who are in the fourth grade but who are not taking fourth-grade reading, math, and/or science (i.e., they are taking third- or fifth-grade courses.) Follow the procedures below for each questionnaire you distribute.</p> <p>On this Roster:</p> <ol style="list-style-type: none"> 1. Create a list of <i>all</i> teachers who teach mathematics, reading, and/or science to fourth-grade students under "Teacher's Name." 2. In the column labeled "Teacher Questionnaire ID #," record the unique seven-digit ID number from the questionnaire you give to each teacher named in the first column. (The 992 prefix has been pre-printed). 3. As the questionnaires are returned, fill in the oval in the "Returned" column. <p>On the front cover of <u>each</u> questionnaire:</p> <ol style="list-style-type: none"> 1. On the removable label, record the name of the teacher receiving the questionnaire and the date the questionnaire needs to be returned to you. 2. Record the two-digit teacher number located in the column to the right of the teacher's name on this Roster (e.g., 01, 02, 03). <i>It is critical that this number is recorded accurately.</i>
02	Mr. Fisher	02	992-	0	0	1	2	5	3	1	○	○	●	
03	Ms. Marshall	03	992-	0	1	4	3	9	8	7	●	○	○	
04	Mr. Herbert	04	992-	0	2	1	4	6	7	3	○	○	●	
05		05	992-								○	○	○	
06		06	992-								○	○	○	
07		07	992-								○	○	○	
08		08	992-								○	○	○	
09		09	992-								○	○	○	
10		10	992-								○	○	○	
11		11	992-								○	○	○	
12		12	992-								○	○	○	
13		13	992-								○	○	○	
14		14	992-								○	○	○	
15		15	992-								○	○	○	
16		16	992-								○	○	○	
17		17	992-								○	○	○	

This form must be completed in No. 2 pencil.

NCS® 88-167307-001-664221
Printed in U.S.A. - Gr. 4 Operational Roster

24C. Verify that the covers of the questionnaires have been completed accurately and completely.

If hard-copy questionnaires have been completed, verify that the covers have been completed accurately and fully.

You will need to:



- Enter any missing information on the questionnaire cover.
- Review all information that is entered on the questionnaire cover to make sure that it is accurate.

For information on how to complete the front covers of all questionnaires, refer to pages 3.13-3.19.



Impacts Statistical Validity

It is absolutely critical that you stop and perform a QC check at this point. If the covers of the School, Teacher, Economics Department Chair, SD, and LEP Questionnaires have not been completed accurately, it will seriously affect the quality of data collected for the school.

24D. Remove the label on the front cover of the questionnaire.

Your supervisor affixed a label to the front cover of each SD, LEP, School, Economics Department Chair, and Teacher Questionnaire. You will need to remove this label from each questionnaire and destroy the label.

Remember: No names leave the school on the assessment materials.

24E. Verify that each Roster of Questionnaires has been completed accurately and completely.

Verify that each Roster has been completed accurately and fully by:



- entering any missing information on the Roster(s).
- reviewing all information that is entered on the Roster(s) to make sure that it is correct.

For information on how to complete the Roster(s), refer to pages 3.11-3.12.

CONTENTS

4. Activities to Complete Following the Assessment

A. Quality Control Procedures to Complete After the Assessment

21. Verify That the Administration Schedule Has Been Completed Accurately

22. Verify That the Booklet Covers Have Been Completed Accurately

23. Perform Final Check of Session Box Materials

B. Assessment Coordinator Procedures to Complete After the Assessment

24. Complete Questionnaire Activities

25. Determine Whether or Not a Makeup Session Must Be Held

26. Organize the NAEP Storage Envelope

27. Complete Session Debriefing Activities

28. Arrange and Conduct Makeup Session, If Necessary

29. Repack the Session Box

Procedure 25. Determine Whether or Not a Makeup Session Must Be Held

When assessment attendance at a school is below 90 percent, a makeup session will need to be scheduled. The AAs are responsible for recording on the Administration Schedule the **# Assessed (Original Session)**, **# Refused**, and **# Absent**. It is your responsibility as an AC to compute the response rate for the school and determine if a makeup is necessary.

To calculate the assessment attendance use a Makeup Session Worksheet located in your bulk supplies (see sample on the next page). When you have completed your calculations, place the worksheet in the School Folder.

If a makeup session is not required, you should complete the **# Assessed (Makeup Session)**, and **TOTAL ASSESSED** blanks on the top of the Administration Schedules. **#Assessed (Makeup Session)** would be "0" and **TOTAL ASSESSED** would be the same number as **# Assessed (Original Session)**.

If a makeup session is required, these blanks will be filled in after the makeup session has been completed.

NOTE: If a school has a Science Bridge session, this session has to be calculated separately from the other sessions. You will need to fill out a separate Makeup Session Worksheet to determine if a Science Bridge makeup session will have to be scheduled.

Makeup Session Worksheet

Assessment Date _____ School _____

If the assessment attendance at a school is too low (less than 90%), a makeup session must be held. Compute the percentage assessed across all sessions and determine if a makeup session is necessary at the school.

Follow the guidelines for holding makeup sessions listed below.

- Hold only one makeup at a school (unless the school had assessments at both grade 4 and grade 8);
- Invite all students who were absent (not refused) from all sessions;
- Consider an intact classroom of students as one session, even if the students are listed on separate Administration Schedules; and
- Hold all materials until makeup session is complete.

Use the steps listed below to calculate the assessment attendance percent and determine if a makeup session needs to be scheduled.

<p>1. Calculate the total of the “TO BE ASSESSED” values of all sessions.</p>	<p style="text-align: center;">To Be Assessed</p> Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Session #5 _____ Session #6 _____ Total _____	<p>1. _____</p>
<p>2. Calculate the total of the # Refused values of all sessions.</p>	<p style="text-align: center;"># Refused</p> Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Session #5 _____ Session #6 _____ Total _____	<p>2. _____</p>
<p>3. Subtract the total of the # Refused from the total of the TO BE ASSESSED. Subtract Line 2 from Line 1</p>		<p>3. _____</p>
<p>4. Calculate the total of the # Assessed (Original Session) values for all sessions.</p>	<p style="text-align: center;"># Assessed (Original Session)</p> Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Session #5 _____ Session #6 _____ Total _____	<p>4. _____</p>
<p>5. Calculate the assessment attendance percent. Divide line 4 by line 3 and then multiply by 100</p>		<p>5. _____</p>
<p>6. Does a makeup session need to be scheduled? Does line 5 equal 89 percent or less? (Rounded to the nearest whole percent.)</p>		<p>6. Yes <input type="checkbox"/> No <input type="checkbox"/> <i>Check One</i></p>

CONTENTS

4. Activities to Complete Following the Assessment

A. Quality Control Procedures to Complete After the Assessment

21. Verify That the Administration Schedule Has Been Completed Accurately

22. Verify That the Booklet Covers Have Been Completed Accurately

23. Perform Final Check of Session Box Materials

B. Assessment Coordinator Procedures to Complete After the Assessment

24. Complete Questionnaire Activities

25. Determine Whether or Not a Makeup Session Must Be Held

26. Organize the NAEP Storage Envelope

27. Complete Session Debriefing Activities

28. Arrange and Conduct Makeup Session, If Necessary

29. Repack the Session Box

Procedure 26. Organize the NAEP Storage Envelope

In order to properly organize the NAEP Storage Envelope, perform the following:

26A. Make a set of copies of the Roster of Questionnaires and all completed original Administration Schedules with student names.

After verifying that information entered on the Administration Schedules is complete and accurate, you will need to make one copy of each of the original Administration Schedules and one copy of each of the Rosters.

Remove Names from Administration Schedules and Rosters.

- tear off the student name column at the perforated edge of the Administration Schedule. Repeat for each Administration Schedule;
- put the list of names in the NAEP Storage Envelope, which will stay at the school;
- after verifying that all information on the Roster is complete and accurate, remove the list of teacher names from the Roster by tearing at the perforated edge; and
- put the list of names in the NAEP Storage Envelope, which will stay at the school.

Make one more set of copies.

Now make one more copy of each of the Administration Schedules without the student names and one more copy of each of the Rosters without the names. Keep these copies for the School Folder.

26B. Prepare the NAEP Storage Envelope.

Place the following documents into the NAEP Storage Envelope to be left at the school:

- the teacher name list from the Roster of Questionnaires;
- the student name list(s) from the Administration Schedule(s);
- a copy of the Roster of Questionnaires (with names);
- a copy of all original Administration Schedules (with names); and
- all other copies of the Administration Schedules used by the NAEP team for the assessment.

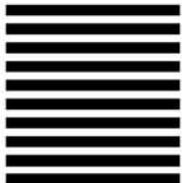
Note for Procedure 26A and 26B: If a makeup session will be held at the school, leave the names intact on the Administration Schedule and Roster of Questionnaires. Fold back the names and make one copy of the Administration Schedule and Roster of Questionnaires for your School Folder. After the makeup session, the AA will finalize the NAEP Storage Envelope and provide you with final copies of the Administration Schedule and Roster of Questionnaires for the School Folder.

26C. Record the NAEP School ID Number on the “Destroy by” postcard.

Obtain the School ID Number from the Administration Schedule and record it on the “Destroy by” postcard.



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES



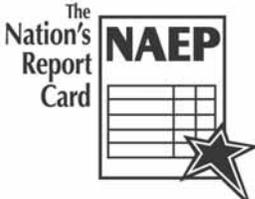
BUSINESS REPLY CARD
FIRST CLASS PERMIT NO. 433 ROCKVILLE, MD

POSTAGE WILL BE PAID BY ADDRESSEE

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

GA W20
7707.05.52.06





1-800-283-6237

School ID: 1 0 1 - 1 0 1 - 1

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: _____

CONTENTS

4. Activities to Complete Following the Assessment

A. Quality Control Procedures to Complete After the Assessment

21. Verify That the Administration Schedule Has Been Completed Accurately

22. Verify That the Booklet Covers Have Been Completed Accurately

23. Perform Final Check of Session Box Materials

B. Assessment Coordinator Procedures to Complete After the Assessment

24. Complete Questionnaire Activities

25. Determine Whether or Not a Makeup Session Must Be Held

26. Organize the NAEP Storage Envelope

27. Complete Session Debriefing Activities

28. Arrange and Conduct Makeup Session, If Necessary

29. Repack the Session Box

26D. Staple the "Destroy by" card to the front of the NAEP Storage Envelope.

Staple the "Destroy by" card to the front of the NAEP Storage Envelope, as shown here on a grade 4/8 envelope:

The image shows a sample NAEP Storage Envelope. At the top left is the NAEP logo with the text 'The Nation's Report Card'. Below it is the text 'STORAGE ENVELOPE' in large, bold letters. Underneath that, in smaller text, it says '(Use for Administration Schedule(s), Student List(s), and other assessment materials.)'. To the right of the main envelope is a smaller 'Destroy by' card. This card has the NAEP logo and the text 'School ID: 1 0 1 - 1 0 1 - 1'. Below that, it says 'As requested, the NAEP Storage Envelope containing the Administration Schedule(s), student lists, and other NAEP material was destroyed on:'. There is a line for the date, followed by 'Signed: _____', 'Title: _____', 'School: _____', 'City: _____', and 'State: _____'. Below the main envelope, there are several fields for information: 'School Coordinator: _____', 'Your NAEP Representative: _____', 'Assessment Date & Time: _____', 'Your NAEP Representative's Phone: _____', and 'Time NAEP Team will Arrive: _____'. To the right of these fields is a section titled 'After June 1 or the end of your school year:' with a bulleted list: '• Complete the NAEP Return Postcard,', '• Remove the postcard from this envelope,', '• Mail the postcard, and', and '• Destroy the contents of this envelope.'

The blue grade 12 envelope is the same as the red grade 4/8 envelope; however, the destroy by date is December 31, 2005.

Procedure 27. Complete Session Debriefing Activities

In order to complete the session debriefing activities, complete the following steps:

27A. Review Session Debriefing Form with the AA.

The Session Debriefing Form is the written record of the conduct of each session. It also serves as a resource for answering any questions raised after the assessment.

The AA is responsible for completing the Session Debriefing Form. A Session Debriefing Form must be completed for each assessment session, including makeup sessions and accommodation sessions.

After the AA completes the form, you will need to review it with him/her. Speak with the AA about any problems or unusual situations that arose during the administration of the assessment session. It is important to document exactly what happened, how it affected the students, and how and by whom the situation was resolved.

27B. Debrief school coordinator.

You will use Part 3 of the Quality Control Booklet to conduct a debriefing interview with the school coordinator. This interview was arranged during the preassessment visit. In this short 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. The debriefing interview should take no more than 5 to 10 minutes.

Use the script on pages 3.1 and 3.2 in the Quality Control Booklet to conduct the interview and record the school coordinator's answers to the questions.

After the debriefing interview, give the school coordinator any leftover science kit materials and the Science Activity Brochure. Leave any used math foam shapes, used rulers, and used protractors as well.

The debriefing interview with the school coordinator should be conducted only on the day of the original assessment. However, if 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. Call the school coordinator to conduct the debriefing interview over the telephone and to confirm that he/she has received the NAEP Storage Envelope.

For makeup session only, contact the school coordinator following the makeup session if something unusual happened during the session.

27C. Schedule a makeup session with school coordinator, if necessary.

At the end of the debriefing interview, if necessary, schedule a makeup session with the school coordinator.

Use the following standard NAEP guidelines for scheduling makeup sessions:

- Hold only one makeup session at a school (unless the school has more than one grade level or had a Science Bridge session that required a makeup).
- Invite all students who were absent from any session, unless the school had a Science Bridge session that did not require a makeup session.
- Consider a single classroom of students as one session, even if the students are listed on more than one separate Administration Schedule.

If the school is reluctant to schedule a makeup session, stress the importance of a high participation rate for the accuracy of the assessment results. If the school is still reluctant, be sure to record the situation and discuss the matter with your supervisor immediately. In some situations, a makeup may be difficult, for example, 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.

CONTENTS

4. Activities to Complete Following the Assessment

A. Quality Control Procedures to Complete After the Assessment

21. Verify That the Administration Schedule Has Been Completed Accurately

22. Verify That the Booklet Covers Have Been Completed Accurately

23. Perform Final Check of Session Box Materials

B. Assessment Coordinator Procedures to Complete After the Assessment

24. Complete Questionnaire Activities

25. Determine Whether or Not a Makeup Session Must Be Held

26. Organize the NAEP Storage Envelope

27. Complete Session Debriefing Activities

28. Arrange and Conduct Makeup Session, If Necessary

29. Repack the Session Box

27D. Record the date, time, and location of the makeup session in the box at the top of the Administration Schedule.

Once the makeup session is scheduled, record the date, time, and location of the session in the box at the top of the Administration Schedule:

4	Original session scheduled for: Day/Date: <u>Thurs./Feb. 10</u> Time: <u>8:05</u> Location: <u>Rm 121</u>	Makeup session scheduled for: Day/Date: <u>Tues./Feb. 15</u> Time: <u>8:30</u> Location: <u>Rm 310</u>	If Makeup Needed Makeup Held: <input checked="" type="radio"/> Makeup Not Held: <input type="radio"/>	Bundle # 0100 0100	
# & Ineligible (Items 51, 54 & 55) <u>2</u>	# Absent (Admin. Codes 40-45, 48 & 49) <u>4</u>	# Assessed (Original Session) <u>22</u>	Session Number RS0		
+ = <u>27</u> -	+ =	+ =	TOTAL ASSESSED		
(60-66) <u>1</u>	# Refused (Admin. Codes 46 & 47) <u>1</u>	# Assessed (Makeup Session)			
"N"	"O"	"P"		"Q"	"R"
Original Booklet ID #	Accommodation Booklet ID #	Admin. Code		Atten. (✓ / A)	Admin. Code
2 101 000293 4		1	0	1 ✓	ASSESSED IN ORIGINAL SESSION 10 = In session full time 11 = No responses in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover
001 054006 9		5	1	2	
2 102 005241 1		1	0	3 ✓	ASSESSED IN MAKEUP SESSION 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover
2 002 000043 8				4 A	ABSENT 40 = Temporary long-term

Procedure 28. Arrange and Conduct Makeup Session, If Necessary

If a makeup session is required, complete the following:

28A. Assign AA to conduct session.

Look at your scheduling materials to see what AA is most available to conduct the makeup session. Follow the guidelines for scheduling AAs, outlined on pages 5.1-5.4.



Security and Confidentiality

Be sure that the AAs know how to protect the security of these materials in the interim by following the security and confidentiality guidelines outlined on page 5.26. Review these procedures with the AA before handing the materials to the AA.

28B. Notify AA about conducting makeup session.

Before your assessment team leaves the school on assessment day, notify the AA you have scheduled to conduct the makeup session. Be sure to give an Assessment Information Form to the AA that provides the time, date, and location where the makeup will take place and other pertinent information. If the AA is not present at the school on the original assessment day, email and call the AA with their new assignment. Especially when it comes to makeup sessions, the school does not want to have to reschedule a third time, so be sure not to rely on any one method of communicating with the AA.

28C. Give AA the session materials to conduct the makeup session.

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. Be sure to give the AA assigned to conduct the session the materials he or she needs before leaving the school on assessment day and remind the AA about security and confidential procedures. If the AA assigned to conduct the makeup session is not with you that day, make a note to give the materials to the AA conducting the session as soon as possible.

28D. 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 check mark below the diagonal line in the **Atten (✓/A)** column.
3. Change the Administration Code for participating students to the appropriate Assessed in Makeup Session codes (**20–24**) on the Administration Schedules. However, accommodation codes should still be used if they apply. Do this by erasing the initial code and entering the makeup session code.

CONTENTS

4. Activities to Complete Following the Assessment

A. Quality Control Procedures to Complete After the Assessment

21. Verify That the Administration Schedule Has Been Completed Accurately

22. Verify That the Booklet Covers Have Been Completed Accurately

23. Perform Final Check of Session Box Materials

B. Assessment Coordinator Procedures to Complete After the Assessment

24. Complete Questionnaire Activities

25. Determine Whether or Not a Makeup Session Must Be Held

26. Organize the NAEP Storage Envelope

27. Complete Session Debriefing Activities

28. Arrange and Conduct Makeup Session, If Necessary

29. Repack the Session Box

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);
- add the numbers assessed in the original and makeup sessions to obtain the TOTAL ASSESSED; and
- fill in the Makeup Held circle.

101-101-1 Grade: <u>4</u> Washington Elementary School Name: <u>Mary Jones</u>	Original session scheduled for: Day/Date: <u>Thurs./Feb. 10</u> Time: <u>8:05</u> Location: <u>Rm 121</u>	Makeup session scheduled for: Day/Date: <u>Tues./Feb. 15</u> Time: <u>8:30</u> Location: <u>Rm 310</u>	If Makeup Needed Makeup Held <input checked="" type="radio"/> Makeup Not Held <input type="radio"/>																																																												
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: right;">28</td> <td style="width: 15%; text-align: left;">=</td> <td style="width: 15%; text-align: center;"><u>30</u></td> <td style="width: 15%; text-align: left;">-</td> <td style="width: 15%; text-align: center;"><u>2</u></td> <td style="width: 15%; text-align: left;">+</td> <td style="width: 15%; text-align: center;"><u>27</u></td> <td style="width: 15%; text-align: left;">-</td> <td style="width: 15%; text-align: center;"><u>4</u></td> <td style="width: 15%; text-align: left;">+</td> <td style="width: 15%; text-align: center;"><u>22</u></td> <td style="width: 15%; text-align: left;">+</td> <td style="width: 15%; text-align: center;"><u>4</u></td> <td style="width: 15%; text-align: left;">=</td> <td style="width: 15%; text-align: center;"><u>26</u></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">Total in Sample</td> <td></td> <td></td> <td></td> <td style="text-align: center;">TO BE ASSESSED</td> <td></td> <td></td> <td></td> <td style="text-align: center;"># Assessed (Original Session)</td> <td></td> <td style="text-align: center;"># Assessed (Makeup Session)</td> <td></td> <td style="text-align: center;">TOTAL ASSESSED</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"># Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)</td> <td></td> <td></td> <td></td> <td style="text-align: center;"># Absent (Admin. Codes 40-45, 48 & 49)</td> <td></td> <td></td> <td></td> <td style="text-align: center;"># Excluded (Admin. Codes 60-66)</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"><u>2</u></td> <td></td> <td style="text-align: center;"><u>1</u></td> <td></td> <td style="text-align: center;"><u>1</u></td> <td></td> <td></td> <td></td> <td style="text-align: center;"><u>1</u></td> <td></td> <td></td> </tr> </table>				28	=	<u>30</u>	-	<u>2</u>	+	<u>27</u>	-	<u>4</u>	+	<u>22</u>	+	<u>4</u>	=	<u>26</u>			Total in Sample				TO BE ASSESSED				# Assessed (Original Session)		# Assessed (Makeup Session)		TOTAL ASSESSED					# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)				# Absent (Admin. Codes 40-45, 48 & 49)				# Excluded (Admin. Codes 60-66)							<u>2</u>		<u>1</u>		<u>1</u>				<u>1</u>		
28	=	<u>30</u>	-	<u>2</u>	+	<u>27</u>	-	<u>4</u>	+	<u>22</u>	+	<u>4</u>	=	<u>26</u>																																																	
		Total in Sample				TO BE ASSESSED				# Assessed (Original Session)		# Assessed (Makeup Session)		TOTAL ASSESSED																																																	
				# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)				# Absent (Admin. Codes 40-45, 48 & 49)				# Excluded (Admin. Codes 60-66)																																																			
				<u>2</u>		<u>1</u>		<u>1</u>				<u>1</u>																																																			
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">G</td> <td style="width: 5%; text-align: center;">H</td> <td style="width: 5%; text-align: center;">I</td> <td style="width: 5%; text-align: center;">J</td> <td style="width: 5%; text-align: center;">K</td> <td style="width: 5%; text-align: center;">L</td> <td style="width: 5%; text-align: center;">M</td> <td style="width: 5%; text-align: center;">N</td> <td style="width: 5%; text-align: center;">O</td> <td style="width: 5%; text-align: center;">P</td> <td style="width: 5%; text-align: center;">Q</td> </tr> <tr> <td style="font-size: 8px;">Final SD Code</td> <td style="font-size: 8px;">Race/Eth.</td> <td style="font-size: 8px;">Final LEP Code</td> <td style="font-size: 8px;">School</td> <td style="font-size: 8px;">New Enrollee Yes/No</td> <td style="font-size: 8px;">Accommodation Box ID #</td> <td style="font-size: 8px;">Admin Code</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>				G	H	I	J	K	L	M	N	O	P	Q	Final SD Code	Race/Eth.	Final LEP Code	School	New Enrollee Yes/No	Accommodation Box ID #	Admin Code																																										
G	H	I	J	K	L	M	N	O	P	Q																																																					
Final SD Code	Race/Eth.	Final LEP Code	School	New Enrollee Yes/No	Accommodation Box ID #	Admin Code																																																									

28E. 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 earlier in this chapter.

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.

Procedure 29. Repack the Session Box

Once all makeup sessions have been conducted, all assessment materials must be repacked in their original boxes and returned to Pearson.

Use the example diagram on page 6.46 to repack the Session Boxes according to Pearson procedure.

Chapter 6 Summary

Now that you have completed this chapter, you should be able to:

- identify what you must do at the school before, during, and after the assessment;
- describe what your supervision responsibilities are on assessment day;
- identify the QC tasks for which you are responsible on assessment day;
- describe how to conduct a QC check of the booklets;
- describe how to observe/evaluate AAs conducting regular assessment sessions;
- describe how to observe/evaluate AAs conducting a hands-on science session;
- describe how to observe/evaluate AAs conducting an accommodation session;
- identify how to conduct a QC check of session materials;
- list the steps required to prepare the NAEP Storage Envelope;
- determine if a makeup session is required;
- describe how to conduct a debriefing interview with the school coordinator; and
- describe how to pack and return assessment materials.

Completing Activities After the Assessment

This chapter describes seven procedures that must be completed in the 2-day window following each assessment. Some activities must be completed within the first day, while others can wait until the second. This chapter also provides information on reporting your time and expenses to Westat.

Procedure 1. Ship Materials to Pearson

You are responsible for shipping the completed materials to Pearson as soon as possible after the session, but no later than 1 day after the assessment or makeup session.



Security and Confidentiality Alert

It is critical that materials are shipped to Pearson no later than 1 day following the assessment session(s) or makeup session. Receiving materials in a timely fashion helps to ensure the security of completed assessment materials.

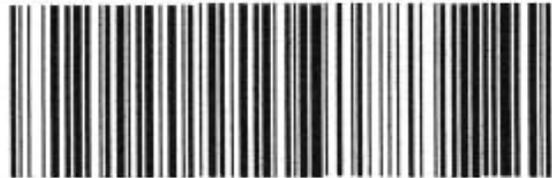
CONTENTS

1. Ship Materials to Pearson
2. Enter Tracking Information on the School Folder and the Quality Control Booklet
3. Enter Assessment Results and Shipment Information into the SCS
4. Report Assessment Progress to Your Supervisor
5. Finalize School Folders
6. Ship School Folders to Your Supervisor
7. Report Time and Expenses to Westat

In order to ensure that the materials are properly sent, complete the following:

1A. Complete the return labels and secure them to the boxes.

You will place a pre-addressed UPS Authorized Return Label (ARS) on each box to be returned. On each ARS Label, indicate box ___ of ___. (e.g., Box 1 of 2, Box 2 of 2)

<small>UPS DRIVER INSTRUCTIONS: YOU ARE AUTHORIZED TO ACCEPT THIS PACKAGE WITHOUT A PICKUP RECORD.</small>		A.R.S.
FROM: Name: Your Name SchoolID # 101-101-1		
Street: 10 Parkway		
City: Anytown State: MD ZIP Code: 00220		
SHIP TO: NCS PEARSON 2510 N DODGE ST IOWA CITY IA 52245		
	(424) SHIP TO POSTAL CODE Box <u>1</u> of <u>2</u>  Box <u>2</u> (420) 52245	
UPS 2nd Day Air® TRACKING #: 1Z 659 01W 38 1004 675 3		2
		
UPS Authorized Return Service®		00118810 130900
REF#:  2nd Day Air A.R.S. Tracking Number REF #/DATE 1Z 659 01W 38 1004 675 3		

The ARS tracking number is scanned at time of pickup, so you should not make any alterations to the label. UPS will not accept ARS packages with altered labels. Also, do not photocopy the ARS labels as UPS will not accept packages with photocopied ARS labels. If you do not have enough ARS labels (one is required for each box), call Pearson at 1-888-627-6237.

1B. Arrange for UPS to pick up the boxes.

If UPS makes regular stops at your location, place the boxes where UPS normally delivers or picks up packages.

If UPS does not make regular stops at your location, you may call 1-877-536-2719 to schedule a pickup. This is the UPS customer telephone number that has been established by UPS for Pearson to schedule ARS pickups. Do not call the number that is printed on the back of the ARS label.

Have the following information available when you call:

1. your telephone number (if you have called to schedule UPS pickups or ship materials prior to this call, UPS will have your address information in their system, otherwise this information will need to be provided);
2. the pickup date;
3. the tracking number(s);
4. the number of boxes you are returning; and
5. the average package weight (you can use 15 pounds per box).

In most cases, your pickup will be scheduled for the following business day or the date you requested. You will not receive a return call.

1C. Destroy the remaining labels.

After returning your materials for this project, any remaining ARS labels must be destroyed. These are project-specific labels and cannot be reused.

CONTENTS

1. Ship Materials to Pearson
2. Enter Tracking Information on the School Folder and the Quality Control Booklet
3. Enter Assessment Results and Shipment Information into the SCS
4. Report Assessment Progress to Your Supervisor
5. Finalize School Folders
6. Ship School Folders to Your Supervisor
7. Report Time and Expenses to Westat

Procedure 2. Enter Tracking Information on the School Folder and Quality Control Booklet

At the bottom of the UPS return shipping label, there are two small strips that separate from the label: one is preprinted with the tracking number, and the other, a date strip, provides a place for you to record the date shipped.

You need to peel off both strips, affix them to the back cover of the School Folder, and write on the date strip the date you shipped the box.

SHIPMENT TRACKING			
	DATE:	TRACKING NUMBER or LABEL:	NOTES:
1	2/10/05	1Z65901W3810046753	
2			
3			
4			
5			
6			
7			
8			
9			
10			

This same information also needs to be entered on the back cover of the Quality Control Booklet.

Makeup Session Status		Shipping and Tracking Info																										
Check one <input checked="" type="checkbox"/>	<table border="0"> <tr> <th>STATUS</th> <th>DATE(S)</th> </tr> <tr> <td>1 <input type="checkbox"/> Not Required</td> <td></td> </tr> <tr> <td>2 <input type="checkbox"/> Required and Completed</td> <td></td> </tr> <tr> <td>3 <input type="checkbox"/> Required But Not Completed</td> <td></td> </tr> <tr> <td colspan="2">Explain: _____</td> </tr> <tr> <td colspan="2">_____</td> </tr> <tr> <td colspan="2">_____</td> </tr> </table>	STATUS	DATE(S)	1 <input type="checkbox"/> Not Required		2 <input type="checkbox"/> Required and Completed		3 <input type="checkbox"/> Required But Not Completed		Explain: _____		_____		_____		<table border="0"> <tr> <td>SHIP DATE #1</td> <td>SHIP DATE #2</td> </tr> <tr> <td>2/10/05</td> <td></td> </tr> <tr> <td colspan="2">Tracking Number(s):</td> </tr> <tr> <td colspan="2">1Z65901W3810046753</td> </tr> <tr> <td colspan="2">_____</td> </tr> <tr> <td colspan="2">_____</td> </tr> </table>	SHIP DATE #1	SHIP DATE #2	2/10/05		Tracking Number(s):		1Z65901W3810046753		_____		_____	
STATUS	DATE(S)																											
1 <input type="checkbox"/> Not Required																												
2 <input type="checkbox"/> Required and Completed																												
3 <input type="checkbox"/> Required But Not Completed																												
Explain: _____																												

SHIP DATE #1	SHIP DATE #2																											
2/10/05																												
Tracking Number(s):																												
1Z65901W3810046753																												



REMINDER: IF ALL SCHEDULED AND MAKEUP SESSIONS ARE COMPLETE, ENTER THE SESSION AND SHIPMENT INFORMATION IN THE SCS.

PLEASE PUT COMPLETED QUALITY CONTROL BOOKLET IN THE SCHOOL FOLDER AND RETURN TO YOUR SUPERVISOR.

Procedure 3. Enter Assessment Results and Shipment Information into the SCS

From the copies of the Administration Schedules in the School Folder, enter the following assessment information from the top of the Administration Schedules into the SCS:



- the number of students in the original and new enrollee samples;
- the total number of students in the sample;
- the number of withdrawn and ineligible students, excluded, and absent students;
- the number of refusals;
- the number of students assessed in the regular session and makeup session; and
- the total number of students assessed.

Enter the following information from the School Folder into the SCS:



- the ship date for the school Session Boxes; and
- the tracking number for each Session Box.

Refer to the *SCS User's Guide* for more details on how to enter the assessment results and record shipment information into the SCS.

CONTENTS

1. Ship Materials to Pearson
2. Enter Tracking Information on the School Folder and the Quality Control Booklet
3. Enter Assessment Results and Shipment Information into the SCS
4. Report Assessment Progress to Your Supervisor
5. Finalize School Folders
6. Ship School Folders to Your Supervisor
7. Report Time and Expenses to Westat

Procedure 4. Report Assessment Progress to Your Supervisor

You will report assessment progress in the weekly telephone call that you have arranged with your supervisor. Have the School Folders and all other materials you will need for the call. See Chapter 2 for more information on preparing and arranging this call.

Voices of Experience: Addressing Important Questions or Issues

If you have a question or issue that requires immediate attention, do not wait for your scheduled call to contact your supervisor. If he/she is unavailable, contact your field manager or the NAEP staff Help Desk at 1-888-499-NAEP (6237).

Procedure 5. Finalize School Folders

Within 24 hours of each weekly reporting call with your supervisor, you will need to ship the School Folders for assessments conducted during the previous week to your supervisor.

Finalize each School Folder by verifying that the following items are included:

- a copy of the final Administration Schedule(s) for each session (without names);
- a copy of the final Roster of Questionnaires (without names);
- dated copy of Parent Notification Letter;
- completed Quality Control Booklet;
- E-File Summary Report, if applicable;
- Special Situation Form, if applicable;
- Session Debriefing Form for each session;
- Signed Teacher Observer Letters, if applicable;
- Signed Accommodation Teacher Letters, if applicable;
- Makeup Session Worksheet;
- if a nonpublic school, records of all the contacts NAEP has had with the school since the fall; and
- the tracking number from the shipping label for each box of materials sent to Pearson.

Procedure 6. Ship School Folders to Your Supervisor

Once the School Folders are complete, you will need to ship them to your supervisor via FedEx. It is important to note that although you send the Session Boxes to Pearson via UPS, you send the School Folders to your supervisor via FedEx.

There are two options for getting your package to FedEx:

1. The courier will come to your house or other designated location and pick up the package. To request a pickup time or to get a list of FedEx locations, call 1-800-GO-FEDEX or go to the web site at: <http://www.fedex.com/us>.
2. Drop off your package at any FedEx location.



Impacts Statistical Validity

It is crucial that the School Folder contains all required information because Westat staff will frequently refer to its contents during booklet processing and statistical checks. If the photocopy of the final Administration Schedule for each session or the Roster of Questionnaires is not included in the School Folder, your supervisor may ask you to return to the school to obtain it.

Here is an example of a completed FedEx label:

FedEx USA Airbill Express FedEx Tracking Number: 826453831247		From I.D. No. 0200 Sender's Copy
1 From Please print and complete. Date: 2/11/05 Sender's FedEx Account Number: Sender's Name: Assessment Coordinator Phone: (555) 212-0000 Company: Address: 10 Park Street City: Anytown State: MD ZIP: 00220		4a Express Package Service <input checked="" type="checkbox"/> FedEx Priority Overnight Next business morning <input type="checkbox"/> FedEx Standard Overnight Next business afternoon <input type="checkbox"/> FedEx 2Day* Second business day <input type="checkbox"/> FedEx Express Saver* Third business day Packages up to 150 lbs. Delivery commitment may be held in some areas. FedEx First Overnight Earliest next business morning delivery to select locations.
2 Your Internal Billing Reference 7707.05.52.06 3 To Recipient's Name: Supervisor Name Phone: (555) 314-8000 Company: Address: 15 Grandview Ave. City: Anytown State: MD ZIP: 00220		
Questions? Visit our Web site at www.fedex.com or call 1-800-Go-FedEx (800)463-3339. By using this Airbill you agree to the service conditions on the back of this Airbill and in our current Service Guide, including terms that limit our liability.		5 Packaging <input checked="" type="checkbox"/> FedEx Envelope/Letter* <input type="checkbox"/> FedEx Pak* <input type="checkbox"/> Other Pkg. Includes FedEx Box, FedEx Tube, and customer pkg. *Declared value limit \$500
Do not use for P.O. boxes or P.O. ZIP codes. Dept./Floor/Suite/Room:		6 Special Handling <input type="checkbox"/> SATURDAY Delivery Available only for FedEx Priority Overnight and FedEx 2Day to select ZIP codes. <input type="checkbox"/> SUNDAY Delivery Available only for FedEx Priority Overnight to select ZIP codes. One box must be checked. <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes As per attached Shipper's Declaration <input type="checkbox"/> No <input type="checkbox"/> Yes Shipper's Declaration not required <input type="checkbox"/> Dry Ice Dry Ice, 6 UN 1845 _____ kg <input type="checkbox"/> Cargo Aircraft Only Dangerous Goods cannot be shipped in FedEx packaging.
Dept./Floor/Suite/Room:		7 Payment Bill to: Enter FedEx Acct. No. or Credit Card No. below. <input type="checkbox"/> Sender Acct. No. in Section 1 will be billed. <input checked="" type="checkbox"/> Recipient <input type="checkbox"/> Third Party <input type="checkbox"/> Credit Card <input type="checkbox"/> Cash/Check FedEx Acct. No. 1290-1574-8 Exp. Date:
Total Packages: _____ Total Weight: _____ Total Declared Value*: \$ _____		8 Release Signature Sign to authorize delivery without obtaining signature.

CONTENTS

1. Ship Materials to Pearson
2. Enter Tracking Information on the School Folder and the Quality Control Booklet
3. Enter Assessment Results and Shipment Information into the SCS
4. Report Assessment Progress to Your Supervisor
5. Finalize School Folders
6. Ship School Folders to Your Supervisor
7. Report Time and Expenses to Westat

Procedure 7. Report Time and Expenses to Westat

The Field Time and Expense Report (T&E), shown on the next page, is used to record hours worked each day, the number of miles driven between schools and your home, and any other expenses that relate directly to your assessment duties. It is your responsibility to complete this form daily and submit an accurate T&E to your supervisor in a timely manner. A pay period runs from Thursday to the following Wednesday.

After finishing your work each Wednesday:

- Tabulate all columns;
- Complete the summary section on hours, mileage, and expenses;
- Sign your T&E;
- Pull off the last copy (gold) to keep for your records;
- Attach receipts; and
- Mail or hand deliver the first four copies to your supervisor.

All ACs are considered full-time employees and will report 8 hours for each non-weekend day for assessment activities. Overtime (more than 40 hours per week) will be allowed for ACs only under special circumstances and must be approved by your supervisor and field manager. Approval must be granted prior to the work being performed.

You will provide the AAs on your team with a supply of T&Es. In addition, you are responsible for reviewing, approving, and signing the AAs' completed T&Es and submitting their (and your own) T&E to your supervisor once a week. T&Es that have errors or are incomplete could result in a delay in pay/reimbursement.

The Field T&E is a five-part, no-carbon-paper, pressure-sensitive form. Each part or copy of the set has a specific purpose and is a different color:

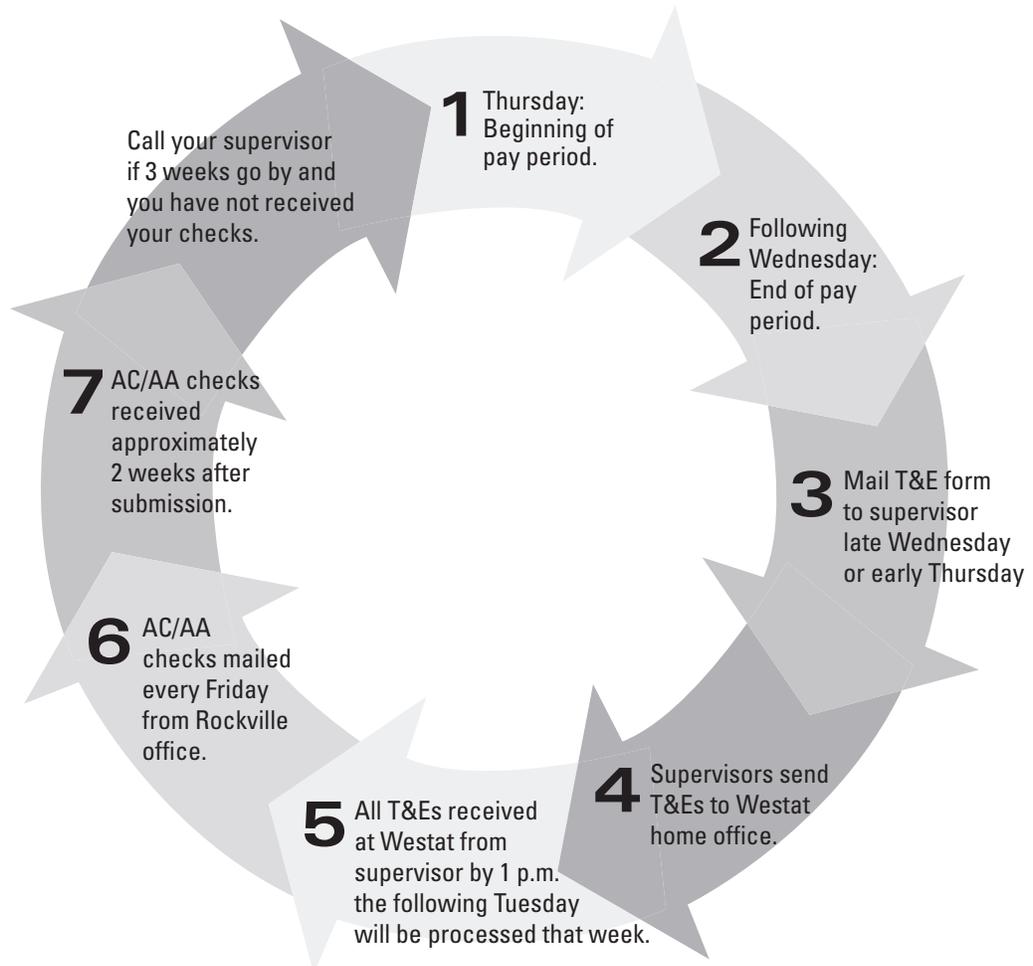
- payroll copy (white);
- accounts payable (A/P) copy (green);
- field director copy (canary);
- supervisor copy (pink); and
- employee copy (gold).

CONTENTS

1. Ship Materials to Pearson
2. Enter Tracking Information on the School Folder and the Quality Control Booklet
3. Enter Assessment Results and Shipment Information into the SCS
4. Report Assessment Progress to Your Supervisor
5. Finalize School Folders
6. Ship School Folders to Your Supervisor
7. Report Time and Expenses to Westat

Voices of Experience: What if I do not receive payment?

If you have not received a payment or been notified of an error on your T&E within 3 weeks from the date you submitted your T&E, contact your supervisor. Checks or deposit notifications for hours worked and expense reimbursements are mailed every Friday from Westat's main office in Rockville, Maryland.



CONTENTS

1. Ship Materials to Pearson
2. Enter Tracking Information on the School Folder and the Quality Control Booklet
3. Enter Assessment Results and Shipment Information into the SCS
4. Report Assessment Progress to Your Supervisor
5. Finalize School Folders
6. Ship School Folders to Your Supervisor
7. Report Time and Expenses to Westat

If you make an error on your time sheet, you may strike through the erroneous data with a **single** line. Then write the correct data near it and initial it. If there are more than **three** corrections on one T&E, fill out a new T&E and destroy the one with multiple errors. **T&Es that are incomplete or have errors or too many corrections could result in a delay in pay/reimbursement.**

Identifying Information – Top Section

You need to be sure to clearly print the following information in the top section of your T&E:

WINS # (Westat Identification Numbering System): Using WINS numbers has replaced the convention of using Social Security Numbers on Westat T&Es. All T&E transactions are identified by your WINS number. Each Westat field employee is assigned a WINS number after all personnel paperwork is completed and handed in. If you have not yet received your WINS number from Westat, contact your supervisor immediately.

<p>WESTAT <small>An Employee-Owned Research Corporation</small> <small>1650 Research Blvd. • Rockville, MD 20850 • 301.251.1500</small></p>
<p>WINS #: W 1 2 3 - 4 5 6 7</p>

Name: Print your legal name in the following order: Last Name, First Name, Middle Initial.

City/State: Record the city and state of your legal residence. This is for identification purposes only; it is not necessarily your mailing address. If you have a new legal or mailing address, make sure you notify your supervisor immediately to ensure that the proper paperwork is submitted to the home office. The address on the T&E will NOT update the address to which your check is mailed.

FIELD TIME AND EXPENSE REPORT		
Name:	<small>Please Print</small> Brown Mary A.	
	<small>Last</small> <small>First</small> <small>M.</small>	
City/State:	Chicago / IL	
	<small>City</small> <small>State</small>	

Period Ending Date: Enter the date of the Wednesday that ends the T&E pay period.

PERIOD ENDING DATE: Wednesday							
0	2	-	2	3	-	0	5
Month			Day			Year	

Time – Middle-Left Section

Hours Worked: Time is to be recorded daily for each nonweekend workday. You need to record the month and date for each day. You will record 8 hours of time per weekday from your start date in December 2004 to March 9, 2005.

At the end of the pay period, enter the total number of hours across all rows and then enter this number (40) at the bottom of the total column in **TOTAL HOURS**.

Miles Driven: Record the miles driven from your home to the preassessment activity or school and vice versa each day in the bottom box in the daily column. At the end of the week, add up the miles driven each day and enter the total miles in the right-hand box designated **MILES DRIVEN (B)**.

Production Report: DISREGARD THE PRODUCTION REPORT SECTION FOR THIS PROJECT.

Enter time to the nearest .25 hour (
THU	FRI	SAT	SUN	MON	TUE	WED			
M/D	M/D	M/D	M/D	M/D	M/D	M/D			
/	/	/	/	/	/	/			Total
*FW									Project Name
*T									Charge Code:
*FW									Project Name
*T									Charge Code:
*FW									Project Name
*T									Charge Code:
*FW									Project Name
*T									Charge Code:
HOURS								(A)	← TOTAL HOURS:
MILES								(B)	← MILES DRIVEN:
Production Report									

CONTENTS

1. Ship Materials to Pearson
2. Enter Tracking Information on the School Folder and the Quality Control Booklet
3. Enter Assessment Results and Shipment Information into the SCS
4. Report Assessment Progress to Your Supervisor
5. Finalize School Folders
6. Ship School Folders to Your Supervisor
7. Report Time and Expenses to Westat

Project Information – Middle Section

This area is for designating the project name and project charge code(s) associated with your time and expenses. For NAEP, you will use the following charge codes:

- AC Training – **7707.05.52.03**
- Preassessment activities, including AA Training – **7707.05.52.05** (until 1/19/05)
- Conducting Assessments – **7707.05.52.06** (1/20/05 - 3/9/05)

To the right of the charge code are check boxes to designate your type of pay rate. It is critical that you check the correct box.

Project Name: Enter **NAEP** on the top line.

Charge Code: See above.

Type of Rate: All ACs are paid a special rate. Place an **X** over the **P** in the box for **Special** on the same line as your time and the charge number. **It is critical that you mark the correct box.**

Project Name

Fill From Left to Right
Do Not Zero Fill Boxes

		BASE	SPECIAL	SUPERVISOR'S
Project Name				
Charge Code:		B	P	S
Project Name				
Charge Code:		B	P	S
Charge Code:		B	P	S
Project Name				
		B	P	S

Charge Code (project charge code)

Type of Rate, (Base Rate, Special Rate, or Supervisory Rate)

Expenses – Middle-Right Section

ACs are reimbursed for all authorized expenses incurred during the assessment period. Examples of allowable and unallowable expenses are listed below. A receipt must accompany all expenses listed on the T&E that are greater than \$1.00. Two exceptions are parking meters where no receipts are available, and mileage. Receipts should be in the same order as they appear on the T&E and should be securely stapled to the right-hand edge of the top copy (white) only.

At the end of the pay period, expenses must be totaled by category and recorded on the same line as the corresponding time and charge number when the expenses occurred. Total the expenses for all categories at the end of the row. Expenses must also be totaled by category down the columns.

Respondent Incentives: DISREGARD THIS COLUMN FOR THIS PROJECT.

Copying: List any copying expenses.

Telephone: During the course of the project, you may be required to make some long distance calls to your supervisor, your AAs, and to schools. When reporting telephone expenses, enter the amount on the T&E and send along with a copy of your telephone bill. Your statement should have all calls highlighted for which you are requesting reimbursement. No long distance expenses will be reimbursed without a copy of the bill. If a pay telephone was used, indicate that on your T&E as pay phone and no receipt is needed.

Supplies: List any preapproved supply expenses.

* NOT FOR OUT-OF-TOWN TRAVEL *								
SUMMARY OF EXPENSES BY PROJECT CODE								
SUPERVISORS	Respondent Incentives	Copying	Telephone	Supplies	Postage	Other Specify:	Mileage Allowance (FLDLOC)	Total Expenses Including Mileage:
	(DRESPI)	(DCOPY)	(DTELE)	(DSUPP)	(DPOST)	(FLDOTH)	@ _____ per Mile	
							_____ Miles	
							\$ _____	
							_____ Miles	
							\$ _____	
							_____ Miles	
							\$ _____	
Totals:							_____ Miles	
							\$ _____	
							(B)	

Note: The table includes callouts for 'Total Expenses (per row) Including Mileage', 'Rate per Mile', 'Mileage Allowance (number of miles and dollar amount at above rate per mile)', and 'Total Expenses (per column)'.

CONTENTS

1. Ship Materials to Pearson
2. Enter Tracking Information on the School Folder and the Quality Control Booklet
3. Enter Assessment Results and Shipment Information into the SCS
4. Report Assessment Progress to Your Supervisor
5. Finalize School Folders
6. Ship School Folders to Your Supervisor
7. Report Time and Expenses to Westat

Postage: List any postage expense you may have incurred. Expenses for purchasing stamps to mail to your supervisor or the home office are allowable expenses. Be sure to obtain a post office receipt. All FedEx shipping will be charged directly to Westat by indicating it on the shipping label (be sure to include the charge number as the Internal Reference No. on the FedEx Airbill). If there are circumstances where you ship using a carrier other than FedEx, Westat will reimburse your postal expenses. Submit the expenses on the T&E with a receipt attached.

Other: List the name and amount of each miscellaneous expense that you are claiming. If you incurred more than one miscellaneous expense, record the expense type and amount in the next box down in the column. Then total the miscellaneous expenses and circle the total.

Allowable **other** expenses include the following:

- **Tolls.** Tolls or road fees on bridges, expressways, tunnels, etc., are acceptable and should be shown on the T&E with attached original receipts.
- **Parking.** In congested urban areas where free parking is not available, Westat will pay for parking. To obtain reimbursements for parking, enter charges on your T&E and attach the original receipt. If metered parking, indicate on your T&E as "Parking Meter" and no receipt is needed.
- **Travel by mass transportation.** Fares for bus, subway, and other forms of mass transportation used on official business are allowable expenses. Indicate the number of trips on a single day.

You will **NOT** be reimbursed for the following expenses:

- meals (except as allowed in special circumstances by advance agreement with your supervisor);
- fines — Westat assumes no responsibility for payment of fines, such as traffic tickets, towing, or other indebtedness of ACs or AAs caused by their own violation of laws or errors in judgment;
- car repairs, car upkeep, or car insurance;
- taxi fares (unless supervisor approved); or
- pager fees or cellular telephone fees (charges for calls on cellular telephones will be reimbursed if the call is highlighted on the bill and submitted as described above).

Mileage Allowance. Mileage is paid at the rate of 37.5 cents for each mile driven on NAEP-related business. Record miles to the nearest rounded mile. Enter the mileage allowance (37.5 cents) at the top of the column. Enter the total miles driven on the **Miles** line for each charge code. Multiply the total miles driven by 37.5 cents to arrive at the reimbursement amount line (\$____). Round up to the nearest whole cent. Total the number of miles and reimbursement amount at the bottom in the **Totals** row. Total miles in the **Expense Total** column (**B**) must match total miles in the **Miles Driven** column (**B**).

Total Expenses. In the final column, total all expenses by charge code. Then total all expenses for a category of expense at the bottom of the column.

Because the five-part T&E form is pressure sensitive, it is important to write on only one set at a time. Also, press firmly enough so that all five copies are readable. Use only a black or blue ballpoint pen. Do not use other color inks or felt-tipped pens.

Type of Pay – Bottom-Left Section

Type of Pay Rate: Enter your pay rate on the *Special Rate* line. **It is critical that you enter the correct rate on the line that corresponds to the Type of Rate box that was marked in the Project Information section.**

Hours: Transfer the total number of hours from the time reporting section (left of page) to the hours line next to your pay rate. Total the hours on the *Hrs. Total* line **(A)**. This total should match the *Total Hours (A)* in the time section of the report.

Amount: Multiply the hours by your hourly rate to compute the total amount earned.

Pay Total: Total your pay amount on this line.

Other: DISREGARD THIS SECTION OF THE T&E FOR THIS PROJECT.

Grand Total: DISREGARD THIS SECTION OF THE T&E FOR THIS PROJECT.

Page _ of _ : DISREGARD THIS SECTION OF THE T&E FOR THIS PROJECT.

KEY	TYPE OF PAY	RATE	HOURS	AMOUNT
	Base Rate	\$ _____ X	_____ =	\$ _____
	Special Rate	\$ _____ X	_____ =	\$ _____
	Supervisor Rate	\$ _____ X	_____ =	\$ _____
			(A) HRS. TOTAL	PAY TOTAL
	Other	\$ _____	_____	\$ _____
		\$ _____	_____	\$ _____
			GRAND TOTAL:	_____

Special Rate line (enter pay rate here)

Should Match (B) These Miles Should Match

Hours Total (enter total amount of hours here)

Pay Total (enter total pay amount here)

Page of

CONTENTS

1. Ship Materials to Pearson
2. Enter Tracking Information on the School Folder and the Quality Control Booklet
3. Enter Assessment Results and Shipment Information into the SCS
4. Report Assessment Progress to Your Supervisor
5. Finalize School Folders
6. Ship School Folders to Your Supervisor
7. Report Time and Expenses to Westat

Payroll Authorization – Bottom-Right Section

Home Office Authorization: This area is for office use only. Do **NOT** make any entries.

Payroll Authorization: This must be completed and signed before the T&E can be approved and paid. You must not work more than 40 hours a week without authorization from your supervisor. Enter the date the reporting week began and check whether you **have** or **have not** worked more than 40 hours. If you have worked more than 40 hours that week, provide the name of the person who authorized the overtime and the number of extra hours you worked. **In all cases you must sign this box.** Your T&E will not be processed unless this section is completed and signed in ink. Use only blue or black ink. Do **NOT** use pencil or red ink or felt-tipped pens. **T&Es that have errors or are incomplete could result in a delay in pay/reimbursement.**

Copies: Send only the first four copies to your supervisor. Keep the final gold copy for your records.

HOME OFFICE AUTHORIZATION	PAYROLL AUTHORIZATION
<div style="text-align: right; margin-bottom: 5px;"> <input type="checkbox"/> Base <input type="checkbox"/> Special </div> <p>Overtime Hours _____</p> <p>Signature _____</p> <p>Date _____</p>	<p>This report will not be processed unless this section is completed.</p> <p>I certify that the information on this form is accurate and that during the week described above I have <input type="checkbox"/>, have not <input type="checkbox"/>, charged Westat for more than 40 hours. If more than 40 hours, I was authorized by (NAME) _____ and worked _____ additional hours.</p> <p>* Or more than 8 hrs/day in AK, CA, or NV.</p> <p style="text-align: right;">(EMPLOYEE'S SIGNATURE) _____ (DATE) _____</p> <p>----- For Supervisor: I have reviewed and approved this T&E report. -----</p> <p>(SUPERVISOR'S SIGNATURE) _____ (DATE) _____ (SUPERVISOR'S SIGNATURE) _____ (DATE) _____</p>

COPIES: WHITE: *PAYROLL* GREEN: *A/P* CANARY: *FIELD DIRECTOR* PINK: *SUPERVISOR* GOLD: *EMPLOYEE*

Sign & Date Here

Chapter 7 Summary

Now that you have completed this chapter, you should be able to:

- ensure that all assessment materials are handled appropriately following each assessment;
- complete post-assessment tasks (with a high degree of thoroughness and accuracy) in a timely manner; and
- ensure that T&Es are correct and submitted on time.

A

Appendix A

1. Checklist of Tasks for ACs

Schedule	Page
December through January:	
<input type="checkbox"/> Assist the supervisor with sampling activities, as necessary	2.1
<input type="checkbox"/> Assist the supervisor with preparing Preassessment Packets, as necessary	2.2
<input type="checkbox"/> Receive the School Folder	2.5
<input type="checkbox"/> Develop a tentative schedule for your Assessment Administrators (AAs)	2.6
<input type="checkbox"/> Schedule weekly report calls with your supervisor	2.7
<input type="checkbox"/> Receive and secure assessment materials from Pearson	2.8
The Day After In-Person Training – January 7:	
<input type="checkbox"/> Review the Quality Control Booklet label and determine the following:	4.2
<input type="checkbox"/> the number and type of sessions to be conducted at the school;	
<input type="checkbox"/> the school coordinator’s name; and	
<input type="checkbox"/> the assessment date.	
<input type="checkbox"/> Perform an inventory of materials in the School Folder	4.2
<input type="checkbox"/> Determine the approximate length of the preassessment visit	4.2
<input type="checkbox"/> Identify several dates and times that you will be available to conduct the preassessment visit	4.2
<input type="checkbox"/> Fill in the blanks in Procedure 2 of the Quality Control Booklet	4.2
<input type="checkbox"/> Circle or highlight the appropriate text in Procedure 2 of the Quality Control Booklet where options are listed in parentheses	4.2
<input type="checkbox"/> Have your calendar open and ready for the call	4.2
<input type="checkbox"/> Conduct the telephone call to schedule the preassessment visit	4.4



CONTENTS

- Appendix A
 - 1. Checklist of Tasks
 - 2. Glossary
- Appendix B
 - Example of a Grade 4 Preassessment Packet for the School Coordinator
- Appendix C
 - 1. Grade 4 Take-All Schools Without Homeroom Locator
 - 2. E-File Summary Report
 - 3. Determining Accommodations for Students in Science Bridge Sessions
- Appendix D
 - NAEP Forms
- Appendix E
 - Travel Guide for ACs
- Appendix F
 - 1. Westat Staff Evaluation
 - 2. Cleanup Procedures

Three Weeks Before Assessment Date:

- Find out from your supervisor the date that the Preassessment Packet was sent to the school4.6

Within 2 Days After the School Coordinator Receives the Preassessment Packet:

- Fill in the blanks in **Procedure 4** of the Quality Control Booklet4.6
- Circle or highlight the appropriate text in **Procedure 4** of the Quality Control Booklet where options are listed in parentheses4.6
- Review a map or directions obtained from the Internet to determine if you need to ask the school coordinator for more detailed directions to the school4.6
- Have your calendar open and ready for the call4.6
- Conduct the confirmation telephone call4.6

Before Conducting the Preassessment Visit:

- Fill in the blanks in **Procedures 6 through 12** of the Quality Control Booklet4.8
- Circle or highlight the appropriate text in **Procedures 6 through 12** of the Quality Control Booklet where options are listed in parentheses4.8
- Review the Quality Control Booklet label to determine if you need to review an E-File Summary Report. If there is an E-File Summary Report for the school, it will be stored in the School Folder4.8
- Review the Quality Control Booklet label to determine if the school selected the grade 4 Take-All Option. If so, check the Administration Schedule to see if column **B**, labeled **Homeroom** or **Other Locator**, has been completed. If not, review Appendix C4.8
- Review the School Control System (SCS) to see if any information regarding the parent letters has been recorded for the school4.8
- Complete columns **1 through 4** on the Student Accommodations Chart in **Procedure 11** of the Preassessment Contact Log for each student identified as SD and/or LEP on the Administration Schedule(s)4.8
- Review column **C** on the Administration Schedule(s) to determine how many students will complete the hands-on science task and enter the total number in the blank in **Procedure 12** of the Preassessment Contact Log ...4.8
- Gather and organize the materials for the visit4.9

During the Preassessment Visit:

- Review the status of School and Teacher Questionnaires4.10
- Verify Administration Schedule data 4.14
- Select sample of newly enrolled students4.28
- Verify notification letter sent to parents 4.32
- Review status of SD and LEP Questionnaires4.35
- Determine student accommodations 4.38
- Make assessment arrangements4.42
- Record that the preassessment visit is complete on the back cover
of the Quality Control Booklet 4.49
- Enter New Enrollee and Parent Notification Letter information
into the SCS4.49
- Place the dated copy of the Parent Notification Letter in
the School Folder4.49
- Enter callback information on your calendar 4.49

Before the Assessment Day:

- Review and revise the assessment schedule5.1
- Complete Assessment Information Form5.4
- Verify assessment materials and request any additional materials
from Pearson5.6
- Review the Preassessment Contact Log5.21
- Review Accommodation Codes5.21
- Assign accommodation booklets5.21
- Assign booklets to students newly added to the Administration Schedule ..5.23
- Review materials in the School Folder5.24
- Perform a final check of assessment materials5.24
- Review security and confidentiality procedures5.26
- Gather materials to bring to the school on assessment day5.26



CONTENTS

- Appendix A**
 - 1. Checklist of Tasks
 - 2. Glossary
- Appendix B**
 - Example of a Grade 4 Preassessment Packet for the School Coordinator
- Appendix C**
 - 1. Grade 4 Take-All Schools Without Homeroom Locator
 - 2. E-File Summary Report
 - 3. Determining Accommodations for Students in Science Bridge Sessions
- Appendix D**
 - NAEP Forms
- Appendix E**
 - Travel Guide for ACs
- Appendix F**
 - 1. Westat Staff Evaluation
 - 2. Cleanup Procedures

On Assessment Day:

- Check in at the school6.6
- Retrieve the NAEP Storage Envelope6.6
- Obtain a dated copy of Parent Notification Letter6.7
- Ask the school coordinator if any parents or students have refused participation and code the Administration Schedule, if necessary6.7
- Review the Administration Schedule for incomplete or missing data6.7
- Complete the top of the Administration Schedule6.8
- Go to the location where the assessment team will work6.8
- Give AAs session materials6.9
- Oversee AA team preparation responsibilities6.9
- Ask the school coordinator to accompany you (and your team) to the assessment locations6.10
- Introduce yourself (and your team) to the teacher6.10
- Provide NAEP instructions for school staff observers6.10
- Perform QC check of booklets6.11
- Perform QC check of rooms6.18

During the Assessment:

- Observe AAs, using the Assessment QC Log6.21
- Verify that each session is underway6.21
- Observe and evaluate AAs administering regular sessions6.21
- Observe and evaluate AAs monitoring sessions6.31
- Observe and evaluate AAs administering the hands-on science tasks6.36
- Observe and evaluate AAs conducting accommodation sessions6.37

Following the Assessment:

- Verify that the Administration Schedule has been completed accurately . . .6.39
- Verify that the booklet covers have been completed accurately6.43
- Perform final check of Session Box materials6.46
- Complete questionnaire activities6.48
- Determine whether or not a makeup session must be held6.50
- Organize the NAEP Storage Envelope6.52
- Complete session debriefing activities6.54
- Arrange and conduct makeup session, if necessary6.56
- Repack the Session Box6.58

No Later Than 1 Day After Assessment or Makeup Session:

- Ship material to Pearson7.1
- Enter tracking information on the School Folder and
Quality Control Booklet7.4
- Enter assessment results and shipment information into the SCS7.5
- Report assessment progress to your supervisor7.6
- Finalize School Folders7.6
- Ship School Folders to your supervisor7.7

Every Wednesday Throughout Work Period:

- Mail your and your AAs' Time and Expenses to your supervisor7.8



CONTENTS

Appendix A

1. Checklist of Tasks

2. Glossary

Appendix B

Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

1. Grade 4 Take-All Schools Without Homeroom Locator

2. E-File Summary Report

3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D

NAEP Forms

Appendix E

Travel Guide for ACs

Appendix F

1. Westat Staff Evaluation

2. Cleanup Procedures

2. Glossary

AA (Assessment Administrator)

Westat field staff member hired and trained to administer the assessment and to assist the assessment coordinator with other NAEP activities in the school.

AC (Assessment Coordinator)

Westat field staff member hired and trained to oversee all NAEP activities in the school.

Accommodations

Alterations in the administration of standardized assessments such as NAEP that are provided to certain students with disabilities (SD) and/or limited English proficiency (LEP), as specified in the student's individualized education plan (IEP).

Administration Code

Code entered on the Administration Schedule for each selected student. This code is linked to the students and demographic data, and used to produce student participation reports.

Administration Schedule

The central document used to list the students in a given school selected to participate in NAEP.

AIR (American Institutes for Research)

Contractor responsible for the development of NAEP background questionnaires.

Assessment Booklets

Developed to assess the selected students in grades 4, 8, and 12 in various subject areas specified by the three studies for 2005: operational, pilot, and science bridge.

Assessment Information Form

Form used and completed by the AC to communicate specific information to an AA about an assignment.

Assessment Session

The period of time during which test booklets are administered to students.

Bundle Slip

Form packaged with each bundle of test booklets listing session information and the first three digits of the booklet ID numbers contained in the bundle.

Demonstration Booklet

Contains NAEP 2005 background questionnaires accompanied by explanations, rationales, and sample assessment items.

E-File Summary Report

A report that summarizes the online data checks of student lists that were E-Filed and the status of these checks. The purpose of the report is to address, and possibly resolve, with the school coordinator during the preassessment visit issues with the student lists.

ETS (Educational Testing Service)

Contractor responsible for the design, analysis, and reporting of NAEP data.

Economics Department Chair Questionnaire

NAEP grade 12 questionnaire that collects information about the department chair's background, instructional practices, and the department's staff.

Field Manager

Westat field staff member hired to coordinate all NAEP field activities with the State Departments of Education and the Westat home office staff.

GMRI (Government Micro Resources, Inc.)

Contractor responsible for the NAEP web operations and web maintenance.

Human Resources Research Organization (HumRRO)

Contactore responsible to conduct independent quality assurance activities throughout the NAEP assessment cycle.

IEP (Individualized Education Plan)

Generally, each public school student who receives special education and related services should have an IEP. The IEP includes any accommodations needed in order for the student to participate in standardized tests such as NAEP.

Inclusion of Limited-English-Proficient Students in NAEP

Document used in conjunction with LEP Questionnaire to make decisions about the inclusion of LEP students in the NAEP assessment. It consists of the Criteria for Inclusion, Decision Tree, and List of Frequently Provided Accommodations.

Inclusion of Students with Disabilities in NAEP

Document used in conjunction with SD Questionnaire to make decisions about the inclusion of SD students in the NAEP assessment. It consists of the Criteria for Inclusion, Decision Tree, and List of Frequently Provided Accommodations.

LEP (Limited English Proficiency)

A term used to describe students who are in the process of acquiring English language skills and knowledge. Some schools refer to these students using the term English language learners, or ELL.

LEP Questionnaire

NAEP questionnaire completed for each selected student identified as LEP by the school staff member most knowledgeable about the student.



CONTENTS

Appendix A

1. Checklist of Tasks

2. Glossary

Appendix B

Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

1. Grade 4 Take-All Schools Without Homeroom Locator

2. E-File Summary Report

3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D

NAEP Forms

Appendix E

Travel Guide for ACs

Appendix F

1. Westat Staff Evaluation

2. Cleanup Procedures

Log of Schools

Contains a complete listing of all schools within an area in ID number order. Its purpose is to aid in scheduling activities and keeping accurate records during the assessment period.

MySchool

The website that provides participating schools and districts with a convenient way to access details about the NAEP assessment.

NAEP (National Assessment of Educational Progress)

NAEP is a continuing national survey of the knowledge and skills of American students in major learning areas taught in school. It is often called the Nation's Report Card.

NAEP Code of Ethics

The Code of Ethics is a set of principles that NAEP expects all staff members to follow. The Code defines principles that are the foundation for fair and accurate test administration and data collection.

NAEP School ID Number

Unique ID number for each participating school used on all NAEP materials.

NAEP State Coordinator

Staff member at the State Department of Education who works with the Westat field manager to coordinate all NAEP activities in the state.

NAEP Storage Envelope

Used by the school to hold the NAEP material needed by the NAEP team on assessment day and for storage of the material at the school following the assessment.

NAGB (National Assessment Governing Board)

Independent organization, appointed by the U.S. Secretary of Education, that develops the content "frameworks" or test blueprints.

NCES (National Center for Education Statistics)

NAEP is directed by NCES of the U.S. Department of Education.

New Enrollee Listing Form

Used to list students who have enrolled at the school since the original list of eligible students was sent to NAEP and students who were inadvertently left off the original list.

NSLP (National School Lunch Program)

A federally assisted meal program that provides low-cost or free lunches to eligible students.

Operational Assessment

Conducted in 90 percent of all schools, the operational assessment consists of State and National NAEP and is the only study that will produce reports. The primary subjects for State NAEP are reading, mathematics, and science at grades 4 and 8. National assessments include subjects in reading, mathematics, and science at grades 4, 8, and 12. A subset of students who are given the science booklet will be asked to complete a hands-on science task.

Pearson (Pearson Educational Measurement)

Contractor responsible for NAEP materials distribution and processing and for scoring the student responses to the test questions. Formerly known as NCS Pearson.

Pilot Test

The purpose is to test new items and procedures in preparation for the 2006 assessment. Pilot tests subjects include reading, mathematics, civics, economics, and U.S. history.

Preassessment Packet

Contains important information, instructions, and materials the school coordinators need to prepare for the preassessment visit and the assessment process.

Quality Control Booklet

The only document that tracks work with the school throughout the entire process of planning and supervising assessment activities. The Quality Control Booklet is organized into three parts. Part 1 is the Preassessment Contact Log. Part 2 is the Assessment Quality Control Log. Part 3 is the School Coordinator Debriefing Interview.

Roster (Roster of Questionnaires)

Form used to keep track of the NAEP questionnaires distributed to school staff members.

Sample

A portion of a population, or a subset from a set of units, that is selected by some probability mechanism for the purpose of investigating the properties of the population. NAEP does not assess an entire population of schools or students, but rather selects a representative sample from the population to participate in the assessment.

Sample Parent Notification Letter

Explains the assessment and its importance to parents of students selected for the assessment. May be modified to satisfy No Child Left Behind notification requirement and any parental notification requirements of the district and school.



CONTENTS

Appendix A

1. Checklist of Tasks

2. Glossary

Appendix B

Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

1. Grade 4 Take-All Schools Without Homeroom Locator

2. E-File Summary Report

3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D

NAEP Forms

Appendix E

Travel Guide for ACs

Appendix F

1. Westat Staff Evaluation

2. Cleanup Procedures

School Control System (SCS)

Used to enter the cooperation status of schools and dioceses, the agreed upon assessment date, name and address updates, information about refusals, and shipment tracking status.

School Coordinator

The principal or other school staff member assigned to coordinate all NAEP activities at the school.

School Folder

Contains all of the official recordkeeping documents and information relating to conducting the school assessment.

School Questionnaire

NAEP questionnaire completed for the school by the principal or other official. It is used to gather information concerning school administration, staffing patterns, curriculum, and student services.

Science Bridge

A study to evaluate what—if any—effects result from rearranging the order of the sections and timing of the booklets from those used in past science assessments to that used in NAEP 2005. The science bridge study for 2005 will be conducted at grades 4, 8, and 12.

SD (Student with a Disability)

A student with a disability needs specially designed instruction to meet his/her learning goals. A student with a disability will usually have an IEP, which guides his/her special education instruction. Students with disabilities are often referred to as special education students and may be classified by the school as learning disabled (LD) or emotionally disturbed (ED).

SD Questionnaire

NAEP questionnaire completed for each selected student identified as SD by the school staff member most knowledgeable about the student.

Session Debriefing Form

Form used by AAs to document certain details about a session.

Session Number

The Session Number consists of two letters and four numbers. The two letters indicate the session type and subject(s) that are to be assessed. The first two numbers indicate the grade level of the assessment and the last two numbers uniquely identifies the session from the other sessions that may be conducted at the school.

Session Scripts

Scripts and instructions used by AAs to conduct all NAEP assessments in a uniform manner.

Statistical Validity

For NAEP, when the analyses and reports from the assessment data precisely reflect student achievement across the Nation.

Student Data System (SDS)

Program used to sample the students to be assessed.

Summary of Activities

A document that provides an overview of NAEP. It is included in the recruitment materials sent to selected schools.

Supervisor

Westat field staff member hired to manage assessment teams, to select the samples of students to be assessed, and to send NAEP materials to the participating schools.

Teacher Questionnaire

NAEP questionnaire completed by teachers of students in the selected subject and grade to be assessed. It is used to gather information concerning years of teaching experience, frequency of assignments, use of teaching materials, and availability and use of computers.

Title I

A federally funded assistance program for economically and educationally disadvantaged students.

Westat

Contractor responsible for NAEP sampling, data collection, and quality control monitoring activities.

B

Appendix B

Example of a Grade 4 Preassessment Packet for the School Coordinator

- Cover Letter with Instructions for School Coordinators
- SCHOOL COPY of the Administration Schedule
- Copy of the Roster of Questionnaires
- NAEP School Questionnaire
- NAEP Teacher Questionnaires
- NAEP SD Questionnaire
- NAEP LEP Questionnaire
- Accommodations Worksheet
- Inclusion of Students with Disabilities in NAEP
- Inclusion of Limited-English-Proficient Students in NAEP
- New Enrollee Listing Form
- U.S. Department of Agriculture Letter
- Sample Teacher Notification Letter
- Sample Parent Notification Letter
- Demonstration Booklet
- NAEP Publications
- NAEP Popular Guide
- Student Certificates of Appreciation
- NAEP Storage Envelope



CONTENTS

Appendix A

- 1. Checklist of Tasks
- 2. Glossary

Appendix B

Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

- 1. Grade 4 Take-All Schools Without Homeroom Locator
- 2. E-File Summary Report
- 3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D

NAEP Forms

Appendix E

Travel Guide for ACs

Appendix F

- 1. Westat Staff Evaluation
- 2. Cleanup Procedures

Cover Letter with Instructions for School Coordinators

Dear: _____,

We greatly appreciate your support of the National Assessment of Educational Progress (NAEP) and the participation of your school in the 2005 assessment program. We are pleased that you are serving as the coordinator for NAEP activities at your school.

The assessment at your school is scheduled for: _____(Date)

As the NAEP school coordinator, you will need to use the enclosed materials in this Preassessment Packet to complete the activities described below before the assessment. A NAEP representative will visit or call you shortly after you received this packet to review its contents with you, answer any questions you may have, and confirm the scheduled preassessment visit.

Enclosed materials:

Document name	Quantity	Purpose of document
Cover Letter with Instructions for School Coordinators	One per school; cream paper	Instructions to the school coordinator for preparing NAEP materials and coordinating assessment arrangements with the AC.
Administration Schedule (school copy)	One per session	Master list of students selected for the assessment. Used to distribute materials, track assessment booklets, and report student attendance.
Roster of Questionnaires (copy of the original)	One per grade - Exception: Grade 8 operational has two rosters - an Operational and a Supplemental SD/LEP Roster	Used to assign and track each of the School, Teacher, SD, and LEP Questionnaires.
School Questionnaire	One per grade per school	Collects information about the school's characteristics, staff, and instructional programs.
Teacher Questionnaire	One per teacher who teaches the subjects being assessed to students in the selected grade	Collects information about teachers' backgrounds and instructional practices.
Economics Dept. Chair Questionnaire (grade 12 only)	One per Economics Department Chair for schools conducting pilot sessions	Collects information about the department chair's background, instructional practices, and the department's staff.
SD Questionnaire	One for each student on the Administration Schedule identified as having a disability	Collects important information about a student's disability.
LEP Questionnaire	One for each student on the Administration Schedule identified as having limited English proficiency	Collects important information about a student's English language proficiency.
Accommodations Worksheet	One or two per school (if school has one or more students identified as SD and/or LEP on the Administration Schedule); white paper	Used by school coordinator to keep track of decisions regarding accommodations for selected SD and/or LEP students.

Cover Letter with Instructions for School Coordinators (continued)

Document name	Quantity	Purpose of document
Inclusion of Students with Disabilities in NAEP	One per school (if school has one or more students identified as SD on the Administration Schedule)	Used by school to determine if students with disabilities can be included in the assessment, and if so, what accommodations, if any, will be needed to assess them. Document contains Criteria for Inclusion, Decision Tree, and List of Frequently Provided Accommodations.
Inclusion of Limited-English-Proficient Students in NAEP	One per school (if school has one or more students identified as LEP on the Administration Schedule)	Used by school to determine if students with limited English proficiency can be included in the assessment, and if so, what accommodations, if any, will be needed to assess them. Document contains Criteria for Inclusion, Decision Tree, and List of Frequently Provided Accommodations.
New Enrollee Listing Form	One per school; white paper	Used to list students who have enrolled at the school since the original list of eligible students was sent to NAEP or for students who were inadvertently left off the original list.
U.S. Department of Agriculture Letter	One per school; blue paper	Authorizes the disclosure of the National School Lunch Program information for the selected students.
Example Teacher Notification Letter	One per school; white paper	Explains the assessment and its importance to teachers of students selected for the assessment and lists assessment session locations within the school. May be modified with individual school information.
Parent Notification Letter	One per school; white paper	Explains the assessment and its importance to parents of students selected for the assessment. May be modified to satisfy No Child Left Behind notification requirement and any parental notification requirements of the district and school.
NAEP Popular Guide	One per school	Provides answers to basic technical questions about NAEP, such as questions about school and student sampling, scoring, and analysis.
A Teacher's Guide to NAEP	One per Teacher Questionnaire being distributed	Provides information about NAEP that is of interest to teachers.
Demonstration Booklet	One per school per grade and session type (operational/pilot)	Contains NAEP 2005 background questionnaires.
NAEP Reading, Mathematics, and Science Frameworks	One of each subject being assessed in the school	Describes the test design and content of the reading, mathematics, and science assessments.

2



CONTENTS

Appendix A

1. Checklist of Tasks

2. Glossary

Appendix B

Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

1. Grade 4 Take-All Schools Without Homeroom Locator

2. E-File Summary Report

3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D

NAEP Forms

Appendix E

Travel Guide for ACs

Appendix F

1. Westat Staff Evaluation

2. Cleanup Procedures

Cover Letter with Instructions for School Coordinators (continued)

Document name	Quantity	Purpose of document
Student Appreciation Certificates and preprinted labels (grades 8 and 12 only)	One pad per Administration Schedule	May be used as appointment cards for students selected for the assessment. Most schools will be provided with labels that contain student names to affix on the certificate. If grade 12, certificates will provide instructions for students to bring their own calculator to the assessment should be included with the pad.
NAEP Storage Envelope	One per school	Used by the school to hold the NAEP material needed by the NAEP team on assessment day and for storage of the material at the school following the assessment.

School Coordinator Activities:

Step 1. Send Parent Letters

The No Child Left Behind legislation requires that the parents of students selected for NAEP assessments be notified in writing that their child has been selected for the assessment and that participation is voluntary. You may adapt the enclosed State Parent Letter or Sample Parent Notification Letter to satisfy the No Child Left Behind requirement and any parental notification requirements of your district and/or school. If you have not done so already, you should send the parent letters as soon as possible. You will need to provide the NAEP representative with a dated copy of the notification sent to parents. We will not be able to assess until all parents have been notified.

Step 2. Distribute the School Questionnaire

Please give the School Questionnaire to the principal to be completed either online, as explained on the questionnaire cover, or in the hard-copy booklet. It should be completed and returned to you before assessment day.

Record the name of person to whom you will give the questionnaire on the “Distributed to:” line in the top-left corner of the front page of the Roster of Questionnaires. If you wish, you may also write the recipient’s name on the removable label affixed to the questionnaire cover.

Step 3. Distribute the Teacher Questionnaires

(Grades 4 and 8 with Operational Sessions Only) Please give an appropriate Teacher Questionnaire to each staff member who teaches mathematics, science, and reading or English to students in the grade to be assessed.

(Grades 4 and 8 with Operational and Pilot Sessions) Please give an appropriate Teacher Questionnaire to each staff member who teaches mathematics, science, reading or English, and U.S history/civics to students in the grade to be assessed.

(Grades 4 and 8 with Pilot Sessions Only) Please give a Teacher Questionnaire to each staff member who teaches U.S history/civics to students in the grade to be assessed.

(Grade 12 with Pilot Sessions) Please give an Economics Teacher Questionnaire to each staff member who teaches Economics and an Economics Chair Questionnaire to the Economics department chairperson(s).

Cover Letter with Instructions for School Coordinators (continued)

Teacher Questionnaires may be completed online, as explained on the questionnaire cover, or in the hard-copy booklet. All questionnaires should be completed and returned to you before assessment day.

Each Teacher Questionnaire has a unique 10-digit ID number printed below the bar code in the lower left corner of the questionnaire. The ID number for each Teacher Questionnaire included in this packet has been recorded on the back of the Roster of Questionnaires in the column labeled “Teacher Questionnaire ID #.” Please assign a specific questionnaire to each teacher by linking the questionnaire ID number with a teacher’s name. Do this by recording the name of the teacher to whom you will give the questionnaire in the “Teacher’s Name” column next to the questionnaire ID number. Please include a copy of the *Teacher’s Guide to NAEP* with each Teacher Questionnaire.

To further help you distribute the assigned questionnaire booklets to the correct teachers, you may write the name of the person to whom you are giving the questionnaire on the removable label affixed to the questionnaire cover.

Step 4. Distribute and Collect the SD and/or LEP Questionnaires

An SD and/or LEP Questionnaire must be completed for each student classified as SD or LEP on the Administration Schedule, regardless of whether or not the student will be assessed. Please distribute an SD and/or LEP Questionnaire to the school staff member most knowledgeable about the disabilities and/or English proficiency of the student named on each questionnaire cover. SD and LEP Questionnaires must be completed in the hard-copy booklet.

The unique 10-digit ID number for each SD and LEP Questionnaire included in this packet has been recorded on the front of the Roster of Questionnaires in the column labeled “SD/LEP Questionnaire ID #.” Each questionnaire has already been assigned to a specific student. The student’s name and assessment booklet ID number from the Administration Schedule has been recorded next to the questionnaire ID number in the columns labeled “Student’s Name” and “Student Booklet ID #.” To assist you in distributing the SD and LEP Questionnaires to the appropriate staff member, you may enter the teacher’s name in the “Distributed to:” column next to the student’s name on the Roster. If you wish, you may also write the name of the person to whom you are giving the questionnaire next to the student’s name, which has already been recorded on the removable label affixed to the questionnaire cover.

The information that the school staff member(s) provide in these questionnaires should aid you in recording any necessary accommodations that will be needed for the SD and/or LEP students. Therefore, it is necessary for you to collect the completed questionnaires before the preassessment visit and prior to determining accommodations as described in the last bullet in Step 5.

Step 5. Review the Administration Schedule(s)

If there are any empty boxes in the columns for homeroom, birth date, sex, race/ethnicity, school lunch status, SD, LEP, and Title I on the Administration Schedule(s), please collect the missing information and enter it directly on the Administration Schedule. We will ask you for the missing student information during the preassessment contact. To assist you with collecting the National School Lunch Program participation status from the appropriate staff persons, a letter from the U.S. Department of Agriculture is included in this Preassessment Packet.



CONTENTS

Appendix A

- 1. Checklist of Tasks
- 2. Glossary

Appendix B

Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

- 1. Grade 4 Take-All Schools Without Homeroom Locator
- 2. E-File Summary Report
- 3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D

NAEP Forms

Appendix E

Travel Guide for ACs

Appendix F

- 1. Westat Staff Evaluation
- 2. Cleanup Procedures

Cover Letter with Instructions for School Coordinators (continued)

Columns **F** and **H** of the Administration Schedule show whether or not each student has been identified as having a disability (SD) or as having limited English proficiency (LEP). You will need to determine if any students listed are incorrectly classified as SD and/or LEP and if any students listed have received an SD and/or LEP classification since the original list was prepared. We will ask you to identify any students whose classification has changed during the preassessment visit. The new classification will need to be entered in column **G** or column **I**.

For each student classified as SD and/or LEP, consult the completed SD and/or LEP Questionnaires in order to make one of three decisions about the student: 1) can the student be assessed without an accommodation, 2) can the student be assessed with an accommodation, or 3) should the student be excluded from the assessment. Be sure to also use the Accommodations Worksheet, the Inclusion of Students with Disabilities in NAEP, and the Inclusion of Students with Limited English Proficiency in NAEP when making these decisions. The NAEP representative will talk with you further about these students during the preassessment visit.

Step 6. Inform Teachers of the Assessment

Enclosed for your use is an informational letter to teachers that may be helpful in notifying the teachers of sampled students about NAEP. This letter briefly explains NAEP and should be accompanied by a list of selected students, such as a copy of the Administration Schedule, so that teachers will know which of their students have been selected for the assessment.

Step 7. Inform Students of the Assessment (Grades 8 and 12 Only)

One tablet of Student Appreciation Certificates is included in this packet for each grade 8 or 12 assessment session scheduled at your school. You may use the back of the certificates to write the date, time, and location of the assessment for each student. If labels with student names are included in the packet, you may affix them to the back of the certificates. Although you are not required to use these certificates, NAEP has found that doing so improves attendance at the assessment session.

Thank you in advance for completing these activities before the assessment. Remember, a NAEP representative will call you shortly after you receive this packet to review its contents with you, answer any questions you may have, and confirm the date of the preassessment visit. If you have questions or need more materials before then, please contact me at the number listed on my enclosed business card. If you cannot reach me and need immediate assistance, please call the NAEP Help Desk at 1-800-283-(NAEP) 6237.

We look forward to a successful assessment!

Sincerely,

NAEP Supervisor

SCHOOL COPY of the Administration Schedule (front)

NAEP 2005 Administration Schedule

The Nation's Report Card

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

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

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

Bundle #'s
01001
01002

Session Number
RS0401

SCHOOL COPY TO BE ASSESSED + SCHOOL COPY TO BE ASSESSED

Selected New Entries # Original Entries # Withdrawn & Ineligible (Admin. Codes 51, 44 & 59) # Excluded (Admin. Codes 60-66)

Line #	Student Name	Birth Date	C*	D*	E*	F*	G*	H*	I*	J*	K*	L*	M*	N*	O*	P*	Q*	R*	ASSESSED IN ORIGINAL	
																			Admin. Codes	Admin. Codes
01	Mark Atley	04/09/04	M		1	2	2	2	2	2	2	2	2	101 000293 4	2			1	10 = In session full time 11 = No response in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover	
02	Betty Bates	02/09/05	R		2	2	2	2	2	1			2	001 054006 9	2			2	ASSESSED IN MAKEUP 20 = In session part time 21 = No response in booklet 22 = In session past time 23 = Session incomplete 24 = Other, specify on cover	
03	Wes Block	06/09/04	M		1	2	2	2	2	1			2	102 005241 1	2			3	ASSENT	
04	Angela Burns	01/09/04	R		2	2	2	2	2	2			2	002 000043 8	2			4	40 = Chronic illness 41 = Long-term 42 = Chronic illness 43 = In school, did not attend 44 = In school, did not attend 45 = Absent 46 = Absent 47 = Student return 48 = Student return 49 = Session Refused	
05	Nicki Campbell	01/09/04	SA		2	2	2	2	2	1			2	203 006922 1	2			5	50 = Withheld 51 = Withheld 52 = Unassigned book (unassigned) 53 = Unassigned book (unassigned) 54 = Ineligible, home schooled 55 = Not in sample 56 = Not in sample	
06	Nancy Cordaro	09/09/04	R		2	2	2	2	2	1			2	003 000841 2	2			6	60 = SD - Cannot be assessed 61 = Required accom. not offered 62 = LEP - Cannot be assessed 63 = LEP - Cannot be assessed 64 = Required accom. not offered 65 = SD & LEP - Cannot be assessed 66 = Excluded but assessed	
07	Tim Dublin	01/09/05	S		1	2	2	2	2	1			2	204 043569 2	2			7	OTHER	
08	Kimberly Frank	05/09/04	R		2	2	2	2	2	1			2	004 005301 1	2			8	REASONS FOR EXCLUSION 60 = SD - Cannot be assessed 61 = Required accom. not offered 62 = LEP - Cannot be assessed 63 = LEP - Cannot be assessed 64 = Required accom. not offered 65 = SD & LEP - Cannot be assessed 66 = Excluded but assessed	
09	Carla Grahams	07/09/04	M		2	2	2	2	2	1			2	105 210021 3	2			9	ASSESSED WITH ACCOMMODATIONS 70 = Braille dictionary 71 = Braille dictionary 72 = Braille dictionary 73 = Braille dictionary 74 = Extended time in regular session 75 = Extended time in regular session (Do not use with reading)	
10	Paul Hernandez	09/09/04	SB		1	2	2	2	2	3			2	205 210001 6	2			10	76 = Small group 77 = One-on-one 78 = One-on-one 79 = Other, specify on cover 80 = Ineligible during test 81 = Ineligible during test 82 = School staff administrators	
11	Becky Hoecke	01/09/04	M		2	2	2	2	2	4			2	106 073201 2	2			11		
12	Daniel Jasmer	01/09/04	R		1	2	2	2	2	2			2	006 002407 7	2			12		
13	Sarah Kruger	06/09/04	M		0	2	2	2	2	2			2	107 000031 9	2			13		
14	Penny Lowe	02/09/05	R		0	2	2	2	2	1			2	007 076206 0	2			14		
15	Paul Lucas	01/09/04	S		1	2	2	2	2	3			2	208 076206 5	2			15		

B

CONTENTS

- Appendix A
 - 1. Checklist of Tasks
 - 2. Glossary

- Appendix B
 - Example of a Grade 4 Preassessment Packet for the School Coordinator

- Appendix C
 - 1. Grade 4 Take-All Schools Without Homeroom Locator
 - 2. E-File Summary Report
 - 3. Determining Accommodations for Students in Science Bridge Sessions

- Appendix D
 - NAEP Forms

- Appendix E
 - Travel Guide for ACs

- Appendix F
 - 1. Westat Staff Evaluation

- 2. Cleanup Procedures

SCHOOL COPY of the Administration Schedule (back)

Column Indicators: "A"	"B" Line # of Other" Locator	"C" Line # of Subject	"D" Birth Date		"E" Absence # of days	"F" SD	"G" Sp Code	"H" LEP	"I" LEP Code	"J" Recv/ Eth.	"K" School Lunch	"L" Title	"M" Title	"N" Original Booklet ID #	"O" Accommodation Booklet ID #	"P" Admin. Code	"Q" Atten. (7/A)	"R" Admin. Codes
16	10	R	0	9	4	1	2	2	3				2	008 000232 9			16	ASSESSED IN ORIGINAL
17	10	S	0	5	4	1	2	2	5				2	209 000233 2			17	10 = No response in booklet 11 = In season full time 12 = In season part time 13 = Season incomplete 14 = Other, specify on cover
18	12	R	0	2	9	2	2	2	1				2	009 000234 5			18	ASSESSED IN MAKEUP
19	10	M	1	1	9	4	2	2	1				2	110 000235 9			19	20 = In season full time 21 = In season part time 22 = In season part time 23 = Season incomplete 24 = Other, specify on cover
20	12	R	1	0	9	4	2	2	3				2	010 000236 1			20	ABSENT
21	12	SA	1	2	9	4	1	2	2				2	211 000237 5			21	40 = Temporary 41 = Absent 42 = Chronic truant 43 = Suspended or expelled 44 = Incomplete 45 = Disruptive behavior 46 = Parent refusal 47 = Other, specify on cover 48 = Other, specify on cover 49 = Session refused
22	10	R	0	6	9	5	2	2	3				2	011 000142 8			22	OTHER
23	10	M	0	9	9	4	2	2	3				2	112 008651 4			23	51 = Withdrawn/absent 52 = Unassigned book (unaud) 53 = Ineligible, home schooled 54 = Not in sample
24	12	R	1	1	9	4	1	2	5				2	012 000005 5			24	REASONS FOR EXCLUSION
25	10	S	0	3	9	5	1	2	1				2	213 098008 4			25	60 = SD - Cannot be assessed 61 = Required accom. not offered 62 = LEP - Cannot be assessed 63 = Required accom. not offered 64 = SD & LEP - assessed 65 = SD & LEP - assessed 66 = Required accom. not offered
26	10	R	0	7	9	4	1	2	1				2	013 000841 3			26	ASSESSED WITH ACCOMMODATIONS
27	10	M	0	4	9	4	2	2	3				2	114 034002 9			27	70 = Bilingual glossary 71 = Bilingual dictionary 72 = Bilingual dictionary (Do not use with reading)
28	10	SB	0	1	9	5	1	2	2				2	214 004926 0			28	73 = Large print book 74 = Extended time in regular 75 = Read aloud in regular session (Do not use with reading)
29																	29	76 = Small group 77 = Small group 78 = Schedule of use of computer 79 = Other, specify on cover 80 = Other, specify on cover 81 = Magnification device 82 = School staff administrators
30																	30	
31																	31	
32																	32	
33																	33	
34																	34	

This form must be completed in No. 2 pencil.

Pearson MCS®
M=170038-11654921
Printed in U.S.A. - 2005 AS

CONTENTS

- Appendix A**
 - 1. Checklist of Tasks
 - 2. Glossary
- Appendix B**
 - Example of a Grade 4 Preassessment Packet for the School Coordinator
- Appendix C**
 - 1. Grade 4 Take-All Schools Without Homeroom Locator
 - 2. E-File Summary Report
 - 3. Determining Accommodations for Students in Science Bridge Sessions
- Appendix D**
 - NAEP Forms
- Appendix E**
 - Travel Guide for ACs
- Appendix F**
 - 1. Westat Staff Evaluation
 - 2. Cleanup Procedures

Copy of the Roster of Questionnaires (back)

III. Teacher Questionnaire		III. Teacher Questionnaire										SCHOOL #: 1 0 1 - 1 0 1 - 1			Pearson Use Only				
Teacher's Name	Teacher #	READING, MATH, &/or SCIENCE Teacher Questionnaire ID #										Returned			Online	Instructions for Distributing Questionnaires Instructions for Distributing Fourth-Grade Teacher Questionnaires Ask all teachers who teach reading, mathematics, and/or science to fourth-graders to fill out a Teacher Questionnaire. For many fourth-graders, this will be their classroom teacher; that is, they have the same teacher for most or all subjects. Ask any teacher who gives fourth-graders additional reading, math, and/or science instruction to complete a questionnaire. This includes teachers of students who are in the fourth grade but who are not taking fourth-grade reading, math, and/or science (i.e., they are taking third- or fifth-grade courses.) Follow the procedures below for each questionnaire you distribute. On this Roster: 1. Create a list of <i>all</i> teachers who teach mathematics, reading, and/or science to fourth-grade students under "Teacher's Name." 2. In the column labeled "Teacher Questionnaire ID #," record the unique seven-digit ID number from the questionnaire you give to each teacher named in the first column. (The 992 prefix has been pre-printed). 3. As the questionnaires are returned, fill in the oval in the "Returned" column. On the front cover of each questionnaire: 1. On the removable label, record the name of the teacher receiving the questionnaire and the date the questionnaire needs to be returned to you. 2. Record the two-digit teacher number located in the column to the right of the teacher's name on this Roster (e.g., 01, 02, 03). <i>It is critical that this number is recorded accurately.</i>			
		0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
	01	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	02	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	03	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	04	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	05	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	06	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	07	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	08	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	09	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	11	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	12	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	14	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	15	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	16	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	17	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NCS# 114-167297-001-554321
Printed in U.S.A. - Gr. 4 Operational Roster

This form must be completed in No. 2 pencil.

NAEP School Questionnaire



2005
Grade 4

**School
Questionnaire**

(School Characteristics and Policies)

0

Q-986

Please mark how you complete this questionnaire.

Complete this questionnaire online (preferred).
(see instructions below)

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL #

1 0 1 1 0 1 1

Please complete this questionnaire online.

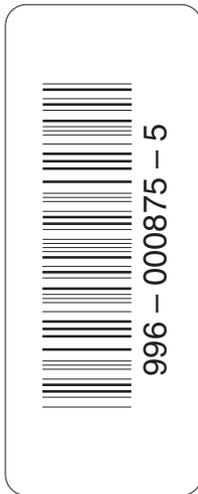
Complete the questionnaire online at the "MySchool" web site OR go to <http://www.naepq.com>.

Begin by keying in the following information at the login screen:

Your 10-digit booklet ID number is: 996-000875-5

Your 7-digit school ID number is: 101-101-1

Please complete the questionnaire (either online or this hard copy) by: 2 / 9 /2005.



DO NOT USE

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

ADMIN USE ONLY

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

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 1850-0790. The time required to complete this information collection is estimated to average 20 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. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. OMB No. 1850-0790 • Approval Expires 04/30/2007. Mark Reflex® forms by Pearson NCS EM-170057-001-1:654321 Printed in U.S.A.

B

CONTENTS

- Appendix A**
 - 1. Checklist of Tasks
 - 2. Glossary
- Appendix B**
 - Example of a Grade 4 Preassessment Packet for the School Coordinator
- Appendix C**
 - 1. Grade 4 Take-All Schools Without Homeroom Locator
 - 2. E-File Summary Report
 - 3. Determining Accommodations for Students in Science Bridge Sessions
- Appendix D**
 - NAEP Forms
- Appendix E**
 - Travel Guide for ACs
- Appendix F**
 - 1. Westat Staff Evaluation
 - 2. Cleanup Procedures

NAEP Teacher Questionnaires

0

0

0

0



The Nation's Report Card
NAEP

2005 Grade 4 Teacher Questionnaire

Q-992

Please mark how you complete this questionnaire.

Complete this questionnaire online (preferred).
(see instructions below)

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL #

1	0	1	1	1
---	---	---	---	---

TEACHER #

0	1
---	---

Please complete this questionnaire online.

Complete the questionnaire online at the "MySchool" web site OR go to <http://www.naepq.com>. Begin by keying in the following information at the login screen:

Your 10-digit booklet ID # is: 992-003621-7

Your 7-digit school ID number is: 101-101-1 Your teacher ID # is: 01

Please complete the questionnaire (either online or this hard copy) by: 2 / 9 / 2005.

DO NOT USE

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

ADMIN USE ONLY

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9



992 - 003621 - 7

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 1850-0790. The time required to complete this information collection is estimated to average 15 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. 20202-4551. 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. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
OMB No. 1850-0790 • Approval Expires 04/30/2007
Mark Reflex® forms by Pearson NCS EM-170047-001-1-554321
Printed in U.S.A.

NAEP SD Questionnaire

Admin Schedule Line # 7 from Session # RS0401

The Nation's **NAEP**

Tim Dublin

2005 SD Questionnaire

Q-991

To be completed by the **staff member most knowledgeable** about a student identified as SD.

Use a #2 pencil to complete this questionnaire.

NAEP Subject to be Assessed

(from column C on Admin Schedule)

Please respond to the subject-specific questions based on the subject of the student's booklet.

- C Civics
- E Economics
- M Math
- R Reading
- S Science
- H US History

Student Demographic Information

(from columns D through J on Administration Schedule)

Birth Date		Sex	SD	LEP	R/E
01	95	1	1	2	1
Month	Year	1 = Male 2 = Female	1 = Yes 2 = No	1 = Yes 2 = No 3 = FLEP	

Student Booklet ID

(from column N on Administration Schedule)

2	0	4	0	4	3	5	6	9	2
---	---	---	---	---	---	---	---	---	---

SCHOOL

1	0	1	1	0	1	1
---	---	---	---	---	---	---



991 - 005671 - 2

DO NOT USE

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

ADMIN USE ONLY

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

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 numbers for this information collection is 1850-0790. The time required to complete this information collection is estimated to average 20 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. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
OMB No. 1850-0790 • Approval Expires 04/30/2007
Mark Reflex® forms by Pearson NCS EM-170073-001-854321
Printed in U.S.A.



CONTENTS

- Appendix A**
 - 1. Checklist of Tasks
 - 2. Glossary
- Appendix B**
 - Example of a Grade 4 Preassessment Packet for the School Coordinator
- Appendix C**
 - 1. Grade 4 Take-All Schools Without Homeroom Locator
 - 2. E-File Summary Report
 - 3. Determining Accommodations for Students in Science Bridge Sessions
- Appendix D**
 - NAEP Forms
- Appendix E**
 - Travel Guide for ACs
- Appendix F**
 - 1. Westat Staff Evaluation
 - 2. Cleanup Procedures

NAEP LEP Questionnaire

Admin Schedule Line # 10 from Session # RS0401



2005
LEP Questionnaire

Q-990

To be completed by the **staff member most knowledgeable** about a student identified as LEP.
Use a #2 pencil to complete this questionnaire.

The Nation's **NAEP**

Paul Hernandez

NAEP Subject to be Assessed

(from column C on Admin Schedule)

Please respond to the subject-specific questions based on the subject of the student's booklet.

- C Civics
- E Economics
- M Math
- R Reading
- S Science
- H US History



990 – 000312 – 1

Student Demographic Information

(from columns D through J on Administration Schedule)

Birth Date	Sex	SD	LEP	R/E																
<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">9</td> <td style="width: 20px; height: 20px; text-align: center;">9</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> </tr> <tr> <td style="font-size: 8px; text-align: center;">Month</td> <td style="font-size: 8px; text-align: center;">Year</td> <td colspan="2"></td> </tr> </table>	0	9	9	4	Month	Year			<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> </tr> <tr> <td style="font-size: 8px; text-align: center;">1 = Male 2 = Female</td> <td style="font-size: 8px; text-align: center;">1 = Yes 2 = No</td> <td style="font-size: 8px; text-align: center;">1 = Yes 2 = No</td> <td></td> </tr> </table>	1	2	1	3	1 = Male 2 = Female	1 = Yes 2 = No	1 = Yes 2 = No				
0	9	9	4																	
Month	Year																			
1	2	1	3																	
1 = Male 2 = Female	1 = Yes 2 = No	1 = Yes 2 = No																		

Student Booklet ID

(from column N on Administration Schedule)

2	0	5	2	1	0	0	0	1	6
---	---	---	---	---	---	---	---	---	---

SCHOOL #

1	0	1	1	1
---	---	---	---	---

DO NOT USE

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

ADMIN USE ONLY

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

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 numbers for this information collection is 1850-0790. The time required to complete this information collection is estimated to average 20 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. 20302-4651. 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. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
 OMB No. 1850-0790 • Approval Expires 04/30/2007
 Mark Reflex® forms by Pearson NCS EM-170059-001-654321
 Printed in U.S.A.

Accommodations Worksheet

Accommodations Worksheet

Below is a list of students selected to participate in NAEAP who have been identified as students with disabilities (SD) and/or limited English proficiency (LEP). After the school staff member completes the SD and/or LEP Questionnaire and provides you with information on the student's participation in NAEAP, you may use this worksheet as a tool for tracking the decisions regarding accommodations.

Note: This worksheet is an optional tool for your use only, and will not leave the school premises. If you choose to use it, please provide the completed worksheet to the NAEAP representative during the preassessment visit. For more information regarding each SD or LEP student's participation in NAEAP, refer to the Inclusion of Students with Disabilities in NAEAP and/or the Inclusion of Limited-English-Proficient Students in NAEAP.

Student Name	Subject M= Mathematics R=Reading S= Science C=Civics H=U.S. History E=Economics	SD/ LEP	Include Without Accommodations	Extended Time	Read Aloud in Regular Session <i>(Not allowed for reading)</i>	Small Group (without Read Aloud)	Small Group (with Read Aloud) <i>(Not allowed for reading)</i>	One-on-one	Bilingual Booklet (mathematics and science only)	Bilingual Dictionary <i>(Not allowed for reading)</i>	Scribe	Breaks During Test	Magnification Device	School Staff Administers	Other	Exclude



CONTENTS

Appendix A

- 1. Checklist of Tasks
- 2. Glossary

Appendix B

Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

- 1. Grade 4 Take-All Schools Without Homeroom Locator
- 2. E-File Summary Report
- 3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D

NAEP Forms

Appendix E

Travel Guide for ACs

Appendix F

- 1. Westat Staff Evaluation
- 2. Cleanup Procedures

Inclusion of Students with Disabilities in NAEP



Inclusion of Students with Disabilities in NAEP

NAEP strives to include as many students as possible with appropriate accommodations as necessary. Decisions about inclusion and accommodations should be made in consultation with knowledgeable school staff, such as IEP teams, 504 teams, school psychologists, and teachers. Decisionmakers should note that NAEP does not provide individual scores, and group results do not have an effect on state-based performance initiatives or accountability standards.

NAEP provides the following tools to help knowledgeable school staff decide whether to include a student with disabilities without accommodations, with accommodations, or to exclude the student:

- **Student with Disabilities (SD) Questionnaire:** Collects information about the student's educational experiences.
- **Criteria for Inclusion:** Describes NAEP's policy on inclusion. (See page 2)
- **Decision Tree:** Used in conjunction with the SD Questionnaire to guide the inclusion decision. (See page 3)
- **List of Frequently Provided Accommodations:** Identifies the most frequently used accommodations and indicates whether or not NAEP allows them. (See page 4)

The staff member most knowledgeable about each student's disability should first complete the SD Questionnaire and then return the completed SD Questionnaire and recommendations for participation to the school coordinator. We ask that this be done prior to the preassessment visit, which occurs about 2 weeks before the assessment date so that NAEP staff can make arrangements to provide the appropriate accommodations. If you have questions, please contact the NAEP Help Desk at 1-800-283-NAEP (6237) or your NAEP representative.

Thank you very much!

Inclusion of Students with Disabilities in NAEP (continued)

Inclusion of Students with Disabilities in NAEP

NAEP Criteria for Including Students with Disabilities

NAEP has developed strict criteria for all schools around the country to use whenever there is doubt about the assessability 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.

A student identified by the school on the Administration Schedule as having a disability (SD), that is, a student with an Individualized Education Plan (IEP) or equivalent classification, such as 504, for reasons other than being gifted and talented, **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/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/her knowledge of the subject being assessed without that accommodation.

Decisions about inclusion and accommodations should be made in consultation with knowledgeable school staff. The following questions in the SD Questionnaire pertain to this decision:

- **Question 16** pertains to the decision regarding the inclusion of a student in NAEP. Use the Decision Tree in conjunction with this question when there is doubt about the assessability of a student.
- **Questions 12 through 15** provide information regarding the type of accommodations the student receives on the state or other assessments. Use the Frequently Provided Accommodations chart in conjunction with these questions, to assist you when determining the type of accommodations needed in NAEP.

When there is doubt, include the student.

CONTENTS

- Appendix A**
 - 1. Checklist of Tasks
 - 2. Glossary
- Appendix B**
 - Example of a Grade 4 Preassessment Packet for the School Coordinator

- Appendix C**
 - 1. Grade 4 Take-All Schools Without Homeroom Locator
 - 2. E-File Summary Report
 - 3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D
NAEP Forms

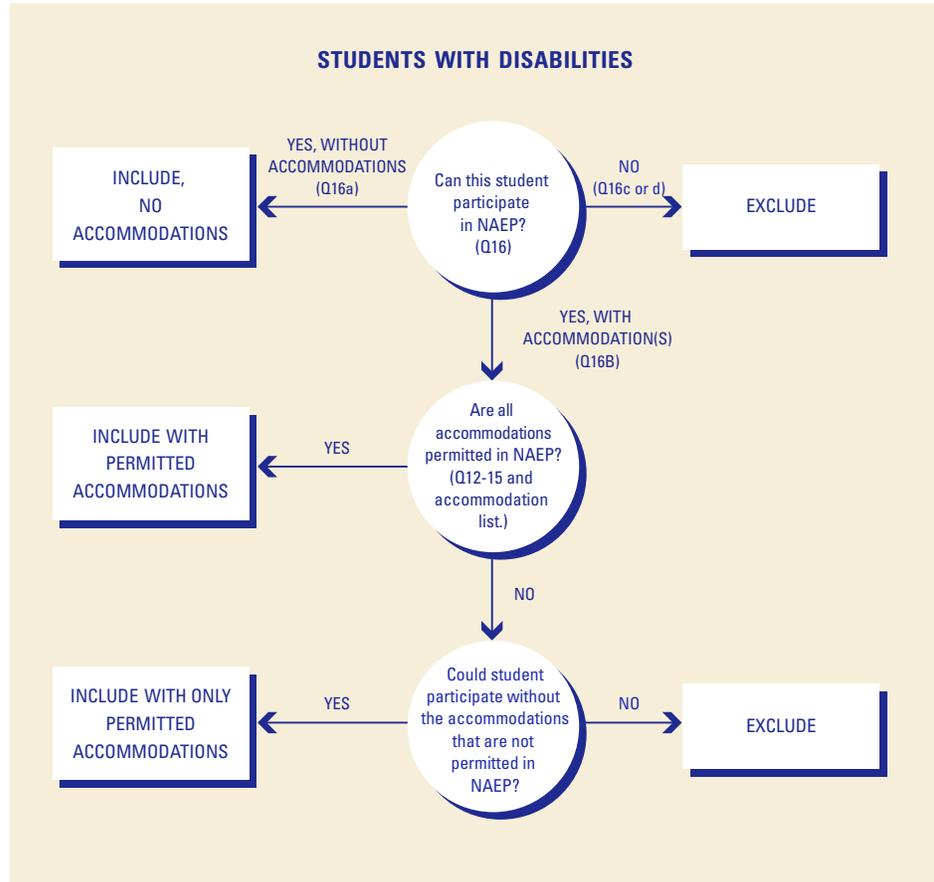
Appendix E
Travel Guide for ACs

- Appendix F**
 - 1. Westat Staff Evaluation
 - 2. Cleanup Procedures

Inclusion of Students with Disabilities in NAEP (continued)

Inclusion of Students with Disabilities in NAEP

Decision Tree



Inclusion of Students with Disabilities in NAEP (continued)

List of Frequently Provided Accommodations for Students with Disabilities

The most common accommodations are listed below along with an indication of whether they are permitted for NAEP assessments. Other accommodations may be permitted. When in doubt, ask the NAEP representative.

Accommodations for SD Students	Permitted by NAEP in:			
	Reading	Mathematics	Science	Other
<i>Presentation Format</i>				
Read directions aloud/Repeat directions*	Yes	Yes	Yes	Yes
Use audiotaped version of the test	No	No	No	No
Sign directions	Yes ⁽¹⁾	Yes ⁽¹⁾	Yes ⁽¹⁾	Yes ⁽¹⁾
Assist with interpretation of directions	Yes	Yes	Yes	Yes
Read problems, passages, test questions, or other test stimuli aloud to the student	No	Yes	Yes	Yes
Braille edition of test	No ⁽¹⁾	No ⁽¹⁾	No ⁽¹⁾	No ⁽¹⁾
Large-print edition of test	Yes	Yes	Yes	No ⁽¹⁾
Use magnifying equipment ⁽¹⁾	Yes	Yes	Yes	Yes
Person familiar to student administers test	Yes	Yes	Yes	Yes
<i>Response Format</i>				
Respond in Braille	Yes	Yes	Yes	Yes
Respond in sign language	No ⁽¹⁾	No ⁽¹⁾	No ⁽¹⁾	No ⁽¹⁾
Point to answers	Yes	Yes	Yes	Yes
Oral responses	Yes	Yes	Yes	Yes
Tape record answers	No	No	No	No
Use computer or typewriter to respond	Yes	Yes	Yes	Yes
Use template to respond	Yes	Yes	Yes	Yes
Use large marking pen or special writing tool	Yes	Yes	Yes	Yes
Write directly in test booklet*	Yes	Yes	Yes	Yes
Use talking, Braille or other calculators	No	No	No	No
<i>Setting Format</i>				
Test in small group or individually	Yes	Yes	Yes	Yes
Administer test in separate room	Yes	Yes	Yes	Yes
Preferential seating, special lighting or furniture	Yes	Yes	Yes	Yes
<i>Other Accommodations</i>				
Extended time	Yes	Yes	Yes	Yes
Breaks during test	Yes	Yes	Yes	Yes
Test sessions over several days	No	No	No	No
Abacus, Arithmetic tables, Graph paper, Thesaurus	No	No	No	No
Spelling and grammar checking software and devices	No	No	No	No

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

*Part of NAEP, not considered an accommodation.



CONTENTS

Appendix A

- 1. Checklist of Tasks
- 2. Glossary

Appendix B

Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

- 1. Grade 4 Take-All Schools Without Homeroom Locator
- 2. E-File Summary Report
- 3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D

NAEP Forms

Appendix E

Travel Guide for ACs

Appendix F

- 1. Westat Staff Evaluation
- 2. Cleanup Procedures

Inclusion of Limited-English-Proficient Students in NAEP



Inclusion of Limited-English-Proficient Students in NAEP

NAEP strives to include as many students as possible with appropriate accommodations as necessary. Decisions about inclusion and accommodations should be made in consultation with knowledgeable school staff, such as ESL teachers, and classroom teachers. Decisionmakers should note that NAEP does not provide individual scores, and group results do not have an effect on state-based performance initiatives or accountability standards.

NAEP provides the following tools to help knowledgeable school staff decide whether to include a limited-English-proficient (LEP) student without accommodations, with accommodations, or to exclude the student:

- **Limited-English-Proficient (LEP) Student Questionnaire:** Collects information about the student's educational experiences.
- **Criteria for Inclusion:** Describes NAEP's policy on inclusion. (See page 2)
- **Decision Tree:** Used in conjunction with the LEP Questionnaire to guide the inclusion decision. (See page 3)
- **List of Frequently Provided Accommodations:** Identifies the most frequently used accommodations and indicates whether or not NAEP allows them. (See page 4)

The staff member most knowledgeable about each student's English proficiency should first complete the LEP Questionnaire and then return the completed LEP Questionnaire and recommendations for participation to the school coordinator. We ask that this be done prior to the preassessment visit, which occurs about 2 weeks before the assessment date so that NAEP staff can make arrangements to provide the appropriate accommodations. If you have questions, please contact the NAEP Help Desk at 1-800-283-NAEP (6237) or your NAEP representative.

Thank you very much!

Inclusion of Limited-English-Proficient Students in NAEP (continued)

Inclusion of Limited-English-Proficient Students in NAEP

NAEP Criteria for Including Limited-English-Proficient Students

NAEP has developed strict criteria for all schools around the country to use whenever there is doubt about the assessability 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.

A student identified by the school 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, mathematics, or science instruction primarily in English for less than 3 school years including the current year, AND
- The student cannot demonstrate his/her knowledge of the subject being assessed even with an accommodation permitted by NAEP.

Decisions about inclusion and accommodations should be made in consultation with knowledgeable school staff. The following questions in the LEP Questionnaire pertain to this decision:

- **Question 14** pertains to the decision regarding the inclusion of a student in NAEP. Use the Decision Tree in conjunction with this question when there is doubt about the assessability of a student.

- **Questions 12 through 13** provide information regarding the type of accommodations the student receives on the state or other assessments. Use the Frequently Provided Accommodations chart in conjunction with these questions, to assist you when determining the type of accommodations needed in NAEP.

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 academic 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 the subject being assessed without an accommodation;
- Include and provide accommodations permitted by NAEP to other LEP students who can demonstrate their knowledge only with those accommodations; and
- Exclude LEP students **ONLY** if they cannot demonstrate their knowledge even with an accommodation permitted by NAEP.

When there is doubt, include the student.



CONTENTS

Appendix A

- 1. Checklist of Tasks
- 2. Glossary

Appendix B

Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

- 1. Grade 4 Take-All Schools Without Homeroom Locator
- 2. E-File Summary Report
- 3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D

NAEP Forms

Appendix E

Travel Guide for ACs

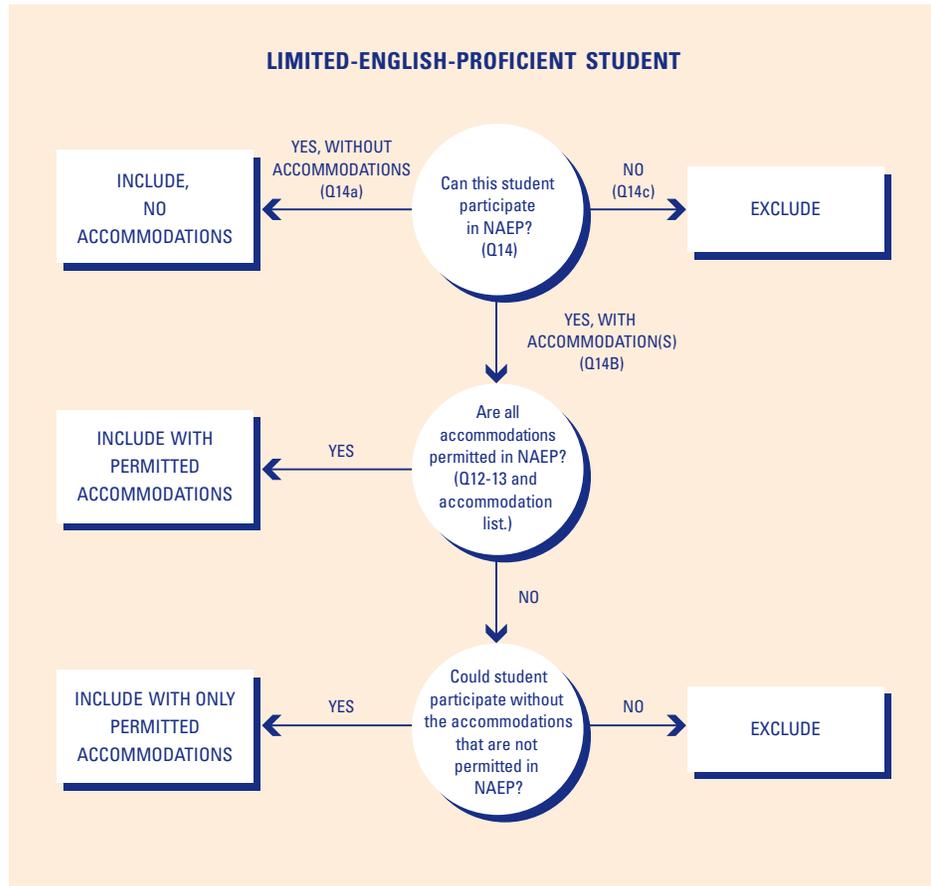
Appendix F

- 1. Westat Staff Evaluation
- 2. Cleanup Procedures

Inclusion of Limited-English-Proficient Students in NAEP (continued)

Inclusion of Limited-English-Proficient Students in NAEP

Decision Tree



Inclusion of Limited-English-Proficient Students in NAEP (continued)

List of Frequently Provided Accommodations for Limited-English-Proficient Students

NAEP permits students to use most accommodations that are provided to them on state or district achievement tests. The most common accommodations are listed below along with an indication of whether they are permitted for NAEP assessments. Other accommodations may be permitted. When in doubt, ask your NAEP representative.

Accommodations for LEP Students	Reading	Mathematics	Science	Other
Native language version of test	No	No	No	No
Bilingual version of test (Spanish/English)	No	Yes	Yes	No
Bilingual word lists or glossaries (Spanish/English)	No	No	Yes	No
Bilingual dictionary without definitions	No	Yes ⁽¹⁾	Yes ⁽¹⁾	Yes ⁽¹⁾
Directions translated aloud into native language or presented by audiotape	No	No	No	No
Student's oral or written responses translated into written English	No	No	No	No
Passages, other stimulus materials, or test questions read aloud in English or presented by audiotape	No	Yes	Yes	Yes
Directions read aloud in English or presented by audiotape*	Yes	Yes	Yes	Yes
Passages, other stimulus material, or test questions translated aloud into native language or presented by audiotape**	No	No	No	No
Small group	Yes	Yes	Yes	Yes
One-on-one (tested individually)	Yes	Yes	Yes	Yes
Extended time	Yes	Yes	Yes	Yes
Preferential seating	Yes	Yes	Yes	Yes

⁽¹⁾Not provided by NAEP, but school, district, or state may provide.

*Standard NAEP practice. Not considered an accommodation.

**For Spanish/English bilingual mathematics and science, this would be standard NAEP practice. Not allowed otherwise.

U.S. Department of Agriculture Letter



August 9, 2004

United States
Department of
Agriculture

Food and
Nutrition
Service

3101 Park
Center Drive
Alexandria, VA
22302-1500

SUBJECT: Re-issuance of Policy on Limited Disclosure of Children's Eligibility Information to the National Assessment of Educational Progress (NAEP)

TO: Regional Directors
Special Nutrition Programs
All Regions

State Agencies
Child Nutrition Programs
All States

As a reminder, school food authorities may disclose, without parent/guardian consent, children's names and eligibility status (whether they are eligible for free meals or free milk or reduced price meals) to persons *directly* connected with the administration or enforcement of a Federal or State education program, as permitted by section 9(b)(2)(C)(iii) of the Richard B. Russell National School Lunch Act. Persons directly connected to the administration or enforcement of NAEP are authorized recipients of children's free and reduced price meal eligibility status because NAEP is a Federal education program. Additionally, school food authorities may disclose children's names and eligibility status to persons directly connected with the administration or enforcement of State educational assessment programs to the extent that the State assessment is part of the NAEP or the assessment program is established at the State, not local level. Other State education programs also are eligible to have access to participants' names and eligibility status, without parent/guardian consent, but the program must be established at the State, not local level.

The term *persons directly connected* for the purpose of disclosure to NAEP includes Federal, State and local program operators responsible for NAEP program administration or program compliance and their contractors. This does not imply that these persons have routine access to participants' eligibility status. There must be a "need to know" for legitimate NAEP purposes.

We recommend that school food authorities inform households if they plan to disclose or use eligibility information outside the originating program. We also recommend that the school food authority enter into a written agreement with NAEP officials. We suggest that the agreement be signed by both the school food authority and NAEP officials, as appropriate, that the agreement identify the entity receiving the information, describe the information to be disclosed and how it will be used, describe how the information will be

Regional Directors
State Agencies
Page 2

protected from unauthorized uses and disclosures, and describe the penalties for unauthorized disclosure.

In accordance with the statute, school food authorities are *not required* to disclose eligibility information. This is a State and local decision.

Sincerely,

STANLEY C. GARNETT
Director
Child Nutrition Division





CONTENTS

Appendix A

- 1. Checklist of Tasks
- 2. Glossary

Appendix B

Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

- 1. Grade 4 Take-All Schools Without Homeroom Locator
- 2. E-File Summary Report
- 3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D

NAEP Forms

Appendix E

Travel Guide for ACs

Appendix F

- 1. Westat Staff Evaluation
- 2. Cleanup Procedures

Sample Teacher Notification Letter

Date: _____

TO: _____

FROM: _____

SUBJECT: National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a congressionally mandated survey designed to measure the current status of educational attainments of young Americans and to report changes and long-term trends in those attainments at the national and regional levels. It is the first ongoing effort to obtain comprehensive and dependable achievement data on a national basis in a uniform, scientific manner.

Your district and school were selected to participate in the NAEP 2005 Assessment. We have selected students and developed an assessment schedule in collaboration with the school. Each assessment session will take about 90 minutes with additional time given to students selected to complete a hands-on science activity. The assessments are scheduled for:

SESSION	DATE	TIME	LOCATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

It is very important to the results of the study that every student selected for NAEP attends the correct session. Please see the attached list of students to determine the session that a student must attend. We would greatly appreciate every effort that you could make to see that students attend sessions on time.

For more information about NAEP, please visit the web site at:

<http://nces.ed.gov/nationsreportcard>

Thank you very much for your cooperation.

Sample Parent Notification Letter

Sample Parent/Guardian Notification Letter for NAEP 2005

NOTE: You must circle the appropriate reference in the second paragraph "your child (may be/has been) selected."

(School Letterhead)
(Date)

Dear Parent or Guardian:

I am pleased to announce that our school has been selected to participate in the 2005 National Assessment of Educational Progress (NAEP), often referred to as the *Nation's Report Card*. NAEP is a program of the U.S. Department of Education, and is an ongoing assessment of what our elementary, middle, and high school students know and can do in various academic subjects. From NAEP we will be able to see how students in our state perform compared to students in other states and across the country.

The NAEP assessment will take place on _____. A random sample of our ____ grade students (will be/has been) selected to take the reading, mathematics or science assessment and your child (may be/has been) selected. The reading and mathematics assessments will take only 90 minutes, and science will take slightly longer. Students do not need to study in preparation for NAEP; however, we do ask parents to encourage their children to do their best on this important assessment.

Participation in NAEP is voluntary and confidential. This means that the names of students who take part in the assessment are not recorded on any of the materials that leave the school, and your child's grades or progress in school will not be affected in any way by participating. No results will be reported to or about individual students or schools. Students may omit any question or part of the assessment that they do not wish to answer.

In addition to subject-area questions, background information is collected to enrich the reporting of NAEP results by examining factors related to academic achievement. Background questions do not address personal feelings or attitudes.

NAEP appreciates the participation of each child who is selected; each child is important to provide an accurate picture of what children in our state and across our country are learning in school. However, if you do not want your child to participate in the assessment, please notify me in writing by (insert date). If you have questions, please contact me at (insert telephone number) or via email at (insert email address).

For more information about NAEP, please visit <http://nces.ed.gov/nationsreportcard>. A Demonstration Booklet that contains student background questions and examples of test questions similar to those asked in this year's assessment is available both at that web site and at the school office. If you have any questions or concerns, please contact _____.

Sincerely,



CONTENTS

Appendix A

- 1. Checklist of Tasks
- 2. Glossary

Appendix B

Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

- 1. Grade 4 Take-All Schools Without Homeroom Locator
- 2. E-File Summary Report
- 3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D

NAEP Forms

Appendix E

Travel Guide for ACs

Appendix F

- 1. Westat Staff Evaluation
- 2. Cleanup Procedures

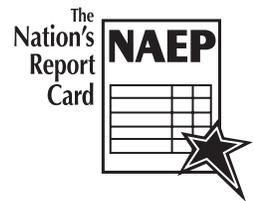
Demonstration Booklet

**NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS (NAEP)**

**DEMONSTRATION
BOOKLET**

**2005
READING, MATHEMATICS,
AND SCIENCE**

GRADE 4



NAEP Publications

Reading Framework for the 2005 National Assessment of Educational Progress



National Assessment Governing Board
U.S. Department of Education

Science Framework for the 2005 National Assessment of Educational Progress



National Assessment Governing Board
U.S. Department of Education



Mathematics Framework for the 2005 National Assessment of Educational Progress



National Assessment Governing Board
U.S. Department of Education



By
National
Report
Card



U.S. Department of Education
National Center for Education Statistics

Teachers' Guide to NAEP

A Resource Highlighting the 2005 National Assessment of Educational Progress

NAEP



INTRODUCTION

The National Assessment of Educational Progress (NAEP), referred to as "The Nation's Report Card," measures the academic achievement of students in your state and across the nation. It reports to the public what students in America know and can do. Congress and state legislatures often use NAEP's benchmark data for educational policy development.

Administered by the U.S. Department of Education, NAEP is the only nationally representative, ongoing assessment of student achievement by which states can compare themselves to the nation, other states, and selected urban school districts.

Your Role

As teachers of students selected to represent your state or district and the nation, you are partners in this effort. You can make an important contribution by encouraging your students to do their best. They represent a much larger group of students in your state or district and are essential in ensuring that your state or district's performance is accurately reflected. You also play an important role in NAEP by providing information about your teaching experience and background as well as your instructional environment. You will be asked to complete a questionnaire that will require about 20 minutes of your time.

Teacher questionnaires can be completed online through your school's connection to NAEP's private MySchool web site, or by hand on the paper copy distributed by either the NAEP administrator or your school coordinator. Your school's NAEP coordinator can provide access to the online system.



CONTENTS

Appendix A

- 1. Checklist of Tasks
- 2. Glossary

Appendix B

Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

- 1. Grade 4 Take-All Schools Without Homeroom Locator
- 2. E-File Summary Report
- 3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D

NAEP Forms

Appendix E

Travel Guide for ACs

Appendix F

- 1. Westat Staff Evaluation
- 2. Cleanup Procedures

NAEP Popular Guide

NCES
National Center for
Education Statistics

The
Nation's
Report
Card
NAEP

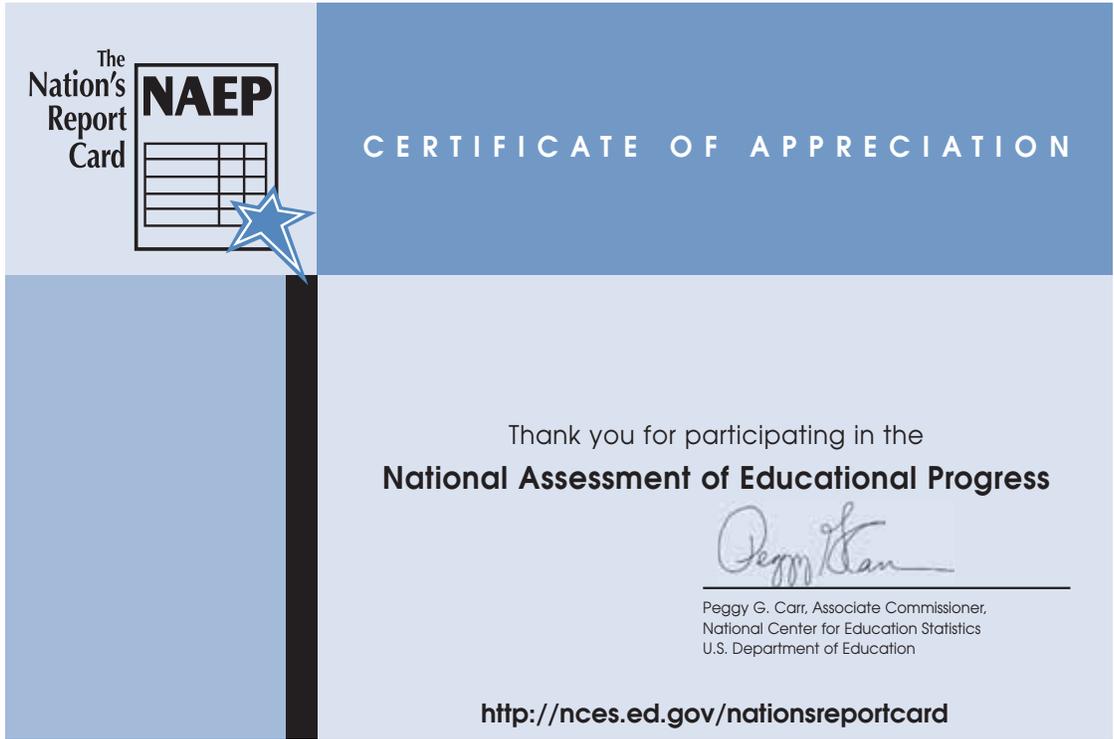
**The Nation's
Report Card**

**An Introduction to The
National Assessment of
Educational Progress
(NAEP)**

U.S. Department of Education
Institute of Education Sciences
NCES 2004-462

NAEP • The National Assessment of Educational Progress

Student Certificates of Appreciation





CONTENTS

Appendix A

- 1. Checklist of Tasks
- 2. Glossary

Appendix B

- Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

- 1. Grade 4 Take-All Schools Without Homeroom Locator
- 2. E-File Summary Report
- 3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D

- NAEP Forms

Appendix E

- Travel Guide for ACs

Appendix F

- 1. Westat Staff Evaluation
- 2. Cleanup Procedures

NAEP Storage Envelope

The Nation's Report Card **NAEP**

STORAGE ENVELOPE

(Use for Administration Schedule(s), Student List(s), and other assessment materials.)

School Coordinator: _____

Your NAEP Representative: _____ Assessment Date & Time: _____

Your NAEP Representative's Phone: _____ Time NAEP Team will Arrive: _____

NAEP Help Desk
 Phone: 1-800-283-NAEP (6237)
 Email: NAEPHelp@Westat.com

After June 1 or the end of your school year:

- Complete the NAEP Return Postcard,
- Remove the postcard from this envelope,
- Mail the postcard, and,
- Destroy the contents of this envelope.

Staple NAEP Return Postcard
(with school name & id completed and facing out)

HERE



Appendix C

1. Grade 4 Take-All Schools Without Homeroom Locator

In the fall, schools with 120 or fewer fourth-grade students were given the option of assessing all students in the grade, rather than randomly sampling students to be assessed. In the previous NAEP assessment, 80 percent of the eligible grade 4 schools elected to take this option.

You should check the Quality Control Booklet for each fourth-grade school in your area to see if this option was taken. The Quality Control Booklet would indicate this by having a Take-All Option: Yes for fourth-grade schools on the label as shown below.

School Information		
ID: 101-101-1	REGION: VA2	AREA: 2
GRADE 4 TAKE ALL: YES		
ASSESSMENT DATE: 2/10		
SCHOOL: WASHINGTON ELEMENTARY SCHOOL		
ADDRESS: 3800 WASHINGTON BLVD. VIENNA, VA 22180		
PHONE: (703) 555-2249		
PRINCIPAL: MARK MAXWELL		
SCHL COOR: CHRIS THOMAS		
SESSID: RS0401,RS0402		
E-FILE SUMMARY REPORT: YES		

The Take-All Option will require adjustments to some of the procedures listed in Chapters 4 and 6 of this manual. The adjustments that are not describe in these chapters are listed on the following pages. If a procedure is not listed in this section, you should follow it as written in Chapters 4 and 6.



CONTENTS

Appendix A

1. Checklist of Tasks
2. Glossary

Appendix B

- Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

1. Grade 4 Take-All Schools Without Homeroom Locator

2. E-File Summary Report

3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D

- NAEP Forms

Appendix E

- Travel Guide for ACs

Appendix F

1. Westat Staff Evaluation
2. Cleanup Procedures

Chapter 4 Conducting Preassessment Activities

Procedure 7. Verify Administration Schedule Data

(Page 4.14)

Fourth-grade schools that selected the Take-All Option will need to have the students assessed in sessions according to the homeroom or other locator in column **B** of the Administration Schedule. Follow the special instructions outlined in **Procedure 7** of Chapter 4 for Take-All schools to complete column **B** of the original Administration Schedule during the preassessment visit.

After the visit, you will use blank Administration Schedules (from your Pearson bulk supplies) to group the students according to their homeroom/locator status. Each unique homeroom or locator should have a different Administration Schedule. You must carefully transfer columns **A**, **B**, **C**, and **N** from the original Administration Schedules to the blank Administration Schedules as shown in the example on page C.3. You must also transfer the school name and ID number onto the blank Administration Schedule(s). AAs will use the temporary Administration Schedules to conduct the sessions. After the assessment, you will carefully transfer the attendance and Administration Codes back onto the original (preprinted) Administration Schedules.

Procedure 8. Select Sample of Newly Enrolled Students

(Page 4.28)

Sampling is not required because all students enrolled in grade 4 on the assessment day will be assessed. You will just add any newly enrolled students to the Administration Schedule for their classroom.

Chapter 6. Assessment Day Activities

Procedure 5. Review the Administration Schedule for Incomplete or Missing Data

(Page 6.7)

Any updates you receive from the school coordinator on the morning of the assessment should be made to the original, preprinted Administration Schedules, because this Administration Schedule will be the only one sent to Pearson after the assessment.

Procedure 6. Complete the Top of the Administration Schedule

(Page 6.8)

You will complete the information at the top of the original, preprinted Administration Schedule after the assessment. Therefore, you do not need to enter information on the preprinted or the temporary Administration Schedule before the assessment.

This form must be completed in No. 2 pencil.

Students with Disabilities (SD)
1 = Yes, this student has been identified as having a disability
2 = No, this student has not been identified as having a disability
9 = Information unavailable
For Use in Column "F" & "G"

Race/Ethnicity
1 = White, not Hispanic
2 = Black, not Hispanic
3 = Hispanic
4 = Asian/Pacific Islander
5 = American Indian/Alaska Native
6 = Other
9 = Information unavailable
For Use in Column "J"

Title I services
1 = Yes, student receives Title I services
2 = No, student does not receive Title I services
9 = Information unavailable
For Use in Column "L"

Limited English Proficient (LEP)
1 = Yes, LEP
2 = No, not LEP
3 = Formerly LEP (monitored for AYP reporting)
9 = Information unavailable
For Use in Column "H" & "I"

National School Lunch Program
1 = Student not eligible
2 = Free lunch
3 = Reduced price lunch
4 = School not participating
5 = School refused
9 = Information unavailable
For Use in Column "K"

Session Number
RS0401

Bundle #'s
01001
01002

NAEP 2005 Administration Schedule

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Original session scheduled for:
Day/Date: Thurs./Feb. 10
Time: 8:05

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

If Makeup Needed:
Makeup Held Makeup Not Held

Bundle #'s
01001
01002

Session Number
RS0401

The Nation's Report Card

Original Sample 28

Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) _____

Excluded (Admin. Codes 60-69) _____

Selected New Enrollees _____

TO BE ASSESSED _____

Absent (Admin. Codes 40-42, 43 & 49) _____

Assessed (Original Session) _____

Referred (Admin. Codes 46 & 47) _____

Assessed (Makeup Session) _____

TOTAL ASSESSED _____

Column Indicators	"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name	Homeroom Locator	Line #/Subject	Month	Birth Date Year	Sex	SD	Final SD Code	LEP	Final LEP Code	Race/Eth.	School Lunch	Title I	Final Title I Code	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (✓/A)	Admin. Codes
01	Mark Atley	10 01 M	0	4 9 4	1	2	2	2	2	2	2	2	2	101 00293 4			1	ASSESSED IN ORIGINAL
02	Betty Bates	10 02 R	0	2 9 5	2	2	2	2	2	2	2	2	2	001 054006 9			2	ASSESSED IN MAKEUP
03	Wes Block	10 03 M	0	6 9 4	1	2	2	2	2	2	2	2	2	102 005241 1			3	ASSESSED IN MAKEUP
04	Angela Burns	10 04 R	1	0 9 4	2	2	2	2	2	2	2	2	2	002 000043 8			4	ASSESSED IN MAKEUP
05	Nicki Campbell	12 05 SA	1	1 9 4	2	2	2	2	2	2	2	2	2	203 006922 1			5	ASSESSED IN MAKEUP
06	Nancy Cordaro	12 06 R	0	9 9 4	2	2	2	2	2	2	2	2	2	003 000841 2			6	ASSESSED IN MAKEUP
07	Tim Dublin	10 07 S	0	1 9 5	1	1	2	2	2	2	2	2	2	204 043569 2			7	ASSESSED IN MAKEUP
08	Kimberly Frank	12 08 R	0	5 9 4	2	2	2	2	2	2	2	2	2	004 005301 1			8	ASSESSED IN MAKEUP
09	Carla Grahams	10 09 M	0	7 9 4	2	2	2	2	2	2	2	2	2	105 210021 3			9	ASSESSED IN MAKEUP
10	Paul Hernandez	10 10 SB	0	9 9 4	1	2	2	1	2	2	2	2	2	205 210001 6			10	ASSESSED IN MAKEUP
11	Becky Hoecke	10 11 M	1	2 9 4	2	2	2	2	2	2	2	2	2	106 073201 2			11	ASSESSED IN MAKEUP
12	Daniel Jasmer	12 12 R	1	0 9 4	1	2	2	2	2	2	2	2	2	006 002407 7			12	ASSESSED IN MAKEUP
13	Sarah Kruger	12 13 M	0	6 9 4	2	2	2	2	2	2	2	2	2	107 000031 9			13	ASSESSED IN MAKEUP
14	Penny Lowe	12 14 R	0	2 9 5	2	2	2	2	2	2	2	2	2	007 076206 0			14	ASSESSED IN MAKEUP
15	Paul Lucas	10 15 S	1	0 9 4	1	2	2	2	2	2	2	2	2	208 076206 5			15	ASSESSED IN MAKEUP

This form must be completed in No. 2 pencil.

Students with Disabilities (SD)
1 = Yes, this student has been identified as having a disability
2 = No, this student has not been identified as having a disability
9 = Information unavailable
For Use in Column "F" & "G"

Race/Ethnicity
1 = White, not Hispanic
2 = Black, not Hispanic
3 = Hispanic
4 = Asian/Pacific Islander
5 = American Indian/Alaska Native
6 = Other
9 = Information unavailable
For Use in Column "J"

Title I services
1 = Yes, student receives Title I services
2 = No, student does not receive Title I services
9 = Information unavailable
For Use in Column "L"

Limited English Proficient (LEP)
1 = Yes, LEP
2 = No, not LEP
3 = Formerly LEP (monitored for AYP reporting)
9 = Information unavailable
For Use in Column "H" & "I"

National School Lunch Program
1 = Student not eligible
2 = Free lunch
3 = Reduced price lunch
4 = School not participating
5 = School refused
9 = Information unavailable
For Use in Column "K"

Session Number
RS0401

Bundle #'s
01001
01002

NAEP 2005 Administration Schedule

School #: 101-101-1 Grade: _____

School Name: Washington Elementary School

Administrator's Name: _____

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

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

If Makeup Needed:
Makeup Held Makeup Not Held

Bundle #'s
01001
01002

Session Number
RS0401

The Nation's Report Card

Original Sample _____

Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) _____

Excluded (Admin. Codes 60-69) _____

Selected New Enrollees _____

TO BE ASSESSED _____

Absent (Admin. Codes 40-42, 43 & 49) _____

Assessed (Original Session) _____

Referred (Admin. Codes 46 & 47) _____

Assessed (Makeup Session) _____

TOTAL ASSESSED _____

Column Indicators	"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name	Homeroom Locator	Line #/Subject	Month	Birth Date Year	Sex	SD	Final SD Code	LEP	Final LEP Code	Race/Eth.	School Lunch	Title I	Final Title I Code	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (✓/A)	Admin. Codes
01	Mark Atley	10 01 M												101 000293 4			1	ASSESSED IN ORIGINAL
02	Betty Bates	10 02 R												001 054006 9			2	ASSESSED IN MAKEUP
03	Wes Block	10 03 M												102 005241 1			3	ASSESSED IN MAKEUP
04	Angela Burns	10 04 R												002 000043 8			4	ASSESSED IN MAKEUP
05	Tim Dublin	10 05 S												204 043569 2			5	ASSESSED IN MAKEUP
06	Carla Grahams	10 06 M												105 210021 3			6	ASSESSED IN MAKEUP
07	Paul Hernandez	10 07 SB												205 210001 6			7	ASSESSED IN MAKEUP
08	Becky Hoecke	10 08 M												106 073201 2			8	ASSESSED IN MAKEUP
09	Paul Lucas	10 09 S												208 076206 5			9	ASSESSED IN MAKEUP
10	Nicki Campbell	12 10 SA												203 006922 1			10	ASSESSED IN MAKEUP
11	Nancy Cordaro	12 11 R												003 000841 2			11	ASSESSED IN MAKEUP
12	Kimberly Frank	12 12 R												004 005301 1			12	ASSESSED IN MAKEUP
13	Daniel Jasmer	12 13 R												006 002407 7			13	ASSESSED IN MAKEUP
14	Sarah Kruger	12 14 M												107 000031 9			14	ASSESSED IN MAKEUP
15	Penny Lowe	12 15 R												007 076206 0			15	ASSESSED IN MAKEUP

CONTENTS

Appendix A

1. Checklist of Tasks
2. Glossary

Appendix B

- Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

1. Grade 4 Take-All Schools Without Homeroom Locator

2. E-File Summary Report

3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D

- NAEP Forms

Appendix E

- Travel Guide for ACs

Appendix F

1. Westat Staff Evaluation
2. Cleanup Procedures

Procedure 8. Give AAs Session Materials

(Page 6.9)

Remind your AAs that they will be walking into a classroom of students already assembled. In these cases, AAs may not have had an opportunity to prepare the room ahead of time, so the AAs must be organized before entering the classroom.

Procedure 13. Perform QC Check of Booklets

(Page 6.11)

Schools that selected the Take-All Option and provided homeroom status in the fall may only have one or two students who have changed classrooms. On assessment day, as the AAs prepare the booklets, you will need to pull the booklet the student was assigned to receive and place it with the booklets for the class in which the student will be assessed. After the session, be very careful that the “swapped” booklet gets placed back with the booklets for the session in which the student was listed on the original, preprinted Administration Schedule.

Schools that selected the Take-All Option and did not provide homeroom status in the fall will require you to prepare the booklets the day before the assessment. You may ask your AAs to assist you with this activity.

First, open each Session Box and remove the bundles of booklets, preprinted student ID labels, additional booklet materials, and accommodation booklets (if required). The booklets and student ID labels will be in the same order as the original, preprinted Administration Schedule. Therefore, you and/or the AAs should prepare the booklets following the instructions provided in the *Assessment Administrator Manual*. Be sure to write the student’s line number from the original, preprinted Administration Schedule in the upper-right corner of each booklet cover. This will make it easier to sort the booklets after the assessment.

Once the student ID labels are affixed to the booklets, accommodation booklets have been assigned, and additional materials have been inserted, the next step is to sort the booklets into the new, temporary Administration Schedules that are organized by classroom.

You will need to review the temporary Administration Schedules one more time to make sure that you have entered the correct information in columns **A**, **B**, **C**, and **N**. Next, sort the booklets into the new, temporary Administration Schedule order. Once the booklets are stacked in the new, temporary Administration Schedule order, place the Administration Schedule on top of the stack and rubber band them together. Place the stack of booklets and Administration Schedule back in the Session Box. The booklets are now ready to be distributed on the assessment day.

Remember, even though the booklet preparation has been done prior to the assessment day, the booklets must remain in your possession in order to protect the security of the assessment materials. On the assessment day, you must bring both the temporary Administration Schedules that are sorted by classroom and the original preprinted Administration Schedules.

Procedure 21. Verify That the Administration Schedule Has Been Completed Accurately

(Page 6.39)

At the end of the session, the AAs should record the Administration Codes on the Administration Schedule they used to conduct the assessment.

Once the Administration Codes are recorded, you and/or the AAs will carefully transfer the attendance and Administration Codes from the temporary Administration Schedules to the original, preprinted Administration Schedules.

Once all of the information from the temporary Administration Schedules has been recorded onto the original, preprinted Administration Schedules, you should complete the entire summary box on the top of the original, preprinted Administration Schedules. Follow the instructions on pages 6.8 and 6.41 for this procedure.

Procedure 22. Verify That the Booklet Covers Have Been Completed Accurately

(Page 6.43)

The AAs should code the assessment booklet covers according to the procedures on pages 6.43-6.45. After the booklet covers are coded, the AAs must put the booklets back in the preprinted Administration Schedule order.

Procedure 23. Perform Final Check of Session Box Materials

(Page 6.46)

Once the original, preprinted Administration Schedule is complete and the assessment booklets are in the original Administration Schedule order, you must conduct a careful edit of the materials as described on pages 6.46-6.47. Check to make sure that each booklet is in the **original** Administration Schedule order and that the original Administration Schedule is on top of the stack of booklets.

Procedure 26. Organize the NAEP Storage Envelope

(Page 6.52)

The original version of the Administration Schedule (with the names removed) is the only one to be sent to Pearson. The temporary Administration Schedules used to organize the sessions should be left at the school in the NAEP Storage Envelope.



CONTENTS

Appendix A

- 1. Checklist of Tasks
- 2. Glossary

Appendix B

- Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

- 1. Grade 4 Take-All Schools Without Homeroom Locator

2. E-File Summary Report

- 3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D
NAEP Forms

Appendix E
Travel Guide for ACs

- Appendix F**
- 1. Westat Staff Evaluation
- 2. Cleanup Procedures

2. E-File Summary Report

NAEP is committed to providing data of the highest statistical quality. Generally, this begins with the school and student samples that NAEP uses. Westat, as the sampling contactor, draws both the school sample and the student samples using the lists of eligible students submitted by schools, districts, and states. When those student lists are E-Filed, they are run through a series of data checks to verify the quality of the submission. If the checks identify questions or issues, messages are sent to the E-Fileers giving them an opportunity to correct or verify the submitted data.

For all schools that E-Filed, NAEP has developed the E-File Summary Report (shown below). This report displays the data checks for each school that are unresolved. If there is a report for the school, it will be included in the School Folder. Your supervisor will review each report with you. In some cases, you will not need to address the issues with the school coordinator, while in other cases, you will review the issues with the school coordinator during the preassessment visit and attempt to resolve them. Your supervisor will review the proper course of action with you.

NAEP 2005 School E-filing Summary Report		
Territory: _____ Region: _____ Area: _____		
School ID#: _____		School Name: _____
Grade(s) Sampled: _____		# of Sessions: _____
# of Students in Grade _____		# of Students Sampled: _____
Summary of E-filing		
Date School E-filed: _____		E-filer Name: _____
	<u>Corrected on Admin Schedule</u>	<u>Verified as Correct</u>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>

E-File Summary Report Messages

The table below presents the error messages that will be printed on the E-File Summary Report for schools that E-Filed and had one or more of the errors.

Definition of Column Headings

Type of Check - Name and description of the data check violation.

Threshold - The criterion that determines a specified data check violation occurred during E-Filing, which will result in an error warning message printed on the report.

Error Message - The text of the message that will be displayed when the data check threshold is met.

Check #	Type of Check	Threshold	Error Message
1	All students identified in one category (race/ethnicity, sex, SD, LEP, school lunch) excluding N/A and "Information unavailable at this time."	Equals 100%	100% of the students on the file you submitted are classified as (<i>category</i>), excluding those students classified as N/A or "Information unavailable at this time."
2	All students in category (race/ethnicity, sex, SD, LEP, school lunch, Title I) are missing	Equals 100%	100% of the students are missing data in (<i>category</i>)
3	Not all students identified as "School does not collect this information" for race/ethnicity.	Greater than 0% but less than 100%	__ % of the students are classified as "School does not collect this information" for race/ethnicity. Either all or none of the students must be classified this way.
4	Not all students identified as "School does not participate in NSLP."	Greater than 0% but less than 100%	__ % of the students are classified as "School does not participate in NSLP." Either all or none of the students must be classified this way.
5	More than 50% but less than 100% of the students are eligible for Title I services but a higher percentage of students are eligible to receive Title I services than are receiving free or reduced lunch.	More than 50% but less than 100% of the students are eligible for Title I services but a higher percentage of students are eligible to receive Title I services than are receiving free or reduced lunch.	__ % of the students are classified as receiving Title I services and __ % of the students are classified as eligible for free or reduced lunch.
6	Year of Birth (YOB) versus Grade.	Grade 4 - YOB is within the range 1993 – 1998. Grade 8 - YOB is within the range 1989 – 1993. Grade 12 - YOB is within the range 1985 – 1988.	__ of your (<i>grade</i>) students have birth years outside the expected age range for their grade.
7	Month of Birth Outside of Range 1(01) – 12	Greater than 0%	__ of your (<i>grade</i>) students on the file you submitted have the birth month outside the acceptable range of 1(01) – 12.
8	First Name versus Gender	Varied	The first names of the students classified as (<i>male/female</i>) are names commonly given to (<i>females/males</i>).
9	Name versus Race/Ethnicity.	Varied	As a quality control check, please review the race/ethnicity for all students.



CONTENTS

Appendix A

1. Checklist of Tasks

2. Glossary

Appendix B

Example of a Grade 4
Preassessment
Packet for the School
Coordinator

Appendix C

1. Grade 4 Take-All
Schools Without
Homeroom Locator

2. E-File Summary
Report

3. Determining
Accommodations for
Students in Science
Bridge Sessions

Appendix D

NAEP Forms

Appendix E

Travel Guide for ACs

Appendix F

1. Westat Staff
Evaluation

2. Cleanup Procedures

3. Determining Accommodations for Students in Science Bridge Sessions

As described in Chapter 1, a science bridge study will be conducted in a small number of schools. The purpose of the study is to provide data on what—if any—effects result from rearranging the order of the assessment booklet sections and the timing of the science assessment, thereby providing a link or “bridge” between the past and future assessments.

In addition to providing students with the same test booklets used during the 2000 assessment, decisions regarding accommodations must be made using the same material NAEP provided to schools for the 2000 assessment.

During the 2000 science assessment, schools referred to the NAEP Criteria for Including Students with Disabilities and Students with Limited English Proficiency (shown on pages C.9-C.10), instead of the Inclusion Criteria (shown on page 3.31), whenever there was doubt about the assessibility of a student.

Therefore, when there is doubt about the decision regarding students selected for the science bridge study who are identified as SD and/or LEP, you will instruct the school coordinator to refer to the following science bridge materials:

Instead of using...	Schools must use...
Brochures titled “Inclusion of Students with Disabilities in NAEP” and “Inclusion of Limited-English-Proficient Students in NAEP”	Document printed on yellow paper titled “Criteria for Including Students with Disabilities and Students with Limited English Proficiency”
Accommodations Worksheet	Science Bridge Accommodations Worksheet (shown on page C.11)

Remember, the science bridge documents identified in the above table apply to the science bridge sessions only.

Typically, you will be working in a school that has either an operational or pilot session in addition to the science bridge session. Students identified as SD and/or LEP in operational and pilot sessions will use the 2005 Inclusion brochures and Accommodation Worksheet, as instructed on pages 3.30-3.32.

NAEP 2005 Science Bridge Study

NAEP 2005 SCIENCE BRIDGE STUDY

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 assessability 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 science 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 science instruction primarily in English for **less than 3** school years including the current year, **AND**
- The student cannot demonstrate his or her knowledge of science 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 and LEP Questionnaires also pertain to this decision:

- Students with disabilities: Questions 12 through 16.
- Students with limited English proficiency: Questions 12 through 14.

**WHEN IN DOUBT, INCLUDE THE STUDENT.
SEE BACK FOR FURTHER EXPLANATION AND LIST OF THE OFFERED
ACCOMMODATIONS.**

CONTENTS

Appendix A

1. Checklist of Tasks

2. Glossary

Appendix B

Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

1. Grade 4 Take-All Schools Without Homeroom Locator

2. E-File Summary Report

3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D

NAEP Forms

Appendix E

Travel Guide for ACs

Appendix F

1. Westat Staff Evaluation

2. Cleanup Procedures

NAEP 2005 Science Bridge Study (continued)

NAEP 2005 SCIENCE BRIDGE STUDY

Further Explanations 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 science 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 science without an accommodation;
- **Include** and provide accommodations permitted by NAEP to other LEP students who can demonstrate their knowledge of science only with those accommodations; and
- **Exclude** LEP students **ONLY if they cannot** demonstrate their knowledge of science even with an accommodation permitted by NAEP.

Accommodations Most Frequently Offered by NAEP

Science Bridge Sessions

- Glossary in Spanish
- Bilingual dictionary
- Large-print booklet
- Extended time in regular session
- Read aloud in regular session
- Small group
- One-on-one
- Scribe or use of computer – used to record answers
- Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment

D

Appendix D

NAEP Forms

- Accommodation Teacher Letter
- Accommodations Worksheet (operational and pilot sessions)
- Accommodations Worksheet (science bridge sessions)
- Assessment Information Form
- Makeup Session Worksheet
- Materials Request Form
- Session Debriefing Form
- Teacher Observer Letter



CONTENTS

Appendix A

1. Checklist of Tasks

2. Glossary

Appendix B

Example of a Grade 4
Preassessment
Packet for the School
Coordinator

Appendix C

1. Grade 4 Take-All
Schools Without
Homeroom Locator

2. E-File Summary
Report

3. Determining
Accommodations for
Students in Science
Bridge Sessions

Appendix D

NAEP Forms

Appendix E

Travel Guide for ACs

Appendix F

1. Westat Staff
Evaluation

2. Cleanup Procedures

ACCOMMODATION TEACHER LETTER

We welcome you to the NAEP assessment!

The National Assessment of Educational Progress (NAEP) is often referred to as the “Nation’s Report Card.” It is the only measure of student achievement in the United States where you can compare the performance of students in your state with the performance of students across the Nation or in other individual states. Sponsored by the U.S. Department of Education, NAEP has been conducted for over 30 years. A careful random selection of schools and students are selected to participate in NAEP to represent all schools and students of the Nation.

We appreciate your assistance in NAEP!

By being present during the assessment you will help emphasize for the students the importance of them taking their test seriously. You have the advantage of knowing some or all of the students and the protocols of the school. The NAEP staff person may ask for your assistance in these areas.

By participating in NAEP we respectfully ask your cooperation in following these important guidelines to ensure the validity of the tests.

If conducting an accommodation session you may:

- make minor modifications to the script to shorten or simplify the introductory statements;
- encourage the student(s) to review his/her answers upon completion of a section;
- allow students to take a break between sections when the NAEP representative indicates that they can; or
- answer student questions regarding the general background section of the booklet, the booklet directions, and the recording of answers.

You may not:

- provide assistance on assessment items. (Students may look for validation on certain items; you may not indicate verbally or nonverbally your recommendations. Instead you are encouraged to remind them to answer the questions to the best of their ability); or
- allow any student to use accommodations/adaptations on the assessment that are not indicated in his/her IEP or that are not normally used by the student during testing.

AFFIDAVIT OF NONDISCLOSURE

I, _____, do solemnly swear (or affirm) that when given access to the subject NCES database or file, I will not –

- (i) use or reveal any individually identifiable information furnished, acquired, retrieved, or assembled by me or others, under the provisions of Sections 408 and 411 of the National Education Statistics Act of 1994 (20 U.S.C. 9001 et seq.) for any purpose other than statistical purposes specified in the NCES survey, project, or contract;
- (ii) make any disclosure or publication whereby a sample unit or survey respondent could be identified or the data furnished by or related to any particular person under this section can be identified; or
- (iii) permit anyone other than the individuals authorized by the Commissioner of the National Center for Education Statistics to examine the individual reports.

(Signature) _____

(Job Title) _____

(Date) _____

(The penalty for unlawful disclosure is a fine of not more than \$250,000 (under 18 U.S.C. 3571) or imprisonment for not more than five years (under 18 U.S.C. 3559), or both. The word “swear” should be stricken out whenever it appears when a person elects to affirm the affidavit rather than to swear to it.)

AC: _____

AA: _____

Phone Number: _____

Region/Area: _____

ASSESSMENT INFORMATION FORM

SCHOOL: _____ ID #: _____

ADDRESS: _____

PHONE #: _____

SCHOOL COORDINATOR: _____ ASSESSMENT DATE: _____

ARRIVAL TIME: _____ ASSESSMENT TIME(S): _____

SESSION NUMBER(S): _____ ROOM(S): _____

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*****



CONTENTS

Appendix A

- 1. Checklist of Tasks
- 2. Glossary

Appendix B

- Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

- 1. Grade 4 Take-All Schools Without Homeroom Locator
- 2. E-File Summary Report
- 3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D

- NAEP Forms

Appendix E

- Travel Guide for ACs

Appendix F

- 1. Westat Staff Evaluation
- 2. Cleanup Procedures

Makeup Session Worksheet

Assessment Date _____ School _____

If the assessment attendance at a school is too low (less than 90%), a makeup session must be held. Compute the percentage assessed across all sessions and determine if a makeup session is necessary at the school.

Follow the guidelines for holding makeup sessions listed below.

- Hold only one makeup at a school (unless the school had assessments at both grade 4 and grade 8);
- Invite all students who were absent (not refused) from all sessions;
- Consider an intact classroom of students as one session, even if the students are listed on separate Administration Schedules; and
- Hold all materials until makeup session is complete.

Use the steps listed below to calculate the assessment attendance percent and determine if a makeup session needs to be scheduled.

1. Calculate the total of the “TO BE ASSESSED” values of all sessions.	To Be Assessed Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Session #5 _____ Session #6 _____ Total _____	1. _____
2. Calculate the total of the # Refused values of all sessions.	# Refused Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Session #5 _____ Session #6 _____ Total _____	2. _____
3. Subtract the total of the # Refused from the total of the TO BE ASSESSED . Subtract Line 2 from Line 1		3. _____
4. Calculate the total of the # Assessed (Original Session) values for all sessions.	# Assessed (Original Session) Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Session #5 _____ Session #6 _____ Total _____	4. _____
5. Calculate the assessment attendance percent. Divide line 4 by line 3 and then multiply by 100		5. _____
6. Does a makeup session need to be scheduled? Does line 5 equal 89 percent or less? (Rounded to the nearest whole percent.)		6. Yes <input type="checkbox"/> No <input type="checkbox"/> <i>Check One</i>

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

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

Name: _____ AC Region/Area # _____

Ship To Address: _____ School Name: _____

STREET ADDRESS (Do not use a P.O. Box)

CITY, STATE, ZIP CODE

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

Quantity	Units	Description	Quantity	Units	Description
		Gr4 Reading/Math/Science (RS)			Tracking Forms/Questionnaires
	Bndl of 14	Gr4, Read/Math/Science Bundle		Each	Administration Schedule
	Set	Ancillaries, Gr4 Math		Each	Roster of Questionnaires, Gr4, OP
		Gr4 Reading/Math (RM)		Each	Roster of Questionnaires, Gr8, OP
	Bndl of 14	Gr4, Read/Math Bundle		Each	Roster of Questionnaires, Gr12
	Set	Ancillaries, Gr4 Math		Each	Roster of Questionnaires, Gr4, Pilot
		Gr4 Science (SC)		Each	Roster of Questionnaires, Gr8, Pilot
	Bndl of 14	Gr4, Science Bundle		Each	Roster, Supplemental SD/LEP
	Set	Science Kits, Gr4, Set of 9		Pkg/25	Gr4 Teacher Questionnaire
		Gr4 Pilot (PT)		Pkg/25	Gr8 Math Teacher Questionnaire
	Bndl of 13	Gr4, Pilot Bundle		Pkg/25	Gr8 Reading Teacher Questionnaire
	Set	Ancillaries, Gr4, Math, Pilot		Pkg/25	Gr8 Science Teacher Questionnaire
		Gr4 Science Bridge (SB)		Pkg/25	Gr4 History/Civics Teacher Questionnaire
	Bndl of 11	Gr4, Bridge Science, Bndl		Pkg/25	Gr8 History/Civics Teacher Questionnaire
	Set	Science Kits, Gr4, Set of 18		Pkg/15	Gr12 Economics Teacher Questionnaire
		Gr8 Reading/Math/Science (RS)		Pkg/15	Gr12 Department Head Questionnaire
	Bndl of 14	Gr8, Read/Math/Science Bundle		Pkg/20	Gr4 School Questionnaire
	Set	Ancillaries, Gr8 Math/Reading		Pkg/20	Gr8 School Questionnaire
		Gr8 Reading/Math (RM)		Pkg/20	Gr12 School Questionnaire
	Bndl of 14	Gr8, Read/Math Bundle		Pkg/20	Gr4 School Questionnaire, Pilot
	Set	Ancillaries, Gr8 Math/Reading		Pkg/20	Gr8 School Questionnaire, Pilot
		Gr8 Science (SC)		Pkg/25	LEP Questionnaire
	Bndl of 14	Gr8, Science Bundle		Pkg/25	SD Questionnaire
	Set	Science Kits, Gr8, Set of 9			Miscellaneous Materials
		Gr8 Pilot (PT)		Each	Sealing Tape Roll
	Bndl of 13	Gr8, Pilot Bundle		Each	Digital Timer
	Set	Ancillaries, Gr8, Math, Pilot		Pkg/4	AA Batteries
		Gr8 Science Bridge (SB)		Each	Suppl. Shipping Envelopes
	Bndl of 11	Gr8, Bridge Science, Bndl		Set/36	#2 Pencils
	Set	Science Kits, Gr8, Set of 18		Sets/8	Posters, Gr4, Math
		Gr12 Reading/Math/Science (RS)		Sets/8	Posters, Gr8, Math
	Bndl of 14	Gr12, Read/Math/Science Bundle		Each	Return Mailing Label
	Set	Ancillaries, Gr12 M/R/S		Each	Garbage Bag - small
	Set	Science Kits, Gr12, Set of 6		Each	Rubber Bands
		Gr12 Pilot (PT)		Each	Rulers "R"
	Bndl of 11	Gr12, Pilot Bundle		Each	Protractors "P"
	Set	Ancillaries, Gr12, Math, Pilot		Each	S.S. Card Instructions "S"
		Gr12 Science Bridge (SB)		Each	Guide to Metro "M"
	Bndl of 11	Gr12, Bridge Science, Bndl		Bag	Gr4 Science Supplemental Materials
	Set	Science Kits, Gr12, Set of 15		Bag	Gr8 Science Supplemental Materials

*Please use this form when ordering by phone.

TO BE COMPLETED BY PEARSON

Date/Method Order Sent: _____ Order Entered by: _____

NA00010001



CONTENTS

Appendix A

- 1. Checklist of Tasks
- 2. Glossary

Appendix B

- Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

- 1. Grade 4 Take-All Schools Without Homeroom Locator
- 2. E-File Summary Report
- 3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D

- NAEP Forms

Appendix E

- Travel Guide for ACs

Appendix F

- 1. Westat Staff Evaluation
- 2. Cleanup Procedures

Page 2 of 2
 Fax Number: 1-888-627-8842 *E-mail Address: naep@pearson.com *Phone Number: 1-888-627-NAEP (6237)

Date: _____ Date Needed: _____ Test Date: _____ School # _____
 Name: _____ AC Region/Area # _____
 Ship To Address: _____ School Name: _____

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

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

Quantity	Units	Description	Quantity	Units	Description	Quantity	Units	Description
		Science/Math/Reading Anc.			Read Alouds - Pilot			Read Alouds - Oper.
	Each	Gr4 Seeds "A"		Each	Gr4, M195LC		Each	Gr4, M146CR
	Each	Gr4 Unknown Powders "B"		Each	Gr4, M196N		Each	Gr4, M147X
	Each	Gr4/8 Markers "C"		Each	Gr4, M197C		Each	Gr4, M148G
	Each	Gr8 Powders "D"		Each	Gr8, M195FC		Each	Gr4, M149
	Each	Gr8/12 Soil Test "E"		Each	Gr8, M196TC		Each	Gr4, M150C
	Each	Gr12 Antacid "F"		Each	Gr8, M197C		Each	Gr8, M146CP
	Each	Gr12 Pendulum "G"		Each	Gr12, M195WC		Each	Gr8, M147CY
	Each	Gr4 Set X		Each	Gr12, M196HP		Each	Gr8, M148G
	Each	Gr8 Set Y		Each	Gr12, M197PC		Each	Gr8, M149
	Each	Gr12 Set Z		Each	Gr4, C301		Each	Gr8, M150C
	Each	Gr4 Set G		Each	Gr4, C302		Each	Gr12, M146CP
	Set/4	Gr8/12 Set G		Each	Gr8, C301		Each	Gr12, M147CZ
	Each	Gr4 Set N		Each	Gr8, C302		Each	Gr12, M148G
	Each	Gr4 Set L		Each	Gr12, C301		Each	Gr12, M149
	Each	Gr8 Set T		Each	Gr12, C302		Each	Gr12, M150C
	Each	Gr8 Set F		Each	Gr4, H501		Each	Gr4, S208
	Each	Gr12 Set W		Each	Gr4, H502		Each	Gr4, S228
	Each	Gr12 Set H		Each	Gr8, H501		Each	Gr4, S234
		Large Print		Each	Gr8, H502		Each	Gr4, S236
	Each	Gr4, R34 - OP		Each	Gr8, H503		Each	Gr4, S238
	Each	Gr8, R38 - OP		Each	Gr12, H501		Each	Gr4, S240C
	Each	Gr12, R13 - OP		Each	Gr12, H502		Each	Gr8, S202
	Each	Gr4, M135C - OP		Each	Gr12, E601		Each	Gr8, S252
	Each	Gr8, M135C - OP		Each	Gr12, E602		Each	Gr8, S253
	Each	Gr12, M135C - OP		Each	Gr12, E603		Each	Gr8, S254
	Each	Gr4, S234 - OP		Each	Gr12, E604		Each	Gr8, S255
	Each	Gr8, S249 - OP		Each	Gr12, E605		Each	Gr8, S256C
	Each	Gr12, S210 - OP		Each	Gr12, E606		Each	Gr8, S257
	Each	Gr4, S779, Bridge		Each	Gr12, E607		Each	Gr8, S258
	Each	Gr8 S779, Bridge		Each	Gr12, E608		Each	Gr12, S202
	Each	Gr12, S779, Bridge		Each	Gr12, E609		Each	Gr12, S252
		Bilingual Books		Each	Gr12 E610		Each	Gr12, S253
	Each	Gr4, M901-BL			Read Alouds-Sci. Bridge		Each	Gr12, S254
	Each	Gr4, M911C-BL		Each	Gr4, S768C		Each	Gr12, S255
	Each	Gr4, S921-BL		Each	Gr8, S774C		Each	Gr12, S256G
	Each	Gr4, S931A-BL		Each	Gr12, S761		Each	Gr12, S257
	Each	Gr8, M901C-BL			Bil. Glossaries-Sci.Br.		Each	Gr12, S258
	Each	Gr8, M911C-BL		Each	Gr4, S768C			
	Each	Gr8, S921-BL		Each	Gr8, S774C			
	Each	Gr8, S931C-BL		Each	Gr12, S761			

*Please use this form when ordering by phone.

TO BE COMPLETED BY PEARSON

Date/Method Order Sent: _____ Order Entered by: _____

NA00010001

NAEP 2005 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. RS0401, RM0801, or PT1201)	
This session was <i>CIRCLE ONE</i> :	
1. Regular Session	3. Accommodation Session
2. Makeup Regular 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 distribution and use of ancillary items?	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 2. Mixed/Indifferent 3. Negative 4. Can't say	
School Staff	1. Positive 2. Mixed/Indifferent 3. Negative 4. Can't say	
Other Observers	1. Positive 2. Mixed/Indifferent 3. Negative 4. Can't say	





CONTENTS

Appendix A

- 1. Checklist of Tasks
- 2. Glossary

Appendix B

- Example of a Grade 4 Preassessment Packet for the School Coordinator

Appendix C

- 1. Grade 4 Take-All Schools Without Homeroom Locator
- 2. E-File Summary Report
- 3. Determining Accommodations for Students in Science Bridge Sessions

Appendix D

- NAEP Forms

Appendix E

- Travel Guide for ACs

Appendix F

- 1. Westat Staff Evaluation
- 2. Cleanup Procedures

TEACHER OBSERVER LETTER

We welcome you to the NAEP assessment!

The National Assessment of Educational Progress (NAEP) is often referred to as the “Nation’s Report Card.” It is the only measure of student achievement in the United States where you can compare the performance of students in your state with the performance of students across the Nation or in other individual states. Sponsored by the U.S. Department of Education, NAEP has been conducted for more than 30 years. A careful random selection of schools and students are chosen to participate in NAEP to represent all schools and students of the Nation.

We appreciate your assistance in NAEP!

By being present during the assessment, you will help emphasize for the students the importance of them taking their test seriously. You have the advantage of knowing some or all of the students and the protocols of the school. The NAEP staff person may ask for your assistance in these areas.

By participating in NAEP we respectfully ask your cooperation in following these important guidelines to ensure the validity of the tests.

1. Please do not answer any questions that any of the students may ask you about their test.

The NAEP staff is thoroughly trained to administer the tests to students to ensure the highest level of validity of the test results. They have a script that they must read to the students verbatim to maintain the consistency of the instructions to students across the Nation. The NAEP staff has been directed not to answer any questions that the students may ask about their test questions but to encourage the students to do the best that they can. In talking to a student about his/her test, you may be inadvertently compromising the results.

2. Please do not talk to anyone during the assessment, even the NAEP staff member.

Any conversation could be disruptive to a student and may affect his/her ability to concentrate on their test.

3. Please do not look at the students’ test booklets.

The security of the test items is a very important part of NAEP. No one other than the student that is assigned to a particular booklet is to read the questions. You are welcome to look over the Demonstration Booklet that provides the background questions and examples of test questions asked in previous years. Our staff has signed a security affidavit and, since you have access to the test booklets, we are going to ask the same of you.

AFFIDAVIT OF NONDISCLOSURE

I, _____, do solemnly swear (or affirm) that when given access to the subject NCES database or file, I will not –

(i) use or reveal any individually identifiable information furnished, acquired, retrieved, or assembled by me or others, under the provisions of Sections 408 and 411 of the National Education Statistics Act of 1994 (20 U.S.C. 9001 et seq.) for any purpose other than statistical purposes specified in the NCES survey, project, or contract;

(ii) make any disclosure or publication whereby a sample unit or survey respondent could be identified or the data furnished by or related to any particular person under this section can be identified; or

(iii) permit anyone other than the individuals authorized by the Commissioner of the National Center for Education Statistics to examine the individual reports.

(Signature) _____

(Job Title) _____

(Date) _____

(The penalty for unlawful disclosure is a fine of not more than \$250,000 (under 18 U.S.C. 3571) or imprisonment for not more than five years (under 18 U.S.C. 3559), or both. The word “swear” should be stricken out whenever it appears when a person elects to affirm the affidavit rather than to swear to it.)