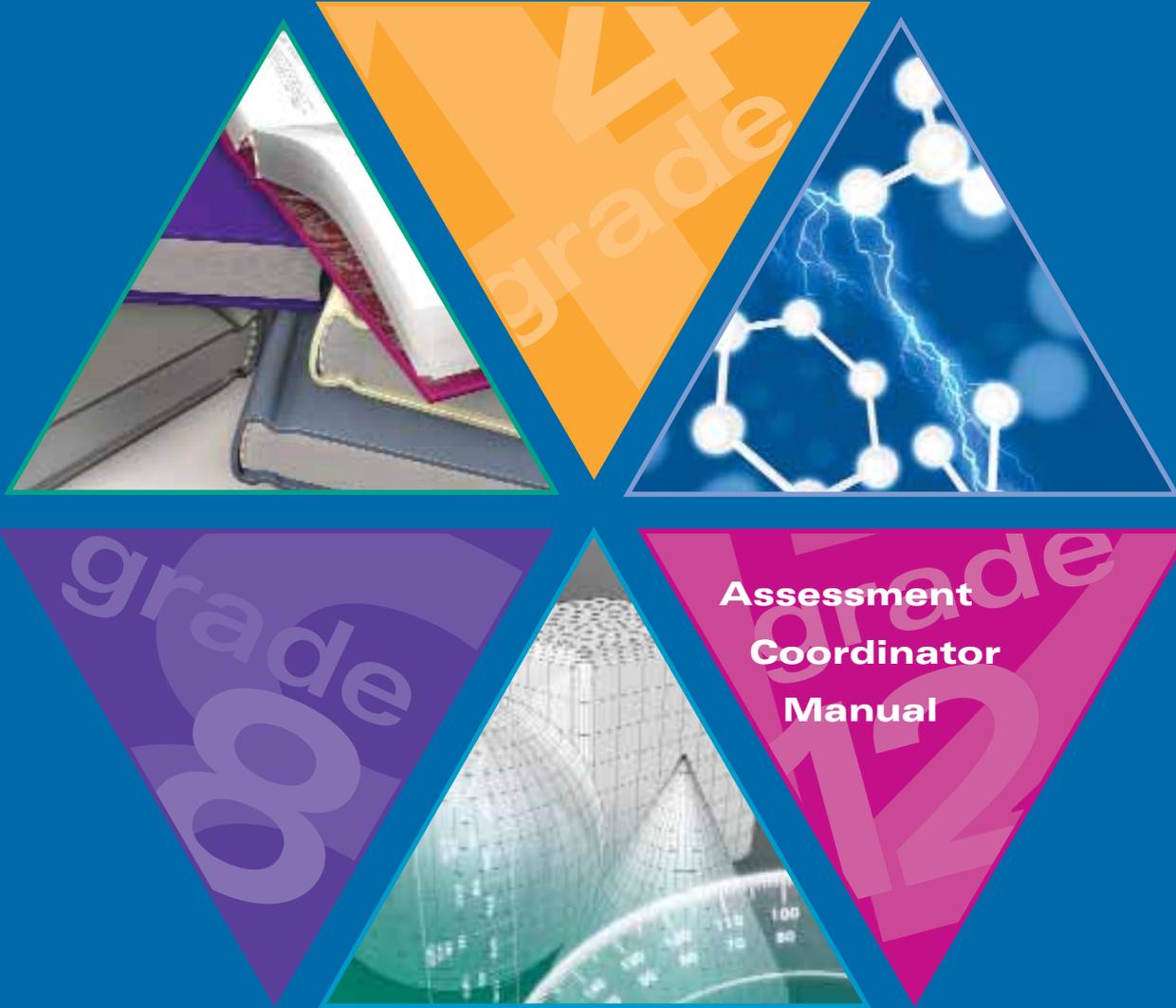


# NAEP 2005

National Assessment of Educational Progress



Assessment  
Coordinator  
Manual



## THE NATION'S REPORT CARD

# NAEP 2005

## Assessment Coordinator Manual

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# 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.

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#### 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.



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## B. NAEP Organizational Structure

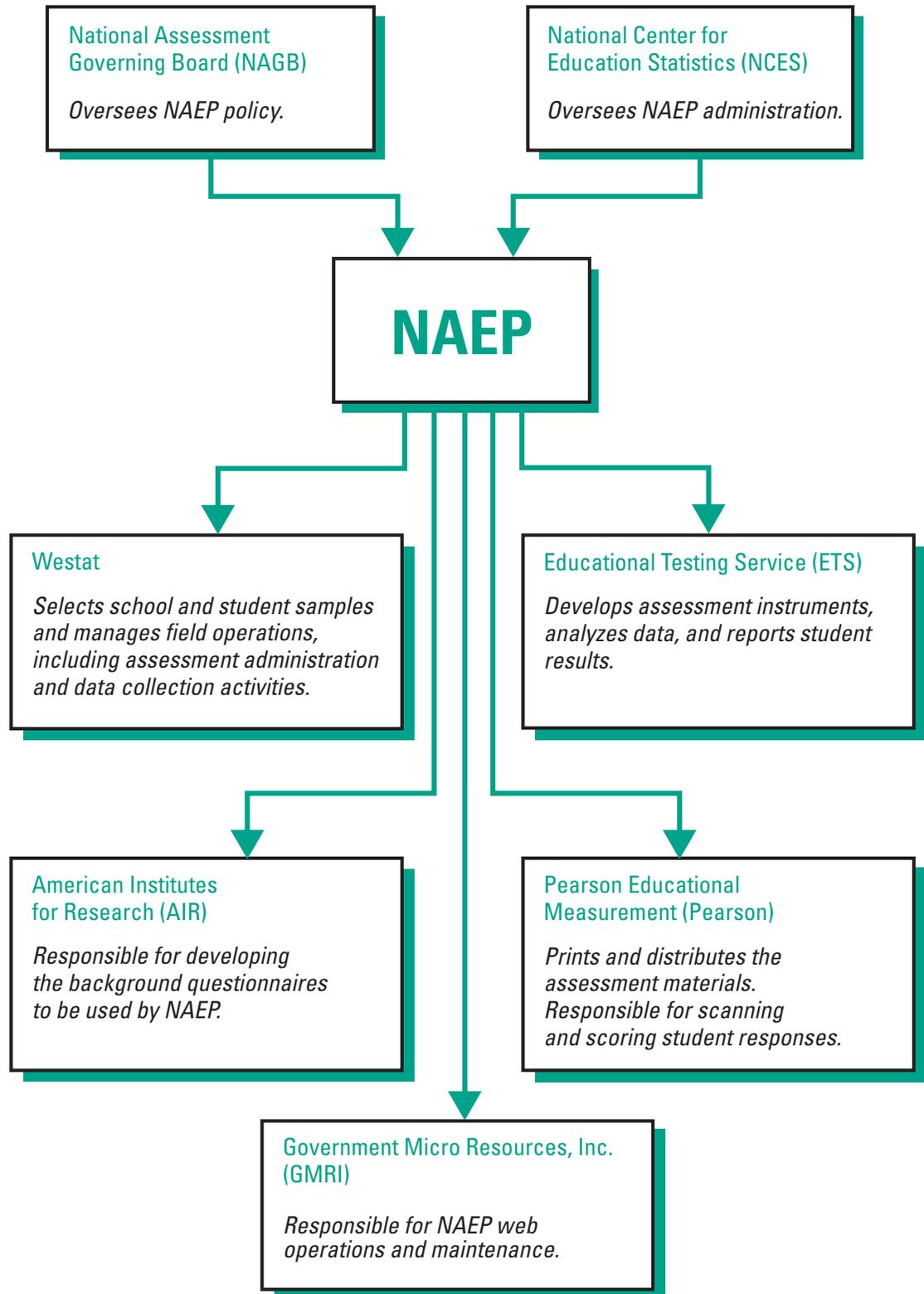
The chart on the next page shows the current organizational structure of NAEP. The Commissioner of Education Statistics, who heads NCES in the U.S. Department of Education, is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations. The Associate Commissioner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



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## 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 science<sup>1</sup> 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 districts<sup>2</sup> 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.

<sup>1</sup>The 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.

<sup>2</sup>The 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>.

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## 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.

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## 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>.

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## 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.

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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.**

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### 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
<b>Cover Letter with Instructions for School Coordinators</b>	One per school; cream paper	Instructions to the school coordinator for preparing NAEP materials and coordinating assessment arrangements with the AC.
<b>Administration Schedule (School Copy)</b>	One per session	Master list of students selected for the assessment. Used to distribute materials, track assessment booklets, and report student attendance.
<b>Roster of Questionnaires (copy of the original)</b>	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.
<b>School Questionnaire</b>	One per grade per school	Collects information about the school's characteristics, staff, and instructional programs.
<b>Teacher Questionnaire</b>	One per teacher who teaches the subjects being assessed to students in the selected grade	Collects information about teachers' backgrounds and instructional practices.
<b>Economics Dept. Chair Questionnaire (grade 12 only)</b>	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.
<b>SD Questionnaire</b>	One for each student on the Administration Schedule identified as having a disability	Collects important information about a student's disability.
<b>LEP Questionnaire</b>	One for each student on the Administration Schedule identified as having limited English proficiency	Collects important information about a student's English language proficiency.
<b>Accommodations Worksheet</b>	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.
<b>Inclusion of Students with Disabilities in NAEP</b>	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.
<b>Inclusion of Students of Limited-English-Proficient Students in NAEP</b>	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.
<b>New Enrollee Listing Form</b>	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.
<b>U.S. Department of Agriculture Letter</b>	One per school; blue paper	Authorizes the disclosure of the National School Lunch Program information for the selected students.

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### 2. AC Preliminary Activities to Complete

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**Table 2.1 Contents of the Preassessment Packet (continued)**

Document name	Quantity/color	Purpose of document
<b>Example Teacher Notification Letter</b>	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.
<b>Parent Notification Letter</b>	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.
<b>A Teacher's Guide to NAEP</b>	One per Teacher Questionnaire being distributed	Provides information about NAEP that is of interest to teachers.
<b>Demonstration Booklet</b>	One per school per grade and session type (operational/pilot)	Contains NAEP 2005 background questionnaires.
<b>NAEP Reading, Mathematics, and Science Frameworks</b>	One of each subject per school	Describes the test design and content of the reading, mathematics, and science assessments.
<b>NAEP Popular Guide</b>	One per school	Provides answers to basic technical questions about NAEP such as questions about school and student sampling, scoring, and analysis.
<b>Student Appreciation Certificates and preprinted labels (grades 8 and 12 only)</b>	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.
<b>NAEP Storage Envelope</b>	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.
<b>Cover Letter with Instructions for School Coordinators (Science Bridge)</b>	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.
<b>Science Bridge Accommodations Worksheet (only for schools with a science bridge session)</b>	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.
<b>Science Bridge Criteria for Inclusion (only for schools with a science bridge session)</b>	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.

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### 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).

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### 1. Preliminary Activities to Complete with Your Supervisor

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### 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 22<sup>nd</sup> (DoDDS only; AE, DoDDS, Guam)
- Wave 1 - December 29<sup>th</sup> - January 13<sup>th</sup>
- Wave 2 - January 14<sup>th</sup> - January 17<sup>th</sup>

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 4<sup>th</sup>

**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.



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### 2. AC Preliminary Activities to Complete

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## 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.

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### 1. General NAEP Knowledge Requirements

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#### 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

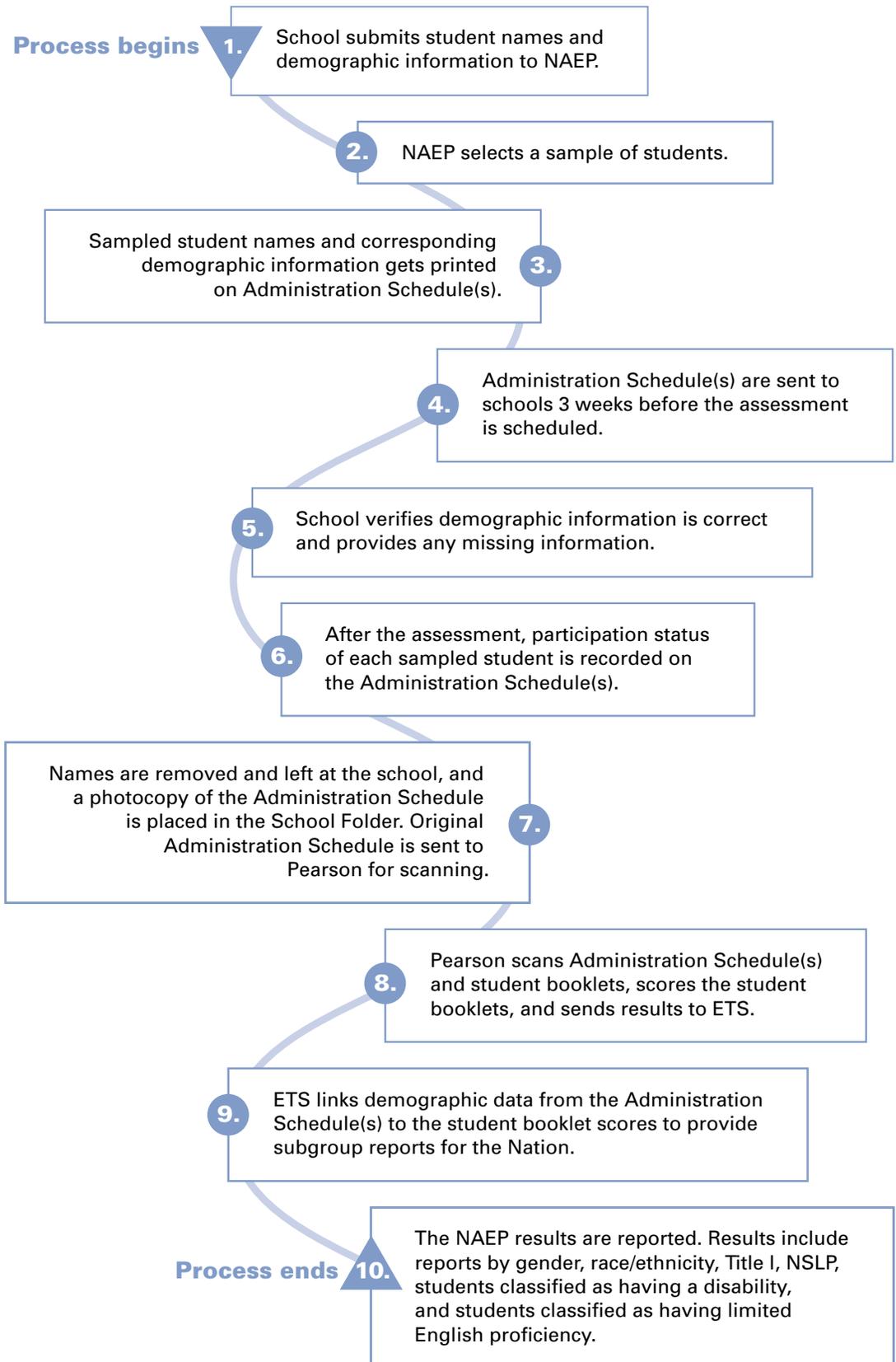
In 2003, female students continue to score higher than male students in reading, by 7 points at grade 4, and by 11 points at grade 8.

	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





- 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
<b>RS</b>	Operational	Reading/ mathematics/ science	Public/nonpublic	4, 8, 12
<b>RM</b>	Operational	Reading/ mathematics	Public <sup>1</sup> /nonpublic	4, 8, 12
<b>SC</b>	Operational	Science	Public <sup>1</sup> /nonpublic	4, 8, 12
<b>SB</b>	Science bridge	Science	Public/nonpublic	4, 8, 12
<b>PT</b>	Pilot test	Reading/ mathematics/ civics/ U.S. history/ economics	Public/nonpublic	4, 8, 12 (mathematics, civics, U.S. history) 4, 8 (reading) 12 (economics)

<sup>1</sup>Public 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.

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#### 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 **Homeroom 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** = 28

**TO BE ASSESSED** = \_\_\_\_\_

**TOTAL ASSESSED** = \_\_\_\_\_

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	SD	LEP	NSLP	LEP	Race/Ethnicity	School Lunch	Title I	MM	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Code	
01 Mark Atley	10	M	04	94	1	2	2	2	1	2	2	2	101 000293 4				1	ASSESSED IN ORIGINAL
02 Betty Bates	10	R	02	95	2	2	2	2	1	1	2	2	001 054006 9				2	ASSESSED IN MAKEUP
03 Wes Block	10	M	06	94	1	2	1	2	1	2	2	2	102 005241 1				3	ASSENT
04 Angela Burns	10	R	10	94	2	2	2	2	1	2	1	2	002 000043 8				4	OTHER
05 Nicki Campbell	12	SA	11	94	2	2	2	2	1	1	2	2	203 006922 1				5	OTHER
06 Nancy Cordaro	12	R	09	94	2	2	2	2	1	1	1	2	003 000841 2				6	OTHER
07 Tim Dublin	10	S	01	95	1	1	2	2	1	3	2	2	204 043569 2				7	OTHER
08 Kimberly Frank	12	R	05	94	2	2	2	2	1	1	2	2	004 005301 1				8	OTHER
09 Carla Grahams	10	M	07	94	2	2	2	2	1	1	2	2	105 210021 3				9	OTHER
10 Paul Hernandez	10	SB	09	94	1	2	1	1	3	1	2	2	205 210001 6				10	OTHER
11 Becky Hoecke	10	M	12	94	2	2	1	2	4	2	2	2	106 073201 2				11	OTHER
12 Daniel Jasmer	12	R	10	94	1	2	2	2	2	1	2	2	006 002407 7				12	OTHER
13 Sarah Kruger	12	M	06	94	2	2	2	2	2	1	2	2	107 000031 9				13	OTHER
14 Penny Lowe	12	R	02	95	2	2	2	2	1	1	2	2	007 076206 0				14	OTHER
15 Paul Lucas	10	S	10	94	1	2	2	2	3	1	2	2	208 076206 5				15	OTHER

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

# Excluded Admin. Codes (0-60): \_\_\_\_\_

# 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	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code (/ / A)	Admin. Code
01 Mark Atley	10	01	M	04	94	1	2	2	2	2	2	2	2	101 000293 4				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	10	02	R	02	95	2	2	2	2	1	1	2	2	001 054006 9				20 = In session full time 21 = No response in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover
03 Wes Block	10	03	M	06	94	1	2	1	2	1	2	2	2	102 005241 1				40 = Transferred 41 = Long-term 42 = Suspended or expelled 43 = Suspended or expelled 44 = In school, did not attend 45 = Suspended 46 = Parent refusal 47 = Parent refusal 48 = Other, specify on cover 49 = Session full-time
04 Angela Burns	10	04	R	10	94	2	2	2	2	1	2	1	2	002 000043 8				50 = Other
05 Nicki Campbell	12	05	SA	11	94	2	2	2	2	1	1	2	2	203 006922 1				51 = Withdrawn (discontinued) 52 = Withdrawn (discontinued) 53 = Ineligible, home schooled 54 = Ineligible, home schooled 55 = Not in sample
06 Nancy Cordaro	12	06	R	09	94	2	2	2	2	1	1	1	2	003 000841 2				60 = SD - Cannot be assessed 61 = SD
07 Tim Dublin	10	07	S	01	95	1	1	2	2	1	3	2	2	204 043569 2				REASONS FOR EXCLUSION
08 Kimberly Frank	12	08	R	05	94	2	2	2	2	1	1	2	2	004 005301 1				62 = Required accom. not offered 63 = LEP - Cannot be assessed 64 = Required accom. not offered 65 = SD - LEP 66 = Required accom. not offered 67 = SD & LEP
09 Carla Grahams	10	09	M	07	94	2	2	2	2	1	1	2	2	105 210021 3				70 = Bilingual glossary 71 = Bilingual glossary 72 = Bilingual glossary 73 = Bilingual glossary (Do not use with reading booklet) 74 = Large-print book 75 = Read aloud in regular session (Do not use with reading booklet) 76 = Small group 77 = One-to-one 78 = Screen reader or computer 79 = Other, specify on cover 80 = Breaks during test 81 = Make-up/Excuse 82 = School staff administrators
10 Paul Hernandez	10	10	SB	09	94	1	2	1	1	3	1	2	2	205 210001 6				
11 Becky Hoecke	10	11	M	12	94	2	2	1	2	4	2	2	2	106 073201 2				
12 Daniel Jasmser	12	12	R	10	94	1	2	2	2	2	1	2	2	006 002407 7				
13 Sarah Kruger	12	13	M	06	94	2	2	2	2	2	1	2	2	107 000031 9				
14 Penny Lowe	12	14	R	02	95	2	2	2	2	1	1	2	2	007 076206 0				
15 Paul Lucas	10	15	S	10	94	1	2	2	2	3	1	2	2	208 076206 5				

# 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.

<b>Students with Disabilities (SD)</b> 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 <b>For Use in Column "F" Also "G"</b>	<b>Limited English Proficient (LEP)</b> 1 = Yes, LEP 2 = No, not LEP 3 = Former LEP (monitored for AYP reporting) 4 = Information unavailable <b>For Use in Column "H" Also "I"</b>	<b>NAEP 2005 Administration Schedule</b> The Nation's Report Card	School #: <u>101-101-1</u> Grade: <u>4</u> School Name: <u>Washington Elementary School</u> Administrator's Name: <u>Mary Jones</u>	Original session scheduled for: Day/Date: <u>Turess./Feb. 10.</u> Time: <u>8:05</u> Location: <u>Rm. 121</u>	Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____	# Makeup Needed Makeup Held: <input type="radio"/> <input type="radio"/>	Bundle #'s 01001 01002
<b>Demographics</b> 1 = White, not Hispanic 2 = Black, not Hispanic 3 = Hispanic 4 = Asian/Pacific Islander 5 = American Indian/Alaska Native 6 = Other <b>For Use in Column "J"</b>	<b>National School Lunch Program</b> 1 = Student not eligible 2 = Free lunch 3 = Reduced price lunch 4 = School not participating 5 = School refused 6 = Information not available <b>For Use in Column "K"</b>	<b>Session Number</b> RSO401	# Original Samples: <u>28</u> # Admin. Codes 40-42, 48 & 49: _____ # Admin. Codes 43-45: _____ # Admin. Codes 46 & 47: _____ # Admin. Codes 48 & 49: _____ # Admin. Codes 50-55: _____ # Admin. Codes 56-62: _____ # Admin. Codes 63-65: _____ # Admin. Codes 66-72: _____ # Admin. Codes 73-75: _____ # Admin. Codes 76-82: _____ # Admin. Codes 83-85: _____ # Admin. Codes 86-92: _____ # Admin. Codes 93-95: _____ # Admin. Codes 96-98: _____ # Admin. Codes 99-100: _____ # Admin. Codes 101-105: _____ # Admin. Codes 106-110: _____ # Admin. Codes 111-115: _____ # Admin. Codes 116-120: _____ # Admin. Codes 121-125: _____ # Admin. Codes 126-130: _____ # Admin. Codes 131-135: _____ # Admin. Codes 136-140: _____ # Admin. Codes 141-145: _____ # Admin. Codes 146-150: _____ # Admin. Codes 151-155: _____ # Admin. Codes 156-160: _____ # Admin. Codes 161-165: _____ # Admin. Codes 166-170: _____ # Admin. Codes 171-175: _____ # Admin. Codes 176-180: _____ # Admin. Codes 181-185: _____ # Admin. Codes 186-190: _____ # Admin. Codes 191-195: _____ # Admin. Codes 196-200: _____ # Admin. Codes 201-205: _____ # Admin. Codes 206-210: _____ # Admin. Codes 211-215: _____ # Admin. Codes 216-220: _____ # Admin. Codes 221-225: _____ # Admin. Codes 226-230: _____ # Admin. Codes 231-235: _____ # Admin. Codes 236-240: _____ # Admin. Codes 241-245: _____ # Admin. Codes 246-250: _____ # Admin. Codes 251-255: _____ # Admin. Codes 256-260: _____ # Admin. Codes 261-265: _____ # Admin. Codes 266-270: _____ # Admin. Codes 271-275: _____ # Admin. Codes 276-280: _____ # Admin. 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Codes 601-605): _____ # Excluded (Admin. Codes 606-610): _____ # Excluded (Admin. Codes 611-615): _____ # Excluded (Admin. Codes 616-620): _____ # Excluded (Admin. Codes 621-625): _____ # Excluded (Admin. Codes 626-630): _____ # Excluded (Admin. Codes 631-635): _____ # Excluded (Admin. Codes 636-640): _____ # Excluded (Admin. Codes 641-645): _____ # Excluded (Admin. Codes 646-650): _____ # Excluded (Admin. Codes 651-655): _____ # Excluded (Admin. Codes 656-660): _____ # Excluded (Admin. Codes 661-665): _____ # Excluded (Admin. Codes 666-670): _____ # Excluded (Admin. Codes 671-675): _____ # Excluded (Admin. Codes 676-680): _____ # Excluded (Admin. Codes 681-685): _____ # Excluded (Admin. Codes 686-690): _____ # Excluded (Admin. Codes 691-695): _____ # Excluded (Admin. Codes 696-700): _____ # Excluded (Admin. Codes 701-705): _____ # Excluded (Admin. Codes 706-710): _____ # Excluded (Admin. Codes 711-715): _____ # Excluded (Admin. Codes 716-720): _____ # Excluded (Admin. 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Codes 841-845): _____ # Excluded (Admin. Codes 846-850): _____ # Excluded (Admin. Codes 851-855): _____ # Excluded (Admin. Codes 856-860): _____ # Excluded (Admin. Codes 861-865): _____ # Excluded (Admin. Codes 866-870): _____ # Excluded (Admin. Codes 871-875): _____ # Excluded (Admin. Codes 876-880): _____ # Excluded (Admin. Codes 881-885): _____ # Excluded (Admin. Codes 886-890): _____ # Excluded (Admin. Codes 891-895): _____ # Excluded (Admin. Codes 896-900): _____ # Excluded (Admin. Codes 901-905): _____ # Excluded (Admin. Codes 906-910): _____ # Excluded (Admin. Codes 911-915): _____ # Excluded (Admin. Codes 916-920): _____ # Excluded (Admin. Codes 921-925): _____ # Excluded (Admin. Codes 926-930): _____ # Excluded (Admin. Codes 931-935): _____ # Excluded (Admin. Codes 936-940): _____ # Excluded (Admin. Codes 941-945): _____ # Excluded (Admin. Codes 946-950): _____ # Excluded (Admin. Codes 951-955): _____ # Excluded (Admin. Codes 956-960): _____ # Excluded (Admin. 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Codes 141-145: _____ # Admin. Codes 146-150: _____ # Admin. Codes 151-155: _____ # Admin. Codes 156-160: _____ # Admin. Codes 161-165: _____ # Admin. Codes 166-170: _____ # Admin. Codes 171-175: _____ # Admin. Codes 176-180: _____ # Admin. Codes 181-185: _____ # Admin. Codes 186-190: _____ # Admin. Codes 191-195: _____ # Admin. Codes 196-200: _____ # Admin. Codes 201-205: _____ # Admin. Codes 206-210: _____ # Admin. Codes 211-215: _____ # Admin. Codes 216-220: _____ # Admin. Codes 221-225: _____ # Admin. Codes 226-230: _____ # Admin. Codes 231-235: _____ # Admin. Codes 236-240: _____ # Admin. Codes 241-245: _____ # Admin. Codes 246-250: _____ # Admin. Codes 251-255: _____ # Admin. Codes 256-260: _____ # Admin. Codes 261-265: _____ # Admin. Codes 266-270: _____ # Admin. Codes 271-275: _____ # Admin. Codes 276-280: _____ # Admin. Codes 281-285: _____ # Admin. Codes 286-290: _____ # Admin. Codes 291-295: _____ # Admin. Codes 296-300: _____ # Admin. Codes 301-305: _____ # Admin. Codes 306-310: _____ # Admin. Codes 311-315: _____ # Admin. Codes 316-320: _____ # Admin. Codes 321-325: _____ # Admin. Codes 326-330: _____ # Admin. Codes 331-335: _____ # Admin. Codes 336-340: _____ # Admin. Codes 341-345: _____ # Admin. Codes 346-350: _____ # Admin. Codes 351-355: _____ # Admin. Codes 356-360: _____ # Admin. Codes 361-365: _____ # Admin. Codes 366-370: _____ # Admin. Codes 371-375: _____ # Admin. Codes 376-380: _____ # Admin. Codes 381-385: _____ # Admin. Codes 386-390: _____ # Admin. Codes 391-395: _____ # Admin. Codes 396-400: _____ # Admin. Codes 401-405: _____ # Admin. Codes 406-410: _____ # Admin. Codes 411-415: _____ # Admin. Codes 416-420: _____ # Admin. Codes 421-425: _____ # Admin. Codes 426-430: _____ # Admin. Codes 431-435: _____ # Admin. Codes 436-440: _____ # Admin. Codes 441-445: _____ # Admin. Codes 446-450: _____ # Admin. Codes 451-455: _____ # Admin. Codes 456-460: _____ # Admin. Codes 461-465: _____ # Admin. Codes 466-470: _____ # Admin. 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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?

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### 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](http://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
<b>School Questionnaire</b>	Yes	Yes	No
<b>Teacher Questionnaire</b>	Yes	Yes	No
<b>Economics Department Chair Questionnaire (Grade 12 only)</b>	No	Yes	No
<b>SD Questionnaire</b>	Yes	Yes	Yes
<b>LEP Questionnaire</b>	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.

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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	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.

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: <b>Mr. Maxwell</b>		Questionnaire ID # (Barcode ID # on Cover) <b>996 - 000875 - 5</b>		Yes	No	Online
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.

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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. 20203-4651. 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. 101-116, 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.

Admin Schedule Line # \_\_\_\_\_ from Session # \_\_\_\_\_

## 2005 LEP Questionnaire

Q-990

To be completed about a student Use a #2 pencil

**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.

Civics  
 Economics  
 Math  
 Reading  
 Science  
 US History

990 - 000298 - 7

DO NOT USE

ADMIN USE ONLY

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 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. 20520-4031. 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. 20505-5051.

Admin Schedule Line # \_\_\_\_\_ from Session # \_\_\_\_\_

## 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.

Civics  
 Economics  
 Math  
 Reading  
 Science  
 US History

**Student Demographic Information**  
(from columns D through J on Administration Schedule)

Birth Date	Sex	SD	LEP	R/E
<input type="text"/> / <input type="text"/> / <input type="text"/> <small>Month Year</small>	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

**Student Booklet ID**  
(from column N on Administration Schedule)

<input type="text"/>							
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**SCHOOL #**

<input type="text"/>					
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991 - 038168 - 0

DO NOT USE

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## 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.**



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## 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
<b>INSTRUCTIONS FOR SAMPLING NEW ENROLLEES</b>	
<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.**

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## 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.

											<b>FOR SAMPLING ONLY</b>	
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.

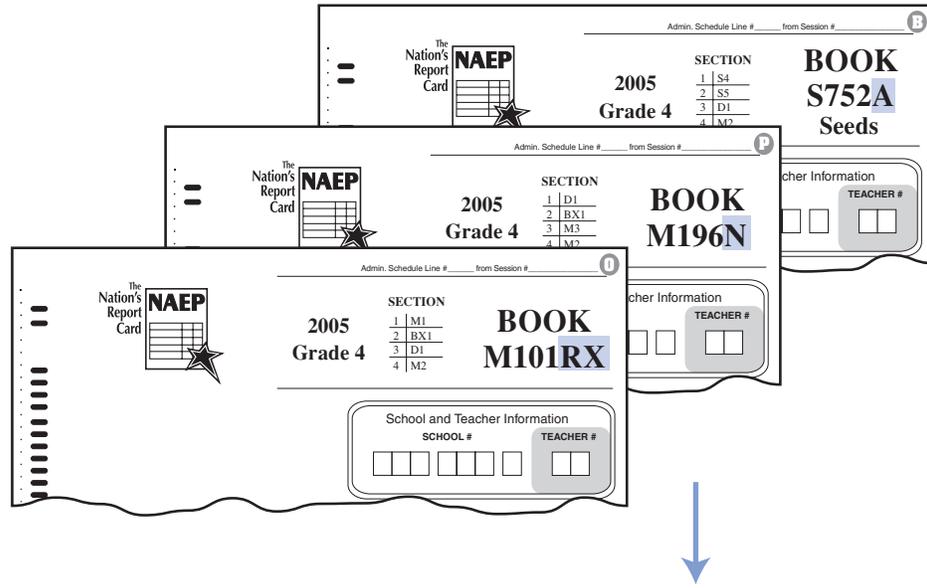
To help further distinguish the correct booklets for a session, the booklet covers are printed in different colors: grade 4 in blue ink, grade 8 in brown ink, and grade 12 in gray ink.

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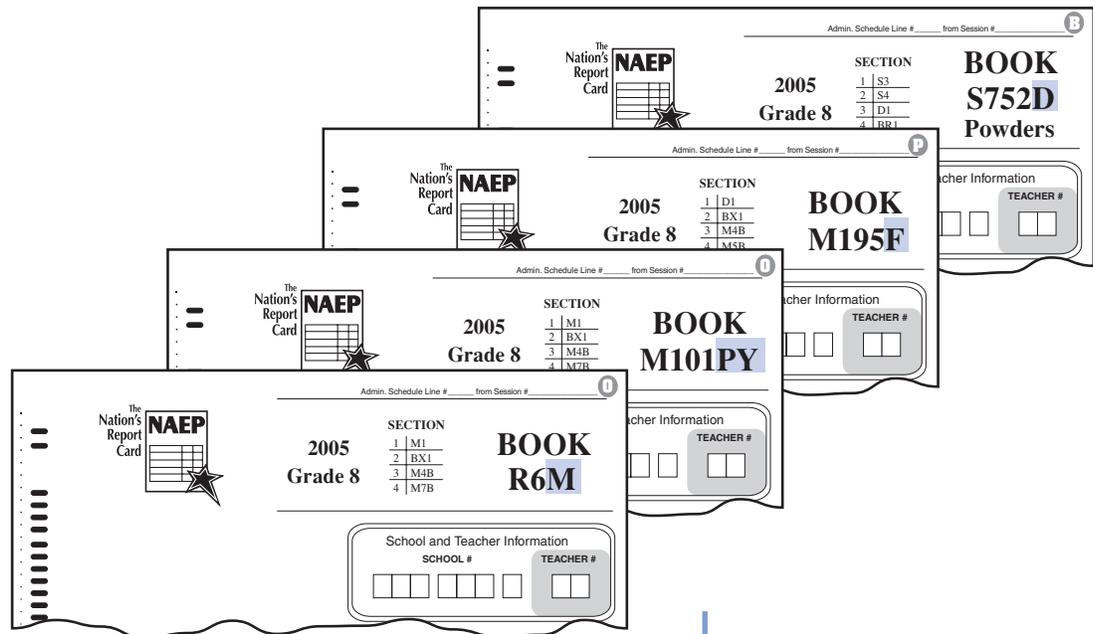
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## Grade 4 Booklet Covers and Ancillary Materials



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

Grade 8 Booklet Covers and Ancillary Materials



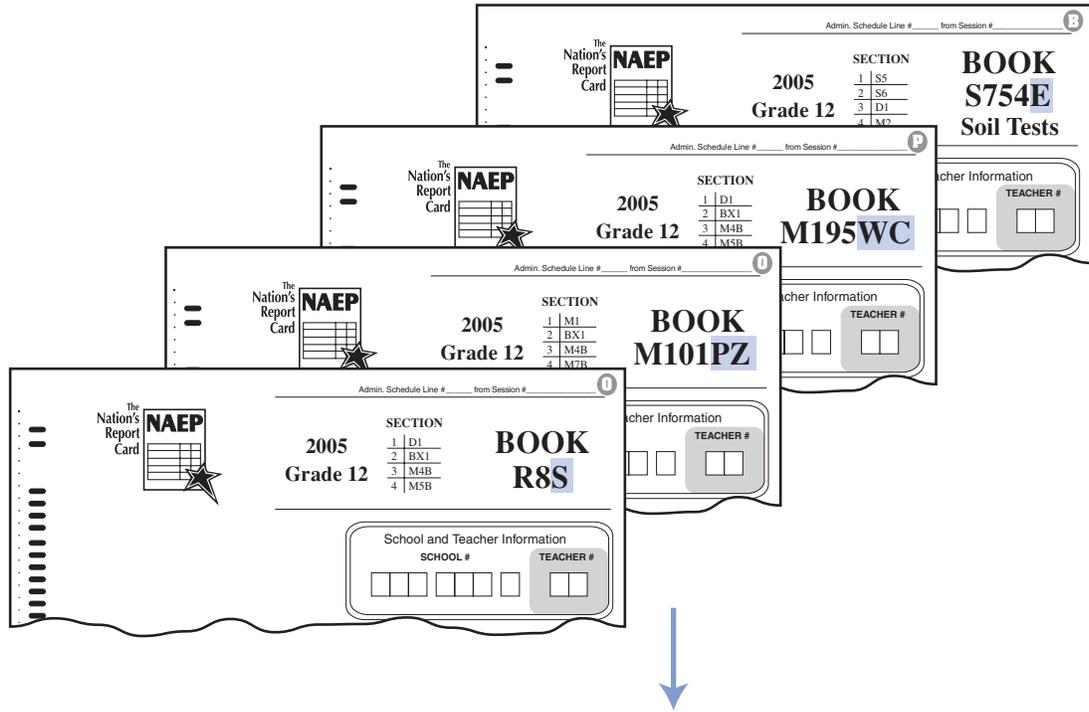
Grade 8	
Subject	Ancillary Materials
Reading	M = <i>Guide to Metro Fares and Passes</i>
Mathematics (Operational)	C = Calculator G = Manipulative Set "G" P = Protractor/Ruler Y = Manipulative Set "Y"
Mathematics (Pilot)	F = Manipulative Set "F" T = Manipulative Set "T" C = Calculator
Science (Operational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

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## Grade 12 Booklet Covers and Ancillary Materials



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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:

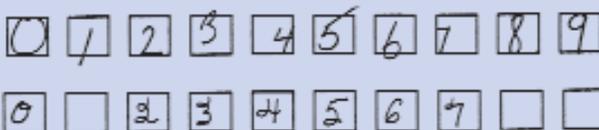
- Use only No. 2 pencils;
- Print all information neatly within the boxes. Numbers should be written clearly in the center and should not touch the sides of the boxes;
- Right justify all numerals entered in multiblock columns;
- Erase completely and clearly to correct handwritten entries; and
- To correct 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.**

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## 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!*

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#### 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.**

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**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

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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.

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## 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.