

# 4

## Conducting Preassessment Activities

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

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

### 1. Overview of Part 1 of the Quality Control Booklet

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

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

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

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## 2. Activities to Complete Before Conducting the Preassessment Visit

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

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

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

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

the school coordinator's name; and

the assessment date.

■ Perform an inventory of materials in the School Folder<sup>1</sup>. The School Folder should contain the following:

the Quality Control Booklet;

the original Administration Schedule for each session;

the original Roster(s) of Questionnaires;

the Instructions for Sampling Newly Enrolled Students;

a Special Situation Form, if necessary;

a School Certificate of Appreciation and folder;

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

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

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

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

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

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

■ Have your calendar open and ready for the call.

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

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

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

### Determining the Length of the Preassessment Visit

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

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

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

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

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

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

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

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

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

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

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

DAY AND TIME OF VISIT: \_\_\_\_\_

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

Yes ..... 1 → RECORD TELEPHONE NUMBER BELOW.

No ..... 2

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

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

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

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

#### **Maintaining rapport is important to NAEP!**

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

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## Procedure 3. Prepare for the Confirmation Telephone Call

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

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

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

## Procedure 4. Conduct the Confirmation Telephone Call

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

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

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

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

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

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

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

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

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

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

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

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#### 8. Select Sample of Newly Enrolled Students

#### 9. Verify Notification Letter Sent to Parents

#### 10. Review Status of SD and LEP Questionnaires

#### 11. Determine Student Accommodations

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## Procedure 5. Prepare for the Preassessment Visit

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

**Before conducting the preassessment visit, complete the following tasks:**

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

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

**Voices of Experience: Categorize All Forms and Materials**

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

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8. Select Sample of Newly Enrolled Students

9. Verify Notification Letter Sent to Parents

10. Review Status of SD and LEP Questionnaires

11. Determine Student Accommodations

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## 3. Activities to Complete During the Visit

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

### Procedure 6. Review the Status of School and Teacher Questionnaires

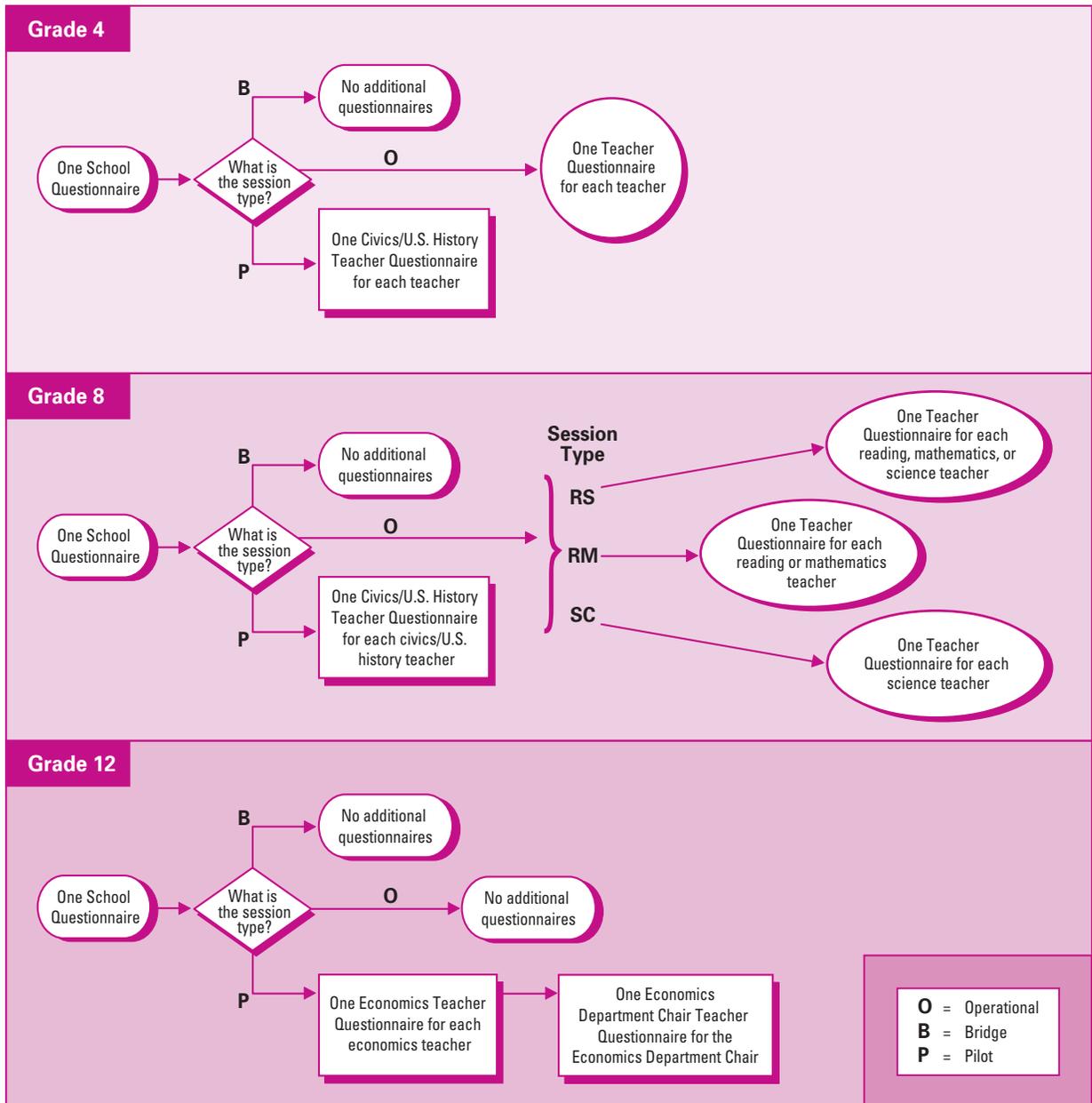
**Procedure 6** of the Preassessment Contact Log will guide you through reviewing the status of the School and Teacher Questionnaires. (The SD and LEP Questionnaires will be discussed later in the visit.) You should be prepared to answer any questions the school coordinator has about determining which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

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

When using the questionnaire flowchart, follow these guidelines.

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

### School and Teacher Questionnaire Flowchart



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

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

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

No ..... 2 → Please distribute the questionnaires as soon as possible so that everyone has adequate time to complete them either in the hard-copy booklet or on the MySchool web site before assessment day. We will collect those questionnaires not completed online on the day of the assessment. It would be helpful if you ask that they be returned to you the day before the assessment.

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

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

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

**6.2. IF GRADE 4 SCHOOL, SAY:**

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

Yes ..... 1 → **GOTO 6.5.**

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

NUMBER OF ADDITIONAL GRADE 4 TEACHER QUESTIONNAIRES NEEDED:

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

**6.3. IF GRADE 8 SCHOOL, SAY:**

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

Yes ..... 1 → **GOTO 6.5.**

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

NUMBER OF ADDITIONAL GRADE 8 TEACHER QUESTIONNAIRES NEEDED:

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

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

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

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

Yes ..... 1 → **GOTO 6.5.**

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

NUMBER OF ADDITIONAL GRADE 12 QUESTIONNAIRES NEEDED:

# ..... TYPE: ECONOMICS  
DEPARTMENT CHAIR

# ..... TYPE: ECONOMICS TEACHER

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

Yes ..... 1

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

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

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

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

### Procedure 7. Verify Administration Schedule Data

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

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

Schools may also have included:

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

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

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

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

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

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

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

**7.1.** Have you collected the missing student information?

- Yes ..... 1 → OBTAIN THE INFORMATION FROM THE SCHOOL COORDINATOR AND RECORD IT ON THE ORIGINAL ADMINISTRATION SCHEDULE(S).
- No ..... 2 → Please take a few minutes now to collect the missing student information. I will collect any missing information that you are unable to obtain today on assessment day. PAUSE TO ALLOW THE SCHOOL COORDINATOR TO COLLECT MISSING INFORMATION. RECORD MISSING INFORMATION ON THE ORIGINAL ADMINISTRATION SCHEDULE(S).

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  9. Verify Notification Letter Sent to Parents
  10. Review Status of SD and LEP Questionnaires
  11. Determine Student Accommodations
  12. Make Assessment Arrangements
  13. Complete Checklist of Preassessment Visit Followup Tasks

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

### 7A. Enter missing SD information in column F.

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

1=Yes, SD

2=No, not SD

9=Information unavailable

This form must be completed in No. 2 pencil.

<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 9 = Information unavailable <b>For Use in Column "F" &amp;/or "G"</b>	<b>Limited English Proficient (LEP)</b> 1 = Yes, LEP 2 = No, not LEP 3 = Formerly LEP (monitored for AYP reporting) 9 = Information unavailable <b>For Use in Column "H" &amp;/or "I"</b>	School #: 101-101-1 Grade: 4 School Name: Washington Elementary School Administrator's Name: Mary Jones		Original session #: _____ Day/Date: Thu _____ Time: 8:05 Location: Rm 1
<b>Race/Ethnicity</b> 1 = White, not Hispanic 2 = Black, not Hispanic 3 = Hispanic 4 = Asian/Pacific Islander 5 = American Indian/Alaska Native 6 = Other 9 = Information unavailable <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 9 = Information not available <b>For Use in Column "K"</b>	# Original Sample 28 # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) _____ # Selected New Enrollees _____ # Excluded (Admin. Codes 60-66) _____ Total in Sample _____ TO BE ASSESSED _____		<b>Session Number</b> RS0401 <b>Bundle #'s</b> 01001 01002

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

**7B. Enter missing LEP information in column H.**

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

1=Yes, LEP

2=No, not LEP

3=Formerly LEP (monitored for AYP reporting)

9=Information unavailable

This form must be completed in No. 2 pencil.

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

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

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

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

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

**Session Number**  
RS0401

**Bundle #'s**  
01001  
01002

**NAEP 2005 Administration Schedule**

The Nation's Report Card

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

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

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

Total in Sample: \_\_\_\_\_ TO BE ASSESSED: \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

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

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

This form must be completed in No. 2 pencil.

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

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

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

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

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

**Session Number**  
 RS0401

**Bundle #'s**  
 01001  
 01002

**NAEP 2005 Administration Schedule**

The Nation's Report Card



School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

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

# Original Sample: 28

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

# Excluded (Admin. Codes 60-66):

# Selected New Enrollees:

Total in Sample TO BE ASSESSED

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



### Impacts Statistical Validity

#### Corrections to the Administration Schedule

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

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6. Review the Status of School and Teacher Questionnaires
7. Verify Administration Schedule Data
8. Select Sample of Newly Enrolled Students
9. Verify Notification Letter Sent to Parents
10. Review Status of SD and LEP Questionnaires
11. Determine Student Accommodations
12. Make Assessment Arrangements
13. Complete Checklist of Preassessment Visit Followup Tasks

## 7D. Enter missing NSLP information in column K.

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

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

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

This form must be completed in No. 2 pencil.

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

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

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

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

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

**Session Number**  
RS0401

**Bundle #'s**  
01001  
01002

**NAEP 2005 Administration Schedule**

The Nation's Report Card

School #: 101-101-1      Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

Original session #: \_\_\_\_\_  
Day/Date: Thu \_\_\_\_\_  
Time: 8:00 \_\_\_\_\_  
Location: Rm \_\_\_\_\_

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

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

Total in Sample: \_\_\_\_\_      TO BE ASSESSED: \_\_\_\_\_

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

## Voices of Experience: Collecting National School Lunch Information

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

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

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

1=Yes, student receives Title I services

2=No, student does not receive Title I services

9=Information unavailable

This form must be completed in No. 2 pencil.

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

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

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

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

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

**Session Number**  
RS0401

**Bundle #'s**  
01001  
01002

**NAEP 2005 Administration Schedule**

The Nation's Report Card

School #: 101-101-1      Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

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

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

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

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  13. Complete Checklist of Preassessment Visit Followup Tasks

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

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

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

TOTAL # OF STUDENTS NEWLY CLASSIFIED AS SD OR LEP: .....

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

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

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

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

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

No ..... 2

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

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

This form must be completed in No. 2 pencil.

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

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

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

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

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

**Session Number**  
 RS0401

**Bundle #'s**  
 01001  
 01002

**NAEP 2005 Administration Schedule**

The Nation's Report Card

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

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

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

Total in Sample \_\_\_\_\_ TO BE ASSESSED \_\_\_\_\_

Column Indicators:	"A"	"B"	"C"	"D"			"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	
				Line #/Subject	Month	Year											Sex 1=Male 2=Female
01	Mark Atley	10	M	0	4	9	4	1	2		2		2	1	2	2	101 000293 4
02	Betty Bates	10	R	0	2	9	5	2	2		2		1	1	2	2	001 054006 9
03	Wes Block	10	M	0	6	9	4	1	2	1	2		1	2	2	2	102 005241 1
04	Angela Burns	10	R	1	0	9	4	2	2		2	1	2	1	2	2	002 000043 8
05	Nicki Campbell	12	SA	1	1	9	4	2	2		2		1	1	2	2	203 006922 1
06	Nancy Cordaro	12	R	0	9	9	4	2	2		2	1	1	1	2	2	003 000841 2
07	Tim Dublin	10	S	0	1	9	5	1	1	2	2		1	3	2	2	204 043569 2
08	Kimberly Frank	12	R	0	5	9	4	2	2		2		1	1	2	2	004 005301 1
09	Carla Grahams	10	M	0	7	9	4	2	2		2		1	1	2	2	105 210021 3
10	Paul Hernandez	10	SB	0	9	9	4	1	2		1		3	1	2	2	205 210001 6

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

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

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

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

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13. Complete Checklist of Preassessment Visit Followup Tasks

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

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

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

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

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

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

COLUMN	REVISIONS

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

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

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

Yes ..... 1 —————> **GOTO 76.**

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

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

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

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

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

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

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

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

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

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

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

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

No ..... 2

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

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

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

No ..... 2

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

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

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

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

This form must be completed in No. 2 pencil.

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

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

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

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

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

**Session Number**  
RS0401

**Bundle #'s**  
01001  
01002

**NAEP 2005 Administration Schedule**

The Nation's Report Card

NAEP

School #: 101-101-1 Grade: 4

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

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

School Name: Washington Elementary School

Administrator's Name: Mary Jones

# Original Sample: 28 # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55): \_\_\_\_\_ # Excluded (Admin. Codes 60-66): \_\_\_\_\_ # Assessed (Original Session): \_\_\_\_\_ # Assessed (Makeup Session): \_\_\_\_\_

# Selected New Enrollees: \_\_\_\_\_ # Refused (Admin. Codes 40 & 47): \_\_\_\_\_ # Absent (Admin. Codes 40-45, 48 & 49): \_\_\_\_\_ # Assessed (Original Session): \_\_\_\_\_ # Assessed (Makeup Session): \_\_\_\_\_

**Total in Sample** = \_\_\_\_\_ **TO BE ASSESSED** = \_\_\_\_\_ **TOTAL ASSESSED** = \_\_\_\_\_

**Makeup Needed**

Makeup Held

Makeup Not Held

**Bundle #'s**

01001  
01002

**Session Number**

RS0401

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

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## Procedure 8. Select Sample of Newly Enrolled Students

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

### Procedure 8: Select Sample of Newly Enrolled Students

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

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

TOTAL # OF STUDENTS ON THE NEW ENROLLEE LISTING FORM: .....

**CONTINUE WITH 8.2 or 8.3 AS APPROPRIATE.**

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

TOTAL # OF STUDENTS ON THE NEW ENROLLEE LISTING FORM: .....

**CONTINUE WITH 8.2 OR 8.3 AS APPROPRIATE.**

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

DAY AND TIME TO CALL: .....

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



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

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

If the school coordinator has not maintained the New Enrollee Listing Form, circle **2** for **No** and read the prompt asking that a list be prepared. If the school coordinator cannot complete the New Enrollee Listing Form before you leave, arrange to call him/her to complete the sampling of newly enrolled students and skip to **Procedure 9**. It is important that the sampling be done as soon as possible so that the school coordinator has adequate time to notify any selected students, their parents, and teachers.

If the school coordinator reports that there are no new enrollees, you do not need to do anything else. Circle **3** for **No new enrollees** and skip to **Procedure 9**.

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

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

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

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



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

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

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

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

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

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



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

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

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

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

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

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



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



2005 NAEP  
NEW ENROLLEE LISTING FORM

**Directions:** Please use the space below to list all students in the grade noted below whose names were not on the original list of students submitted to NAEP due to inadvertent omission or because they enrolled later. If you need additional lines, you may copy this form. About two weeks before your assessment date, the NAEP representative will review this form with you and determine whether any newly enrolled students will be added to the sample.

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

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

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

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

Column Indicators:	"A"	"B"	"C"	"D"			"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"	
Student Name	Homework or Other Indicator	Line #	Line #	Month	Year	Sex	SD	LEP	Home Room	Race / Eth.	School	Title I	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Code	Admin. Code	Admin. Code	Admin. Code		
Eric Malone	10	16	R	0	9	4	1	2	2	3	1	2	2	008 000232 9						16	
Paul Mayne	10	17	S	0	5	9	4	1	2	2	5	3	2	2	209 000233 2						17
Teresa Meyer	10	18	R	0	2	9	5	2	2	2	1	1	2	2	009 000234 5						18
Amanda Newman	10	19	M	1	1	9	4	2	2	2	1	1	2	2	110 000235 9						19
Beina Ortiz	10	20	R	1	0	9	4	2	2	2	3	2	2	2	010 000236 1						20
Michael Popelka	10	21	SA	1	2	9	4	1	2	2	2	3	2	2	211 000237 5						21
Kate Ray	10	22	R	0	6	9	5	2	2	2	3	1	2	2	011 000142 8						22
Amy Schloeter	10	23	M	0	9	9	4	2	2	2	3	3	2	2	112 008651 4						23
Ryan Scott	10	24	R	1	1	9	4	1	2	2	5	1	2	2	112 000005 5						24
Jason Tabbert	10	25	S	0	3	9	5	1	2	2	1	1	2	2	213 098008 4						25
Dan Tesch	10	26	R	0	7	9	4	1	2	2	1	2	2	2	013 000841 3						26
Jessica Trocke	10	27	M	0	4	9	4	2	2	2	3	1	2	2	114 034002 9						27
Louis Walton	10	28	SB	0	1	9	5	1	2	2	2	1	2	2	214 004926 0						28
Shana Donaldson	10	29	M	0	3	9	5	2	2	2	1	1	2	1	115 025003 4						29
Michael Cree	10	30	R	0	4	9	4	1	2	2	2	1	2	1	015 008064 2						30
		31	M												116 000761 5						31
		32	R												016 019009 7						32
		33																			33
		34																			34

This form must be completed in No. 2 pencil.

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## Procedure 9. Verify Notification Letter Sent to Parents

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

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

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

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

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

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

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

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

9.2. When were the parent notifications sent? \_\_\_\_\_

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

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

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

9.5. Have any parents refused? (circle one)

1. YES How many? \_\_\_\_\_ .
2. NO

9.6. DATE THE PARENT NOTIFICATION WAS RECEIVED BY AC: \_\_\_\_\_ .

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

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

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

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

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

Yes ..... 1

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



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

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

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

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



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

**Procedure 10. Review Status of SD and LEP Questionnaires**

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

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

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

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

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

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

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

NUMBER OF ADDITIONAL SD QUESTIONNAIRES NEEDED:

# .....

NUMBER OF ADDITIONAL LEP QUESTIONNAIRES NEEDED:

# .....

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

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

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

NUMBER OF ADDITIONAL SD QUESTIONNAIRES NEEDED:

# .....

NUMBER OF ADDITIONAL LEP QUESTIONNAIRES NEEDED:

# .....

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

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

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

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

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## Procedure 11. Determine Student Accommodations

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

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

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

It is extremely important that you learn about any separate accommodation sessions at the time of the preassessment visit so that you can arrange for enough AAs to be present to cover all sessions. By "separate," we mean small group or one-on-one sessions that will be conducted outside of a regular session. Questions in this section are designed to identify whether you will need to conduct separate sessions at the school, and if so, how many.

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

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

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

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

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

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

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

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

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

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

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

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

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

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





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## Procedure 12. Make Assessment Arrangements

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

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

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

Each session will require about 90 minutes to administer.

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

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

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

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

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

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

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

Encourage the school coordinator to arrange for actual classrooms to be used whenever possible. Try to avoid cafeterias and other locations where traffic is heavy and the noise level is high. Enter a date and start time for each regular and separate accommodation session listed in the appropriate chart on the front cover of the Quality Control Booklet.

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

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

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

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

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

---

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

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

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

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

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

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

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

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

---

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

---



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

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

---



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

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

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

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

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

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

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

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

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

---

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

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

---

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

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

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



**Impacts Statistical Validity**

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

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### 1. Overview of Part 1 of the Quality Control Booklet

### 2. Activities to Complete Before Conducting the Preassessment Visit

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#### 3. Prepare for the Confirmation Telephone Call

#### 4. Conduct the Confirmation Telephone Call

#### 5. Prepare for the Preassessment Visit

### 3. Activities to Complete During the Visit

#### 6. Review the Status of School and Teacher Questionnaires

#### 7. Verify Administration Schedule Data

#### 8. Select Sample of Newly Enrolled Students

#### 9. Verify Notification Letter Sent to Parents

#### 10. Review Status of SD and LEP Questionnaires

#### 11. Determine Student Accommodations

#### 12. Make Assessment Arrangements

#### 13. Complete Checklist of Preassessment Visit Followup Tasks

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

\_\_\_\_\_

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

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

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

**12.17.** CONFIRM ANY CALLBACK DATES ANDTIMES.

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

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

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

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

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

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

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

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

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

### Procedure 13. Complete Checklist of Preassessment Visit Followup Tasks

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

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

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  11. Determine Student Accommodations
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## Chapter 4 Summary

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

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

# 5 Planning for Assessment Day

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

## 1. Activities to Complete After the Preassessment Visit

### Procedure 1. Review and Revise the Assessment Schedule

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

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

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

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

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



## Situations That May Affect Your Assessment Schedule

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

### Makeup Sessions

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

### Accommodation Sessions

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

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

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

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

### When the AA Cannot Conduct the Session

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

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6. Assign Accommodation Booklets

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

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10. Review Security and Confidentiality Procedures

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### Rescheduling Sessions Due to Bad Weather

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

### The School Postpones the Assessment

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

## Procedure 2. Complete Key Paperwork

### Complete Assessment Information Form

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

- the school name and NAEP ID;
- the school address and telephone number;
- the assessment date and time(s);
- the time the AA should arrive at the school;
- the session number(s) assigned to the AA;
- the room(s) where the session(s) will be held;
- the school coordinator's name;
- directions to the school and where to park once the AAs arrive at the school;
- information about accommodations, such as the number and types in the session;
- instructions for meeting the assessment team; and
- any other pertinent information, such as the policy for dismissing students, how to handle persistently disruptive students, and students who arrive after the session has begun.

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

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

**ASSESSMENT INFORMATION FORM**

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

ADDRESS: 3800 Washington Blvd.  
Vienna, VA 22180

PHONE #: 703-555-2249

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

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

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

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

PARKING: Park in visitor spaces only!

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

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

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

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

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- 6. Assign Accommodation Booklets
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### 8. Review Materials in the School Folder

### 9. Perform a Final Check of Assessment Materials

### 10. Review Security and Confidentiality Procedures

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

## Procedure 3. Verify Assessment Materials and Request Any Additional Materials

After each preassessment visit, you will need to check the Session Boxes you received for that school again, gather other materials needed from the bulk supplies, and request additional material, if necessary. It is important to verify school materials immediately after each preassessment visit so you will have adequate time to request and receive additional supplies from Pearson and/or Westat.

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



### Security and Confidentiality Alert

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

## School Materials

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

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

Each box will contain two bundles of booklets. A numbered Bundle Slip will be shrink-wrapped with each bundle. The five-digit **Bundle #** on the slip should match the five-digit number printed in the **Bundle #** box in the upper-left and upper-right section of the Administration Schedule.

Each Bundle Slip will list the three-digit prefixes of the booklets contained in the bundle. These prefixes should match the prefixes printed on the Administration Schedule, as shown on page 6.14. The slip will also show the types of additional materials needed for booklets in the bundle.

After the completion of each preassessment visit, complete the following steps:

1. Open the school's Session Box(es) and check that the Bundle #s on the Administration Schedule(s) match those included in the shipment.
2. Check the materials in your shipment against the packing lists and Administration Schedule to see that you have sufficient supplies.

The following tables identify the materials that will be packed in each Session Box. Science kit information can be found on pages 5.11-5.13. Also note that calculators, timers, and mathematics posters are located in your bulk supplies.

Materials for RS Sessions (Operational)	
<b>Grade 4</b>	
Quantity	Item
2 Bundles	Grade 4 Reading/Mathematics/Science Booklets (14 per bundle; 28 total booklets)
4	Grade 4 Mathematics Set "X"
4	Grade 4 Mathematics Set "G"
4	Rulers "R"
1	Sign <b>Testing in Progress - Do Not Disturb</b>
2	Rubber bands
36	Pencils
28	Preprinted Student ID Labels
1	Return Shipment Label
<b>Grade 8</b>	
Quantity	Item
2 Bundles	Grade 8 Reading/Mathematics/Science Booklets (16 per bundle; 32 total booklets)
4	Grade 8 Mathematics Set "Y"
4	Grade 8 Mathematics Set "G"
4	Protractors "P"
4	Guide to Metro "M"
1	Sign <b>Testing in Progress - Do Not Disturb</b>
2	Rubber bands
36	Pencils
32	Preprinted Student ID Labels
1	Return Shipment Label

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5. Review Accommodation Codes

6. Assign Accommodation Booklets

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

8. Review Materials in the School Folder

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## Materials for RS Sessions (Operational) continued

### Grade 12

Quantity	Item
2 Bundles	Grade 12 Reading/Mathematics/Science Booklets (16 per bundle; 32 total booklets)
2	Grade 12 Mathematics Set "Z"
4	Grade 12 Mathematics Set "G"
4	Protractors "P"
4	Guide to Metro "M"
3	Social Security Instructions "S"
1	Sign <b>Testing in Progress - Do Not Disturb</b>
2	Rubber bands
36	Pencils
32	Preprinted Student ID Labels
1	Return Shipment Label

## Materials for RM Sessions (Operational)

### Grade 4

Quantity	Item
2 Bundles	Grade 4 Reading/Mathematics Booklets (14 per bundle; 28 total booklets)
4	Grade 4 Mathematics Set "X"
4	Grade 4 Mathematics Set "G"
4	Rulers "R"
1	Sign <b>Testing in Progress - Do Not Disturb</b>
2	Rubber bands
36	Pencils
28	Preprinted Student ID Labels
1	Return Shipment Label

### Grade 8

Quantity	Item
2 Bundles	Grade 8 Reading/Mathematics Booklets (16 per bundle; 32 total booklets)
4	Grade 8 Mathematics Set "Y"
4	Grade 8 Mathematics Set "G"
4	Protractors "P"
4	Guide to Metro "M"
1	Sign <b>Testing in Progress - Do Not Disturb</b>
2	Rubber bands
36	Pencils
32	Preprinted Student ID Labels
1	Return Shipment Label

**Materials for SC Sessions (Operational)**

Grade 4	
Quantity	Item
1 or 2 Bundles	Grade 4 Science Booklets (14 per bundle)
1	Sign <b>Testing in Progress - Do Not Disturb</b>
2	Rubber bands
36	Pencils
14 or 28	Preprinted Student ID Labels
1	Return Shipment Label
Grade 8	
Quantity	Item
1 or 2 Bundles	Grade 8 Science Booklets (16 per bundle)
1	Sign <b>Testing in Progress - Do Not Disturb</b>
2	Rubber bands
36	Pencils
16 or 32	Preprinted Student ID Labels
1	Return Shipment Label

**Materials for PT Sessions (Pilot)**

Grade 4	
Quantity	Item
1 or 2 Bundles	Grade 4 Pilot Test Booklets (13 per bundle)
2 or 4	Grade 4 Mathematics Set "N"
2 or 4	Grade 4 Mathematics Set "L"
1	Sign <b>Testing in Progress - Do Not Disturb</b>
2	Rubber bands
36	Pencils
13 or 26	Preprinted Student ID Labels
1	Return Shipment Label
Grade 8	
Quantity	Item
1 or 2 Bundles	Grade 8 Pilot Test Booklets (13 per bundle)
2 or 4	Grade 8 Mathematics Set "T"
2 or 4	Grade 8 Mathematics Set "F"
1	Sign <b>Testing in Progress - Do Not Disturb</b>
2	Rubber bands
36	Pencils
13 or 26	Preprinted Student ID Labels
1	Return Shipment Label

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6. Assign Accommodation Booklets

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

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9. Perform a Final Check of Assessment Materials

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

## Materials for PT Sessions (Pilot) continued

### Grade 12

Quantity	Item
1 or 2 Bundles	Grade 12 Pilot Test Booklets (11 per bundle)
2 or 4	Grade 12 Mathematics Set "H"
2 or 4	Grade 12 Mathematics Set "W"
2 or 4	Protractors "P"
1	Sign <b>Testing in Progress - Do Not Disturb</b>
2	Rubber bands
36	Pencils
11 or 22	Preprinted Student ID Labels
1	Return Shipment Label

## Materials for SB Sessions (Science Bridge)

### Grade 4

Quantity	Item
3 Bundles	Grade 4 Science Bridge Booklets (11 per bundle)
1	Sign <b>Testing in Progress - Do Not Disturb</b>
3	Rubber bands
36	Pencils
33	Preprinted Student ID Labels
1	Return Shipment Label

### Grade 8

Quantity	Item
3 Bundles	Grade 8 Science Bridge Booklets (11 per bundle)
1	Sign <b>Testing in Progress - Do Not Disturb</b>
3	Rubber bands
36	Pencils
33	Preprinted Student ID Labels
1	Return Shipment Label

### Grade 12

Quantity	Item
3 Bundles	Grade 12 Science Bridge Booklets (11 per bundle)
1	Sign <b>Testing in Progress - Do Not Disturb</b>
3	Rubber bands
36	Pencils
33	Preprinted Student ID Labels
1	Return Shipment Label

### Science Kits

The table below shows the types of science kits, by grade, that you will receive from Pearson.

Grade(s)	Science kit
4	Kit A – Seeds
4	Kit B – Unknown powder
4/8	Kit C – Markers
8	Kit D – Powders
8/12	Kit E – Soil tests
12	Kit F – Antacid
12	Kit G – Pendulum



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5. Review Accommodation Codes

6. Assign Accommodation Booklets

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

8. Review Materials in the School Folder

9. Perform a Final Check of Assessment Materials

10. Review Security and Confidentiality Procedures

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

The science kits will be packaged separately from the other session materials. You will receive the following:

- exact number of kits needed for each grade 4 and 8 operational (RS) session. The kits will be packaged in one box per session;
- one box of six kits per session for each grade 12 operational (RS) session;
- one box of nine kits per session for each science (SC) session; and
- one box of 18 kits per session for each science bridge (SB) session.

Each box of science kits will also contain a science activities brochure for the school and a garbage bag to dispose of used science kit materials. You should refer to the Session Box packing list to determine which science kits are needed for each session.

## Science Kit Materials for RS Sessions

Grade 4	
Quantity	Item
1 for each student designated for hands-on science	Grade 4 Science Kit A – Seeds
1 for each student designated for hands-on science	Grade 4 Science Kit B – Unknown Powders
1 for each student designated for hands-on science	Grade 4/8 Science Kit C – Markers
1	Grade 4 Science Activities Brochure
1	Garbage Bags (small)
Grade 8	
Quantity	Item
1 for each student designated for hands-on science	Grade 4/8 Science Kit C – Markers
1 for each student designated for hands-on science	Grade 8 Science Kit D – Powders
1 for each student designated for hands-on science	Grade 8/12 Science Kit E – Soil Test
1	Grade 8 Science Activities Brochure
1	Garbage Bags (small)
Grade 12	
Quantity	Item
2	Grade 8/12 Science Kit E – Soil Test
2	Grade 12 Science Kit F – Antacid
2	Grade 12 Science Kit G - Pendulum
1	Grade 12 Science Activities Brochure
1	Garbage Bags (small)

**Science Kit Materials for SC Sessions**

Grade 4	
Quantity	Item
3	Grade 4 Science Kit A – Seeds
3	Grade 4 Science Kit B – Unknown Powder
3	Grade 4/8 Science Kit C – Markers
1	Grade 4 Science Activities Brochure
1	Garbage Bags (small)
Grade 8	
Quantity	Item
3	Grade 4/8 Science Kit C – Markers
3	Grade 8 Science Kit D –Powders
3	Grade 8/12 Science Kit E – Soil Test
1	Grade 8 Science Activities Brochure
1	Garbage Bags (small)

**Science Kit Materials for SB Sessions**

Grade 4	
Quantity	Item
6	Grade 4 Science Kit A – Seeds
6	Grade 4 Science Kit B – Unknown Powder
6	Grade 4/8 Science Kit C – Markers
1	Grade 4 Science Activities Brochure
1	Garbage Bags (small)
Grade 8	
Quantity	Item
6	Grade 4/8 Science Kit C – Markers
6	Grade 8 Science Kit D –Powders
6	Grade 8/12 Science Kit E – Soil Test
1	Grade 8 Science Activities Brochure
1	Garbage Bags (small)
Grade 12	
Quantity	Item
5	Grade 8/12 Science Kit E – Soil Test
5	Grade 12 Science Kit F – Antacid
5	Grade 12 Science Kit G - Pendulum
1	Grade 12 Science Activities Brochure
1	Garbage Bags (small)

## PROCEDURES

### 1. Activities to Complete After the Preassessment Visit

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2. Complete Key Paperwork

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6. Assign Accommodation Booklets

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

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9. Perform a Final Check of Assessment Materials

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## Bulk Supplies

The remaining assessment materials are general or bulk supplies. General or bulk supplies refer to materials that you may or may not need at each session. Most of these materials will come from Pearson, but a few will come from Westat.

### Pearson Bulk Supplies

You will need to use the timers from your Pearson bulk supplies for every assessment. You will also frequently use the calculators and math posters. The remaining bulk materials are for you to use if you need extra materials for your sessions. A complete list of Pearson bulk supplies is provided on pages 5.16-5.17.

### Student Booklets

Your Pearson bulk supplies will include the following assessment and accommodation booklets:

- grade 4 and grade 8 school assessment booklets for operational sessions; and
- grade 4 read-aloud/small group booklets.

If you discover during the preassessment visit that you will need additional assessment booklets for science bridge, pilot, or grade 12 sessions, you must contact Pearson to place an order.

You will also need to request the following accommodation booklets not included in your bulk supplies from Pearson:

- large-print booklets for operational and science bridge sessions (booklets for pilot sessions will need to be enlarged using the school's equipment);
- bilingual glossary booklets for science bridge sessions;
- bilingual booklets for mathematics and science operational sessions; and
- read-aloud/small group booklets (Note that you will be given a few bundles of grade 4 read-aloud/small group booklets in your bulk supplies. If additional booklets or different booklet version numbers are needed, you must request them from Pearson.)

When requesting read-aloud/small group booklets, remember that a student must receive a read-aloud booklet for the same subject as the original booklet assigned to him/her. Therefore, for all read-aloud booklets of a given subject, request the same booklet number as that of the first student listed on the Administration Schedule who requires the read-aloud/small group accommodation. More information on read-aloud booklets is found on page 3.34. **(Reminder: There is no read-aloud reading booklet.)**

The science bridge read-aloud/small group and science bridge glossary accommodation booklets are the same booklets. Therefore, when requesting the science bridge glossary booklets via telephone or email, you will need to indicate the booklet number and inform Pearson that you need a glossary.

You must account for all of the regular and accommodation booklets that you receive in your bulk supplies or via short shipment request to Pearson. In the shipment section of the SCS, you will need to indicate that you received all of the booklets shipped to you. Refer to the *SCS User's Guide* for detailed instructions on using the SCS. You should also use the Bulk Security Checklist (shown on the following page) to keep track of the booklets included in your bulk supplies.

This is your responsibility to be sure that you have a sufficient number of the appropriate assessment materials needed for each school and that you can account for all of these materials (used and unused) when the assignment is completed. You may not, under any circumstances, borrow or lend booklets from another Session Box or another AC.

**NAEP 2005 Bulk Security Checklist**

AC: Mr. Smith (Seq. # 72)  
 Region #: 201

Bundle #	Received	Date Issued	School/Session	Date/Time Returned	Tracking Number
Book ID's					
1					
1310000091					
0010000000					
1960000000					
0040000060					
0900450680					
0157534689					
0091123794					
0171234567					
1360005594					
1340023364					
1340078532					
1310000666					
0160011189					
0043333365					
0204444835					
1360452189					
1333333789					
2					
1310000091					
0010000000					
1960000000					
0040000060					
0900450680					
0157534689					
0091123794					
0171234567					
1360005594					
1340023364					
1340078532					
1310000666					
0160011189					
0043333365					
0204444835					
1360452189					
1333333789					

**Instructions: This form is for your use only. Do not return to Pearson.**  
 The "Received" column is to record the date you received the books from Pearson.  
 The "Date Issued" column is to record the date you used the book.  
 The "School/Session" column is to record school number and session number.  
 The "Date/Time Returned" column is to record date returned to Pearson.  
 The "Tracking Number" column is to record the tracking number used to return the book(s).

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6. Assign Accommodation Booklets

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

8. Review Materials in the School Folder

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

The bulk supplies you will receive from Pearson are shown below and on the following page.

## Pearson Bulk Supplies

### General Bulk Supplies from Pearson

Quantity	Item
1	Tape Dispenser
3 Rolls	Sealing Tape
8	Digital Timer
2 Packages	AA Batteries
15	Supplemental Shipping Envelopes
5	Sign Testing in Progress – Do Not Disturb
25	Materials Request Form
10	Rubber Bands
1	Bulk Security Checklist
5	Ziplock Bags
5	Return Mailing Labels (for bulk materials only)
1 Set	Pencils (36 per set)

### Bulk Reading, Mathematics, and Science Materials from Pearson

Quantity	Item
55	Grade 4 Simple Calculators TI-108 "C" (Blue)
55	Grade 8/12 Scientific Calculators TI-30 "C" (Gray)
8	Grade 4 OE Mathematics Poster
8	Grade 8 OE Mathematics Poster
3 Packages	Grade 4 Science Supplemental Materials
3 Packages	Grade 8 Science Supplemental Materials
3	Grade 4 Science Kit A – Seeds
3	Grade 4 Science Kit B – Unknown Powders
3	Grade 4 Science Kit C – Markers
3	Grade 8 Science Kit C – Markers
3	Grade 8 Science Kit D – Powders
3	Grade 8 Science Kit E – Soil Test
8	Grade 4 Mathematics Set "X"
8	Grade 4 Mathematics Set "G"
8	Rulers "R"
8	Grade 8 Mathematics Set "Y"
8	Grade 8 Mathematics Set "G"
8	Protractors "P"
8	Guide to Metro "M"

<b>Other Bulk Supplies</b>	
<b>Quantity</b>	<b>Item</b>
15	Administration Schedules (blank)
5	Grade 4 Roster of Questionnaires – operational (blank)
5	Grade 8 Roster of Questionnaires – operational (blank)
5	Grade 12 Roster of Questionnaires – operational (blank)
5	Grade 4 Roster of Questionnaires – pilot (blank)
5	Grade 8 Roster of Questionnaires – pilot (blank)
15	Supplemental SD and/or LEP Rosters
5	Grade 4 School Questionnaire – operational
1	Grade 8 School Questionnaire – operational
1	Grade 12 School Questionnaire – operational
2	Grade 4 School Questionnaire – pilot
2	Grade 8 School Questionnaire – pilot
10	Grade 4 Teacher Questionnaire – operational
10	Grade 8 Reading Teacher Questionnaire – operational
10	Grade 8 Mathematics Teacher Questionnaire – operational
10	Grade 4 Science Teacher Questionnaire – operational
5	Grade 4 U.S. History/Civics Teacher Questionnaire – pilot
5	Grade 4 U.S. History/Civics Teacher Questionnaire – pilot
1	Grade 12 Economics Teacher Questionnaire – pilot
1	Grade 12 Economics Department Chair Questionnaire - pilot
75	SD Questionnaires
75	LEP Questionnaires
1 Bundle	Grade 4 Reading/Mathematics/Science Booklets (14 per bundle)
1 Bundle	Grade 8 Reading/Mathematics/Science Booklets (14 per bundle)
6 Bundles	Grade 4 Read-Aloud Booklets (5 per bundle)
5 Bundles	Additional Grade 4 Read-Aloud Booklets if assigned (5 per bundle)

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The bulk supplies you will be receiving from Westat are listed below.

## Westat Bulk Supplies

### Publications

Summary of Activities – Public
Summary of Activities – Nonpublic
Teacher’s Guide to NAEP
Demonstration Booklets
MySchool Web Site Brochure and Folder
Mathematics Framework
Reading Framework
Science Framework

### Forms and Materials

NAEP Storage Envelopes
“Destroy by” Postcards
Student ID Labels (blank)
Student Appreciation Certificates
Makeup Worksheets
Session Debriefing Forms
School Certificates of Appreciation
Blank School Folders
AA Identification Badges and Lanyards*
AA Assessment Information Forms
Teacher Observer Letter
Accommodation Teacher Letter

### Administrative Materials

T&Es and Envelopes*
Trip and Expense Reports

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

### Request Additional Materials, If Necessary

If you discover that you need additional materials, you should first use the extra materials sent in your bulk supplies. If you deplete your bulk supplies or if you need to request booklets not included in your bulk supplies, you should contact Pearson. Requested materials are sent “overnight” and delivered usually within 24 hours of the request. Before you fax, call, or email Pearson, complete the Materials Request Form that is included in your bulk supplies. Then, you may contact Pearson as indicated below:

- The telephone number is **1-888-627-6237**.
- The fax number is **1-888-627-8842**. Be sure the Materials Request Form is completely filled out before faxing.
- The email address is **NAEP@pearson.com**.

The Pearson NAEP Help Desk is available between 7:00 a.m. and 4:30 p.m. CST. Overnight orders for short shipments must be in by 3:00 p.m. CST.

If you need additional materials that are listed under Westat bulk supplies, email your supervisor with the exact name and quantity of the material you are requesting. You should also include the address to which the materials should be shipped.

**NAEP 2005 Materials Request Form (Page 1 of 2)**

**Page 1 of 2** **2005 NAEP MATERIALS REQUEST FORM**

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

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Date: \_\_\_\_\_ Date Needed: \_\_\_\_\_ Test Date: \_\_\_\_\_ School # \_\_\_\_\_  
 Name: \_\_\_\_\_ AC Region/Area # \_\_\_\_\_  
 Ship To Address: \_\_\_\_\_ School Name: \_\_\_\_\_  
STREET ADDRESS (Do not use a P.O. Box) CITY, STATE, ZIP CODE  
 Phone Number: ( ) \_\_\_\_\_ - \_\_\_\_\_ E-mail Address: \_\_\_\_\_

Quantity	Units	Description	Quantity	Units	Description
		<b>Gr4 Reading/Math/Science (RS)</b>			<b>Tracking Forms/Questionnaires</b>
	Bndl of 14	Gr4, Read/Math/Science Bundle		Each	Administration Schedule
	Set	Ancillaries, Gr4 Math		Each	Roster of Questionnaires, Gr4, OP
		<b>Gr4 Reading/Math (RM)</b>		Each	Roster of Questionnaires, Gr8, OP
	Bndl of 14	Gr4, Read/Math Bundle		Each	Roster of Questionnaires, Gr12
	Set	Ancillaries, Gr4 Math		Each	Roster of Questionnaires, Gr4, Pilot
		<b>Gr4 Science (SC)</b>		Each	Roster of Questionnaires, Gr8, Pilot
	Bndl of 14	Gr4, Science Bundle		Each	Roster, Supplemental SD/LEP
	Set	Science Kits, Gr4, Set of 9		Pkg/25	Gr4 Teacher Questionnaire
		<b>Gr4 Pilot (PT)</b>		Pkg/25	Gr8 Math Teacher Questionnaire
	Bndl of 13	Gr4, Pilot Bundle		Pkg/25	Gr8 Reading Teacher Questionnaire
	Set	Ancillaries, Gr4, Math, Pilot		Pkg/25	Gr8 Science Teacher Questionnaire
		<b>Gr4 Science Bridge (SB)</b>		Pkg/25	Gr4 History/Civics Teacher Questionnaire
	Bndl of 11	Gr4, Bridge Science, Bndl		Pkg/25	Gr8 History/Civics Teacher Questionnaire
	Set	Science Kits, Gr4, Set of 18		Pkg/15	Gr12 Economics Teacher Questionnaire
		<b>Gr8 Reading/Math/Science (RS)</b>		Pkg/15	Gr12 Department Head Questionnaire
	Bndl of 14	Gr8, Read/Math/Science Bundle		Pkg/20	Gr4 School Questionnaire
	Set	Ancillaries, Gr8 Math/Reading		Pkg/20	Gr8 School Questionnaire
		<b>Gr8 Reading/Math (RM)</b>		Pkg/20	Gr12 School Questionnaire
	Bndl of 14	Gr8, Read/Math Bundle		Pkg/20	Gr4 School Questionnaire, Pilot
	Set	Ancillaries, Gr8 Math/Reading		Pkg/20	Gr8 School Questionnaire, Pilot
		<b>Gr8 Science (SC)</b>		Pkg/25	LEP Questionnaire
	Bndl of 14	Gr8, Science Bundle		Pkg/25	SD Questionnaire
	Set	Science Kits, Gr8, Set of 9			<b>Miscellaneous Materials</b>
		<b>Gr8 Pilot (PT)</b>		Each	Sealing Tape Roll
	Bndl of 13	Gr8, Pilot Bundle		Each	Digital Timer
	Set	Ancillaries, Gr8, Math, Pilot		Pkg/4	AA Batteries
		<b>Gr8 Science Bridge (SB)</b>		Each	Suppl. Shipping Envelopes
	Bndl of 11	Gr8, Bridge Science, Bndl		Set/36	#2 Pencils
	Set	Science Kits, Gr8, Set of 18		Sets/8	Posters, Gr4, Math
		<b>Gr12 Reading/Math/Science (RS)</b>		Sets/8	Posters, Gr8, Math
	Bndl of 14	Gr12, Read/Math/Science Bundle		Each	Return Mailing Label
	Set	Ancillaries, Gr12 M/R/S		Each	Garbage Bag - small
	Set	Science Kits, Gr12, Set of 6		Each	Rubber Bands
		<b>Gr12 Pilot (PT)</b>		Each	Rulers "R"
	Bndl of 11	Gr12, Pilot Bundle		Each	Protractors "P"
	Set	Ancillaries, Gr12, Math, Pilot		Each	S.S. Card Instructions "S"
		<b>Gr12 Science Bridge (SB)</b>		Each	Guide to Metro "M"
	Bndl of 11	Gr12, Bridge Science, Bndl		Bag	Gr4 Science Supplemental Materials
	Set	Science Kits, Gr12, Set of 15		Bag	Gr8 Science Supplemental Materials

\*Please use this form when ordering by phone.

**TO BE COMPLETED BY PEARSON** Date/Method Order Sent: \_\_\_\_\_ Order Entered by: \_\_\_\_\_

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#### 10. Review Security and Confidentiality Procedures

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

## NAEP 2005 Materials Request Form (Page 2 of 2)

Page 2 of 2

Fax Number: 1-888-627-8842

\*E-mail Address: naep@pearson.com

\*Phone Number: 1-888-627-NAEP (6237)

Date: \_\_\_\_\_ Date Needed: \_\_\_\_\_ Test Date: \_\_\_\_\_ School # \_\_\_\_\_

Name: \_\_\_\_\_ AC Region/Area # \_\_\_\_\_

Ship To Address: \_\_\_\_\_ School Name: \_\_\_\_\_

*STREET ADDRESS (Do not use a P.O. Box)*

*CITY, STATE, ZIP CODE*

Phone Number: ( ) \_\_\_\_\_ - \_\_\_\_\_ E-mail Address: \_\_\_\_\_

Quantity	Units	Description	Quantity	Units	Description	Quantity	Units	Description
		<b>Science/Math/Reading Anc.</b>			<b>Read Alouds - Pilot</b>			<b>Read Alouds - Oper.</b>
	Each	Gr4 Seeds "A"		Each	Gr4, M195LC		Each	Gr4, M146CR
	Each	Gr4 Unknown Powders "B"		Each	Gr4, M196N		Each	Gr4, M147X
	Each	Gr4/8 Markers "C"		Each	Gr4, M197C		Each	Gr4, M148G
	Each	Gr8 Powders "D"		Each	Gr8, M195FC		Each	Gr4, M149
	Each	Gr8/12 Soil Test "E"		Each	Gr8, M196TC		Each	Gr4, M150C
	Each	Gr12 Antacid "F"		Each	Gr8, M197C		Each	Gr8, M146CP
	Each	Gr12 Pendulum "G"		Each	Gr12, M195WC		Each	Gr8, M147CY
	Each	Gr4 Set X		Each	Gr12, M196HP		Each	Gr8, M148G
	Each	Gr8 Set Y		Each	Gr12, M197PC		Each	Gr8, M149
	Each	Gr12 Set Z		Each	Gr4, C301		Each	Gr8, M150C
	Each	Gr4 Set G		Each	Gr4, C302		Each	Gr12, M146CP
	Set/4	Gr8/12 Set G		Each	Gr8, C301		Each	Gr12, M147CZ
	Each	Gr4 Set N		Each	Gr8, C302		Each	Gr12, M148G
	Each	Gr4 Set L		Each	Gr12, C301		Each	Gr12, M149
	Each	Gr8 Set T		Each	Gr12, C302		Each	Gr12, M150C
	Each	Gr8 Set F		Each	Gr4, H501		Each	Gr4, S208
	Each	Gr12 Set W		Each	Gr4, H502		Each	Gr4, S228
	Each	Gr12 Set H		Each	Gr8, H501		Each	Gr4, S234
		<b>Large Print</b>		Each	Gr8, H502		Each	Gr4, S236
	Each	Gr4, R34 - OP		Each	Gr8, H503		Each	Gr4, S238
	Each	Gr8, R38 - OP		Each	Gr12, H501		Each	Gr4, S240C
	Each	Gr12, R13 - OP		Each	Gr12, H502		Each	Gr8, S202
	Each	Gr4, M135C - OP		Each	Gr12, E601		Each	Gr8, S252
	Each	Gr8, M135C - OP		Each	Gr12, E602		Each	Gr8, S253
	Each	Gr12, M135C - OP		Each	Gr12, E603		Each	Gr8, S254
	Each	Gr4, S234 - OP		Each	Gr12, E604		Each	Gr8, S255
	Each	Gr8, S249 - OP		Each	Gr12, E605		Each	Gr8, S256C
	Each	Gr12, S210 - OP		Each	Gr12, E606		Each	Gr8, S257
	Each	Gr4, S779, Bridge		Each	Gr12, E607		Each	Gr8, S258
	Each	Gr8 S779, Bridge		Each	Gr12, E608		Each	Gr12, S202
	Each	Gr12, S779, Bridge		Each	Gr12, E609		Each	Gr12, S252
		<b>Bilingual Books</b>		Each	Gr12 E610		Each	Gr12, S253
	Each	Gr4, M901-BL			<b>Read Alouds-Sci.Bridge</b>		Each	Gr12, S254
	Each	Gr4, M911C-BL		Each	Gr4, S768C		Each	Gr12, S255
	Each	Gr4, S921-BL		Each	Gr8, S774C		Each	Gr12, S256G
	Each	Gr4, S931A-BL		Each	Gr12, S761		Each	Gr12, S257
	Each	Gr8, M901C-BL			<b>Bil. Glossaries-Sci.Br.</b>		Each	Gr12, S258
	Each	Gr8, M911C-BL		Each	Gr4, S768C			
	Each	Gr8, S921-BL		Each	Gr8, S774C			
	Each	Gr8, S931C-BL		Each	Gr12, S761			

\*Please use this form when ordering by phone.

TO BE COMPLETED BY PEARSON

Date/Method Order Sent: \_\_\_\_\_ Order Entered by: \_\_\_\_\_

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## 2. Activities to Complete Immediately Before Assessment Day

To be prepared for the school's assessment, you will need to complete the following procedures immediately preceding the assessment day.

### Procedure 4. Review the Preassessment Contact Log

Review the Preassessment Contact Log to ensure that all the preassessment activities have been completed. If you have omitted something, correct it now.

- Make note of the information that you need to collect from the school coordinator when you arrive at the school;
- Review the date, day, and time of the assessment;
- Review directions to the school and parking instructions;
- Review the Assessment Information Form that you prepared for your team to verify that it is complete; and
- Verify which AAs will administer each session at the school.

### Procedure 5. Review Accommodation Codes

During the preassessment visit, you entered accommodation codes for each student who required an accommodation. Review the accommodation codes to make sure that every student who requires an accommodation is coded as such. It is absolutely critical that these codes are accurate.

### Procedure 6. Assign Accommodation Booklets

After you have reviewed the accommodation codes, you will need to assign an accommodation booklet to each student requiring a separate accommodation booklet. **It is important that the accommodation booklets you assign are for the correct session type. Pay special attention to the O for operational, P for pilot, or B for science bridge, printed in the upper-right corner of each assessment booklet.**

The following accommodations require separate accommodation booklets:

- Bilingual glossary (science bridge only): Code 70
- Bilingual booklet (mathematics and science operational only): Code 71
- Large-print booklet (operational and science bridge only): Code 73
- Small-group booklet (when more than one student in a given subject requires the read aloud/small group accommodation): Code 76

To assign an accommodation booklet, enter the appropriate accommodation booklet ID number in column **O** on the Administration Schedule (labeled Accommodation Booklet ID #).

Repeat for each student requiring a separate accommodation booklet.

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## Example of Assigning an Accommodations Booklet

The form is titled "2005 Grade 4 BOOK M108". It includes sections for "School and Teacher Information" (School #, Teacher #), "TOTAL TIME for ACCOMMODATION" and "ADMIN CODE", and a list of "ACCOMMODATIONS" (71-82) with checkboxes. A barcode is labeled "108 - 000293 - 4". A "DO NOT USE" section contains a grid of circles. A "PLACE LABEL HERE" box is also present. A blue arrow points from the barcode to the "ACCOMMODATION BOOKLET ID" column in the table below.

Column "0"

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	Original Booklet ID	ACCOMMODATION BOOKLET ID #	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	
Ma															101 000293 4																	
Betty Bates															001 054006 9																	
Wes Block															102 005241 1	108 000293 4																
Angela Burns															002 000043 8																	
Nicki Campbell															203 006922 1																	
Nancy Cordaro															003 000841 2																	
Tim Dublin															204 043569 2																	
Kimberly Frank															004 005301 1																	
Carla Grahams															105 210021 3																	
Paul Hernandez															205 210001 6																	
Becky Hoocke															106 073201 2																	
Daniel Jasmer															006 002407 7																	
Sarah Kruger															107 000031 9																	
Penny Lowe															007 076206 0																	
Paul Lucas															208 076206 5																	



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### 10. Review Security and Confidentiality Procedures

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## Procedure 8. Review Materials in the School Folder

Review the materials in the School Folder to ensure that you bring the correct materials for the school. You should verify that you have the Administration Schedule(s) for the school, and all of the other critical documents that should be included in the School Folder. The School Folder contents are listed on page 2.5.

## Procedure 9. Perform a Final Check of Assessment Materials

You should check your packed assessment materials one more time to verify that you have the correct box(es) of materials from Pearson for the school as well as any additional materials that you will need including copies of the Administration Schedule(s) and Roster(s) for each AA. The following page shows a comprehensive list of what's required from your session and bulk supplies for **every** assessment conducted at a school. **You can't be too careful!** It is better to check your materials several times than to arrive at the school with the wrong assessment materials.

### Voices of Experience: Label Assessment Material Boxes

You should label the assessment material boxes to ensure that each AA receives the correct Session Box(es). Use Post-it notes or unused (blank) student ID labels to indicate the session number and the AA's name.

**Reminder:** Pearson packed each Session Box with the average number of ancillary items needed for a session. There will be sessions in your assignment that require more ancillaries than what is provided in the Session Box. Therefore, it is important you provide the additional materials you received in your bulk supplies for AAs to use, identified in the table on the next page, when preparing the booklets and conducting assessments.

### Voices of Experience: Prepare Accordion Folder

You should store ancillary items and other forms needed on assessment day in an accordion folder for easy access in schools.

Materials for Each Grade 4 Session	Materials for Each Grade 8 Session	Materials for Each Grade 12 Session
<ul style="list-style-type: none"> <li>■ Original Administration Schedule</li> <li>■ 1 copy of the Roster of Questionnaires</li> <li>■ 1 box of session materials</li> <li>■ Timer</li> <li>■ Student Appreciation Certificates</li> <li>■ Accommodation booklets, if necessary</li> <li>■ Additional booklets assigned to students added to the Administration Schedule, if necessary</li> <li>■ Session Debriefing Form</li> <li>■ “Testing In Progress” sign</li> </ul>	<ul style="list-style-type: none"> <li>■ Original Administration Schedule</li> <li>■ 1 copy of the Roster of Questionnaires</li> <li>■ 1 box of session materials</li> <li>■ Timer</li> <li>■ Accommodation booklets, if necessary</li> <li>■ Additional booklets assigned to students added to the Administration Schedule, if necessary</li> <li>■ Session Debriefing Form</li> <li>■ “Testing In Progress” sign</li> </ul>	<ul style="list-style-type: none"> <li>■ Original Administration Schedule</li> <li>■ 1 copy of the Roster of Questionnaires (if PT session with Economics booklets)</li> <li>■ 1 box of session materials</li> <li>■ Timer</li> <li>■ Accommodation booklets, if necessary</li> <li>■ Additional booklets assigned to students added to the Administration Schedule, if necessary</li> <li>■ Session Debriefing Form</li> <li>■ “Testing In Progress” sign</li> </ul>
<p>RS or SB, <b>include the following science materials:</b></p> <ul style="list-style-type: none"> <li>■ 1 box of hands-on science kits</li> <li>■ Supplemental Science Materials</li> </ul> <p>RS, RM, or PT, <b>include the following mathematics materials:</b></p> <ul style="list-style-type: none"> <li>■ 5 blue calculators</li> <li>■ Grade 4 mathematics poster</li> </ul>	<p>RS or SB, <b>include the following science materials:</b></p> <ul style="list-style-type: none"> <li>■ 1 box of hands-on science kits</li> <li>■ Supplemental Science Materials</li> </ul> <p>RS, RM, or PT, <b>include the following mathematics materials:</b></p> <ul style="list-style-type: none"> <li>■ 5 gray calculators</li> <li>■ Grade 8 mathematics poster</li> </ul>	<p>RS or SB, <b>include the following science materials:</b></p> <ul style="list-style-type: none"> <li>■ 1 box of hands-on science kits</li> <li>■ Supplemental Science Materials</li> </ul> <p>RS, RM, or PT, <b>include the following mathematics materials:</b></p> <ul style="list-style-type: none"> <li>■ 5 gray calculators</li> </ul>
<p><b>Extra Materials to Have Available for AAs’ Use</b></p>	<p><b>Extra Materials to Have Available for AAs’ Use</b></p>	<p><b>Extra Materials to Have Available for AAs’ Use</b></p>
<ul style="list-style-type: none"> <li>■ If RM or RS Session, one “OP Ancillaries, Gr4, Mathematics” bag (from bulk supplies) that contains 4 of each of the following: <ul style="list-style-type: none"> <li>- Ruler</li> <li>- Set X</li> <li>- Set G</li> </ul> </li> <li>■ 10 blue calculators</li> <li>■ One box of pencils</li> </ul>	<ul style="list-style-type: none"> <li>■ If RM or RS Session, one “OP Ancillaries, Gr8, Mathematics” bag (from bulk supplies) that contains 4 of each of the following: <ul style="list-style-type: none"> <li>-Protractor/Ruler</li> <li>-Set G</li> <li>-Set Y</li> </ul> </li> <li>■ If RM or RS Session, 4 extra M-Guide to Metro</li> <li>■ 10 gray calculators</li> <li>■ One box of pencils</li> </ul>	<ul style="list-style-type: none"> <li>■ 10 gray calculators</li> <li>■ One box of pencils</li> </ul>

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## Procedure 10. Review Security and Confidentiality Procedures

It is your responsibility to account for all assessment materials you receive. Review the following guidelines before each assessment day:

- Work carefully and keep accurate records of materials used as you work through your assignment.
- Never lend unused booklets to other NAEP staff or school staff.
- Never leave completed or unused assessment booklets or other NAEP materials at the school overnight. Take everything with you when you leave the school. If you leave the school between sessions, take all of these materials with you and lock them in the trunk of your car. If you leave the preparation room provided by the school, take the materials with you. NAEP materials must never be left unattended, even for a quick trip to the restroom.
- Account for all used and unused materials when the assignment is completed.

**At training, you commit yourself to keeping the used and unused assessment materials secure before, during, and after the assessment by signing an Oath of Office and Pledge of Confidentiality. The violation of the oath or pledge is sufficient grounds for disciplinary action, including dismissal and criminal penalties.**

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

Before leaving home for the school on assessment day or the night before the assessment, you should gather together all of the materials you will need to bring with you. For each assessment, you will need the items listed on page 5.25 and those listed below:

- School Folder containing Administration Schedule and Roster of Questionnaires you will use for each session,
- General NAEP materials —  
the AC and AA Manuals,  
the Session Scripts,  
the Teacher Observer Letter(s), the Accommodation Teacher Letter(s), the Makeup Session Worksheet, and  
your NAEP ID badge.

## Chapter 5 Summary

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

- explain how to effectively schedule AAs to meet assessment commitments;
- identify the assessment materials needed to conduct an assessment;
- describe the process for assigning accommodation booklets;
- identify the importance of ensuring NAEP materials are kept secure and confidential;
- describe the relationship between the NAEP Code of Ethics and security and confidentiality procedures;
- explain the importance of adequate and careful preparation for assessment day; and
- explain how to order materials from Pearson and Westat.