

A

Appendix A

1. Checklist of Tasks for ACs

Schedule	Page
December through January:	
<input type="checkbox"/> Assist the supervisor with sampling activities, as necessary	2.1
<input type="checkbox"/> Assist the supervisor with preparing Preassessment Packets, as necessary	2.2
<input type="checkbox"/> Receive the School Folder	2.5
<input type="checkbox"/> Develop a tentative schedule for your Assessment Administrators (AAs)	2.6
<input type="checkbox"/> Schedule weekly report calls with your supervisor	2.7
<input type="checkbox"/> Receive and secure assessment materials from Pearson	2.8
The Day After In-Person Training – January 7:	
<input type="checkbox"/> Review the Quality Control Booklet label and determine the following:	4.2
<input type="checkbox"/> the number and type of sessions to be conducted at the school;	
<input type="checkbox"/> the school coordinator’s name; and	
<input type="checkbox"/> the assessment date.	
<input type="checkbox"/> Perform an inventory of materials in the School Folder	4.2
<input type="checkbox"/> Determine the approximate length of the preassessment visit	4.2
<input type="checkbox"/> Identify several dates and times that you will be available to conduct the preassessment visit	4.2
<input type="checkbox"/> Fill in the blanks in Procedure 2 of the Quality Control Booklet	4.2
<input type="checkbox"/> Circle or highlight the appropriate text in Procedure 2 of the Quality Control Booklet where options are listed in parentheses	4.2
<input type="checkbox"/> Have your calendar open and ready for the call	4.2
<input type="checkbox"/> Conduct the telephone call to schedule the preassessment visit	4.4



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Three Weeks Before Assessment Date:

- Find out from your supervisor the date that the Preassessment Packet was sent to the school4.6

Within 2 Days After the School Coordinator Receives the Preassessment Packet:

- Fill in the blanks in **Procedure 4** of the Quality Control Booklet4.6
- Circle or highlight the appropriate text in **Procedure 4** of the Quality Control Booklet where options are listed in parentheses4.6
- Review a map or directions obtained from the Internet to determine if you need to ask the school coordinator for more detailed directions to the school4.6
- Have your calendar open and ready for the call4.6
- Conduct the confirmation telephone call4.6

Before Conducting the Preassessment Visit:

- Fill in the blanks in **Procedures 6 through 12** of the Quality Control Booklet4.8
- Circle or highlight the appropriate text in **Procedures 6 through 12** of the Quality Control Booklet where options are listed in parentheses4.8
- Review the Quality Control Booklet label to determine if you need to review an E-File Summary Report. If there is an E-File Summary Report for the school, it will be stored in the School Folder4.8
- Review the Quality Control Booklet label to determine if the school selected the grade 4 Take-All Option. If so, check the Administration Schedule to see if column **B**, labeled **Homeroom** or **Other Locator**, has been completed. If not, review Appendix C4.8
- Review the School Control System (SCS) to see if any information regarding the parent letters has been recorded for the school4.8
- Complete columns **1 through 4** on the Student Accommodations Chart in **Procedure 11** of the Preassessment Contact Log for each student identified as SD and/or LEP on the Administration Schedule(s)4.8
- Review column **C** on the Administration Schedule(s) to determine how many students will complete the hands-on science task and enter the total number in the blank in **Procedure 12** of the Preassessment Contact Log ...4.8
- Gather and organize the materials for the visit4.9

During the Preassessment Visit:

- Review the status of School and Teacher Questionnaires4.10
- Verify Administration Schedule data 4.14
- Select sample of newly enrolled students4.28
- Verify notification letter sent to parents 4.32
- Review status of SD and LEP Questionnaires4.35
- Determine student accommodations 4.38
- Make assessment arrangements4.42
- Record that the preassessment visit is complete on the back cover
of the Quality Control Booklet 4.49
- Enter New Enrollee and Parent Notification Letter information
into the SCS4.49
- Place the dated copy of the Parent Notification Letter in
the School Folder4.49
- Enter callback information on your calendar 4.49

Before the Assessment Day:

- Review and revise the assessment schedule5.1
- Complete Assessment Information Form5.4
- Verify assessment materials and request any additional materials
from Pearson5.6
- Review the Preassessment Contact Log5.21
- Review Accommodation Codes5.21
- Assign accommodation booklets5.21
- Assign booklets to students newly added to the Administration Schedule ..5.23
- Review materials in the School Folder5.24
- Perform a final check of assessment materials5.24
- Review security and confidentiality procedures5.26
- Gather materials to bring to the school on assessment day5.26



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On Assessment Day:

- Check in at the school6.6
- Retrieve the NAEP Storage Envelope6.6
- Obtain a dated copy of Parent Notification Letter6.7
- Ask the school coordinator if any parents or students have refused participation and code the Administration Schedule, if necessary6.7
- Review the Administration Schedule for incomplete or missing data6.7
- Complete the top of the Administration Schedule6.8
- Go to the location where the assessment team will work6.8
- Give AAs session materials6.9
- Oversee AA team preparation responsibilities6.9
- Ask the school coordinator to accompany you (and your team) to the assessment locations6.10
- Introduce yourself (and your team) to the teacher6.10
- Provide NAEP instructions for school staff observers6.10
- Perform QC check of booklets6.11
- Perform QC check of rooms6.18

During the Assessment:

- Observe AAs, using the Assessment QC Log6.21
- Verify that each session is underway6.21
- Observe and evaluate AAs administering regular sessions6.21
- Observe and evaluate AAs monitoring sessions6.31
- Observe and evaluate AAs administering the hands-on science tasks6.36
- Observe and evaluate AAs conducting accommodation sessions6.37

Following the Assessment:

- Verify that the Administration Schedule has been completed accurately . . .6.39
- Verify that the booklet covers have been completed accurately6.43
- Perform final check of Session Box materials6.46
- Complete questionnaire activities6.48
- Determine whether or not a makeup session must be held6.50
- Organize the NAEP Storage Envelope6.52
- Complete session debriefing activities6.54
- Arrange and conduct makeup session, if necessary6.56
- Repack the Session Box6.58

No Later Than 1 Day After Assessment or Makeup Session:

- Ship material to Pearson7.1
- Enter tracking information on the School Folder and
Quality Control Booklet7.4
- Enter assessment results and shipment information into the SCS7.5
- Report assessment progress to your supervisor7.6
- Finalize School Folders7.6
- Ship School Folders to your supervisor7.7

Every Wednesday Throughout Work Period:

- Mail your and your AAs' Time and Expenses to your supervisor7.8



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2. Glossary

AA (Assessment Administrator)

Westat field staff member hired and trained to administer the assessment and to assist the assessment coordinator with other NAEP activities in the school.

AC (Assessment Coordinator)

Westat field staff member hired and trained to oversee all NAEP activities in the school.

Accommodations

Alterations in the administration of standardized assessments such as NAEP that are provided to certain students with disabilities (SD) and/or limited English proficiency (LEP), as specified in the student's individualized education plan (IEP).

Administration Code

Code entered on the Administration Schedule for each selected student. This code is linked to the students and demographic data, and used to produce student participation reports.

Administration Schedule

The central document used to list the students in a given school selected to participate in NAEP.

AIR (American Institutes for Research)

Contractor responsible for the development of NAEP background questionnaires.

Assessment Booklets

Developed to assess the selected students in grades 4, 8, and 12 in various subject areas specified by the three studies for 2005: operational, pilot, and science bridge.

Assessment Information Form

Form used and completed by the AC to communicate specific information to an AA about an assignment.

Assessment Session

The period of time during which test booklets are administered to students.

Bundle Slip

Form packaged with each bundle of test booklets listing session information and the first three digits of the booklet ID numbers contained in the bundle.

Demonstration Booklet

Contains NAEP 2005 background questionnaires accompanied by explanations, rationales, and sample assessment items.

E-File Summary Report

A report that summarizes the online data checks of student lists that were E-Filed and the status of these checks. The purpose of the report is to address, and possibly resolve, with the school coordinator during the preassessment visit issues with the student lists.

ETS (Educational Testing Service)

Contractor responsible for the design, analysis, and reporting of NAEP data.

Economics Department Chair Questionnaire

NAEP grade 12 questionnaire that collects information about the department chair's background, instructional practices, and the department's staff.

Field Manager

Westat field staff member hired to coordinate all NAEP field activities with the State Departments of Education and the Westat home office staff.

GMRI (Government Micro Resources, Inc.)

Contractor responsible for the NAEP web operations and web maintenance.

Human Resources Research Organization (HumRRO)

Contacting responsible to conduct independent quality assurance activities throughout the NAEP assessment cycle.

IEP (Individualized Education Plan)

Generally, each public school student who receives special education and related services should have an IEP. The IEP includes any accommodations needed in order for the student to participate in standardized tests such as NAEP.

Inclusion of Limited-English-Proficient Students in NAEP

Document used in conjunction with LEP Questionnaire to make decisions about the inclusion of LEP students in the NAEP assessment. It consists of the Criteria for Inclusion, Decision Tree, and List of Frequently Provided Accommodations.

Inclusion of Students with Disabilities in NAEP

Document used in conjunction with SD Questionnaire to make decisions about the inclusion of SD students in the NAEP assessment. It consists of the Criteria for Inclusion, Decision Tree, and List of Frequently Provided Accommodations.

LEP (Limited English Proficiency)

A term used to describe students who are in the process of acquiring English language skills and knowledge. Some schools refer to these students using the term English language learners, or ELL.

LEP Questionnaire

NAEP questionnaire completed for each selected student identified as LEP by the school staff member most knowledgeable about the student.



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Log of Schools

Contains a complete listing of all schools within an area in ID number order. Its purpose is to aid in scheduling activities and keeping accurate records during the assessment period.

MySchool

The website that provides participating schools and districts with a convenient way to access details about the NAEP assessment.

NAEP (National Assessment of Educational Progress)

NAEP is a continuing national survey of the knowledge and skills of American students in major learning areas taught in school. It is often called the Nation's Report Card.

NAEP Code of Ethics

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

NAEP School ID Number

Unique ID number for each participating school used on all NAEP materials.

NAEP State Coordinator

Staff member at the State Department of Education who works with the Westat field manager to coordinate all NAEP activities in the state.

NAEP Storage Envelope

Used by the school to hold the NAEP material needed by the NAEP team on assessment day and for storage of the material at the school following the assessment.

NAGB (National Assessment Governing Board)

Independent organization, appointed by the U.S. Secretary of Education, that develops the content "frameworks" or test blueprints.

NCES (National Center for Education Statistics)

NAEP is directed by NCES of the U.S. Department of Education.

New Enrollee Listing Form

Used to list students who have enrolled at the school since the original list of eligible students was sent to NAEP and students who were inadvertently left off the original list.

NSLP (National School Lunch Program)

A federally assisted meal program that provides low-cost or free lunches to eligible students.

Operational Assessment

Conducted in 90 percent of all schools, the operational assessment consists of State and National NAEP and is the only study that will produce reports. The primary subjects for State NAEP are reading, mathematics, and science at grades 4 and 8. National assessments include subjects in reading, mathematics, and science at grades 4, 8, and 12. A subset of students who are given the science booklet will be asked to complete a hands-on science task.

Pearson (Pearson Educational Measurement)

Contractor responsible for NAEP materials distribution and processing and for scoring the student responses to the test questions. Formerly known as NCS Pearson.

Pilot Test

The purpose is to test new items and procedures in preparation for the 2006 assessment. Pilot tests subjects include reading, mathematics, civics, economics, and U.S. history.

Preassessment Packet

Contains important information, instructions, and materials the school coordinators need to prepare for the preassessment visit and the assessment process.

Quality Control Booklet

The only document that tracks work with the school throughout the entire process of planning and supervising assessment activities. The Quality Control Booklet is organized into three parts. Part 1 is the Preassessment Contact Log. Part 2 is the Assessment Quality Control Log. Part 3 is the School Coordinator Debriefing Interview.

Roster (Roster of Questionnaires)

Form used to keep track of the NAEP questionnaires distributed to school staff members.

Sample

A portion of a population, or a subset from a set of units, that is selected by some probability mechanism for the purpose of investigating the properties of the population. NAEP does not assess an entire population of schools or students, but rather selects a representative sample from the population to participate in the assessment.

Sample Parent Notification Letter

Explains the assessment and its importance to parents of students selected for the assessment. May be modified to satisfy No Child Left Behind notification requirement and any parental notification requirements of the district and school.



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School Control System (SCS)

Used to enter the cooperation status of schools and dioceses, the agreed upon assessment date, name and address updates, information about refusals, and shipment tracking status.

School Coordinator

The principal or other school staff member assigned to coordinate all NAEP activities at the school.

School Folder

Contains all of the official recordkeeping documents and information relating to conducting the school assessment.

School Questionnaire

NAEP questionnaire completed for the school by the principal or other official. It is used to gather information concerning school administration, staffing patterns, curriculum, and student services.

Science Bridge

A study to evaluate what—if any—effects result from rearranging the order of the sections and timing of the booklets from those used in past science assessments to that used in NAEP 2005. The science bridge study for 2005 will be conducted at grades 4, 8, and 12.

SD (Student with a Disability)

A student with a disability needs specially designed instruction to meet his/her learning goals. A student with a disability will usually have an IEP, which guides his/her special education instruction. Students with disabilities are often referred to as special education students and may be classified by the school as learning disabled (LD) or emotionally disturbed (ED).

SD Questionnaire

NAEP questionnaire completed for each selected student identified as SD by the school staff member most knowledgeable about the student.

Session Debriefing Form

Form used by AAs to document certain details about a session.

Session Number

The Session Number consists of two letters and four numbers. The two letters indicate the session type and subject(s) that are to be assessed. The first two numbers indicate the grade level of the assessment and the last two numbers uniquely identifies the session from the other sessions that may be conducted at the school.

Session Scripts

Scripts and instructions used by AAs to conduct all NAEP assessments in a uniform manner.

Statistical Validity

For NAEP, when the analyses and reports from the assessment data precisely reflect student achievement across the Nation.

Student Data System (SDS)

Program used to sample the students to be assessed.

Summary of Activities

A document that provides an overview of NAEP. It is included in the recruitment materials sent to selected schools.

Supervisor

Westat field staff member hired to manage assessment teams, to select the samples of students to be assessed, and to send NAEP materials to the participating schools.

Teacher Questionnaire

NAEP questionnaire completed by teachers of students in the selected subject and grade to be assessed. It is used to gather information concerning years of teaching experience, frequency of assignments, use of teaching materials, and availability and use of computers.

Title I

A federally funded assistance program for economically and educationally disadvantaged students.

Westat

Contractor responsible for NAEP sampling, data collection, and quality control monitoring activities.

B

Appendix B

Example of a Grade 4 Preassessment Packet for the School Coordinator

- Cover Letter with Instructions for School Coordinators
- SCHOOL COPY of the Administration Schedule
- Copy of the Roster of Questionnaires
- NAEP School Questionnaire
- NAEP Teacher Questionnaires
- NAEP SD Questionnaire
- NAEP LEP Questionnaire
- Accommodations Worksheet
- Inclusion of Students with Disabilities in NAEP
- Inclusion of Limited-English-Proficient Students in NAEP
- New Enrollee Listing Form
- U.S. Department of Agriculture Letter
- Sample Teacher Notification Letter
- Sample Parent Notification Letter
- Demonstration Booklet
- NAEP Publications
- NAEP Popular Guide
- Student Certificates of Appreciation
- NAEP Storage Envelope



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Cover Letter with Instructions for School Coordinators

Dear: _____,

We greatly appreciate your support of the National Assessment of Educational Progress (NAEP) and the participation of your school in the 2005 assessment program. We are pleased that you are serving as the coordinator for NAEP activities at your school.

The assessment at your school is scheduled for: _____(Date)

As the NAEP school coordinator, you will need to use the enclosed materials in this Preassessment Packet to complete the activities described below before the assessment. A NAEP representative will visit or call you shortly after you received this packet to review its contents with you, answer any questions you may have, and confirm the scheduled preassessment visit.

Enclosed materials:

Document name	Quantity	Purpose of document
Cover Letter with Instructions for School Coordinators	One per school; cream paper	Instructions to the school coordinator for preparing NAEP materials and coordinating assessment arrangements with the AC.
Administration Schedule (school copy)	One per session	Master list of students selected for the assessment. Used to distribute materials, track assessment booklets, and report student attendance.
Roster of Questionnaires (copy of the original)	One per grade - Exception: Grade 8 operational has two rosters - an Operational and a Supplemental SD/LEP Roster	Used to assign and track each of the School, Teacher, SD, and LEP Questionnaires.
School Questionnaire	One per grade per school	Collects information about the school's characteristics, staff, and instructional programs.
Teacher Questionnaire	One per teacher who teaches the subjects being assessed to students in the selected grade	Collects information about teachers' backgrounds and instructional practices.
Economics Dept. Chair Questionnaire (grade 12 only)	One per Economics Department Chair for schools conducting pilot sessions	Collects information about the department chair's background, instructional practices, and the department's staff.
SD Questionnaire	One for each student on the Administration Schedule identified as having a disability	Collects important information about a student's disability.
LEP Questionnaire	One for each student on the Administration Schedule identified as having limited English proficiency	Collects important information about a student's English language proficiency.
Accommodations Worksheet	One or two per school (if school has one or more students identified as SD and/or LEP on the Administration Schedule); white paper	Used by school coordinator to keep track of decisions regarding accommodations for selected SD and/or LEP students.

Cover Letter with Instructions for School Coordinators (continued)

Document name	Quantity	Purpose of document
Inclusion of Students with Disabilities in NAEP	One per school (if school has one or more students identified as SD on the Administration Schedule)	Used by school to determine if students with disabilities can be included in the assessment, and if so, what accommodations, if any, will be needed to assess them. Document contains Criteria for Inclusion, Decision Tree, and List of Frequently Provided Accommodations.
Inclusion of Limited-English-Proficient Students in NAEP	One per school (if school has one or more students identified as LEP on the Administration Schedule)	Used by school to determine if students with limited English proficiency can be included in the assessment, and if so, what accommodations, if any, will be needed to assess them. Document contains Criteria for Inclusion, Decision Tree, and List of Frequently Provided Accommodations.
New Enrollee Listing Form	One per school; white paper	Used to list students who have enrolled at the school since the original list of eligible students was sent to NAEP or for students who were inadvertently left off the original list.
U.S. Department of Agriculture Letter	One per school; blue paper	Authorizes the disclosure of the National School Lunch Program information for the selected students.
Example Teacher Notification Letter	One per school; white paper	Explains the assessment and its importance to teachers of students selected for the assessment and lists assessment session locations within the school. May be modified with individual school information.
Parent Notification Letter	One per school; white paper	Explains the assessment and its importance to parents of students selected for the assessment. May be modified to satisfy No Child Left Behind notification requirement and any parental notification requirements of the district and school.
NAEP Popular Guide	One per school	Provides answers to basic technical questions about NAEP, such as questions about school and student sampling, scoring, and analysis.
A Teacher's Guide to NAEP	One per Teacher Questionnaire being distributed	Provides information about NAEP that is of interest to teachers.
Demonstration Booklet	One per school per grade and session type (operational/pilot)	Contains NAEP 2005 background questionnaires.
NAEP Reading, Mathematics, and Science Frameworks	One of each subject being assessed in the school	Describes the test design and content of the reading, mathematics, and science assessments.

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Cover Letter with Instructions for School Coordinators (continued)

Document name	Quantity	Purpose of document
Student Appreciation Certificates and preprinted labels (grades 8 and 12 only)	One pad per Administration Schedule	May be used as appointment cards for students selected for the assessment. Most schools will be provided with labels that contain student names to affix on the certificate. If grade 12, certificates will provide instructions for students to bring their own calculator to the assessment should be included with the pad.
NAEP Storage Envelope	One per school	Used by the school to hold the NAEP material needed by the NAEP team on assessment day and for storage of the material at the school following the assessment.

School Coordinator Activities:

Step 1. Send Parent Letters

The No Child Left Behind legislation requires that the parents of students selected for NAEP assessments be notified in writing that their child has been selected for the assessment and that participation is voluntary. You may adapt the enclosed State Parent Letter or Sample Parent Notification Letter to satisfy the No Child Left Behind requirement and any parental notification requirements of your district and/or school. If you have not done so already, you should send the parent letters as soon as possible. You will need to provide the NAEP representative with a dated copy of the notification sent to parents. We will not be able to assess until all parents have been notified.

Step 2. Distribute the School Questionnaire

Please give the School Questionnaire to the principal to be completed either online, as explained on the questionnaire cover, or in the hard-copy booklet. It should be completed and returned to you before assessment day.

Record the name of person to whom you will give the questionnaire on the “Distributed to:” line in the top-left corner of the front page of the Roster of Questionnaires. If you wish, you may also write the recipient’s name on the removable label affixed to the questionnaire cover.

Step 3. Distribute the Teacher Questionnaires

(Grades 4 and 8 with Operational Sessions Only) Please give an appropriate Teacher Questionnaire to each staff member who teaches mathematics, science, and reading or English to students in the grade to be assessed.

(Grades 4 and 8 with Operational and Pilot Sessions) Please give an appropriate Teacher Questionnaire to each staff member who teaches mathematics, science, reading or English, and U.S history/civics to students in the grade to be assessed.

(Grades 4 and 8 with Pilot Sessions Only) Please give a Teacher Questionnaire to each staff member who teaches U.S history/civics to students in the grade to be assessed.

(Grade 12 with Pilot Sessions) Please give an Economics Teacher Questionnaire to each staff member who teaches Economics and an Economics Chair Questionnaire to the Economics department chairperson(s).

Cover Letter with Instructions for School Coordinators (continued)

Teacher Questionnaires may be completed online, as explained on the questionnaire cover, or in the hard-copy booklet. All questionnaires should be completed and returned to you before assessment day.

Each Teacher Questionnaire has a unique 10-digit ID number printed below the bar code in the lower left corner of the questionnaire. The ID number for each Teacher Questionnaire included in this packet has been recorded on the back of the Roster of Questionnaires in the column labeled “Teacher Questionnaire ID #.” Please assign a specific questionnaire to each teacher by linking the questionnaire ID number with a teacher’s name. Do this by recording the name of the teacher to whom you will give the questionnaire in the “Teacher’s Name” column next to the questionnaire ID number. Please include a copy of the *Teacher’s Guide to NAEP* with each Teacher Questionnaire.

To further help you distribute the assigned questionnaire booklets to the correct teachers, you may write the name of the person to whom you are giving the questionnaire on the removable label affixed to the questionnaire cover.

Step 4. Distribute and Collect the SD and/or LEP Questionnaires

An SD and/or LEP Questionnaire must be completed for each student classified as SD or LEP on the Administration Schedule, regardless of whether or not the student will be assessed. Please distribute an SD and/or LEP Questionnaire to the school staff member most knowledgeable about the disabilities and/or English proficiency of the student named on each questionnaire cover. SD and LEP Questionnaires must be completed in the hard-copy booklet.

The unique 10-digit ID number for each SD and LEP Questionnaire included in this packet has been recorded on the front of the Roster of Questionnaires in the column labeled “SD/LEP Questionnaire ID #.” Each questionnaire has already been assigned to a specific student. The student’s name and assessment booklet ID number from the Administration Schedule has been recorded next to the questionnaire ID number in the columns labeled “Student’s Name” and “Student Booklet ID #.” To assist you in distributing the SD and LEP Questionnaires to the appropriate staff member, you may enter the teacher’s name in the “Distributed to:” column next to the student’s name on the Roster. If you wish, you may also write the name of the person to whom you are giving the questionnaire next to the student’s name, which has already been recorded on the removable label affixed to the questionnaire cover.

The information that the school staff member(s) provide in these questionnaires should aid you in recording any necessary accommodations that will be needed for the SD and/or LEP students. Therefore, it is necessary for you to collect the completed questionnaires before the preassessment visit and prior to determining accommodations as described in the last bullet in Step 5.

Step 5. Review the Administration Schedule(s)

If there are any empty boxes in the columns for homeroom, birth date, sex, race/ethnicity, school lunch status, SD, LEP, and Title I on the Administration Schedule(s), please collect the missing information and enter it directly on the Administration Schedule. We will ask you for the missing student information during the preassessment contact. To assist you with collecting the National School Lunch Program participation status from the appropriate staff persons, a letter from the U.S. Department of Agriculture is included in this Preassessment Packet.



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Cover Letter with Instructions for School Coordinators (continued)

Columns **F** and **H** of the Administration Schedule show whether or not each student has been identified as having a disability (SD) or as having limited English proficiency (LEP). You will need to determine if any students listed are incorrectly classified as SD and/or LEP and if any students listed have received an SD and/or LEP classification since the original list was prepared. We will ask you to identify any students whose classification has changed during the preassessment visit. The new classification will need to be entered in column **G** or column **I**.

For each student classified as SD and/or LEP, consult the completed SD and/or LEP Questionnaires in order to make one of three decisions about the student: 1) can the student be assessed without an accommodation, 2) can the student be assessed with an accommodation, or 3) should the student be excluded from the assessment. Be sure to also use the Accommodations Worksheet, the Inclusion of Students with Disabilities in NAEP, and the Inclusion of Students with Limited English Proficiency in NAEP when making these decisions. The NAEP representative will talk with you further about these students during the preassessment visit.

Step 6. Inform Teachers of the Assessment

Enclosed for your use is an informational letter to teachers that may be helpful in notifying the teachers of sampled students about NAEP. This letter briefly explains NAEP and should be accompanied by a list of selected students, such as a copy of the Administration Schedule, so that teachers will know which of their students have been selected for the assessment.

Step 7. Inform Students of the Assessment (Grades 8 and 12 Only)

One tablet of Student Appreciation Certificates is included in this packet for each grade 8 or 12 assessment session scheduled at your school. You may use the back of the certificates to write the date, time, and location of the assessment for each student. If labels with student names are included in the packet, you may affix them to the back of the certificates. Although you are not required to use these certificates, NAEP has found that doing so improves attendance at the assessment session.

Thank you in advance for completing these activities before the assessment. Remember, a NAEP representative will call you shortly after you receive this packet to review its contents with you, answer any questions you may have, and confirm the date of the preassessment visit. If you have questions or need more materials before then, please contact me at the number listed on my enclosed business card. If you cannot reach me and need immediate assistance, please call the NAEP Help Desk at 1-800-283-(NAEP) 6237.

We look forward to a successful assessment!

Sincerely,

NAEP Supervisor

SCHOOL COPY of the Administration Schedule (front)

NAEP 2005 Administration Schedule

The Nation's Report Card

School #: 101-101-1 Grade: 4

School Name: Washington Elementary School

Administrator's Name: Mary Jones

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

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

Bundle #'s
01001
01002

Session Number
RS0401

SCHOOL COPY + SCHOOL COPY = SCHOOL COPY

TO BE ASSESSED (Makeup Session)

01	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	ASSESSED IN ORIGINAL	
																			Student Name	Session Number
01	10	M	04	09	04	1	2	2	2	2	2	2	2	101 000293 4	2		1		10 = In session full time 11 = In session part time	
02	10	R	02	09	05	2	2	2	2	2	2	2	2	001 054006 9	2		2		12 = In session full time 13 = Session incomplete	
03	10	M	06	09	04	1	2	2	2	2	2	2	2	102 005241 1	2		3		14 = Other, specify on cover 15 = In session part time	
04	10	R	01	09	04	2	2	2	2	2	2	2	2	002 000043 8	2		4		16 = In session part time 17 = In session full time	
05	12	SA	01	09	04	2	2	2	2	2	2	2	2	203 006922 1	2		5		18 = In session part time 19 = In session full time	
06	12	R	09	09	04	2	2	2	2	2	2	2	2	003 000841 2	2		6		20 = In session part time 21 = In session full time	
07	10	S	01	09	05	1	1	2	2	2	2	2	2	204 043569 2	2		7		22 = In session part time 23 = In session full time	
08	12	R	05	09	04	2	2	2	2	2	2	2	2	004 005301 1	2		8		24 = Other, specify on cover 25 = In session part time	
09	10	M	07	09	04	2	2	2	2	2	2	2	2	105 210021 3	2		9		26 = In session part time 27 = In session full time	
10	10	SB	09	09	04	1	2	2	2	3	2	2	2	205 210001 6	2		10		28 = In session part time 29 = In session full time	
11	10	M	01	09	04	2	2	2	2	4	2	2	2	106 073201 2	2		11		30 = In session part time 31 = In session full time	
12	12	R	01	09	04	1	2	2	2	2	2	2	2	006 002407 7	2		12		32 = In session part time 33 = In session full time	
13	12	M	06	09	04	2	2	2	2	2	2	2	2	107 000031 9	2		13		34 = In session part time 35 = In session full time	
14	12	R	02	09	05	2	2	2	2	1	2	2	2	007 076206 0	2		14		36 = In session part time 37 = In session full time	
15	10	S	01	09	04	1	2	2	2	3	2	2	2	208 076206 5	2		15		38 = In session part time 39 = In session full time	

Column Indicators: "A" Student Name, "B" Session Number, "C" Admin. Codes, "D" Admin. Codes, "E" Student Name, "F" Session Number, "G" Admin. Codes, "H" Admin. Codes, "I" Student Name, "J" Session Number, "K" Admin. Codes, "L" Admin. Codes, "M" Student Name, "N" Session Number, "O" Admin. Codes, "P" Admin. Codes, "Q" Student Name, "R" Session Number, "S" Admin. Codes, "T" Admin. Codes

B

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SCHOOL COPY of the Administration Schedule (back)

Column Indicators: "A"	"B" Line # of Other Locator	"C" Line # of Subject	"D" Birth Date		"E" Absence # of days	"F" SD	"G" Sp Code	"H" LEP	"I" LEP Code	"J" Recv/ Eth	"K" School Lunch	"L" Title	"M" Title	"N" Original Booklet ID #	"O" Accommodation Booklet ID #	"P" Admin. Code	"Q" Atten. (Y/N)	"R" Admin. Codes
16	10	R	0	9	4	1	2	2	3				2	008 000232 9			16	ASSESSED IN ORIGINAL
17	10	S	0	5	4	1	2	2	5				2	209 000233 2			17	10 = No response in booklet 11 = In season full time 12 = In season part time 13 = Season incompatible 14 = Other, specify on cover
18	12	R	0	2	5	2	2	2	1				2	009 000234 5			18	ASSESSED IN MAKEUP
19	10	M	1	1	4	2	2	2	1				2	110 000235 9			19	20 = In season full time 21 = In season part time 22 = In season part time 23 = Season incompatible 24 = Other, specify on cover
20	12	R	1	0	4	2	2	2	3				2	010 000236 1			20	ABSENT
21	12	SA	1	2	4	1	2	2	2				2	211 000237 5			21	40 = Temporary 41 = Absent 42 = Chronic truant 43 = Suspended or expelled 44 = Incompatible with other 45 = Disruptive behavior 46 = Parent refusal 47 = Other, specify on cover 48 = Other, specify on cover 49 = Session refused
22	10	R	0	6	5	2	2	2	3				2	011 000142 8			22	OTHER
23	10	M	0	9	4	2	2	2	3				2	112 008651 4			23	51 = Withdrawn/absent 52 = Unassigned book (unaudited) 53 = Ineligible, home schooled 54 = Not in sample 55 = Not in sample 56 = Not in sample
24	12	R	1	1	4	1	2	2	5				2	012 000005 5			24	REASONS FOR EXCLUSION
25	10	S	0	3	5	1	2	2	1				2	213 098008 4			25	60 = SD - Cannot be assessed 61 = Required accom. not offered 62 = LEP - Cannot be assessed 63 = Required accom. not offered 64 = SD & LEP - assessed 65 = SD & LEP - assessed 66 = Required accom. not offered
26	10	R	0	7	4	1	2	2	1				2	013 000841 3			26	ASSESSED WITH ACCOMMODATIONS
27	10	M	0	4	4	2	2	2	3				2	114 034002 9			27	70 = Bilingual glossary 71 = Bilingual dictionary 72 = Bilingual dictionary (Do not use with reading)
28	10	SB	0	1	5	1	2	2	2				2	214 004926 0			28	73 = Large print book 74 = Extended time in regular 75 = Read aloud in regular session (Do not use with reading)
29																	29	76 = Small group 77 = Use of calculator 78 = Scribe or use of computer 79 = Other, specify on cover 80 = Magnification device 81 = Magnification device 82 = School staff administrators
30																	30	
31																	31	
32																	32	
33																	33	
34																	34	

This form must be completed in No. 2 pencil.

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Copy of the Roster of Questionnaires (back)

III. Teacher Questionnaire		III. Teacher Questionnaire										Instructions for Distributing Questionnaires					
Teacher's Name	Teacher #	READING, MATH, &/or SCIENCE Teacher Questionnaire ID #										Returned	Yes	No	Online		
		0	0	0	0	0	0	0	0	0	0					0	
	01	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	02	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	03	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	04	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	05	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	06	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	07	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	08	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	09	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	11	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	12	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	14	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	15	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	16	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	17	992-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

SCHOOL #: - - Pearson Use Only

Instructions for Distributing Questionnaires

Instructions for Distributing Fourth-Grade Teacher Questionnaires

Ask all teachers who teach reading, mathematics, and/or science to fourth-graders to fill out a Teacher Questionnaire. For many fourth-graders, this will be their classroom teacher; that is, they have the same teacher for most or all subjects. Ask any teacher who gives fourth-graders additional reading, math, and/or science instruction to complete a questionnaire. This includes teachers of students who are in the fourth grade but who are not taking fourth-grade reading, math, and/or science (i.e., they are taking third- or fifth-grade courses.) Follow the procedures below for each questionnaire you distribute.

On this Roster:

- Create a list of *all* teachers who teach mathematics, reading, and/or science to fourth-grade students under "Teacher's Name."
- In the column labeled "Teacher Questionnaire ID #," record the unique seven-digit ID number from the questionnaire you give to each teacher named in the first column. (The 992 prefix has been pre-printed).
- As the questionnaires are returned, fill in the oval in the "Returned" column.

On the front cover of each questionnaire:

- On the removable label, record the name of the teacher receiving the questionnaire and the date the questionnaire needs to be returned to you.
- Record the two-digit teacher number located in the column to the right of the teacher's name on this Roster (e.g., 01, 02, 03). *It is critical that this number is recorded accurately.*

NCS# 114-167297-001-554321
Printed in U.S.A. - Gr. 4 Operational Roster

This form must be completed in No. 2 pencil.

NAEP School Questionnaire



2005
Grade 4

**School
Questionnaire**

(School Characteristics and Policies)

0

Q-986

Please mark how you complete this questionnaire.

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

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL #

1 0 1 1 0 1 1

Please complete this questionnaire online.

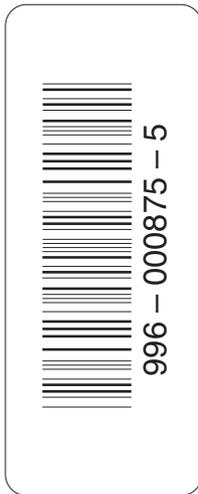
Complete the questionnaire online at the "MySchool" web site OR go to <http://www.naepq.com>.

Begin by keying in the following information at the login screen:

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

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

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



DO NOT USE

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

ADMIN USE ONLY

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

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0790. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.
This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
OMB No. 1850-0790 • Approval Expires 04/30/2007
Mark Reflex® forms by Pearson NCS EM-170057-001-1:654321
Printed in U.S.A.

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NAEP Teacher Questionnaires

0

0

0

0



The Nation's Report Card
NAEP

2005 Grade 4 Teacher Questionnaire

Q-992

Please mark how you complete this questionnaire.

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

OR

Use a #2 pencil to complete this questionnaire.

SCHOOL #

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

TEACHER #

0	1
---	---

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

Your 10-digit booklet ID # is: 992-003621-7

Your 7-digit school ID number is: 101-101-1 Your teacher ID # is: 01

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

DO NOT USE

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

ADMIN USE ONLY

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



992 – 003621 – 7

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0790. The time required to complete this information collection is estimated to average 15 minutes per response, including the time to review instructions; search existing data resources; gather the data needed; and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4551. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

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Printed in U.S.A.

NAEP SD Questionnaire

Admin Schedule Line # 7 from Session # RS0401

The Nation's **NAEP**

Tim Dublin

2005 SD Questionnaire

Q-991

To be completed by the **staff member most knowledgeable** about a student identified as SD.

Use a #2 pencil to complete this questionnaire.

NAEP Subject to be Assessed
(from column C on Admin Schedule)

Please respond to the subject-specific questions based on the subject of the student's booklet.

- C Civics
- E Economics
- M Math
- R Reading
- Science
- H US History

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

Birth Date		Sex	SD	LEP	R/E
01	95	1	1	2	1
Month	Year	1 = Male 2 = Female	1 = Yes 2 = No	1 = Yes 2 = No 3 = FLEP	

Student Booklet ID
(from column N on Administration Schedule)

2	0	4	0	4	3	5	6	9	2
---	---	---	---	---	---	---	---	---	---

SCHOOL #

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



991 - 005671 - 2

DO NOT USE

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

ADMIN USE ONLY

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

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control numbers for this information collection is 1850-0790. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.
This report is authorized by law (P.L. 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.
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NAEP LEP Questionnaire

Admin Schedule Line # 10 from Session # RS0401



2005 LEP Questionnaire

Q-990

Paul Hernandez

NAEP Subject to be Assessed
(from column C on Admin Schedule)

Please respond to the subject-specific questions based on the subject of the student's booklet.

- C Civics
- E Economics
- M Math
- R Reading
- S Science
- H US History

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

Birth Date	Sex	SD	LEP	R/E																
<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">9</td> <td style="width: 20px; height: 20px; text-align: center;">9</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> </tr> <tr> <td style="font-size: x-small; text-align: center;">Month</td> <td style="font-size: x-small; text-align: center;">Year</td> <td colspan="2"></td> </tr> </table>	0	9	9	4	Month	Year			<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> </tr> <tr> <td style="font-size: x-small; text-align: center;">1 = Male 2 = Female</td> <td style="font-size: x-small; text-align: center;">1 = Yes 2 = No</td> <td style="font-size: x-small; text-align: center;">1 = Yes 2 = No</td> <td></td> </tr> </table>	1	2	1	3	1 = Male 2 = Female	1 = Yes 2 = No	1 = Yes 2 = No				
0	9	9	4																	
Month	Year																			
1	2	1	3																	
1 = Male 2 = Female	1 = Yes 2 = No	1 = Yes 2 = No																		

Student Booklet ID
(from column N on Administration Schedule)

2	0	5	2	1	0	0	0	1	6
---	---	---	---	---	---	---	---	---	---

SCHOOL #

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



990 – 000312 – 1

DO NOT USE

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

ADMIN USE ONLY

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

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control numbers for this information collection is 1850-0790. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.
This report is authorized by law (P.L. 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. OMB No. 1850-0790 • Approval Expires 04/30/2007
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Accommodations Worksheet

Accommodations Worksheet

Below is a list of students selected to participate in NAEAP who have been identified as students with disabilities (SD) and/or limited English proficiency (LEP). After the school staff member completes the SD and/or LEP Questionnaire and provides you with information on the student's participation in NAEAP, you may use this worksheet as a tool for tracking the decisions regarding accommodations.

Note: This worksheet is an optional tool for your use only, and will not leave the school premises. If you choose to use it, please provide the completed worksheet to the NAEAP representative during the preassessment visit. For more information regarding each SD or LEP student's participation in NAEAP, refer to the Inclusion of Students with Disabilities in NAEAP and/or the Inclusion of Limited-English-Proficient Students in NAEAP.

Student Name	Subject M= Mathematics R=Reading S= Science C=Civics H=U.S. History E=Economics	SD/ LEP	Include Without Accommodations	Extended Time	Read Aloud in Regular Session <i>(Not allowed for reading)</i>	Small Group (without Read Aloud)	Small Group (with Read Aloud) <i>(Not allowed for reading)</i>	One-on-one	Bilingual Booklet (mathematics and science only)	Bilingual Dictionary <i>(Not allowed for reading)</i>	Scribe	Breaks During Test	Magnification Device	School Staff Administers	Other	Exclude



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Inclusion of Students with Disabilities in NAEP



Inclusion of Students with Disabilities in NAEP

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

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

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

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

Thank you very much!

Inclusion of Students with Disabilities in NAEP (continued)

Inclusion of Students with Disabilities in NAEP

NAEP Criteria for Including Students with Disabilities

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

A student identified by the school on the Administration Schedule as having a disability (SD), that is, a student with an Individualized Education Plan (IEP) or equivalent classification, such as 504, for reasons other than being gifted and talented, **should be included** in the NAEP assessment **unless**:

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

Decisions about inclusion and accommodations should be made in consultation with knowledgeable school staff. The following questions in the SD Questionnaire pertain to this decision:

- **Question 16** pertains to the decision regarding the inclusion of a student in NAEP. Use the Decision Tree in conjunction with this question when there is doubt about the assessability of a student.
- **Questions 12 through 15** provide information regarding the type of accommodations the student receives on the state or other assessments. Use the Frequently Provided Accommodations chart in conjunction with these questions, to assist you when determining the type of accommodations needed in NAEP.

When there is doubt, include the student.

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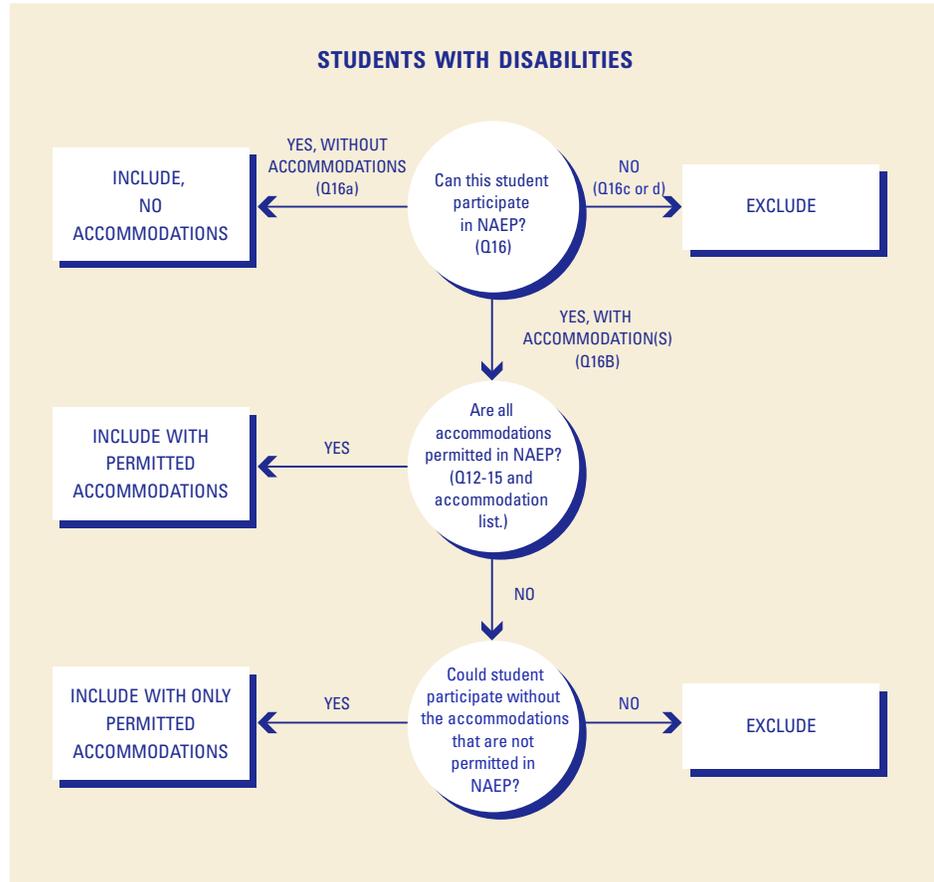
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Inclusion of Students with Disabilities in NAEP (continued)

Inclusion of Students with Disabilities in NAEP

Decision Tree



Inclusion of Students with Disabilities in NAEP (continued)

List of Frequently Provided Accommodations for Students with Disabilities

The most common accommodations are listed below along with an indication of whether they are permitted for NAEP assessments. Other accommodations may be permitted. When in doubt, ask the NAEP representative.

Accommodations for SD Students	Permitted by NAEP in:			
	Reading	Mathematics	Science	Other
<i>Presentation Format</i>				
Read directions aloud/Repeat directions*	Yes	Yes	Yes	Yes
Use audiotaped version of the test	No	No	No	No
Sign directions	Yes ⁽¹⁾	Yes ⁽¹⁾	Yes ⁽¹⁾	Yes ⁽¹⁾
Assist with interpretation of directions	Yes	Yes	Yes	Yes
Read problems, passages, test questions, or other test stimuli aloud to the student	No	Yes	Yes	Yes
Braille edition of test	No ⁽¹⁾	No ⁽¹⁾	No ⁽¹⁾	No ⁽¹⁾
Large-print edition of test	Yes	Yes	Yes	No ⁽¹⁾
Use magnifying equipment ⁽¹⁾	Yes	Yes	Yes	Yes
Person familiar to student administers test	Yes	Yes	Yes	Yes
<i>Response Format</i>				
Respond in Braille	Yes	Yes	Yes	Yes
Respond in sign language	No ⁽¹⁾	No ⁽¹⁾	No ⁽¹⁾	No ⁽¹⁾
Point to answers	Yes	Yes	Yes	Yes
Oral responses	Yes	Yes	Yes	Yes
Tape record answers	No	No	No	No
Use computer or typewriter to respond	Yes	Yes	Yes	Yes
Use template to respond	Yes	Yes	Yes	Yes
Use large marking pen or special writing tool	Yes	Yes	Yes	Yes
Write directly in test booklet*	Yes	Yes	Yes	Yes
Use talking, Braille or other calculators	No	No	No	No
<i>Setting Format</i>				
Test in small group or individually	Yes	Yes	Yes	Yes
Administer test in separate room	Yes	Yes	Yes	Yes
Preferential seating, special lighting or furniture	Yes	Yes	Yes	Yes
<i>Other Accommodations</i>				
Extended time	Yes	Yes	Yes	Yes
Breaks during test	Yes	Yes	Yes	Yes
Test sessions over several days	No	No	No	No
Abacus, Arithmetic tables, Graph paper, Thesaurus	No	No	No	No
Spelling and grammar checking software and devices	No	No	No	No

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

*Part of NAEP, not considered an accommodation.



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Inclusion of Limited-English-Proficient Students in NAEP



Inclusion of Limited-English-Proficient Students in NAEP

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

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

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

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

Thank you very much!

Inclusion of Limited-English-Proficient Students in NAEP (continued)

Inclusion of Limited-English-Proficient Students in NAEP

NAEP Criteria for Including Limited-English-Proficient Students

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

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

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

Decisions about inclusion and accommodations should be made in consultation with knowledgeable school staff. The following questions in the LEP Questionnaire pertain to this decision:

- **Question 14** pertains to the decision regarding the inclusion of a student in NAEP. Use the Decision Tree in conjunction with this question when there is doubt about the assessability of a student.

- **Questions 12 through 13** provide information regarding the type of accommodations the student receives on the state or other assessments. Use the Frequently Provided Accommodations chart in conjunction with these questions, to assist you when determining the type of accommodations needed in NAEP.

Further Explanation for LEP Students

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

- Include without any accommodation all LEP students who have received academic instruction primarily in English for 3 years or more and those who are in their third year;
- Include without any accommodation all other LEP students who can demonstrate their knowledge of the subject being assessed without an accommodation;
- Include and provide accommodations permitted by NAEP to other LEP students who can demonstrate their knowledge only with those accommodations; and
- Exclude LEP students **ONLY** if they cannot demonstrate their knowledge even with an accommodation permitted by NAEP.

When there is doubt, include the student.



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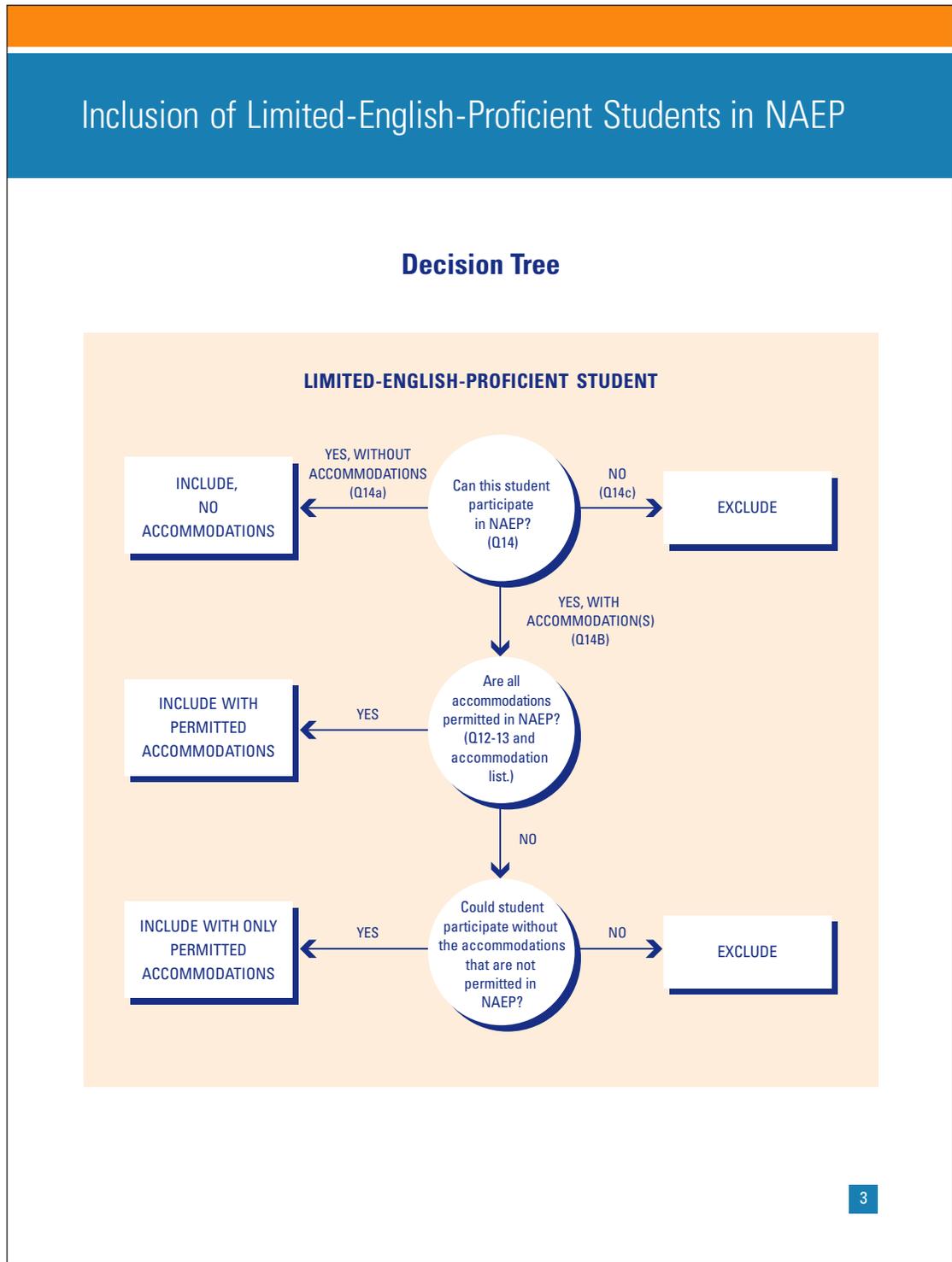
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Inclusion of Limited-English-Proficient Students in NAEP (continued)



Inclusion of Limited-English-Proficient Students in NAEP (continued)

List of Frequently Provided Accommodations for Limited-English-Proficient Students

NAEP permits students to use most accommodations that are provided to them on state or district achievement tests. The most common accommodations are listed below along with an indication of whether they are permitted for NAEP assessments. Other accommodations may be permitted. When in doubt, ask your NAEP representative.

Accommodations for LEP Students	Reading	Mathematics	Science	Other
Native language version of test	No	No	No	No
Bilingual version of test (Spanish/English)	No	Yes	Yes	No
Bilingual word lists or glossaries (Spanish/English)	No	No	Yes	No
Bilingual dictionary without definitions	No	Yes ⁽¹⁾	Yes ⁽¹⁾	Yes ⁽¹⁾
Directions translated aloud into native language or presented by audiotape	No	No	No	No
Student's oral or written responses translated into written English	No	No	No	No
Passages, other stimulus materials, or test questions read aloud in English or presented by audiotape	No	Yes	Yes	Yes
Directions read aloud in English or presented by audiotape*	Yes	Yes	Yes	Yes
Passages, other stimulus material, or test questions translated aloud into native language or presented by audiotape**	No	No	No	No
Small group	Yes	Yes	Yes	Yes
One-on-one (tested individually)	Yes	Yes	Yes	Yes
Extended time	Yes	Yes	Yes	Yes
Preferential seating	Yes	Yes	Yes	Yes

⁽¹⁾Not provided by NAEP, but school, district, or state may provide.

*Standard NAEP practice. Not considered an accommodation.

**For Spanish/English bilingual mathematics and science, this would be standard NAEP practice. Not allowed otherwise.

U.S. Department of Agriculture Letter



August 9, 2004

United States
Department of
Agriculture

Food and
Nutrition
Service

3101 Park
Center Drive
Alexandria, VA
22302-1500

SUBJECT: Re-issuance of Policy on Limited Disclosure of Children's Eligibility Information to the National Assessment of Educational Progress (NAEP)

TO: Regional Directors
Special Nutrition Programs
All Regions

State Agencies
Child Nutrition Programs
All States

As a reminder, school food authorities may disclose, without parent/guardian consent, children's names and eligibility status (whether they are eligible for free meals or free milk or reduced price meals) to persons *directly* connected with the administration or enforcement of a Federal or State education program, as permitted by section 9(b)(2)(C)(iii) of the Richard B. Russell National School Lunch Act. Persons directly connected to the administration or enforcement of NAEP are authorized recipients of children's free and reduced price meal eligibility status because NAEP is a Federal education program. Additionally, school food authorities may disclose children's names and eligibility status to persons directly connected with the administration or enforcement of State educational assessment programs to the extent that the State assessment is part of the NAEP or the assessment program is established at the State, not local level. Other State education programs also are eligible to have access to participants' names and eligibility status, without parent/guardian consent, but the program must be established at the State, not local level.

The term *persons directly connected* for the purpose of disclosure to NAEP includes Federal, State and local program operators responsible for NAEP program administration or program compliance and their contractors. This does not imply that these persons have routine access to participants' eligibility status. There must be a "need to know" for legitimate NAEP purposes.

We recommend that school food authorities inform households if they plan to disclose or use eligibility information outside the originating program. We also recommend that the school food authority enter into a written agreement with NAEP officials. We suggest that the agreement be signed by both the school food authority and NAEP officials, as appropriate, that the agreement identify the entity receiving the information, describe the information to be disclosed and how it will be used, describe how the information will be

Regional Directors
State Agencies
Page 2

protected from unauthorized uses and disclosures, and describe the penalties for unauthorized disclosure.

In accordance with the statute, school food authorities are *not required* to disclose eligibility information. This is a State and local decision.

Sincerely,

STANLEY C. GARNETT
Director
Child Nutrition Division





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Sample Teacher Notification Letter

Date: _____

TO: _____

FROM: _____

SUBJECT: National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a congressionally mandated survey designed to measure the current status of educational attainments of young Americans and to report changes and long-term trends in those attainments at the national and regional levels. It is the first ongoing effort to obtain comprehensive and dependable achievement data on a national basis in a uniform, scientific manner.

Your district and school were selected to participate in the NAEP 2005 Assessment. We have selected students and developed an assessment schedule in collaboration with the school. Each assessment session will take about 90 minutes with additional time given to students selected to complete a hands-on science activity. The assessments are scheduled for:

SESSION	DATE	TIME	LOCATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

It is very important to the results of the study that every student selected for NAEP attends the correct session. Please see the attached list of students to determine the session that a student must attend. We would greatly appreciate every effort that you could make to see that students attend sessions on time.

For more information about NAEP, please visit the web site at:

<http://nces.ed.gov/nationsreportcard>

Thank you very much for your cooperation.

Sample Parent Notification Letter

Sample Parent/Guardian Notification Letter for NAEP 2005

NOTE: You must circle the appropriate reference in the second paragraph "your child (may be/has been) selected."

(School Letterhead)
(Date)

Dear Parent or Guardian:

I am pleased to announce that our school has been selected to participate in the 2005 National Assessment of Educational Progress (NAEP), often referred to as the *Nation's Report Card*. NAEP is a program of the U.S. Department of Education, and is an ongoing assessment of what our elementary, middle, and high school students know and can do in various academic subjects. From NAEP we will be able to see how students in our state perform compared to students in other states and across the country.

The NAEP assessment will take place on _____. A random sample of our ____ grade students (will be/has been) selected to take the reading, mathematics or science assessment and your child (may be/has been) selected. The reading and mathematics assessments will take only 90 minutes, and science will take slightly longer. Students do not need to study in preparation for NAEP; however, we do ask parents to encourage their children to do their best on this important assessment.

Participation in NAEP is voluntary and confidential. This means that the names of students who take part in the assessment are not recorded on any of the materials that leave the school, and your child's grades or progress in school will not be affected in any way by participating. No results will be reported to or about individual students or schools. Students may omit any question or part of the assessment that they do not wish to answer.

In addition to subject-area questions, background information is collected to enrich the reporting of NAEP results by examining factors related to academic achievement. Background questions do not address personal feelings or attitudes.

NAEP appreciates the participation of each child who is selected; each child is important to provide an accurate picture of what children in our state and across our country are learning in school. However, if you do not want your child to participate in the assessment, please notify me in writing by (insert date). If you have questions, please contact me at (insert telephone number) or via email at (insert email address).

For more information about NAEP, please visit <http://nces.ed.gov/nationsreportcard>. A Demonstration Booklet that contains student background questions and examples of test questions similar to those asked in this year's assessment is available both at that web site and at the school office. If you have any questions or concerns, please contact _____.

Sincerely,



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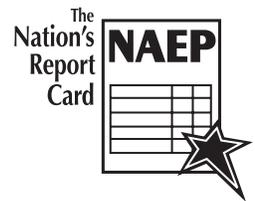
Demonstration Booklet

**NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS (NAEP)**

**DEMONSTRATION
BOOKLET**

**2005
READING, MATHEMATICS,
AND SCIENCE**

GRADE 4



NAEP Publications

Reading Framework for the 2005 National Assessment of Educational Progress



National Assessment Governing Board
U.S. Department of Education

Science Framework for the 2005 National Assessment of Educational Progress



National Assessment Governing Board
U.S. Department of Education



Mathematics Framework for the 2005 National Assessment of Educational Progress



National Assessment Governing Board
U.S. Department of Education



By
National
Report
Card



U.S. Department of Education
National Center for Education Statistics

Teachers' Guide to NAEP

A Resource Highlighting the 2005 National Assessment of Educational Progress

NAEP



INTRODUCTION

The National Assessment of Educational Progress (NAEP), referred to as "The Nation's Report Card," measures the academic achievement of students in your state and across the nation. It reports to the public what students in America know and can do. Congress and state legislatures often use NAEP's benchmark data for educational policy development.

Administered by the U.S. Department of Education, NAEP is the only nationally representative, ongoing assessment of student achievement by which states can compare themselves to the nation, other states, and selected urban school districts.

Your Role

As teachers of students selected to represent your state or district and the nation, you are partners in

this effort. You can make an important contribution by encouraging your students to do their best. They represent a much larger group of students in your state or district and are essential in ensuring that your state or district's performance is accurately reflected. You also play an important role in NAEP by providing information about your teaching experience and background as well as your instructional environment. You will be asked to complete a questionnaire that will require about 20 minutes of your time.

Teacher questionnaires can be completed online through your school's connection to NAEP's private MySchool web site, or by hand on the paper copy distributed by either the NAEP administrator or your school coordinator. Your school's NAEP coordinator can provide access to the online system.



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NCES
National Center for
Education Statistics

The
Nation's
Report
Card
NAEP

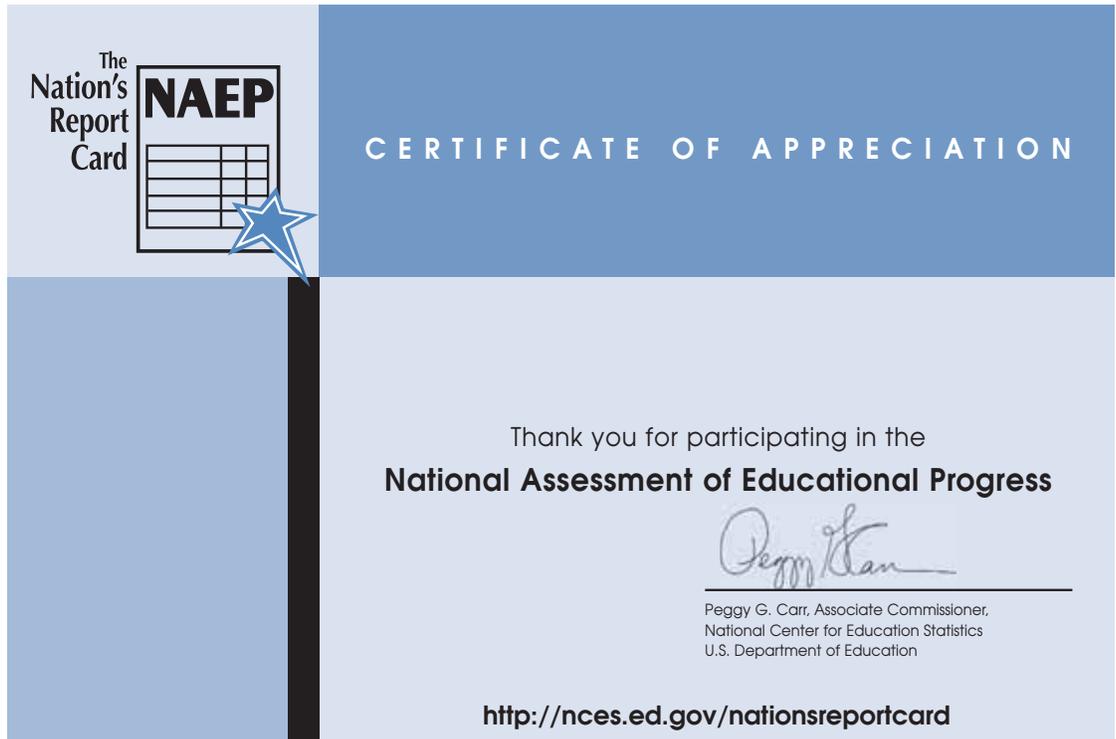
U.S. Department of Education
Institute of Education Sciences
NCES 2004-462

The Nation's Report Card

An Introduction to The National Assessment of Educational Progress (NAEP)

NAEP • The National Assessment of Educational Progress

Student Certificates of Appreciation



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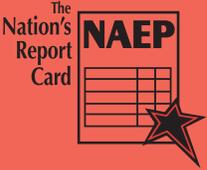
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NAEP Storage Envelope



STORAGE ENVELOPE

(Use for Administration Schedule(s), Student List(s), and other assessment materials.)

Staple NAEP Return Postcard
(with school name & id completed and facing out)

HERE

School Coordinator: _____

Your NAEP Representative: _____	Assessment Date & Time: _____
Your NAEP Representative's Phone: _____	Time NAEP Team will Arrive: _____

NAEP Help Desk

Phone: 1-800-283-NAEP (6237)

Email: NAEPHelp@Westat.com

After June 1 or the end of your school year:

- Complete the NAEP Return Postcard,
- Remove the postcard from this envelope,
- Mail the postcard, and,
- Destroy the contents of this envelope.



Appendix C

1. Grade 4 Take-All Schools Without Homeroom Locator

In the fall, schools with 120 or fewer fourth-grade students were given the option of assessing all students in the grade, rather than randomly sampling students to be assessed. In the previous NAEP assessment, 80 percent of the eligible grade 4 schools elected to take this option.

You should check the Quality Control Booklet for each fourth-grade school in your area to see if this option was taken. The Quality Control Booklet would indicate this by having a Take-All Option: Yes for fourth-grade schools on the label as shown below.

School Information		
ID: 101-101-1	REGION: VA2	AREA: 2
GRADE 4 TAKE ALL: YES		
ASSESSMENT DATE: 2/10		
SCHOOL: WASHINGTON ELEMENTARY SCHOOL		
ADDRESS: 3800 WASHINGTON BLVD. VIENNA, VA 22180		
PHONE: (703) 555-2249		
PRINCIPAL: MARK MAXWELL		
SCHL COOR: CHRIS THOMAS		
SESSID: RS0401,RS0402		
E-FILE SUMMARY REPORT: YES		

The Take-All Option will require adjustments to some of the procedures listed in Chapters 4 and 6 of this manual. The adjustments that are not describe in these chapters are listed on the following pages. If a procedure is not listed in this section, you should follow it as written in Chapters 4 and 6.

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Chapter 4 Conducting Preassessment Activities

Procedure 7. Verify Administration Schedule Data

(Page 4.14)

Fourth-grade schools that selected the Take-All Option will need to have the students assessed in sessions according to the homeroom or other locator in column **B** of the Administration Schedule. Follow the special instructions outlined in **Procedure 7** of Chapter 4 for Take-All schools to complete column **B** of the original Administration Schedule during the preassessment visit.

After the visit, you will use blank Administration Schedules (from your Pearson bulk supplies) to group the students according to their homeroom/locator status. Each unique homeroom or locator should have a different Administration Schedule. You must carefully transfer columns **A**, **B**, **C**, and **N** from the original Administration Schedules to the blank Administration Schedules as shown in the example on page C.3. You must also transfer the school name and ID number onto the blank Administration Schedule(s). AAs will use the temporary Administration Schedules to conduct the sessions. After the assessment, you will carefully transfer the attendance and Administration Codes back onto the original (preprinted) Administration Schedules.

Procedure 8. Select Sample of Newly Enrolled Students

(Page 4.28)

Sampling is not required because all students enrolled in grade 4 on the assessment day will be assessed. You will just add any newly enrolled students to the Administration Schedule for their classroom.

Chapter 6. Assessment Day Activities

Procedure 5. Review the Administration Schedule for Incomplete or Missing Data

(Page 6.7)

Any updates you receive from the school coordinator on the morning of the assessment should be made to the original, preprinted Administration Schedules, because this Administration Schedule will be the only one sent to Pearson after the assessment.

Procedure 6. Complete the Top of the Administration Schedule

(Page 6.8)

You will complete the information at the top of the original, preprinted Administration Schedule after the assessment. Therefore, you do not need to enter information on the preprinted or the temporary Administration Schedule before the assessment.

This form must be completed in No. 2 pencil.

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

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

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

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

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

Session Number
 RS0401

Bundle #'s
 01001
 01002

NAEP 2005 Administration Schedule

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

Original session scheduled for: Day/Date: Thurs./Feb. 10, Time: 8:05
 Makeup session scheduled for: Day/Date: _____, Time: _____
 Location: Rm 121

If Makeup Needed: Makeup Held Makeup Not Held

Bundle #'s
 01001
 01002

Session Number
 RS0401

Original Sample _____ # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) _____ # Excluded (Admin. Codes 60-69) _____
 # Selected New Enrollees _____ Total in Sample _____ TO BE ASSESSED _____ # Assessed (Original Session) _____ # Assessed (Makeup Session) _____
 TOTAL ASSESSED _____

Column Indicators	"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"	"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"
Student Name	Homeroom Locator	Line #/Subject	Month	Birth Date	Year	Sex	SD	Final SD Code	LEP	Final LEP Code	Race/Eth.	School Lunch	Title I	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (✓/A)	Admin. Codes
01	Mark Atley	10 01 M	0	4	9	4	1	2	2	2	2	2	2	101 00293 4			1	ASSESSED IN ORIGINAL
02	Betty Bates	10 02 R	0	2	9	5	2	2	2	2	2	2	2	001 054006 9			2	ASSESSED IN MAKEUP
03	Wes Block	10 03 M	0	6	9	4	1	2	2	2	2	2	2	102 005241 1			3	ASSESSED IN MAKEUP
04	Angela Burns	10 04 R	1	0	9	4	2	2	2	2	2	2	2	002 000043 8			4	ASSESSED IN MAKEUP
05	Nicki Campbell	12 05 SA	1	1	9	4	2	2	2	2	2	2	2	203 006922 1			5	ASSESSED IN MAKEUP
06	Nancy Cordaro	12 06 R	0	9	9	4	2	2	2	2	2	2	2	003 000841 2			6	ASSESSED IN MAKEUP
07	Tim Dublin	10 07 S	0	1	9	5	1	1	2	2	2	2	2	204 043569 2			7	ASSESSED IN MAKEUP
08	Kimberly Frank	12 08 R	0	5	9	4	2	2	2	2	2	2	2	004 005301 1			8	ASSESSED IN MAKEUP
09	Carla Grahams	10 09 M	0	7	9	4	2	2	2	2	2	2	2	105 210021 3			9	ASSESSED IN MAKEUP
10	Paul Hernandez	10 10 SB	0	9	9	4	1	2	1	2	2	2	2	205 210001 6			10	ASSESSED IN MAKEUP
11	Becky Hoecke	10 11 M	1	2	9	4	2	2	2	2	2	2	2	106 073201 2			11	ASSESSED IN MAKEUP
12	Daniel Jasmer	12 12 R	1	0	9	4	1	2	2	2	2	2	2	006 002407 7			12	ASSESSED IN MAKEUP
13	Sarah Kruger	12 13 M	0	6	9	4	2	2	2	2	2	2	2	107 000031 9			13	ASSESSED IN MAKEUP
14	Penny Lowe	12 14 R	0	2	9	5	2	2	2	2	2	2	2	007 076206 0			14	ASSESSED IN MAKEUP
15	Paul Lucas	10 15 S	1	0	9	4	1	2	2	2	2	2	2	208 076206 5			15	ASSESSED IN MAKEUP

This form must be completed in No. 2 pencil.

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

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

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

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

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

Session Number
 RS0401

Bundle #'s
 01001
 01002

NAEP 2005 Administration Schedule

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

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

If Makeup Needed: Makeup Held Makeup Not Held

Bundle #'s
 01001
 01002

Session Number
 RS0401

Original Sample _____ # Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) _____ # Excluded (Admin. Codes 60-69) _____
 # Selected New Enrollees _____ Total in Sample _____ TO BE ASSESSED _____ # Assessed (Original Session) _____ # Assessed (Makeup Session) _____
 TOTAL ASSESSED _____

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

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Procedure 8. Give AAs Session Materials

(Page 6.9)

Remind your AAs that they will be walking into a classroom of students already assembled. In these cases, AAs may not have had an opportunity to prepare the room ahead of time, so the AAs must be organized before entering the classroom.

Procedure 13. Perform QC Check of Booklets

(Page 6.11)

Schools that selected the Take-All Option and provided homeroom status in the fall may only have one or two students who have changed classrooms. On assessment day, as the AAs prepare the booklets, you will need to pull the booklet the student was assigned to receive and place it with the booklets for the class in which the student will be assessed. After the session, be very careful that the “swapped” booklet gets placed back with the booklets for the session in which the student was listed on the original, preprinted Administration Schedule.

Schools that selected the Take-All Option and did not provide homeroom status in the fall will require you to prepare the booklets the day before the assessment. You may ask your AAs to assist you with this activity.

First, open each Session Box and remove the bundles of booklets, preprinted student ID labels, additional booklet materials, and accommodation booklets (if required). The booklets and student ID labels will be in the same order as the original, preprinted Administration Schedule. Therefore, you and/or the AAs should prepare the booklets following the instructions provided in the *Assessment Administrator Manual*. Be sure to write the student’s line number from the original, preprinted Administration Schedule in the upper-right corner of each booklet cover. This will make it easier to sort the booklets after the assessment.

Once the student ID labels are affixed to the booklets, accommodation booklets have been assigned, and additional materials have been inserted, the next step is to sort the booklets into the new, temporary Administration Schedules that are organized by classroom.

You will need to review the temporary Administration Schedules one more time to make sure that you have entered the correct information in columns **A**, **B**, **C**, and **N**. Next, sort the booklets into the new, temporary Administration Schedule order. Once the booklets are stacked in the new, temporary Administration Schedule order, place the Administration Schedule on top of the stack and rubber band them together. Place the stack of booklets and Administration Schedule back in the Session Box. The booklets are now ready to be distributed on the assessment day.

Remember, even though the booklet preparation has been done prior to the assessment day, the booklets must remain in your possession in order to protect the security of the assessment materials. On the assessment day, you must bring both the temporary Administration Schedules that are sorted by classroom and the original preprinted Administration Schedules.

Procedure 21. Verify That the Administration Schedule Has Been Completed Accurately

(Page 6.39)

At the end of the session, the AAs should record the Administration Codes on the Administration Schedule they used to conduct the assessment.

Once the Administration Codes are recorded, you and/or the AAs will carefully transfer the attendance and Administration Codes from the temporary Administration Schedules to the original, preprinted Administration Schedules.

Once all of the information from the temporary Administration Schedules has been recorded onto the original, preprinted Administration Schedules, you should complete the entire summary box on the top of the original, preprinted Administration Schedules. Follow the instructions on pages 6.8 and 6.41 for this procedure.

Procedure 22. Verify That the Booklet Covers Have Been Completed Accurately

(Page 6.43)

The AAs should code the assessment booklet covers according to the procedures on pages 6.43-6.45. After the booklet covers are coded, the AAs must put the booklets back in the preprinted Administration Schedule order.

Procedure 23. Perform Final Check of Session Box Materials

(Page 6.46)

Once the original, preprinted Administration Schedule is complete and the assessment booklets are in the original Administration Schedule order, you must conduct a careful edit of the materials as described on pages 6.46-6.47. Check to make sure that each booklet is in the **original** Administration Schedule order and that the original Administration Schedule is on top of the stack of booklets.

Procedure 26. Organize the NAEP Storage Envelope

(Page 6.52)

The original version of the Administration Schedule (with the names removed) is the only one to be sent to Pearson. The temporary Administration Schedules used to organize the sessions should be left at the school in the NAEP Storage Envelope.

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2. E-File Summary Report

NAEP is committed to providing data of the highest statistical quality. Generally, this begins with the school and student samples that NAEP uses. Westat, as the sampling contactor, draws both the school sample and the student samples using the lists of eligible students submitted by schools, districts, and states. When those student lists are E-Filed, they are run through a series of data checks to verify the quality of the submission. If the checks identify questions or issues, messages are sent to the E-Fileers giving them an opportunity to correct or verify the submitted data.

For all schools that E-Filed, NAEP has developed the E-File Summary Report (shown below). This report displays the data checks for each school that are unresolved. If there is a report for the school, it will be included in the School Folder. Your supervisor will review each report with you. In some cases, you will not need to address the issues with the school coordinator, while in other cases, you will review the issues with the school coordinator during the preassessment visit and attempt to resolve them. Your supervisor will review the proper course of action with you.

NAEP 2005 School E-filing Summary Report		
Territory: _____ Region: _____ Area: _____		
School ID#: _____		School Name: _____
Grade(s) Sampled: _____		# of Sessions: _____
# of Students in Grade _____		# of Students Sampled: _____
Summary of E-filing		
Date School E-filed: _____		E-filer Name: _____
Date: _____ Error Text	<u>Corrected on Admin Schedule</u>	<u>Verified as Correct</u>
	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>
Date: _____ Error Text	<input type="checkbox"/>	<input type="checkbox"/>

E-File Summary Report Messages

The table below presents the error messages that will be printed on the E-File Summary Report for schools that E-Filed and had one or more of the errors.

Definition of Column Headings

Type of Check - Name and description of the data check violation.

Threshold - The criterion that determines a specified data check violation occurred during E-Filing, which will result in an error warning message printed on the report.

Error Message - The text of the message that will be displayed when the data check threshold is met.

Check #	Type of Check	Threshold	Error Message
1	All students identified in one category (race/ethnicity, sex, SD, LEP, school lunch) excluding N/A and "Information unavailable at this time."	Equals 100%	100% of the students on the file you submitted are classified as (<i>category</i>), excluding those students classified as N/A or "Information unavailable at this time."
2	All students in category (race/ethnicity, sex, SD, LEP, school lunch, Title I) are missing	Equals 100%	100% of the students are missing data in (<i>category</i>)
3	Not all students identified as "School does not collect this information" for race/ethnicity.	Greater than 0% but less than 100%	__ % of the students are classified as "School does not collect this information" for race/ethnicity. Either all or none of the students must be classified this way.
4	Not all students identified as "School does not participate in NSLP."	Greater than 0% but less than 100%	__ % of the students are classified as "School does not participate in NSLP." Either all or none of the students must be classified this way.
5	More than 50% but less than 100% of the students are eligible for Title I services but a higher percentage of students are eligible to receive Title I services than are receiving free or reduced lunch.	More than 50% but less than 100% of the students are eligible for Title I services but a higher percentage of students are eligible to receive Title I services than are receiving free or reduced lunch.	__ % of the students are classified as receiving Title I services and __ % of the students are classified as eligible for free or reduced lunch.
6	Year of Birth (YOB) versus Grade.	Grade 4 - YOB is within the range 1993 – 1998. Grade 8 - YOB is within the range 1989 – 1993. Grade 12 - YOB is within the range 1985 – 1988.	__ of your (<i>grade</i>) students have birth years outside the expected age range for their grade.
7	Month of Birth Outside of Range 1(01) – 12	Greater than 0%	__ of your (<i>grade</i>) students on the file you submitted have the birth month outside the acceptable range of 1(01) – 12.
8	First Name versus Gender	Varied	The first names of the students classified as (<i>male/female</i>) are names commonly given to (<i>females/males</i>).
9	Name versus Race/Ethnicity.	Varied	As a quality control check, please review the race/ethnicity for all students.



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3. Determining Accommodations for Students in Science Bridge Sessions

As described in Chapter 1, a science bridge study will be conducted in a small number of schools. The purpose of the study is to provide data on what—if any—effects result from rearranging the order of the assessment booklet sections and the timing of the science assessment, thereby providing a link or “bridge” between the past and future assessments.

In addition to providing students with the same test booklets used during the 2000 assessment, decisions regarding accommodations must be made using the same material NAEP provided to schools for the 2000 assessment.

During the 2000 science assessment, schools referred to the NAEP Criteria for Including Students with Disabilities and Students with Limited English Proficiency (shown on pages C.9-C.10), instead of the Inclusion Criteria (shown on page 3.31), whenever there was doubt about the assessibility of a student.

Therefore, when there is doubt about the decision regarding students selected for the science bridge study who are identified as SD and/or LEP, you will instruct the school coordinator to refer to the following science bridge materials:

Instead of using...	Schools must use...
Brochures titled “Inclusion of Students with Disabilities in NAEP” and “Inclusion of Limited-English-Proficient Students in NAEP”	Document printed on yellow paper titled “Criteria for Including Students with Disabilities and Students with Limited English Proficiency”
Accommodations Worksheet	Science Bridge Accommodations Worksheet (shown on page C.11)

Remember, the science bridge documents identified in the above table apply to the science bridge sessions only.

Typically, you will be working in a school that has either an operational or pilot session in addition to the science bridge session. Students identified as SD and/or LEP in operational and pilot sessions will use the 2005 Inclusion brochures and Accommodation Worksheet, as instructed on pages 3.30-3.32.

NAEP 2005 Science Bridge Study

NAEP 2005 SCIENCE BRIDGE STUDY

Criteria for Including Students with Disabilities and Students with Limited English Proficiency in NAEP Assessments

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

1. Students with Disabilities

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

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

2. Students with Limited English Proficiency

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

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

3. Consult with School Staff

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

- Students with disabilities: Questions 12 through 16.
- Students with limited English proficiency: Questions 12 through 14.

**WHEN IN DOUBT, INCLUDE THE STUDENT.
SEE BACK FOR FURTHER EXPLANATION AND LIST OF THE OFFERED
ACCOMMODATIONS.**

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NAEP 2005 Science Bridge Study (continued)

NAEP 2005 SCIENCE BRIDGE STUDY

Further Explanations for LEP Students

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

- **Include** without any accommodation all LEP students who have received science instruction primarily in English for 3 years or more and those who are in their third year;
- **Include** without any accommodation all other LEP students who can demonstrate their knowledge of science without an accommodation;
- **Include** and provide accommodations permitted by NAEP to other LEP students who can demonstrate their knowledge of science only with those accommodations; and
- **Exclude** LEP students **ONLY if they cannot** demonstrate their knowledge of science even with an accommodation permitted by NAEP.

Accommodations Most Frequently Offered by NAEP

Science Bridge Sessions

- Glossary in Spanish
- Bilingual dictionary
- Large-print booklet
- Extended time in regular session
- Read aloud in regular session
- Small group
- One-on-one
- Scribe or use of computer – used to record answers
- Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment

Science Bridge Accommodations Worksheet

Science Bridge Accommodations Worksheet

Below is a list of students selected to participate in NAEP who have been identified as students with disabilities (SD) and/or limited English proficiency (LEP). After the school staff member completes the SD and/or LEP Questionnaire and provides you with information on the student's participation in NAEP, you may use this worksheet as a tool for tracking the decisions regarding accommodations.

Note: This worksheet is an optional tool for your use only, and will not leave the school premises. If you choose to use it, please provide the completed worksheet to the NAEP representative during the preassessment visit. For more information regarding each SD or LEP student's participation in NAEP, refer to the Science Bridge Criteria for Inclusion.

Student Name	Subject S= Science	SD/ LEP	Include Without Accommodations	Extended Time	Read Aloud in Regular Session <i>(Not allowed for reading)</i>	Small Group (without Read Aloud)	Small Group (with Read Aloud) <i>(Not allowed for reading)</i>	One-on-one	Bilingual Glossary	Bilingual Dictionary <i>(Not allowed for reading)</i>	Scribe	Breaks During Test	Magnification Device	School Staff Administers	Other	Exclude



D

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- Accommodation Teacher Letter
- Accommodations Worksheet (operational and pilot sessions)
- Accommodations Worksheet (science bridge sessions)
- Assessment Information Form
- Makeup Session Worksheet
- Materials Request Form
- Session Debriefing Form
- Teacher Observer Letter



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ACCOMMODATION TEACHER LETTER

We welcome you to the NAEP assessment!

The National Assessment of Educational Progress (NAEP) is often referred to as the “Nation’s Report Card.” It is the only measure of student achievement in the United States where you can compare the performance of students in your state with the performance of students across the Nation or in other individual states. Sponsored by the U.S. Department of Education, NAEP has been conducted for over 30 years. A careful random selection of schools and students are selected to participate in NAEP to represent all schools and students of the Nation.

We appreciate your assistance in NAEP!

By being present during the assessment you will help emphasize for the students the importance of them taking their test seriously. You have the advantage of knowing some or all of the students and the protocols of the school. The NAEP staff person may ask for your assistance in these areas.

By participating in NAEP we respectfully ask your cooperation in following these important guidelines to ensure the validity of the tests.

If conducting an accommodation session you may:

- make minor modifications to the script to shorten or simplify the introductory statements;
- encourage the student(s) to review his/her answers upon completion of a section;
- allow students to take a break between sections when the NAEP representative indicates that they can; or
- answer student questions regarding the general background section of the booklet, the booklet directions, and the recording of answers.

You may not:

- provide assistance on assessment items. (Students may look for validation on certain items; you may not indicate verbally or nonverbally your recommendations. Instead you are encouraged to remind them to answer the questions to the best of their ability); or
- allow any student to use accommodations/adaptations on the assessment that are not indicated in his/her IEP or that are not normally used by the student during testing.

AFFIDAVIT OF NONDISCLOSURE

I, _____, do solemnly swear (or affirm) that when given access to the subject NCES database or file, I will not –

- (i) use or reveal any individually identifiable information furnished, acquired, retrieved, or assembled by me or others, under the provisions of Sections 408 and 411 of the National Education Statistics Act of 1994 (20 U.S.C. 9001 et seq.) for any purpose other than statistical purposes specified in the NCES survey, project, or contract;
- (ii) make any disclosure or publication whereby a sample unit or survey respondent could be identified or the data furnished by or related to any particular person under this section can be identified; or
- (iii) permit anyone other than the individuals authorized by the Commissioner of the National Center for Education Statistics to examine the individual reports.

(Signature) _____

(Job Title) _____

(Date) _____

(The penalty for unlawful disclosure is a fine of not more than \$250,000 (under 18 U.S.C. 3571) or imprisonment for not more than five years (under 18 U.S.C. 3559), or both. The word “swear” should be stricken out whenever it appears when a person elects to affirm the affidavit rather than to swear to it.)

AC: _____

AA: _____

Phone Number: _____

Region/Area: _____

ASSESSMENT INFORMATION FORM

SCHOOL: _____ ID #: _____

ADDRESS: _____

PHONE #: _____

SCHOOL COORDINATOR: _____ ASSESSMENT DATE: _____

ARRIVAL TIME: _____ ASSESSMENT TIME(S): _____

SESSION NUMBER(S): _____ ROOM(S): _____

DIRECTIONS TO SCHOOL: _____

PARKING: _____

ACCOMMODATIONS INFORMATION: _____

INSTRUCTIONS FOR MEETING ASSESSMENT TEAM: _____

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

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



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Makeup Session Worksheet

Assessment Date _____ School _____

If the assessment attendance at a school is too low (less than 90%), a makeup session must be held. Compute the percentage assessed across all sessions and determine if a makeup session is necessary at the school.

Follow the guidelines for holding makeup sessions listed below.

- Hold only one makeup at a school (unless the school had assessments at both grade 4 and grade 8);
- Invite all students who were absent (not refused) from all sessions;
- Consider an intact classroom of students as one session, even if the students are listed on separate Administration Schedules; and
- Hold all materials until makeup session is complete.

Use the steps listed below to calculate the assessment attendance percent and determine if a makeup session needs to be scheduled.

1. Calculate the total of the “TO BE ASSESSED” values of all sessions.	To Be Assessed Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Session #5 _____ Session #6 _____ Total _____	1. _____
2. Calculate the total of the # Refused values of all sessions.	# Refused Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Session #5 _____ Session #6 _____ Total _____	2. _____
3. Subtract the total of the # Refused from the total of the TO BE ASSESSED . Subtract Line 2 from Line 1		3. _____
4. Calculate the total of the # Assessed (Original Session) values for all sessions.	# Assessed (Original Session) Session #1 _____ Session #2 _____ Session #3 _____ Session #4 _____ Session #5 _____ Session #6 _____ Total _____	4. _____
5. Calculate the assessment attendance percent. Divide line 4 by line 3 and then multiply by 100		5. _____
6. Does a makeup session need to be scheduled? Does line 5 equal 89 percent or less? (Rounded to the nearest whole percent.)		6. Yes <input type="checkbox"/> No <input type="checkbox"/> <i>Check One</i>

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

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

Name: _____ AC Region/Area # _____

Ship To Address: _____ School Name: _____

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

CITY, STATE, ZIP CODE

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

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

*Please use this form when ordering by phone.

TO BE COMPLETED BY PEARSON

Date/Method Order Sent: _____ Order Entered by: _____

NA00010001



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

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

Name: _____ AC Region/Area # _____

Ship To Address: _____ School Name: _____

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

CITY, STATE, ZIP CODE

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

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

*Please use this form when ordering by phone.

TO BE COMPLETED BY PEARSON

Date/Method Order Sent: _____ Order Entered by: _____

NA00010001

NAEP 2005 SESSION DEBRIEFING FORM

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

Assessment Date: _____	Region #: _____
School Name: _____	School ID #: _____
Person Completing Form: _____	Supervisor: _____
Other NAEP Staff Assisting with Session: _____	
Other Observers Present: _____	
Session Number: _____ (e.g. RS0401, RM0801, or PT1201)	
This session was <i>CIRCLE ONE</i> :	
1. Regular Session	3. Accommodation Session
2. Makeup Regular Session	4. Makeup Accommodation Session

SESSION SUMMARY

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

REACTION TO SESSION

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





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TEACHER OBSERVER LETTER

We welcome you to the NAEP assessment!

The National Assessment of Educational Progress (NAEP) is often referred to as the “Nation’s Report Card.” It is the only measure of student achievement in the United States where you can compare the performance of students in your state with the performance of students across the Nation or in other individual states. Sponsored by the U.S. Department of Education, NAEP has been conducted for more than 30 years. A careful random selection of schools and students are chosen to participate in NAEP to represent all schools and students of the Nation.

We appreciate your assistance in NAEP!

By being present during the assessment, you will help emphasize for the students the importance of them taking their test seriously. You have the advantage of knowing some or all of the students and the protocols of the school. The NAEP staff person may ask for your assistance in these areas.

By participating in NAEP we respectfully ask your cooperation in following these important guidelines to ensure the validity of the tests.

1. Please do not answer any questions that any of the students may ask you about their test.

The NAEP staff is thoroughly trained to administer the tests to students to ensure the highest level of validity of the test results. They have a script that they must read to the students verbatim to maintain the consistency of the instructions to students across the Nation. The NAEP staff has been directed not to answer any questions that the students may ask about their test questions but to encourage the students to do the best that they can. In talking to a student about his/her test, you may be inadvertently compromising the results.

2. Please do not talk to anyone during the assessment, even the NAEP staff member.

Any conversation could be disruptive to a student and may affect his/her ability to concentrate on their test.

3. Please do not look at the students’ test booklets.

The security of the test items is a very important part of NAEP. No one other than the student that is assigned to a particular booklet is to read the questions. You are welcome to look over the Demonstration Booklet that provides the background questions and examples of test questions asked in previous years. Our staff has signed a security affidavit and, since you have access to the test booklets, we are going to ask the same of you.

AFFIDAVIT OF NONDISCLOSURE

I, _____, do solemnly swear (or affirm) that when given access to the subject NCES database or file, I will not –

(i) use or reveal any individually identifiable information furnished, acquired, retrieved, or assembled by me or others, under the provisions of Sections 408 and 411 of the National Education Statistics Act of 1994 (20 U.S.C. 9001 et seq.) for any purpose other than statistical purposes specified in the NCES survey, project, or contract;

(ii) make any disclosure or publication whereby a sample unit or survey respondent could be identified or the data furnished by or related to any particular person under this section can be identified; or

(iii) permit anyone other than the individuals authorized by the Commissioner of the National Center for Education Statistics to examine the individual reports.

(Signature) _____

(Job Title) _____

(Date) _____

(The penalty for unlawful disclosure is a fine of not more than \$250,000 (under 18 U.S.C. 3571) or imprisonment for not more than five years (under 18 U.S.C. 3559), or both. The word “swear” should be stricken out whenever it appears when a person elects to affirm the affidavit rather than to swear to it.)